

Doctor of Education
Scheduled for Faculty Jury: Spring 2022

F.1.1.1 The purpose of the Doctor of Education degree is to equip persons for leadership positions in education and in teaching and research.

Student Learning Outcome 1: Students will show proficiency to provide leadership in an educational context by demonstrating an understanding of educational psychology and the ability to construct a course appropriate for an institution of higher learning.

ATS Goal 1: The mastery of educational disciplines.

Measures	Baseline	Results Last Year	Improvement	New Benchmark	Action Plan Steps to Achieve the New Benchmark
<i>Direct Measures</i>					
<ul style="list-style-type: none"> • Required research paper for Educational Psychology seminar • Selected assignment for Curriculum Design seminar • Course Development assignment for Teaching in Higher Education Workshop 	n=1 3.0/4.0	n=1 3.0/4.0 No Longer Required No Longer Required		3.1/4/0	<ul style="list-style-type: none"> *reevaluate and revise SLOs based on new ATS changes and institutional mission *Inclusion of the educational context in DiPP *Direct the proficiency exam to the SLOs
<i>Indirect Measures</i>					
<ul style="list-style-type: none"> • Final Proficiency Exam • Critiques of student teaching presentations 	n=1 7.5/10	7.25/10 Not Collected		7.5/10	<ul style="list-style-type: none"> *Include integrated mentorship assessment as Indirect Measures *Integrated Mentorship....add self reflection *Add personal reflection or program survey *Use questions from Graduate Student Questionnaire (GSQ) or create own survey

Student Learning Outcome 2: Students will exhibit a comprehension of biblical and theological concepts undergirding higher education and educational ministry by demonstrating the ability to conduct significant research.

ATS Goal 2: Graduate level understanding of theological disciplines.

Measures	Baseline	Results Last Year	Improvement	New Benchmark	Action Plan Steps to Achieve the New Benchmark
<i>Direct Measures</i>					
<ul style="list-style-type: none"> Philosophy of Teaching Statement (<i>Teaching in Higher Education</i> Workshop) 	n=1 3.0/4.0	n=1 3.0/4.0		3.1/4/0	Direct Measures: *DIP on bib/theo component **reevaluate and revise SLOs based on new ATS changes and institutional mission *Use the Professional Portfolio created in RDOC9302 Teaching in Higher Education. Use in whole or part depending on SLO Include Final Assessment of Professional Portfolio can be cleaned up after grading and turn in for final- (each assignment has a working rubric for it) (don't need graded rubrics) (part of the defense)
<ul style="list-style-type: none"> Required seminar paper in <i>History, Philosophy and Theology of Christian Education</i> 	n=1 3.0/4.0	n=1 3.0/4.0		3.1/4/0	
<i>Indirect Measures</i>					
<ul style="list-style-type: none"> Final Proficiency Exam 	7.5/10	7.25		7.5/10	*Graduate Student Questionnaire--in the area of theological--#18r, 18s, 18b

Student Learning Outcome 3: Students will demonstrate the ability to manage curriculum, administrate degree plan or educational ministry, and teach in a higher education context.

ATS Goal 3: Capacity to engage in research and training.

Measures	Baseline	Results Last Year	Improvement	New Benchmark	Action Plan Steps to Achieve the New Benchmark
<i>Direct Measures</i>					
<ul style="list-style-type: none"> • Development and execution of a teaching session (<i>Teaching in Higher Education Workshop</i>) 	7.5/10	Lesson Plan not collected. Teaching session No longer required			*reevaluate and revise SLOs based on new ATS changes and institutional mission *Use assessment from Integrated mentorship with rubric *proficiency exam questions
<ul style="list-style-type: none"> • Research Project Form 	3.0/4.0	2.9/4.0		3.0/4.0	
<i>Indirect Measures</i>					
<ul style="list-style-type: none"> • Feedback regarding teaching opportunities (adjunct/teaching assistant) • Student involvement and placement in educational institutions and ministries 		No Longer Required			*Graduate Student Questionnaire--#18b, #18r (note, GSQ cannot disaggregate...it will include DMA students) *Create a program assessment survey at the end of program *proficiency exam questions *writing dissertation itself