

School of Education
Catholic Educational Leadership Program

PROGRAM ASSESSMENT FOR
ED.D. IN CATHOLIC EDUCATIONAL LEADERSHIP

I. Program Goals

1. Become academically and professionally competent leaders in Catholic education
2. Become religious leaders for Catholic education
3. Engage in a lifelong process of learning
4. Foster community building in Catholic education
5. Understand the Ignatian pedagogical approach to Catholic education

II. Learning Outcomes

- 1a. Demonstrate academic competence in all coursework
- 1b. Apply research skills to Catholic education and the field of education in general
- 1c. Apply current methodologies involved in leadership, instruction, and/or resource management to the local Catholic school site
- 1d. Apply and synthesize educational research to improve Catholic education
- 2a. Communicate Catholic school philosophy to the various stakeholders in the Catholic school
- 2b. Comprehend and apply Catholic theology and the Church's teaching mission
- 2c. Comprehend a school's Catholic identity based upon its history, traditions, and rituals
- 2d. Create a school culture permeated with Gospel values
- 2e. Demonstrate faith in action in a Catholic school community
- 2f. Exemplify ethical decision-making as a moral leader
- 3a. Demonstrate an openness to 21st century models of learning
- 3b. Reflect on learning as a lifelong process and instill this paradigm in the Catholic school
- 3c. Appraise and integrate current technologies applicable to Catholic education
- 4a. Cultivate the Catholic school climate in the context of the entire school community
- 4b. Collaborate with other professionals in the Catholic, private, and public sectors
- 4c. Involve students, parents, and faculty in community service as a natural outgrowth of the school's mission
- 5a. Implement a *cura personalis* ("care for the person") approach to Catholic school leadership and instruction
- 5b. Recognize the role of Christian faith in its relationship to the promotion of justice and service to others
- 5c. Advocate for social justice in Catholic schools

III. Assessment Methods

- In each course there is one, or a series of, assignments that result in a final grade.
- The culmination of the doctorate lies in successful defense before a dissertation committee of: (1) a research proposal in the field of Catholic education or a related area (CEL-790); (2) a final dissertation in the field of Catholic education or a related area (CEL-791).

IV. Timeframe

- All courses are assessed at the end of the spring and fall semesters and summer session.
- At the conclusion of the fall and spring semesters, students who have successfully defended a proposal or dissertation are passed to the next level.

V. Who Will Do the Assessment?

- Instructors of courses
- Dissertation committee chairperson and other members of the committee

VI. How Data Will Be Used to Improve Program or Revise Curricula

The following represents a three-year plan of action with the purpose to review the curriculum for the Ed.D.

A. Year One Plan:

1. Instructor review of individual course syllabi with the intent to refine stated outcomes and assessments
2. Program analysis of stated outcomes and assessments for the following courses: CEL-700, CEL-740, CEL-741
3. Construction of rubrics, as appropriate, for the above-listed courses

B. Year Two Plan:

1. Instructor review of individual course syllabi with the intent to refine stated outcomes and assessments
2. Program analysis of stated outcomes and assessments for the following courses: CEL-742, CEL-744, CEL-750, CEL-753
3. Construction of rubrics, as appropriate, for the above-listed courses

C. Year Three Plan:

1. Instructor review of individual course syllabi with the intent to refine stated outcomes and assessments
2. Program analysis of stated outcomes and assessments for the following courses: CEL-709, CEL-790, CEL-791
3. Construction of rubrics, as appropriate, for the above-listed courses