

B.S.E. in Childhood Education 2016-2017

Program Goals

The Childhood Education Bachelor of Science in Education (CHEDBS) program in the College of Education and Health Professions is based on the belief that educators must master knowledge-bases appropriate to their discipline; access and use knowledge; generate knowledge; use and model best practices; approach learning as developmental and life-long; be skillful in interpersonal relations; practice on the basis of professional standards and ethical conduct; and honor diversity. To accomplish these goals the following student learning outcomes are pursued:

Student Learning Outcomes (based on the CAEP accreditation standards, COEHP conceptual framework, and Danielson’s Framework for Teaching)

1. *Knowledgeable about Content and Pedagogy:* Candidates will possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective pre-service educators. They must know how to access, use and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.
2. *Skillful in Practice:* Candidates will be skillful in the pedagogy required to be an effective pre-service educator as demonstrated through planning, implementing, and modeling best practices including best technology practices.
3. *Supportive in Developing the Whole Student:* Candidates will create a caring learning environment for all students. This will include being caring, supportive, and responsive to the diverse backgrounds students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student’s education such as families and communities is also essential.
4. *Professional in Actions:* Candidates will inquire and seek to improve their practice through participation in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better their profession. The candidates will demonstrate ethical behavior in all aspects of their multi-faceted career.

Assessment of Student Learning Outcomes

Outcomes:	Evidence:	Data Collected:
<ul style="list-style-type: none"> • Knowledgeable about Content and Pedagogy • Skillful in Practice • Supportive in Developing the Whole Student • Professional in Actions 	<ol style="list-style-type: none"> 1. GPA upon graduation 2. Mid-Point Assessment spring semester senior year 3. Practicum Lesson Plan(s) with Mentor Teacher Evaluation spring semester senior year 4. Praxis CORE Exam (or ACT equivalencies) upon program admission 	<ol style="list-style-type: none"> 1. All candidates graduated with GPAs of 3.0+ 2. 36 mid-points earned Pass; 0 mid-points earned Fail 3. All candidates passed Practicum with C or better

	<p>5. Praxis II: Content Knowledge Exam spring semester senior year</p>	<p>4. All candidates passed 5. All candidates passed</p>
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Next Steps: The Praxis II Content Exam has changed due to a modification of licensure brackets by the Arkansas Department of Education. While it was noted that all seniors did pass the Praxis II Content Knowledge Exam in the spring semester of their senior year, the CHED program observed that those candidates taking the new Elementary Education Multiple Subjects Exam did not often pass all four exam sections on their first attempt. The CHED program will work with the Office of Teacher Education to identify appropriate supports for candidates as they prepare to take this new licensure exam.