

Early Childhood Education Program Mission: To prepare and equip students to teach from a biblical worldview in preschool and day care environments

Program Intended Educational Outcomes	Means of Program Assessment and Criteria for Success	Summary of Data Collected	Use of Results	Changes Made
1. Students completing the baccalaureate program for early childhood education will have a knowledge of the characteristics and the strategies necessary for the effective instruction of young children.	1. Students will achieve a 2.5 GPA in the courses requiring this professional knowledge as the basis for the implementation of classroom instruction.	1. In 2003 – 2004, 4 out of 4 of these graduates achieved a 2.5 or higher on their professional GPA. In 2004 – 2005 there were no graduates, and 2005 – 2006 the percentage was the same.	1. The information was reviewed and no significant changes were deemed necessary.	1. Following the review, no changes were required.
2. Graduates will demonstrate the design and implementation of effective instruction for all grades and subjects typically found in the early childhood classrooms or preschools.	2. Each student’s final semester will include a 15 week directed teaching placement requiring observation and review by a cooperating teacher and a college supervisor to determine the effectiveness of the instruction designed and demonstrated in the preschool classroom.	2. Of the 4 directed teachers placed in preschool classrooms in 2003 – 2004, 4 were able to demonstrate a competency level acceptable for private school certification. In 2004 – 2005 there were no graduates. In 2005 – 2006 it was 2 out of 2.	2. The information was reviewed and no significant changes were deemed necessary.	2. Following the review, no changes were required
3. Graduates will find ready employment in preschool, nursery schools, or day care faculties.	3a. Each student will prepare and submit a résumé and application to various schools, securing an interview for a position. 3b. 85% of the graduates will secure a teaching position.	3. In 2003 – 2004, 100% of the graduates reported the acquisition of jobs in early childhood. In 2005 – 2006 the percentage was the same.	3. The information was reviewed and no significant changes were deemed necessary.	3. Following the review, no changes were required
4. Graduates will articulate an understanding of current trends, standards, and programs	4. Students will prepare a personal philosophy paper articulating their understanding of the	4. The individual philosophy papers are reviewed by the supervisors in the	4. The faculty reviewed these papers and proposed changes to the Practicum class schedule to include a	4. The practicum courses in 2005 – 2006 included an additional session providing extended

<p>directing the elementary schools of the 21st century from a biblical worldview.</p>	<p>current trends, standards, and programs directing the elementary schools of the 21st century from a biblical worldview.</p>	<p>Practicum experience. A rubric indicates the level of proficiency for each paper, and this rubric is a part of the student's cumulative file. The 2003 – 2004 and 2004 – 2005 papers showed a lack of organization, clarity, and integrated biblical worldview.</p>	<p>clearer presentation on the philosophy paper.</p>	<p>instruction for the preparation of the paper.</p>
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