

## Program Review Form

**Date: June 12, 2020**

**Program Review Year: 2019-2020**

**Name of Program Being Reviewed: Child Development and Learning**

**Degrees Covered by Review: B.S. Child Development and Learning**

**Name of Department: Teacher Education**

**Department Dean: Stephen Beck**

**Program Coordinator: Etta Patterson**

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)

1. Select appropriate materials for specific groups;
2. Meet the educational needs of students with unique demands;
3. Demonstrate competency in the various methods of teaching reading in the elementary classroom, including phonics and the whole language approach;
4. Demonstrate competency in the teaching of spelling, handwriting, grammar, and usage, and creative and practical writing; and
5. Implement training and/or theory with practical experiences in at least two diverse classroom settings.

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

There is a strong correlation between the objectives of the teacher education program 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 BS Child Development and Learning 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 the various curriculum areas. These qualities are exhibited through the culminating semester of student teaching.

**Courses Aimed to Accomplish Specific Program Objectives**

Program Objective	Courses
1) Select appropriate materials for specific groups	EDU 2001; EDU 3312; EDU 4201; PSY 2401; ECE 3512; EDU 3801; EDU 4002;LSC 3012; EDU 3601; EDU 4111; EDU 4332
2) Meet the educational needs of students with unique demands	EDU 3312; EDU 4201; PSY 2401; ECE 3512; EDU ;3801; EDU 4002; LNGXXX Modern foreign language; LNG/ENG/EDU 4012
3 & 4) Demonstrate competency in teaching reading, language arts, math, and science	EDU 3601; EDU 4332; EDU 4111; MAT 2011; MAT2022; ECE 3512; EDU 4002; BIO 1001; BIO 3103; BIO 3113; SCI 2204; SCI 2214
5) Implement training and/or theory with practical experiences in at least two diverse classroom settings	EDU 4450; EDU 4500; EDU 4620

**Program Review: Assessment**

<b>Program Objective</b>	<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
Select appropriate materials for specific groups	PRAXIS	Every student who is seeking an EL endorsement on a teaching license will successfully complete the program and pass PRAXIS.	<b>2019 grads and 2020 grads who have completed requirements for EL endorsements and have taken the PRAXIS have passed it and been hired in schools in high needs areas.</b>
Meet the educational needs of students with unique demands	PRAXIS	Every student who is seeking an EL endorsement on a teaching license will successfully complete the program and pass PRAXIS.  Successful student teaching experience with EL students in assigned classes.	<b>2019 grads and 2020 grads who have completed requirements for EL endorsements and have taken the PRAXIS have passed it and been hired in schools in high needs areas.</b>  <b>Teacher Candidates all successfully completed clinical experiences with students whose first language was not English.</b>
3 & 4) Demonstrate competency in teaching reading, language arts, math, and science	PRAXIS	100% of students seeking a BS CD&L degree will pass all PRAXIS tests successfully	<b>100% of the students seeking the BS CDL degree successfully passed all PRAXIS tests.</b>
5) Implement training and/or theory with practical experiences in at least two diverse classroom settings	Student Teaching Evaluations from Supervisor and Cooperating Teachers	Each student teacher will complete all requirements of the student teaching experience.	<b>100% of the student teachers each semester completed all required hours and received passing scores from the Welch supervisor and both Cooperating Teachers.</b>

**Program Review: Use of Results**

<b>Strategic Objective/Goal</b>	<b>Results</b>	<b>Use of Results</b>	<b>Results Revisited</b>
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 EL students in the local school by implementing a focus on EL 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 the BS CD&amp;L program. A couple of other needed courses were added to meet specific needs in the language area, as well as partnering with missions to share a cultural anthropology course.</p>	<p>Every student who has taken the EL PRAXIS has passed and been hired.</p>
<p>100% of students seeking a BS CD&amp;L degree will pass all PRAXIS tests successfully</p>	<p>100% of the students seeking the BS CDL degree 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**

This section should compare our program with other similar programs at like-minded institutions. Attention should be given to total credit hours in a degree program, courses in a program, course content, and program objectives. The chair should list the number of programs reviewed and the colleges/universities that house these programs. The chair should note similarities and differences and provide some explanation (personnel, mission, or fiscal) to explain significant differences. The department may wish to make adjustments to the program based on such an analysis. Adjustments will usually be subject to faculty approval, Board approval, and approval by accrediting agencies before they can be implemented.

1. **Johnson Bible College (JBC):** BS. Elementary Education Grades K-5 & English as a Second Language Education Grades PreK-12, 150.5 credit hours. The program at Johnson is very similar to the one at Welch with similar general education requirements, and professional core courses including a Bible/Theology major as well as the Elementary Education major. The difference is in the number of credit hours required in this course of study. While Welch has a 141 credit hour program, the hours of field experience are embedded in the various required education courses (15 hours per education course), while the field experience at Johnson is listed as some credit hours, practicum hours, a Senior Practicum, and the required student teaching experience. Welch requires a 3-hour Introduction to Student Teaching course which would be comparable to completing practicum hours in the classroom.

Welch College has a much smaller program in terms of the number of faculty and students than Johnson. The field experience hours are assessed through the individual education courses by requiring each student to document the observation each time they visit a classroom. The student is also required to have the classroom teacher to sign their observation form. This is more manageable for our small staff than to try to visit for each practicum, as well as each student teacher assignment. The faculty at Welch College are all teaching faculty, as well as serving on committees, serving as department chairs, etc. The Teacher Education department has 2 full-time faculty members, 1 part-time faculty member, and several adjuncts who are only here as their classes require them to be.

2. **Martin Methodist College (MMC):** BS Elementary Education (K-5), 132 credit hours. The program at Martin Methodist is similar to the Welch program in that the professional core and general education core are very similar. The MMC program has several methods courses that have been combined into EDU 4002 Educational Strategies and ECE 3512 Teaching Young Children at Welch.

**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.