

## Program Review Form

**Date: June 15, 2020**

**Program Review Year: 2017-2020**

**Name of Program Being Reviewed: Bachelor of Science in Early Childhood**

**Degrees Covered by Review: BSEC**

**Name of Department: Teacher Education**

**Department Chair: 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. Exhibit an understanding of the developmental needs of young children;
2. Select appropriate materials for specific age-groups;
3. Meet the educational needs of students with unique demands;
4. Demonstrate competency in the various methods of teaching reading, including phonics, whole language, and other approaches;
5. Demonstrate competency in the teaching of elementary mathematics; and
6. Implement training and/or theory with practical experiences in at least two different 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 BSEC are directly related to the departmental objectives through actively preparing candidates for entering the BS CDL program for teacher licensure. The courses in the BSEC are foundational for preparation for selecting and using appropriate resources as well as competence in preparing and executing lesson plans ins toward teacher licensure in a BS program.

### Courses Aimed to Accomplish Specific Program Objectives

Program Objective	Courses
1.Exhibit an understanding of the developmental needs of young children	EDU 2001; EDU 2102; PSY 2402; ECE 3251; ECE 3411; ECE 3512
elect appropriate materials for specific age-groups	EDU 2001; EDU 2102; ECE 2702; EDU 3601; EDU 3801;
3. Meet the educational needs of students with unique demands	EDU 2001; EDU 2102; EDU 3801; ECE 3251; EDU 4002
4. Demonstrate competency in the various methods of teaching reading, including phonics, whole language, and other approaches	EDU 3601; EDU 4332; EDU 4111
5. Demonstrate competency in the teaching of elementary mathematics	ECE 3512; MAT 2011; MAT 2022
6. Implement training and/or theory with practical experiences in at least two different classroom settings	EDU 4450; EDU 4500; EDU 4650

**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
1.Exhibit an understanding of the developmental needs of young children	PRAXIS	2019-2020 candidates who are seeking a teaching license will successfully complete the program and pass PRAXIS.	<b>Clinical experience and all Praxis exams were successfully passed.</b>
2.Select appropriate materials for specific age-groups	PRAXIS	2019-2020 candidates who are seeking a teaching license will successfully complete the program and pass PRAXIS.	<b>Clinical experience and all Praxis exams were successfully passed.</b>
3. Meet the educational needs of students with unique demands	PRAXIS	Successful clinical teaching experience with students who have a variety of educational need in assigned classes.	<b>Clinical experience and all Praxis exams were successfully passed.</b>
4. Demonstrate competency in the various methods of teaching reading, including phonics, whole language, and other approaches	PRAXIS	100% of 2019-2020 candidates will complete all requirements of the Clinical experience, including passing the Reading Praxis.	<b>Clinical experience and all Praxis exams were successfully passed.</b>
5. Demonstrate competency in the teaching of elementary mathematics	PRAXIS	100% of the 2019-2020 candidates will complete all requirements of the Clinical experience and pass the appropriate Praxis.	<b>Clinical experience and all Praxis exams were successfully passed.</b>
6. Implement training and/or theory with practical experiences in at least two different classroom settings	PRAXIS	100% of the 2019-2020 candidates will complete all requirements of the Clinical experience and pass the appropriate Praxis.	<b>Clinical experience and all Praxis exams were successfully passed.</b>

**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?
Prepare future teachers to meet the needs of students in the local school by implementing a focus on needs of EL students in several of our classes.	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.	Emphases were added to several of the courses already in the BSEC 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.	Every student who has taken the EL PRAXIS has passed and been hired.
100% of students seeking a BSEC degree will pass all PRAXIS tests successfully	100% of the students seeking the BSEC degree successfully passed all PRAXIS tests.	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.	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.
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.	The professors met with Student teachers to provide guidance in completing various components of the responsibilities in student teaching.	100% of the student teachers successfully completed all required hours and received passing scores from both the Welch supervisor and their cooperating teachers.

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. Early Childhood Education and Theological Studies, Grades Pre-K-3 131.5 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 Early Childhood Education major. The difference is in the number of credit hours required in this course of study. The program does not include and endorsement in EL. 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. **Cumberland University (CU):** The Bachelor of Science in Child Growth and Learning is designed with input from current practitioner partners specifically to incorporate coursework from the disciplines of psychology, education, and other disciplinary content areas to prepare the Cumberland University student for candidacy for a Tennessee Elementary Education (K-5) Teaching License. This program is a minimum of 129 hours. The program has been specifically

designed to ensure graduating teacher candidates meet the academic and developmental needs of all students during their first year teaching and thereafter.

Students in this program must be admitted to the Steps Through Educator Preparation Program (STEPP) to be considered a candidate for licensure, and must meet STEPP requirements at key checkpoints in their program. Cumberland University students who wish to become teacher candidates must see a Teacher Education Program advisor for more information on teacher candidacy.

The Welch College program is similar in some of the coursework, and field experience requirements. Differences include the number of hours (142) and the number of faculty and students, which is much less at Welch than at Cumberland.

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

Recent graduates have matriculated in advanced degree programs in education at the following institutions: Lipscomb University, Cumberland 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.