

Program Review
College of Education



Program Student Learning Outcomes	Course/component Target Result	Results and Interpretation	Conclusion about Outcome and Recommendations
			<p>in EDU 3720 to support students in their planning for formative and summative assessment. Faculty are currently creating curriculum maps to aid in content alignment to the program SLOs in these 2 courses.</p> <p>The next academic year, 2022-23 will be the first year most of the seniors in EDU 3720 will have taken EDU 3320 as a required curriculum course in their program.</p> <p>Faculty are considering using peer review prior to submission of the Long Range Plan. Using the rubric, candidates may peer review specific sections of the rubric with a focused outcome to provide specific feedback to one another and engage in further classroom discussions. This peer review could provide foundational input for continued progress toward this SLO.</p>
<p>Teacher education major students will demonstrate they are effective practitioners who apply conceptual skills to the understanding of education dynamics, including the application of biblical principles in their roles. EDU 3720 Instructional Design and Assessment Lesson Plan 2</p>	<p>Lesson Plan 2. The target result is for at least 85% of the students to earn to earn a three, proficient, or higher. A score of proficiency demonstrates the student is an effective practitioner who can create a lesson plan for diverse</p>	<p>Lesson Plan Fall 2021: Of the total 16 students, 44% (n=7) earned 90% or higher, thus not meeting the target of 85% of students earning an overall score of at least 3-proficient. Scores ranged from the lowest at 77%</p>	<p>SLO 2 Based on a 5-year data analysis of individual criteria for Lesson Plan 2, faculty are encouraged in their efforts to increase support design in Accommodation and Extensions. Although scores for each of these criteria are slightly below the previous two years (4.0 3.7) and (4.0</p>

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			<p>is in the classroom full-time for student-teaching.</p> <p>By introducing this criterion now during the undergraduate year, faculty hope to build a foundation for later success; so, an average score of 2.4 is not overly preparation in this criterion.</p> <p>Supporting students in their understanding of assessment continues to be a major focus. The average rubric score of 3 reflects a downward trend over four years (3.4, 3.8, 3.4, 3). Faculty are understanding of assessment through the addition of the newly required course, EDU 3320 Curriculum Theories and Principles of Learning. That course includes an introduction to big picture Five years of data reveal lower scores in 2 areas of the lesson plan: Steps of Instruction and Thinking about Learning. This data reported in Table 2, Lesson Plan 2 Average Criterion Scores by Year purpose, as well as its alignment to standards and learning objectives. Faculty hope this introduction during the understanding of assessment, better preparing them for a more in-depth study during their senior year in this course, EDU 3720. The other areas for increased attention are Character Education and</p>

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			<p>each paper) in each component, not providing data specifically targeting purpose and philosophy. This suggestion targets better, more specific assessment</p> <p>assessing the demonstration of being who learn from experience and contribute in learning communities.</p>

Program Review College of Education



Date: November 1, 2023

Program: MAT

Review Year: 2022-23

Dean: Michael Johnson, Ph.D.

The mission of CIU: We educate from a biblical worldview to impact the nations with the message of Christ.

Program Student Learning Outcomes (SLOs)nt Learning Outcomesram Studen\$

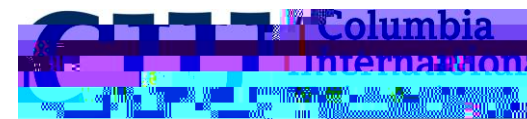
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Program Student Learning Outcomes	Course/component Target Result	Results and Interpretation	Conclusion about
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Program Review

College of Education



Date: November 1, 2023

Program: Master of Education

Review Year: 2022-23

Dean: Michael Johnson, Ph.D.

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Program Student Learning Outcomes (SLOs)

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<p>Program completers will demonstrate that they are involved learners who understand the central concepts, theories, and tools of inquiry of the disciplines that they practice.</p>	<p>EDU 6231 History and Philosophy of Education Philosophy Paper</p>	<p>EDU 6231 Philosophy paper. The target result is for at least 95% of the students to earn an overall score of exemplary. A score of exemplary demonstrates that the student is an involved learner who understands and can articulate a philosophy of education integrated with biblical principles.</p>	<p>This paper gives students an opportunity to demonstrate that they are involved learners through their ability to articulate a philosophy of education based on a biblical worldview and its relationship to the purpose of education, the nature of the learner, the nature of learning, the role of the teacher, and the selection, scope, and sequencing of curriculum.</p>
<p>Program completers will demonstrate that they are effective practitioners who apply conceptual skills to the understanding of education dynamics, including the application of biblical principles in their roles.</p>	<p>EDU 6110 Curriculum Development and Instruction Paper</p>	<p>EDU 6110 Final Project. The target result is for at least 95% of the students to earn an overall score of exemplary. A score of exemplary demonstrates that the student is an effective practitioner who can articulate a curriculum theory that integrates biblical principles.</p>	<p>This project gives students an opportunity to demonstrate that they are effective practitioners through their ability to articulate a curriculum theory based on philosophical and biblical principles and its relationship to teaching and learning, instructional methods, classroom management, parents, and a</p>
<p>Program completers will demonstrate that they are professionals committed, reflective, model educators who learn from experience and contribute in learning communities.</p>	<p>EDU 5331 Understanding the Learner Paper</p>	<p>EDU 5331 Final Paper. The target result is for at least 95% of the students to earn an overall score of exemplary. A score of exemplary demonstrates that the student is a professional who facilitates learning for all students from a biblical worldview.</p>	<p>This paper gives students an opportunity to demonstrate that they are professionals through their ability to articulate a philosophy of teaching and learning that facilitates learning for all students by examining the nature and needs of the learner instructional philosophy.</p>

Program Review

College of Education



Date: November 1, 2023

Program: Doctoral Degree (Educational Leadership)

Review Year: 2022-23

Dean: Michael Johnson, Ph.D.

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Program Student Learning Outcomes (SLOs)

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PhD Educational Leadership students will develop core principles for establishing guidelines for teaching and learning.	PhD Comprehensive Exam 1 (2017) PhD Comprehensive Exam 1 (2021)	PhD Comprehensive Examination (ER 1 2017 and ER 1 2021). The target result is that 100% of enrolled students receive a passing grade, demonstrating that students are effective practitioners.	The student will be able to understand multiple theories and models of curriculum, teaching, and learning. They will demonstrate this understanding by creating a set of principles that would guide the creation of an educational curriculum in a given educational setting.
PhD Educational Leadership students will analyze culture, power, and change.	PhD Comprehensive Exam 5 (2017) PhD Comprehensive Exam 5 (2021)	PhD Comprehensive Examination (ER 5 2017 and ER 5 2021). The target result is that 100% of enrolled students receive a passing grade, demonstrating that students are effective practitioners.	The student will demonstrate an understanding of the relationship dynamics which occur in organizations between leaders and followers and between work teams in light of biblical principles. They will analyze theories of effective leadership and organizational systems related to organizational behavior in relation to motivation, culture, power, and change.
PhD Educational Leadership students will produce and defend a dissertation.	Dissertation	The dissertation is to be a major work based on the investigation of a well-defined and significant problem related to K-12 or college education. It includes a substantial review of the research and conceptual literature underlying the inquiry. The purpose of the dissertation	Candidates will complete, defend, and post for public access doctoral dissertations.

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		<p>is to demonstrate competency in research skills, to serve as the culmination of doctoral study, and to make a significant contribution to the field of K-12 or college education. Appropriate research may be universal or particular in application. However, findings must have potential value as contributions to the knowledge (theory or practice) base in the field of education from a biblical worldview. The target result is that 100% Of PhD Candidates will complete the dissertation.</p>	