

## Program Review Form Program Review Form

**Date:** August 7, 2020

**Program Review Year:** 2019-2020

**Name of Program Being Reviewed:** Secondary Licensure Programs

**Degrees Covered by Review:** B.S. English, History, Biology, Mathematics

**Name of Department:** Arts and Sciences, Music, Physical Education, Teacher Education

**Department Chairs:** Ian Hawkins, James Stevens, Greg Fawbush, Stephen Beck

**Program Coordinator:** Mr. Frank Thornsbury; Mr. Phillip Morgan; Dr. Ian Hawkins;

**Dr. Stephen Beck; Dr. James Stevens; Mr. Greg Fawbush**

Note: Pages 1-4 are to be completed yearly by each program. Pages 1-5 are to be completed according to the Cycle of Curricular Review

### **Mission of the College**

*The mission of Welch College is to educate leaders to serve Christ, His Church, and His world through Biblical thought and life.*

### **Strategic Initiative (from the strategic plan)**

Strategic Initiative #1 – Integrating a Christian worldview.

The College will develop policies, programs, and activities which will enable students to develop a worldview that integrates the Christian faith with the academic disciplines in the whole of life.

### **Strategic Objective (from the strategic plan)**

Strategic Objective 1.1 – Develop curricula that integrates the Christian worldview throughout all programs of study.

### **Program Objectives (from the College Catalog)**

#### **English:**

- 1) Define the characteristics and role of the teacher of English;
- 2) Select, read, interpret, and evaluate literature in a variety of genres;
- 3) Identify and follow the steps for writing a literary research paper;  
and
- 4) Demonstrate competency in the various methods of teaching English in the secondary school classroom.

#### **History:**

- 1) Analyze the origin and development of ideas;
- 2) Develop a broader understanding of the world related to historical perspectives, political structure, and religious systems;
- 3) Demonstrate competency in original research; and
- 4) Personalize a Christian worldview through the integration of biblical content with historical issues.

**Biology:**

- 1) **Demonstrate significant proficiency in areas of science which support the field of biology;**
- 2) **Apply scientific knowledge and principles in the context of the field of biology; and**
- 3) **Synthesize biblical values, general knowledge, and scientific principles to support a career in biology education.**

**Mathematics:**

- 1) **Teach mathematics from a Christian worldview;**
- 2) **Demonstrate conceptual knowledge, along with the ability to assess student understanding, and the communication skills (vocabulary, academic language, terminology, grammatical constructions, syntax, and notation) needed by mathematics teachers to guide student learning in the specific subject area of mathematics; and**
- 3) **Implement best practices in all areas of mathematics instruction.**

**Program Objectives link to Institutional Purpose/General Objectives of the College**

There is a strong correlation between the objectives of the teacher education programs and the general objectives of Welch College, as the teacher education program fosters the development of an informed mind through critical thinking and intellectual honesty; preparing pre-service teachers by supporting and guiding them as they gain both knowledge and skills to function in their future careers as classroom teachers; and to foster the development of communication skills in effective reading, writing, listening, and speaking.

**Program Objectives link to Departmental Objectives**

The objectives of the Secondary licensure programs are directly related to the departmental objectives through actively selecting appropriate materials, demonstrating competency in teaching students with unique needs (e.g., EL students), as well as teaching all students in these curriculum areas. These qualities are exhibited through the culminating semester of student teaching.

**Courses Aimed to Accomplish Specific Program Objectives  
English**

Program Objective	Courses
<b>1. Define the characteristics and role of the teacher of English</b>	EDU 2001; EDU 2102; EDU 4201; PSY 2402; EDU 4332
<b>2. Select, read, interpret, and evaluate literature in a variety of genres</b>	EDU 3801; EDU 4332; ENG 2111; ENG 2122; ENG 3204; ENG 3605;
<b>3. Identify and follow the steps for writing a literary research paper</b>	ENG 1011; ENG 1022; EDU 4332; ENG 4006; EDU 4302;

**Courses Aimed to Accomplish Specific Program Objectives  
History**

Program Objective	Courses
<b>1) Analyze the origin and development of ideas;</b>	EDU 2001; EDU 2102; ; PSY 2402; EDU 4401; HIS 2201
<b>2) Develop a broader understanding of the world related to historical perspectives, political structure, and religious systems;</b>	PSY 2402; EDU 2102; EDU 4401; EDU 2001; EDU 4302; HIS 3204; HIS 3404; HIS 4807
<b>3) Demonstrate competency in original research; and</b>	EDU 4401; EDU 2102; HIS 4807; HIS 3204
<b>4) Personalize a Christian worldview through the integration of biblical content with historical issues.</b>	EDU 4401; EDU 2001; EDU 2102; HIS 3204; HIS 4305; HIS 3404

**Courses Aimed to Accomplish Specific Program Objectives  
Biology**

Program Objective	Courses
<b>1) Demonstrate significant proficiency in areas of science which support the field of biology;</b>	BIO 1011/1111; BIO 1202/1212; BIO 2203; BIO 3104/3114; BIO 3303/3313; BIO 4106/4116
<b>2) Apply scientific knowledge and principles in the context of the field of biology; and</b>	PSY 2402; EDU 2001; EDU 4302; EDU 4450; EDU 4500; EDU 4800
<b>3) Synthesize biblical values, general knowledge, and scientific principles to support a career in biology education.</b>	EDU 2001; EDU 2402; EDU 2102; EDU 3801; EDU 4201; EDU 4302; EDU 4332; EDU 4401; EDU 4450; EDU 4500; EDU 4800

**Courses Aimed to Accomplish Specific Program Objectives  
Mathematics**

Program Objective	Courses
<b>1) Teach mathematics from a Christian worldview;</b>	EDU 2001; EDU 2102; EDU 4302
<b>2) Demonstrate conceptual knowledge, along with the ability to assess student understanding, and the communication skills (vocabulary, academic language, terminology, grammatical constructions, syntax, and notation) needed by mathematics teachers to guide student learning in the specific subject area of mathematics; and</b>	EDU 4201; EDU 3801; EDU 4302; EDU 4332; EDU 4401; PSY 2402; MAT 1101; MAT 2011; MAT 1101; MAT2211; MAT 2212; MAT/PHY 2023, 2033; MAT/PHY 2026, 2036; MAT 2301; MAT 3111; MAT 3022
<b>3) Implement best practices in all areas of mathematics instruction.</b>	EDU4302; EDU 4450; EDU 4500; EDU 4800

**Courses Aimed to Accomplish Specific Program Objectives  
Physical Education**

Program Objective	Courses
<b>1) Design, implement, and maintain a physical education program for today's school;</b>	EDU 2001; EDU 2102; PHE 3503; PHE 3704; PHE 4707
<b>2) Articulate a meaningful philosophy of physical education;</b>	EDU 4401; EDU 2102; EDU 2102
<b>3) Design exercise programs using established principles and guidelines; and</b>	PHE 3104; PHE 4103; PSY 2402; PHE 3503; PHE 3704; PHE 4707; PSY 2402
<b>4) Analyze the teaching act as a means of continually improving teaching skills.</b>	PHE 4103; PHE 4707; EDU 4450; EDU 4500; EDU 4700

## Courses Aimed to Accomplish Specific Program Objectives

### Music

Program Objective	Courses
<p><b>1) The music skills and techniques that are demanded in the various disciplines cultivated in this program of study;</b></p>	<p>MUS4232; MUS 1011, 1022, 2031; MUS 1201;</p>
<p><b>2) Understanding and appreciation for the development of the music of the Western civilization as related both to life in general and to the music of the school and church;</b></p>	<p>EDU 2001; EDU 2102; MUS 3031; EDU 4401</p>
<p><b>3) Ability to teach either vocal and general music, or instrumental music in grades K-12 and efficiently organize and direct elementary, middle, and secondary music programs in either Christian or public schools.</b></p>	<p>MUS 1201; EDU 2001; EDU 2102; PSY 2402; EDU 3801; EDU 4401; MUS 4242</p>
<p><b>4) Ability to evaluate music needs and arrange or compose choral music to meet those needs;</b></p>	<p>PSY 2402; EDU 3801; EDU 4201</p>
<p><b>5) Understanding of the historical, philosophical, and sociological foundations underlying music education in America, whether in public or Christian education; and</b></p>	<p>EDU 4401; MUS 3031</p>
<p><b>6) Ability to perform with skill.</b></p>	<p>MUS 3266; MUS 1201; MUS 1630; MUS 2313, 2326; EDU 4450; EDU 4450; EDU 4500; EDU 4700</p>

**Program Review Assessment This section refers to all Secondary Licensure Areas**

	<b>Means of Assessment</b>	<b>Strategic Objective/Goal</b>	<b>Results</b>
What we want to do (general)	How we will know if we did it	Specific Goals	What actually happened
<b>1. Define the characteristics and role of the Secondary educator</b>	PRAXIS and course grades	Every student who is seeking a secondary teaching license will successfully complete the program and pass PRAXIS.	2019 grads and 2020 grads who have completed requirements for Secondary licensure and have taken the PRAXIS have passed it and been hired in schools in high needs areas.
<b>2. Select, read, interpret, and evaluate specific content for specific Secondary licensure areas</b>	PRAXIS and course grades	Every student who is seeking a Secondary license will successfully complete the program and pass PRAXIS.	2019 grads and 2020 grads who have completed requirements and have taken the PRAXIS have passed it and been hired in schools in high needs areas.
<b>3. Identify and follow the steps for effective teaching in all Secondary licensure areas</b>	PRAXIS and course grades	100% of students seeking degrees will pass all PRAXIS tests successfully	100% of the students seeking the Secondary degrees successfully passed all PRAXIS tests.
<b>4. Demonstrate competency in the various methods of teaching in the secondary school classroom</b>	Student Teaching Evaluations from Supervisor and Cooperating Teachers	Each student teacher will complete all requirements of the student teaching experience.	100% of the student teachers each semester completed all required hours and received passing scores from the Welch supervisor and both Cooperating Teachers.

**Program Review: Use of Results**

Strategic Objective/Goal	Results	Use of Results	Results Revisited
What we wanted to happen	What actually happened	What we did to improve	How did this affect later assessments?
<p>Prepare future teachers to meet the needs of students in the local school by implementing a focus on various students in several of our classes. This goal is a result of a need expressed by our local school system.</p>	<p>Course syllabi were revised to accommodate these changes; adjunct faculty were hired to meet the needs in the language area; one course has become a “shared” course with our Missions department.</p>	<p>Emphases were added to several of the courses already in Secondary programs. A foreign language requirement and courses in Cultural Anthropology and Linguistics were added to meet specific needs for ESL in the specific areas.</p>	<p>Every student who has taken the PRAXIS has passed and been hired.</p>
<p>100% of students seeking Secondary degrees will pass all PRAXIS tests successfully</p>	<p>100% of the students seeking degrees successfully passed all PRAXIS tests.</p>	<p>Professors were made aware of the “gaps” where most students were struggling and those were addressed in the various courses. Students were encouraged to use the ETS website practice tests to become familiar with the structure of the various tests/vocabulary.</p>	<p>Students’ scores improved; instead of retaking multiple times, many only had one retake, passing on the second time, thus 100% passage of the PRAXIS was achieved.</p>
<p>Each student teacher will complete all requirements of the student teaching experience.</p>	<p>100% of the student teachers each semester completed all required hours and received passing scores from the Welch supervisor and both Cooperating Teachers.</p>	<p>The professors met with Student teachers to provide guidance in completing various components of the responsibilities in student teaching.</p>	<p>100% of the student teachers successfully completed all required hours and received passing scores from both the Welch supervisor and their cooperating teachers.</p>

Note: This page is to be completed only in years of a complete program review according to the Cycle of Curricular Assessment.

### **Program Review: Comparison with Other Similar Programs**

**Lipscomb University (LU):** Candidates for the Secondary teaching licenses must formally apply for admission to the teacher education program while they are enrolled in a foundations course and must be formally recommended by the appropriate department. Minimum requirements for full recommendation are as follows:

- An overall GPA of 2.75 or better
- Recommendations from at least two Lipscomb instructors and one other Lipscomb instructor
- Fulfillment of all general requirements for admission to the teacher education program. The requirements are similar to the Welch College English education program.

To remain in the program, students must maintain an overall GPA of 2.75 or better, maintain a cumulative GPA in English of 3.0 or better, and continue to be recommended by all Lipscomb instructors who teach them. Students should contact the academic chair of the English department for specific application forms and procedures. Like the LU program, Welch requires recommendations from faculty, but the gpa requirement is 2.75 both overall, and in the major.

Students in this track are certified at the undergraduate level and will be eligible to teach at the completion of the program. The total number of hours for Secondary programs vary from those of Welch College. Unlike the Welch College program, Lipscomb's Secondary programs include more areas of concentration than some of the programs at Welch.

Other differences would involve the size of the program, with Lipscomb's being much larger than the Welch program, as well as the options for courses which can be taken in the program. The number of faculty would also be a difference, with the faculty at Welch being much smaller in number.

### **Martin Methodist College (MMC):**

The mission of Martin Methodist College's Division of Education is the development of education professionals who are prepared to participate in professional, social, and technological change; who are committed to lifelong learning, service, and continuing professional development through inquiry and reflective practice; and who work in partnership with a range of constituents to effect change at the local level.

The Division of Education offers the bachelor's degree in elementary education with licensure to teach grades K-5; bachelors' degrees in secondary education majors in biology, business, English, history, and mathematics with licensure to teach grades 6-12; and a bachelor's degree in physical education with licensure to teach grades K-12. Licensure endorsement is also offered in driver education. Because the licensure programs are professional programs, formal application must be made and approval granted for admission into each program. These requirements are described in the following pages along with the course requirements and recommended curriculum for each program.

Martin Methodist College (MMC) offers both a BA and BS degrees in education. The total number of hours for the programs is between 124 and 127, which is comparable to the Welch College programs. The MMC hours differ dependent upon the choice of degree.

**Program Review: Analysis of Graduate School/Vocational Requirements**

Recent graduates have matriculated in advanced degree programs in education at the following institutions: Lipscomb University, as well as schools in other states, such as Norwich University. No remediation or leveling work was required of any Welch graduate. This indicates the current program is in line with expected graduate competencies required for admission.