

MAJOR FIELD ASSESSMENT PLAN

Doctor of Education in Educational Leadership

The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of southeast Louisiana through its core values which include Excellence, Scholarship, Integrity, Diversity, Service, and Caring.

Program Purpose

As a member of the Graduate School, the Department of Educational Leadership and Technology promotes the professional competency of persons in schools, industry, and business, and prepares individuals to pursue further graduate education. The Southeastern Louisiana University Doctor of Education in Educational Leadership has the purpose of producing educational administrators who are visionary leaders, efficient and effective managers, and agents of change for improvement of current organizational processes and instructional programs, as well as the development of organizational processes and instructional programs to meet the needs of the future. In addition, the degree program has been conceived to respond to both the immediate and future need for the production and professional development of new and practicing executive level educational administrators.

To accomplish this purpose, the University of Louisiana at Lafayette (hereafter denoted as UL Lafayette) and Southeastern Louisiana University (hereafter denoted as Southeastern) offer a collaborative Doctor of Education (Ed.D.) degree program in Educational Leadership. The program offers an opportunity for current educational leaders, along with an ever increasing range of other educational professionals, to acquire the skills, knowledge and dispositions necessary to provide visionary leadership and effective management. These abilities are requisite to facilitating needed improvement and to developing new programs and processes so essential to the attainment of the organizational goals desired.

Goal 1:

To enhance the knowledge and competencies of leaders so they provide optimal leadership for the education of all learners, both youth and adult.

Expected Outcome

Candidates who complete the Doctor of Education degree in Educational Leadership will possess and apply appropriate content knowledge in order to function in an administrative capacity and model the leadership abilities required in an educational setting.

Assessments

- a. All candidates who complete the Doctor of Education degree in Educational Leadership will successfully complete and defend the Qualifying Paper, thus providing evidence of appropriate content knowledge.

- b. All candidates who complete the Doctor of Education degree in Educational Leadership will submit evidence of Field Experiences to Pass-Port for assessment.

Goal 2:

To prepare leaders who are inquiring, reflective practitioners.

Expected Outcome

Candidates will demonstrate inquiry and reflection through submission of a reflective document on three separate occasions during the program.

Assessments

- a. Candidates will submit a reflective paper as an artifact in the Emerging Folio on Pass-Port.
- b. Candidates will submit a reflective paper as an artifact in the Competency Folio on Pass-Port.
- c. Candidates will submit a reflective paper as an artifact in the Competency Defense Folio on Pass-Port.

Goal 3:

To prepare leaders who are competent in identifying and solving complex problems in education.

Expected Outcome

Candidates will demonstrate problem solving abilities through research projects within the courses and through the dissertation.

Assessments

- a. All candidates will develop research projects focusing on problems in educational settings through the research core sequence including the research practicum course. These artifacts will be submitted to Pass-Port.
- b. All candidates who complete the Doctor of Education degree in Educational Leadership will submit a dissertation that demonstrates the ability to identify and propose remedies for an educational issue.

Goal 4:

To prepare leaders who understand the multitude of leadership and management theories and practice techniques related to their professional settings.

Expected Outcome

Candidates will demonstrate an understanding of leadership and management theory by applying it to their educational settings.

Assessments

- a. All candidates are required to take a leadership and theory course and advised to take a management of educational organizations course wherein applications of the knowledge in these areas is part of the course requirements and evaluation. All candidates will submit application artifacts to Pass-Port.
- b. Additional courses in change theory and critical analysis of research use school based projects to develop the candidate's ability to apply learning to the educational setting. All candidates will submit artifacts on these projects to Pass-Port.

Goal 5:

To prepare leaders who value, encourage, and facilitate the professional development of self and others in their organization.

Expected Outcome

Candidates will demonstrate a sense of worth for both themselves and others through the doctoral courses and phased folio submissions.

Assessments

- a. Candidates at both institutions are required to jointly work together on and submit for evaluation course assignments to foster a concern for the problems confronted in other educational settings.
- b. All candidates who complete the Doctor of Education degree in Educational Leadership will submit evidence of Field Experiences, Professional Activities and a Reflective Summary to Pass-Port for assessment of their perspectives on self-worth.

Goal 6:

To prepare leaders who demonstrate effective communication skills in both school and non-school settings.

Expected Outcome

Candidates will demonstrate the ability to communicate through speech and written documents to the communities they serve.

Assessments

- a. Candidates will make successful oral presentations in the doctoral courses. Presentation artifacts will be submitted to Pass-Port.
- b. Candidates will submit well-written documents in the doctoral courses. Writing sample artifacts will be submitted to Pass-Port.
- c. Candidates will successfully complete an oral defense of both the qualifying paper and the dissertation.
- d. Candidates will have their qualifying papers and dissertations evaluated accepted by their committees.

Goal 7:

To prepare leaders who value, understand and support diversity in their school organizations. .

Expected Outcome

Candidates will demonstrate the ability to verbalize the need for diversity and the role it has in educational settings.

Assessments

- a. Candidates will articulate diversity issues throughout the courses taken in their program. Artifacts will be submitted to Pass-Port.

Goal 8:

To prepare leaders who make contributions to the profession.

Expected Outcome

Candidates will demonstrate professional growth through the courses and assessments within the program.

Assessments

- a. All candidates who complete the Doctor of Education degree in Educational Leadership will submit evidence of Field Experiences and Professional Activities for assessment of their contributions to their educational settings.

- b. All candidates during their dissertation defense will address how their dissertation adds to the knowledge base for education.