

B.A. CHRISTIAN SCHOOL EDUCATION (CSE) OBJECTIVES, MEASUREMENTS, & OUTCOMES

The Christian School Education degree has had low enrolment in recent years, thus providing minimal data. In addition, program objectives have been revised and consequently courses reworked in the past two years. Because of this, data is limited and therefore aggregate data for the past five years is reported (2017-2022).

OBJECTIVE 1 – Christian School Education students will develop a distinctively Christian, coherent philosophy of education leading to a Biblical worldview on subject matter and an integration of faith and learning

Students consider these concepts in all Christian school education courses. The formalizing of their learning about a philosophy of education comes in the preparation of a formal written philosophy of education in the History and Philosophy of Christian Education course (HI 209).

Benchmark: 75% of CSE students will earn a grade of at least 80% in the philosophy of education paper

Data:

	2017-2022
Percentage meeting benchmark	100%
CSE students enrolled in HI 209	12

OBJECTIVE 2 – Christian School Education students will acquire and/or review essential subject matter, particularly as related to the content of mathematics and English language instruction (K-8)

Students need a comprehensive understanding of K-8 math and English language if they are to teach these subjects. A math course has been offered for many years; an English course was removed from the curriculum more than a decade ago, but its absence is being felt.

Benchmark: 75% of CSE students will earn a grade of at least 80% (B-) in a K-8 math course

Data:

	2017-2022
Percentage meeting benchmark	73%
CSE students enrolled in above course	11

OBJECTIVE 3 - Christian School Education students will gain knowledge of learner psychology

In addition to an introductory general psychology course, CSE students take courses in Developmental Psychology (PS 205) and Educational Psychology (PS 402). These two courses help the student learn about themselves and the students they will teach.

Benchmark: 75% of CSE students will earn a grade of at least 80% (B-) in required psychology courses¹

Data:

	2017-2022
Percentage meeting benchmark	92%
Number of courses	5
CSE students enrolled in above courses	13

OBJECTIVE 4 - Christian School Education students will be equipped with the basic pedagogical knowledge for a successful transition into the classroom as a beginning teacher

Students gain experience in the details of being a teacher through a combination of resource files, observations, interviews, unit plans, and lesson plans which are required elements in all CSE courses.

Benchmark: 75% of CSE students will earn a grade of at least 80% (B-) in assignments specifically related to teaching

Data:

	2017-2022
Percentage meeting benchmark	82%
Number of assignments	68
CSE students enrolled in above courses	73

OBJECTIVE 5 – Christian School Education students will have consistent exposure to and engagement opportunities in authentic classroom experiences prior to student teaching

In all the methods courses in the CSE program, students are required to spend time in local school classrooms, both observing and teaching. The balance of observing and teaching changes as students progress throughout the curriculum, starting with more observation than teaching and progressing to more teaching than observing. This ensures they are familiar with and have experience in school settings well before the Student Teaching Experience (CSE 425).

Benchmark: 75% of CSE students will earn a grade of at least 80% (B-) in authentic teaching experiences²

Data:

	2017-2022
Percentage meeting benchmark	85%
Number of courses	20
CSE students enrolled in above courses	47

OBJECTIVE 6 – Christian School Education students will acquire basic pedagogical skills for a successful transition into the classroom as a beginning teacher

Pre-service teachers begin observing teachers and classrooms in the first education course in this program (Foundations of Education & Teaching, CSE 103) and continue to observe and reflect throughout the program. Similarly, from this first course, and throughout the degree, students are required to spend time in the Christian school classroom working with students. The nature of the time and interaction increases throughout the program until the Student Teaching Experience (CSE 425) in the final semester. In this immersive experience, worth 12 credit hours, students spend 14 weeks in a Christian school, spending seven weeks with two different grade levels, and under the supervision of two different classroom teachers who report on student engagement and preparedness to the Program Director.

Benchmark 1: 90% of CSE students will successfully complete the Student Teaching experience with a grade of at least 80% (B-)

Data:

	2017-2022
Percentage meeting benchmark	86%
CSE students enrolled in CSE 425	7

Benchmark 2: 90% of CSE students will earn a score of at least 80% from supervising teachers for their Student Teaching Experience

Data:

	2017-2022
Percentage meeting benchmark	100%
CSE students enrolled in CSE 425	7

CONCLUSION / ACTION STEPS

The Christian School Education degree has been revised considerably in the past two-plus years with a new program director and a closer relationship with the local Christian school which serves as a lab for this program. Some recent changes are noted below, in addition to action steps:

- Because of the ongoing assessment of the CSE program, effective fall 2023, History & Philosophy of Christian Education will become a 300-level course (Objective 1). This is partly to align with history courses in other programs (e.g. Church History, HI 303), but also to emphasize the importance of philosophies of education. A new outline for the assignment will be introduced to ensure students address all elements necessary in a philosophy of education.
- Ongoing assessment of the program and of student competence has demonstrated the need for the reintroduction of a basic English grammar course (Objective 2). This was evident before Covid but has become increasingly apparent in the past couple of years, and it is anticipated the need will continue. Not only will this better equip students as teachers of language arts but will also aid in their study of TESL (Teaching English as a Second Language).
- A review of the CSE program requirements in 2019-2020 determined students were not getting sufficient time and experience in authentic classrooms; they were role playing, teaching their peers, and/or teaching only one lesson in an authentic classroom, now they teach as much as a full unit in some courses (Objective 5).

¹ Developmental Psychology (PS 205); Educational Psychology (PS 402)

² Foundations of Education & Teaching (CSE 103); Instructional Design & Assessment (CSE 205); Theory & Practice in Classroom Management (CSE 310); Curriculum & Pedagogy: Math & STEM (CSE 336); Teaching in Content Areas: Science & Social Studies (CSE 340); Curriculum & Pedagogy: Literacy I (CSE 341); Curriculum & Pedagogy: Literacy II (CSE 342).