

Institute for Catholic Educational  
Leadership  
and  
Catholic Educational Leadership  
Department

# Program Review

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# Overview

## of the Institute for Catholic Educational Leadership and the Catholic Educational Leadership Department

### Rationale and History of the Institute and Department

The Institute for Catholic Educational Leadership was founded at the University of San Francisco in 1976 through the collaborative efforts of three nationally recognized scholars: Allen Calvin, then Dean of the School of Education at USF, Reverend Pierre Du Maine, then Superintendent of Catholic Schools in the Archdiocese of San Francisco (later Bishop of the Diocese of San Jose), and Michael O'Neill, then Superintendent of Catholic schools in the Diocese of Spokane, Washington (currently on the faculty of the College of Professional Studies at USF). Each man had his own purposes for contributing to the design, but common among those reasons was the great need for a scholarly and ministerial preparation of Catholic educational personnel for its schools.

Because of the financial needs of Catholic institutions of higher education in the aftermath of Vatican II, educational administration and teacher training courses were expanded and directed to the preparation of personnel for the more numerous public schools. Catholic school administrators and teachers, formerly educated in Catholic colleges for Catholic schools, increasingly perceived that there was little difference between going to a state institution with less expensive tuition and to a Catholic college with higher tuition rates. In large numbers, they began to opt for the less expensive state colleges and universities.

One of the scholars who called attention to the danger of this practice for the future of Catholic education was Michael O'Neill, (author of *New Schools in a New Church*. 1971). Another was Harold Buetow (*The Catholic School: Its Roots, Identity and Future* 1988; *Of Singular Benefit: The Story of U.S. Catholic Education*, 1970) who asserted that "The two major problems in Catholic schooling are identity and viability" (1988, p. 310). He wrote,

Today's Catholic schools need good leaders; the identity of our schools will suffer when its leaders do not understand the philosophical and historical backgrounds of the schools. These understandings need a special preparation. The shift away from special preparation of Catholic school principals and teachers by Catholic universities and colleges will eventually mean a loss of identity because no one will understand the principles that give a school its Catholic identity. (1988, p. 269)

Father Buetow was prophetic. In the early 1970s, some Catholic schools were beginning to suffer identity problems in much the same way as was the University of San Francisco. In the 1975 visit to USF by the Western Association of Schools and Colleges (WASC), the visiting committee wrote:

For a number of years the University has been in a state of transition from one in which "Catholics teach Catholics" to one in which a broader spectrum of backgrounds and attitudes characterizes both faculty and students. For many of the lay faculty, this change has been welcomed, and perhaps for some of the Jesuit faculty as well, but there remains a genuine concern by significant elements of the University community about how the Catholic character of the institution is to be manifested. The Committee found little to distinguish this institution from a secular college or university except for the symbolic clerical collars, occasional religious imagery, and the convenience and imposing presence of Saint Ignatius Church. Students and faculty remarked that the University had not found itself since the changes in church and campus life in the 1960s. (p. 1)

Dr. Agnes Jean Vieno, CSC, maintained in her doctoral dissertation, *The Institute for Catholic Educational Leadership: An Analysis of Student Expectations and Goal Achievement, 1976-1988* (USF, 1989), that the establishment of ICEL was, in addition to

the reasons cited above, also a specific, though partial, response to the identity crisis of the University. Indeed, in many quarters of the Catholic school community throughout the United States, USF is known because of ICEL.

In 1975, O'Neill, who was to become the first director of the program, generated a needs assessment among the 741 Catholic elementary and secondary school principals in the state of California. The principals were asked to rank 37 previously expressed felt needs; the highest ranked needs were put into course designs. The goal was to offer high quality, with academic programs taught by the best instructors available in the Catholic school community at a relatively low cost. In other words, the ICEL design was to preserve the best of the educational model that had worked so well in preparing Catholic personnel of the '40s and '50s with the academic, community, and ecclesial issues of the '70s. Today, ICEL continues to update that needs assessment every year by asking students for new felt needs. Many of these requirements have been added to the curriculum through the elective program. The content of the core courses has changed, with moral development being added to the core in 1986.

O'Neill phrased the original goals in the following way:

The Institute for Catholic Education, a national prototype, is established to:

- Provide training for actual and/or potential administrators in Catholic (private) education, and to improve the educational practices in Catholic (private) schools;
- Encourage a support system among those participating in the program;
- Offer consultation and other services to Catholic (private) schools and Catholic (private) school systems;
- Influence leadership in Catholic education on the national level through scholarship and participation in national programs. (Brochure, 1976)

The Institute for Catholic Educational Leadership was formally inaugurated in

June of 1976 (the M.A. program was approved by the Board of Trustees at its spring meeting in 1976) by hosting an invitational national symposium for 120 prominent Catholic school leaders from throughout the United States. It was a working group and it had as its theme the newly published research of Father Andrew Greeley, William McCreedy, and Kathleen McCourt (*Catholic Schools in a Declining Church*). The Symposium, held at the University of San Francisco, was featured in *Momentum Magazine* (October, 1976), which gave its entire issue over to publicizing the new Institute. In May, 1977, the Ed.D. program was approved by the Board of Trustees, making it the only program of its type in the country.

During the first year, ICEL courses and workshops were conducted in varying formats and lengths, and in several locations in California and across the country. The first fulltime faculty member was Father Patrick Duffy, a professor of law at the University of California at Berkeley, and now deceased. Other fulltime ICEL faculty and staffers were Sisters Francette Keillocker, Veronica Skillin, SNDdeN, and Mary Mark Golden, SNDdeN, and Robert Newton, S.J. At one time in the late 1970s, there were six fulltime staff members, in addition to the Director. There was also a secretary and an advisory board made up of leaders in private school education.

In 1978, Edwin J. McDermott, S.J., whose term as the first president of the Jesuit Secondary Educational Association in Washington, D.C., had expired, joined the team and became the Acting Director. When Michael O'Neill became Dean, Father McDermott then was named the second Director. Mary Peter Traviss, O.P., who had served as an adjunct professor until 1985 and, then, became a fulltime faculty member, was appointed as the third Director of ICEL in 1989. Raymond J. Vercruysse, CFC, was



named the fourth Director in 2004.

Dr. Don Erickson became part of ICEL when he was named to direct the Center for Research on Private Education. The Center was productive, if short-lived, and Dr. Erickson moved to the University of California at Los Angeles when funding became a problem.

In 1978, an off-campus program was started in the Archdiocese of Los Angeles in response to the urging of Monsignor John Mihan, Superintendent of Schools. Sister Clare Sanchez, SNDdeN, was appointed the first coordinator. Later, Sister Margaret Ann Nowacki, CSC, was put in charge of coordinating the program. In 1991, Dawn Cooper assumed this position and served until the end of the summer of 2000. In the fall of 2000, Joan Tyhurst assumed the duties of coordinator. In the Spring of 2006, after 28 fruitful years, the Los Angeles program closed. In 1991, WASC approved an off-campus program for the Diocese of Honolulu, because of the promptings of then Associate Superintendent, Nora Santos, an ICEL graduate. That program met the needs of key personnel in Hawaii through a cohort of M.A. students.

In 1994, Dr. Gini Shimabukuro joined the ICEL team as a fulltime member of the faculty and served as Associate Director from 1997-2003. In 2003, she was elected Chair of the Department of Catholic Educational Leadership. Jeanne Hagelskamp, S.P., was named the Assistant Director in 1998, and was appointed to a three-year faculty term appointment in the fall of 2000. Shortly after, Sister Jeanne was appointed Director of Teacher Education with the understanding that she would also serve as an adjunct for ICEL. Miss Ailish Riggs was named Administrative Assistant in the summer of 2000.

In 1996, ICEL re-established its Advisory Board. Its initial membership consisted

of the following individuals: Dr. Sharon Anderson; Charles Moutenot, S.J.; Mary Catherine Antczak, O.P.; Leonore Heffernan; Mary Claude Power, PBVM; Most Rev. John Cummins; Robert Teegarden; Lars Lund; Mrs. Noreen Murphy; Msgr. Robert McElroy; and Dominic Berardelli, FSC.

In 1999 the Jesuit Community of the University of San Francisco gave ICEL a \$2 million "Endowed Fund." The fund was given specially to the Institute and not to the Department. It is used for outreach activities by the Institute, such as, the website, conferences, sponsorship of the journal, *Catholic Education: A Journal of Inquiry and Practice*, research activities, etc.

Father Schlegel, President, matched the Fund with a commitment of the Ignatian Tuition Grant (ITG) at a \$320,000 level for ten years. Nonetheless, annual monies from foundations were needed to augment the ITG and allow a continuance of the 50% tuition grant. Beginning with the summer term, 2002, CEL students were given a reduced tuition status (by 50%). The announcement of this great gift to ICEL was made May 1, 2002. It reduced anxiety about exceeding the ITG and the possibility of a "catch 22" situation, afraid of accepting more students and subsequently run out of ITG funds. This assistance from USF was due largely to the efforts of Robert Niehoff, S.J. and Charles Cross, the Vice President of Business and Finance.

The following represents a summary of events sponsored by the Institute since the year, 2000:

- In response to a recommendation by the ICEL Advisory Board to provide a leadership role in Catholic school research, ICEL hosted a two-day Catholic School Research Summit for the purpose of planning a research agenda for the next century. The event took place on the Lone Mountain Campus from March 17-19, 2000.

- In April, 2000, ICEL sponsored a free-of charge workshop for the Catholic school principal and pastor teams of the Archdiocese of San Francisco, the first of three such workshops. The second one was held in 2001, and the final conference in 2003.
- In October, 2005, ICEL hosted its tenth fall Leadership dinner, and gave its annual leadership award.
- ICEL has circulated its newsletter, the *ICEL Monitor*, to current students, faculty, and alumnae for 21 years.
- The year 2000-2001 marked the 25th anniversary of ICEL. It was celebrated with a variety of events, including a lecture series (Salt Lake City, Honolulu, Los Angeles, San Francisco), a Newman Symposium, the Greeley address and award, the Pastor/Principal Conference II, and the Leadership Conference, which it co-sponsored with USCC in June, 2001. The year also featured special street banners which were displayed in front of the School of Education, an anniversary leadership dinner, a special Christmas party, and an anniversary NCEA social.
- In June of 2001, ICEL hosted a conference for 40 nationally-recognized Catholic school educators. The purpose of the conference was to explore ways of preparing future leaders and ensuring the continuance of Catholic schools. The proceedings were published in a magazine format and circulated throughout the American Catholic school community. A follow-up conference was held at the University of Dayton, Ohio.
- The year 2002-2003 witnessed a good deal of activity on the part of ICEL. The Institute hosted a June conference, entitled *Relationships: A Focus of Catholic Education for the New Century*, which Margaret Wheatley keynoted. The Institute concluded the pastor-principal series. In addition, Ray Verduyck, CFC, then one of the Merit scholars, designed a week long Secondary School President/Principal Conference, entitled *Growing and Developing: The Catholic Secondary School Presidency*, which was held during SummerWest of 2003.
- During SummerWest 2004, the Secondary School President/Principal Conference was continued at the University of St. Louis; during SummerWest 2005, this Conference was held at The Catholic University of America.

### **ICEL's Mission Statement**

The Institute for Catholic Educational Leadership (ICEL) is a program designed to make a unique and significant contribution to educational leaders, on behalf of students and parents, who value Catholic education. ICEL's aims are threefold: to offer a

scholarly educational program relevant for Catholic school personnel; to build a sense of community among the Institute's students and faculty who pray together and serve others; and to prepare highly competent, effective, and dedicated educators for the Catholic schools.

### **ICEL's Goals & Objectives**

1. The Department of Catholic Educational Leadership Department (CEL) will design academically challenging programs leading to the doctorate in Catholic Educational Leadership, the master's degree in Catholic School Leadership, the master's degree in Catholic School Teaching, and the master's degree in Catholic School Teaching with an Emphasis in Religious Education. CEL also collaborates with the Organization and Leadership Department in offering a California Administrative Services Credential, and with the Teacher Education Department in offering a CEL Master's degree linked with the California State Teaching Credential. The degree programs, as well as additional school services to Catholic schools and their personnel, constitute the basis of the relationship between the Department and the Institute.
  - a. A review of courses will be conducted annually in order to remain up-to-date with student and diocesan needs in the areas of administration and teaching. The review will involve reflection on the effectiveness of adjunct faculty, course syllabi, and student evaluations, as well as a wide range of school services.
  - b. Workshops will be offered annually during SummerWest to students and local Catholic school personnel. Topics will address the current needs of Catholic school educators.
  - c. The Issues in Catholic Education course will be offered periodically during SummerWest to students and local Catholic school personnel. This course will change its focus regularly in order to provide students with topics that represent the latest thinking in education.
  - d. Occasionally, ICEL will offer a 3-5 day conference on a relevant topic. While it will be primarily offered to non-matriculating Catholic educators, it may be taken for credit by CEL students.

2. ICEL/CEL will stimulate an appreciation for research in its students.
  - a. ICEL/CEL will provide the latest research in Catholic and secular education to its students, with a concentrated research component in all course offerings.
  - b. CEL master's programs will include a culminating activity to stimulate students to integrate knowledge gained from each program's core and elective areas.
  - c. CEL doctoral students will conduct quality dissertation research that will benefit not only the Catholic school community, but the public as well.
  - d. ICEL/CEL will offer a doctoral forum each summer in order to have the opportunity for doctoral students to share their research findings.
  - e. ICEL/CEL will utilize the first teaching weekend departmental meeting of each semester to offer its students an instructional module in conducting doctoral research.
3. ICEL will promote the building of community among faculty and students in order to enhance scholarship and faith formation.
  - a. ICEL shall explicitly encourage a community of scholarly practitioners through: fellowship and interdependence, a mentorship program for new students, prayer before class and for each other, professional networking, cooperative study, selfless service to others, and the promotion of justice.
  - b. ICEL shall schedule into each semester, and particularly during SummerWest, leisure activities through which a sense of community may be nurtured.
4. ICEL will endeavor to bring nationally and internationally known Catholic school scholars to the University of San Francisco in order that they may interact with ICEL students and help them perceive a global vision of Catholic education and enable them to better perceive their role in the Church's apostolate of education.

It is a fundamental intent of ICEL/CEL to promote the mission of both the University of San Francisco and the School of Education (Appendix A).

### **Relationship Between the Institute and the Department**

#### **Role of the Institute for Catholic Educational Leadership**

The role of the Institute for Catholic Educational Leadership is to provide

outreach to the Catholic school community nationwide, which is accomplished through the offering of conferences and workshops on current educational issues facing the Catholic school administrator and teacher. The Institute is internationally recognized for its contributions to Catholic educational leadership.

#### Role of the Catholic Educational Leadership Department

The role of the Catholic Educational Leadership Department is to grant Ed.D. and M.A. degrees that are designed expressly for administrators and teachers in Catholic schools. Currently, the Department offers the Doctorate in Catholic Educational Leadership, the Master's in Catholic School Leadership, the Master's in Catholic School Teaching, and the Master's in Catholic School Teaching with an Emphasis in Religious Education. Additionally, the Department coordinates with the Organization and Leadership Department to provide students the California State Administrative Services Credential, as well as with the Teacher Education Department to offer Teacher Education students a master's degree for Catholic education.

#### Relationship Between the Institute and Department

The Institute and the Department, although distinct in their functions, share common ground in the following areas:

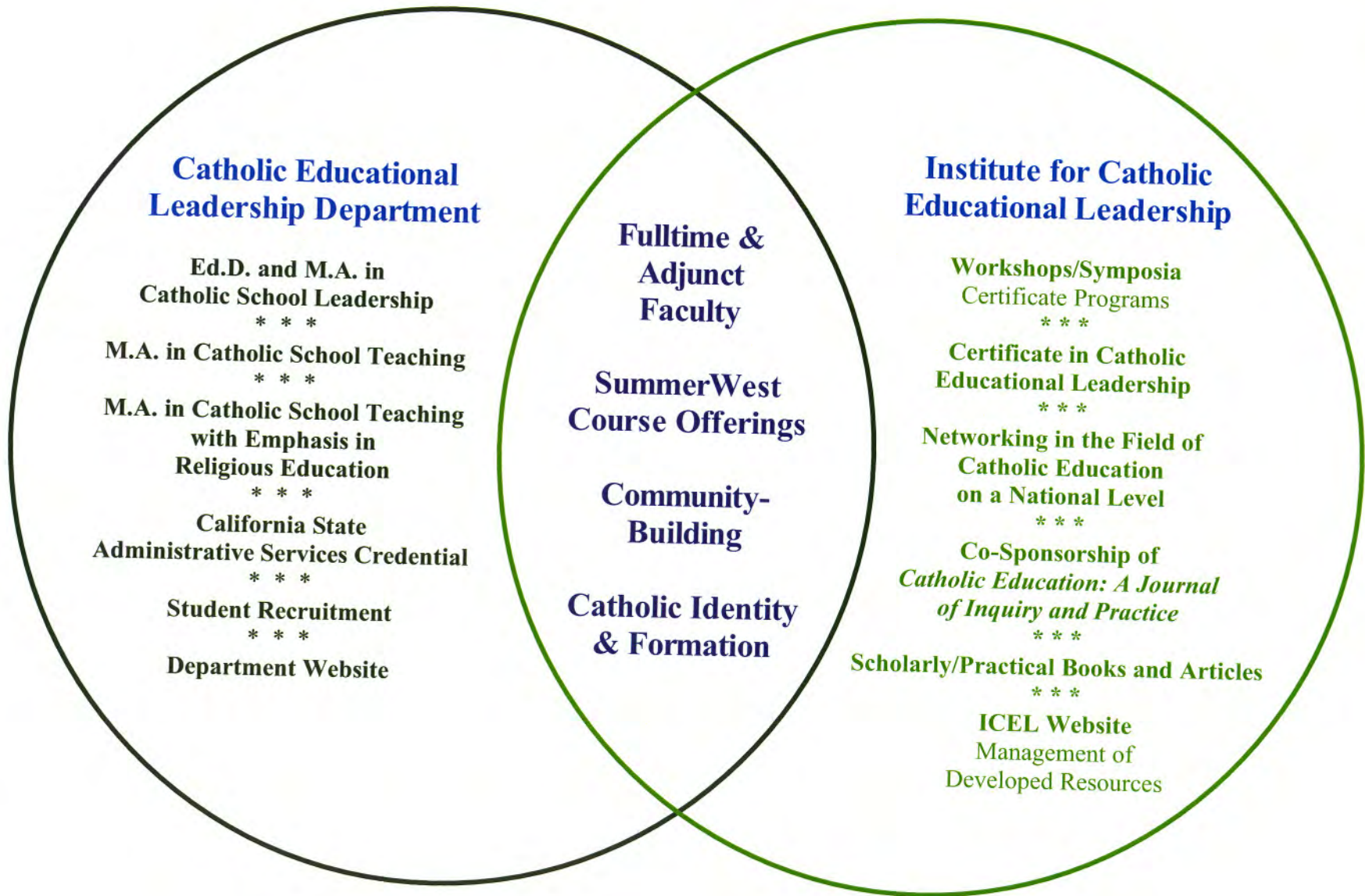
Fulltime and Adjunct Faculty	Faculty teach both matriculated and non-matriculated students during SummerWest elective courses.
SummerWest Course Offerings	During the summer session, elective courses are designed to accommodate the professional development needs of Catholic school personnel. Thus, a number of the students are non-matriculated educators from throughout the United States who enroll in these offerings on an audit basis.

Community Building, Catholic  
Identity and Formation

Experiences, such as liturgies and socials, are integrated into the curriculum to assist students to understand Catholic culture and identity as it relates to Catholic education.

Currently, Br. Ray Vercruysse is both the Director of the Institute and the Chair of the Department. The diagram that follows illustrates the relationship between the Institute and the Department.

The Distinctive Functions of the  
 Catholic Educational Leadership Department and the  
 Institute for Catholic Educational Leadership





## Structure

Contrary to most other departments in the School of Education, the Catholic Educational Leadership Department offers an extensive curriculum during its six-week summer session (Appendix B), in addition to limited offerings during the Fall and Spring Semesters (Appendix C). SummerWest usually encompasses the third and fourth weeks of June and the entire month of July. It is an opportunity for the Department and the Institute to mutually serve current students, as well as Catholic educators locally and nationally, in offering elective courses that stay abreast of their professional needs. (See inserts descriptive of SummerWest 2006.)



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# SummerWest 2006





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**SUMMER**  
*SummerWest*  
**WEST**  
**2006**

**SPECIAL OFFERINGS FOR SUMMER 2006**

**JUNE 17-18** Catholic School Teacher's Spiritual Journey with Margaret O'Brien, OSU

**JUNE 19-23** Discovering the Church's Social Justice Documents in Catholic Schools with Michael Duffy

**JUNE 26-30** The Difficult Child and the Difficult Family: Strategies for Effective School Leadership with Michael Garanzini, S.J.

**JULY 8-9** Teaching for Discipleship: The Call, the Challenge, the Difference with Michael Carotta

**JULY 24-27** Exploring Diversity in the Catholic School through Multicultural Literature for Children and Young Adults with Miguel López

# The Institute for Catholic Educational Leadership summerwest 2006

Beginning in 1976, the staff of ICEL had a dream of developing a comprehensive premier summer program for Catholic school administrators and teachers. For the past 30 years, ICEL's SummerWest program has continued to fulfill that dream. Students from around the world, including the United States, Canada, Mexico, Africa, India, Poland, and the Pacific Rim countries have attended ICEL, forming lasting friendships and becoming passionate about their ministry in the Church.



Housed at the University of San Francisco, ICEL fulfills the Jesuit mission of preparing women and men for others while educating their minds and hearts to change the world. Catholic schools form part of the mission of the Church, especially for education in the faith. Over the years, the curriculum offered at ICEL has been driven by the needs of

Catholic education while being grounded in sound preparation for leadership in our schools. The Catholic school is a center for evangelization and thus is essential for establishing its distinctly Catholic identity and character. ICEL continues to develop in its students skills necessary for spiritual and academic leadership.

**To learn more about SummerWest 2006 and to register on-line please visit [www.usfca.edu/icel](http://www.usfca.edu/icel)**

**Session I**

July 19 – July 7, 2006

**Session II**

July 10 – July 28, 2006

**Weekend Workshops**

June 17-18, 2006

July 8-9, 2006

## On-Line Registration

- On-line registration for continuing students is **April 17 – April 21**
- For housing information, contact Janet Snyder, Administrative Assistant at [snyderj@usfca.edu](mailto:snyderj@usfca.edu) or at (415) 422-2083
- New students should contact the program assistant (415) 422-6226
- Non-matriculated students: Educators wishing to update themselves may take one or more ICEL elective courses as non-matriculating students, that is, not for credit. The fee is \$75 per unit. Please contact Janet Snyder for information: [snyderj@usfca.edu](mailto:snyderj@usfca.edu) or (415) 422-2083

For more information and a complete listing of course offerings, please visit [www.usfca.edu/icel](http://www.usfca.edu/icel)

## Featured Faculty:

### Michael Carotta

National Catechetical Consultant, Author and Religious Educator

### Gale Condit, FSC

Director of Development, St. Paul's High School, Covington, LA

### Michael Duffy

Associate Director, University Ministry, USF

### John Martin Fixa, OP

School Development Consultant for the Dominican Sisters of Mission San Jose

### Marcella Fox

Chair, Religious Studies, Carondelet High School, Concord, CA

### Michael Garanzini, SJ

President, Loyola University Chicago

### Enrico Hernandez

Business Manager, Immaculate Conception Academy, San Francisco

### Doreen Jones

Adjunct Faculty, ICEL, USF

### Miguel López,

Assistant Professor, International and Multicultural Education Department, USF

### Margaret O'Brien, OSU

Retreat and Spiritual Director, NY

### Mary Angela Shaughnessy, SCN

Professor, Spalding University, Louisville, KY

### Edward van Merrienboer, OP

Vice Provincial, Chicago Province of the Order of Preachers

### Gini Shimabukuro

Associate Professor, ICEL, USF

### Raymond J. Verduyse, CFC

Director, ICEL, USF



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July 13-17, 2006

Institute for Catholic Educational Leadership  
at the University of San Francisco

GROWING &  
DEVELOPING:

The Catholic Secondary  
School President/Principal

St. Ignatius  
Church

1914



# GROWING AND DEVELOPING: The Catholic Secondary School President/Principal July 13-17, 2006

A NATIONAL CONFERENCE FOR PRESIDENTS AND  
PRINCIPALS OF CATHOLIC SECONDARY SCHOOLS

THE CONFERENCE FEATURES NOTED EXPERTS WHO WILL  
ADDRESS SOME OF THE MOST PRESSING CHALLENGES AND  
CUTTING-EDGE TOPICS FACING CATHOLIC SECONDARY  
SCHOOL PRESIDENTS.

## SCHEDULE:

The conference will open on the morning of Thursday, July 13, and will conclude at noon on Monday, July 17, 2006. Participants will explore a variety of challenges facing Catholic secondary school presidents and principals through a series of informative sessions. The conference will also include social gatherings, which will provide additional opportunities for interaction and networking, and ample free time to tour the Bay Area.



## PRESENTERS:

### THE PRINCIPALS VIEW OF THE ROLE OF PRESIDENT

Chris Brady, FSC, Principal of De LaSalle High School, Concord, CA and Jeff Mancabelli, Principal, St. John's College High School, Washington, DC

### THE PRESIDENT'S ROLE IN THE SPIRITUAL LEADERSHIP IN THE SCHOOL

Raymond J. Vercruyse, CFC, Director, ICEL, University of San Francisco

### THE PRESIDENT'S RELATIONSHIP WITH THE BOARD

William Nick, CSC, President, Notre Dame High School, Sherman Oaks, CA

### THE BOARD'S ROLE IN SELF-EVALUATION AND JOB PERFORMANCE OF THE PRESIDENT

Patricia Garrahan, SND, Sponsorship Associate for Xaverian Brothers, Baltimore, MD

### THE RELATIONSHIP OF THE PRESIDENT WITH THE RELIGIOUS SPONSORING COMMUNITY

Heather Gossert, President, Bishop McNamara High School, Forestville, MD

### CURRENT RESEARCH ON THE ROLES AND RELATIONSHIPS OF THE PRESIDENT

Robert Brown, Dean of Academic Affairs, Illinois Institute of Art, Schaumburg, IL

### THE CATHOLIC SCHOOL, THE PRESIDENT, AND THE LAW

Mary Angela Shaughnessy, SCN, Professor, Spalding University; Executive Director, Educational Law Institute, Louisville, KY

### THE PRESIDENT AS CATECHIST IN THE CATHOLIC HIGH SCHOOL COMMUNITY

Michael Horan, Professor, Loyola Marymount University, Los Angeles, CA

### THE PRESIDENT AND SPONSORSHIP—WHAT'S NEXT?

Peter Campbell, CFX, retired Vice President, Mission and General Counsel at Roper St. Francis Healthcare, Charleston, SC

## DEADLINE:

Registration deadline is July 1, 2006. If cancellation becomes necessary, a 75% refund will be available July 1, 2006. After July 1, 2006, there will be NO REFUND. For additional information, contact Janet Snyder at 415.422.2083.

## REGISTRATION:

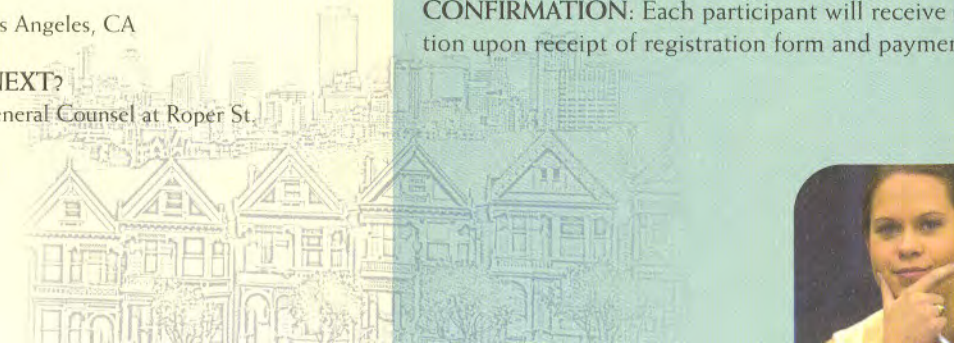
Registration fee is dependent upon the type of credit desired. Participants who desire only continuing education credit pay the registration fee. Graduate credit (two credits) may be obtained through registration, tuition and work. For additional information contact Janet Snyder at 415.422.2083. A team discount is available for president/principal teams that attend the conference the same school.

Registration (per person): .....  
Graduate credit (two credits): .....  
President/Principal school team discount  
(applies only to registration fee): .....

## HOUSING:

The President/Principal conference will be held at Radisson Hotel San Francisco at Sierra Point. A graduate room rate of \$99 per day, based on single occupancy, will be available to those participating in the conference. The hotel provides free shuttle service to and from the San Francisco Airport. Breakfast and lunch will be available at the on-site restaurant, and evenings will be free for working or sight-seeing in the Bay Area.

**CONFIRMATION:** Each participant will receive confirmation upon receipt of registration form and payment.





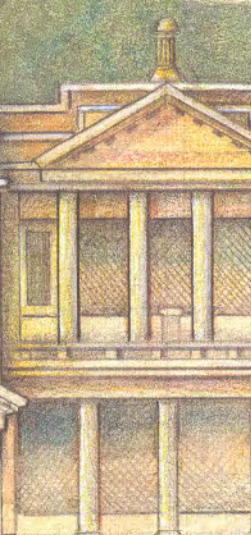
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Church  
1914

July 20-24, 2006

Institute for Catholic Educational Leadership  
at the University of San Francisco with  
endorsement from the NCEA's Department  
of Chief Administrators of Catholic Education



# ENVISIONING the FUTURE: Diocesan Superintendents' Academy



# ENVISIONING THE FUTURE: Diocesan Superintendents' Academy July 20-24, 2006



## DEADLINE:

Registration deadline is July 1, 2006. If cancellation becomes necessary, a 75% refund will be available until July 1, 2006. After July 1, 2006, there will be NO REFUND. For additional information, contact Janet Snyder at 415.422.2083.

## REGISTRATION:

Registration fee is dependent upon the type of credit desired. Participants who desire only continuing education credit pay only the conference fee. Graduate credit (two credits) may be obtained through registration, tuition, and coursework. For additional information, contact Janet Snyder, 415.422.2083.

Registration (scholarships are available upon request): . . . . . \$500  
Graduate credit (two credits): . . . . . \$900

## HOUSING:

The Superintendent's Academy will be held at the Radisson Hotel San Francisco at Sierra Point. A group room rate of \$99 per day, based on single occupancy, will be available to those participating in the Academy. The hotel provides free shuttle service to and from San Francisco Airport. Breakfast and lunch will be available at the on-site restaurant, and evenings will be free for networking or sight-seeing in the Bay Area.

CONFIRMATION: Each participant will receive confirmation upon receipt of registration form and payment.

## PRESENTERS:

### THE SUPERINTENDENT AND TEAMWORK

Patrick Lencioni, Author and President of The Table Group, a San Francisco Bay Area Management Consulting Firm

### THE SUPERINTENDENT NAVIGATING THE CHANCERY

Dominica Rocchio, SC, Secretary for Education and Superintendent of Schools, Archdiocese of Newark, NJ

### THE SPIRITUALITY AND PRAYER LIFE OF A SUPERINTENDENT

Mario Prietto, SJ, Rector, Jesuit Community, University of San Francisco

### HUMAN RESOURCE NEEDS AND THE SUPERINTENDENT

Mary Elizabeth Galt, BVM, Chancellor, Archdiocese of Los Angeles, CA

### FISCAL RESPONSIBILITY OF A SUPERINTENDENT

Tim Dwyer, Associate Director, NCEA, Department of Chief Administrators of Catholic Education, Washington, D.C.

### CURRICULUM DEVELOPMENT FOR THE SUPERINTENDENT

Gini Shimabukuro, Professor, Institute for Catholic Educational Leadership, University of San Francisco

Lorrei DiCamillo, Doctoral Candidate, University of San Francisco, and Teacher, Carondelet High School, Concord, CA

### THE ARTICULATION OF THE MISSION OF THE CATHOLIC SCHOOL AND ITS IDENTITY

Glenn Anne McPhee, OP, Secretary for Education, United States Catholic Conference of Bishops, Washington, D.C.

### MANAGING THE PRESS, THE MEDIA AND A CRISIS

Nora Murphy, (retired) Associate Superintendent for Communications, Archdiocese of New York

### THE CHALLENGE OF LEADING AS A DIOCESAN SUPERINTENDENT

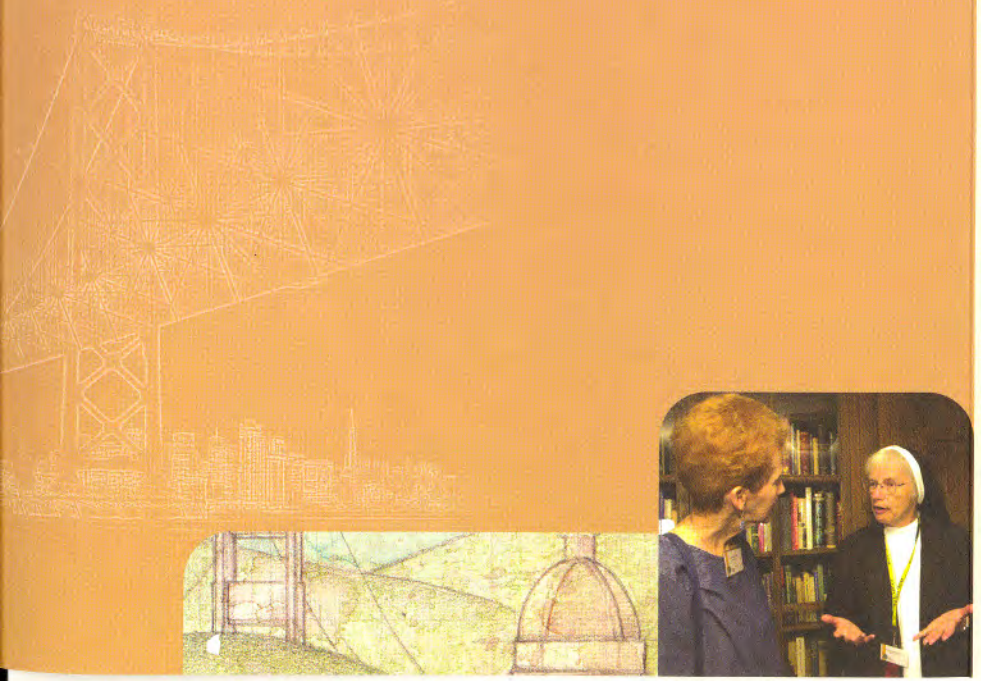
James Kouzes, Author and Lecturer, Orinda, CA

A NATIONAL EXPERIENCE FOR NEW OR NEARLY NEW CATHOLIC DIOCESAN SUPERINTENDENTS

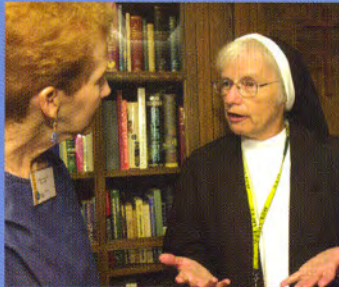
THE ACADEMY FEATURES NOTED PRACTITIONERS AND NATIONALLY RECOGNIZED SPEAKERS ON PERTINENT TOPICS FACING TODAY'S DIOCESAN SUPERINTENDENTS.

## SCHEDULE:

The conference will open on the morning of Thursday, July 20, and will conclude at noon on Monday, July 24, 2006. Participants will explore a variety of challenges facing Catholic Diocesan Superintendents through a series of informative sessions. The conference will also include social gatherings, which will provide additional opportunities for interaction and networking, and ample free time to tour the Bay Area.



Beginning in 1976, the staff of ICEL had a dream of developing a comprehensive premier summer program for Catholic school administrators and teachers. For the past 30 years, ICEL's SummerWest program has continued to fulfill that dream. Students from around the world, including the United States, Canada, Mexico, Africa, India, Poland, and the Pacific Rim countries have attended ICEL, forming lasting friendships and becoming passionate about their ministry in the Church.



# The Institute for Catholic Educational Leadership **SummerWest 2006**

## Workshop SESSION I

### Catholic School Teachers' Spiritual Journey

0707-698/798-01  
(1 unit or non-credit)

**Sr. Margaret O'Brien, OSU**  
Retreat Director, Spiritual Director

**Workshop Dates:**  
**June 17 and 18,**  
**9 am – 4 pm**

The goal of the weekend is to increase knowledge of and, deepen awareness of, contemporary spirituality in today's leader in Catholic education in order to assist others in the Catholic school community in their development of a contemporary spirituality. The aim is to enable the participant to be more in touch with his/her spirituality and to offer some tools for further development of that spirituality for the benefit of the Catholic school community.

**Registration Deadline**  
**June 9, 2006**

### Church's Social Justice Documents in Catholic Schools

0707-698/798-02  
(1 unit or non-credit)

**Dr. Michael Duffy**  
Associate Director, University Ministry, USF

**Course Dates:**  
**June 19 – 23**  
**1:30 pm – 4:15 pm**

This course will explore the foundations of the Church's thought on the promotion of social justice. Participants will examine the documents of Catholic Social Thought with a special emphasis given to the promotion of justice through educational activities.

**Registration Deadline**  
**June 9, 2006**

### and the Difficult Family: Strategies for Effective School Leadership

0707-698/798-04  
(1 unit or non-credit)

**Fr. Michael Garanzini, SJ**  
President, Loyola University, Chicago

**Course Dates:**  
**June 26 – 30**  
**1:30 pm – 4:15 pm**

This course will cover strategies for identifying children from difficult family settings and developing strategies to assist them in the classroom setting.

**Registration Deadline**  
**June 9, 2006**

## Workshop SESSION II

### Teaching For Discipleship: The Call, the Challenge, the Difference

0707-698/798-05  
(1 unit or non-credit)

**Dr. Michael Carotta**  
National Catechetical Consultant, Author, Religious Educator, National Speaker

**Workshop Dates:**  
**July 8 and 9,**  
**9 am – 4 pm**

This workshop will focus specifically on what it might mean to intentionally engage in catechesis aimed at forming young disciples. We will revisit our current assumptions, approaches, methods, and goals with adolescents in light of the recent documents of the Church that call us to teach for discipleship.

**Registration Deadline**  
**June 29, 2006**

### in the Catholic School through Multicultural Literature for Children and Young Adults

0707-698/798-06  
(1 unit or non-credit)

**Dr. Miguel López**  
Assistant Professor, USF

**Course Dates:**  
**July 24 – 27,**  
**1:30 pm – 4:15 pm**

Quality multicultural literature written for children and young adults can be a critical tool for providing all students with a more just and equitable school experience. This course will introduce students to theories of multiculturalism, resources for identifying quality literature, and multicultural literature in the form of picture books and young adult works.

**Registration Deadline**  
**June 29, 2006**

**ICEL – Celebrating 30 years  
of SummerWest**

Fee for non-matriculating students: \$75

For information and registration, please contact  
Janet Snyder at (415) 422-2083 or [snyderj@usfca.edu](mailto:snyderj@usfca.edu)

**[www.usfca.edu/icel](http://www.usfca.edu/icel)**



# Faculty

## Fulltime Faculty

The faculty for the Catholic Educational Leadership Department is specially chosen to meet the distinct needs of educators who will be administering and teaching in Catholic and private schools. The department currently has two fulltime faculty members, Dr. Raymond Vercruysse, CFC, the Director of the Institute and Chair of the Department, and Dr. Gini Shimabukuro. Dr. Mary Peter Traviss, O.P., former Director of ICEL, retired in December, 2005. Dr. Shimabukuro is tenured as an associate professor. Dr. Vercruysse is an assistant professor on a term appointment. Faculty vitae may be found in Appendix D.

## Teaching

Each of the current fulltime faculty members teaches the following CEL courses. In addition, Drs. Vercruysse and Shimabukuro teach through the General Education division.

- Dr. Gini Shimabukuro

- CEL Coursework:

- 0707-648/748

- 0707-644/744

- 0707-690

- 0707-697/797

- 0707-709/729

- 0707-790

- 0707-791

- GED Coursework:

- 0704-725

- 0704-713

- Spirituality of the Educator

- Curriculum & Instruction Leadership in Schools

- M.A. Culminating Project

- Directed Study

- Dissertation Proposal Seminar (Fall, 2006)

- Dissertation Proposal Development

- Dissertation Research & Writing

- Skills for Scholarly Writing

- Content Analysis

• Dr. Raymond Vercruysse, CFC

CEL Coursework:

0707-700

Introduction to Doctoral Research: Catholic School Education

0707-640/740

Ecclesial Principles of Catholic Education

0707-650/750

Leadership & Educational Administration

0707-653/753

Personnel Leadership in Schools

0707-697/797

Directed Study

0707-790

Dissertation Proposal Development

0707-791

Dissertation Research & Writing

GED Coursework:

0704-711

Survey Research (Spring, 2007)

### **Teaching with Technology**

Drs. Vercruysse and Shimabukuro have incorporated online resources as accompaniments to their coursework, integrating the use of the online learning platform, *Blackboard*, for their Spring Semester, 2006, courses. Mrs. Ginny Wallace, USF's Distance Learning Instructional Designer, has provided helpful tutorials to both faculty members to assist them in structuring online course content and building interactivity into the online environment. It is their intent to continue to develop the online dimensions of their teaching and, in the future, to consider the possibility of the creation of online courses and/or hybrid versions, which may be appropriate for distinct areas of CEL coursework.

### **Research**

As articulated in its mission statement, ICEL's aim is "to prepare highly competent, effective, and dedicated educators for the Catholic schools." Thus, faculty publications are aimed to provide research and knowledge to assist in the preparation of high-performing Catholic school leaders. Recent faculty publications include:

• Dr. Gini Shimabukuro, Associate Professor

- Shimabukuro, G. & Barrett, N. (in press). *Reflection in action*. Washington, D.C: National Catholic Educational Association.
- Shimabukuro, G. (In Press). *Educating for transformation*. Washington, D.C: National Catholic Educational Association.
- Shimabukuro, G. (August/September, 2004). (Educator Development Series). Best practices: Powerful tools for learning. *Today's Catholic Teacher*, 38, 1, 41-44.
- Shimabukuro, G. (2004). (Contributing Author). In Thomas Hunt & Ellis Joseph (Eds.), *Catholic schools in the United States: An encyclopedia*. Vols. I & II. Westport, Connecticut: Greenwood Publishing Group, Inc.
- Shimabukuro, V. & Traviss, M.P. (2002). *ICEL's adaptation of the APA (5<sup>th</sup> Ed.) publication manual for dissertations: A commentary*. University of San Francisco: Department of Catholic Educational Leadership.
- Shimabukuro, G. (2001). Research in Catholic school teaching. In Thomas Hunt, Ellis Joseph, & Ron Nuzzi (Eds.), *Handbook of research on Catholic education*. Westport, Connecticut: Greenwood Publishing Group, Inc.
- Shimabukuro, G. (2000). Teaching and learning in the Catholic school: Grounded in sacred soil. In Thomas Hunt, Thomas Oldenski, SM, & Theodore Wallace (Eds.) *Catholic school leadership, An invitation to lead*. London, England: Falmer Press.
- Shimabukuro, G. 2000-2004 NCEA Notes columns: 21<sup>st</sup> century curriculum: Faith, values, excellence
- Improving instruction through reflective teaching — A faculty in-service. *NCEA Notes*, 38, 4-5 (November, 2004).
  - Fostering student success through “best practices” — A faculty in-service. *NCEA Notes*, 38, 4-5 (September, 2004).
  - Differentiating instruction through multiple intelligences — A faculty in-service. *NCEA Notes*, 37, 4-5 (May, 2004).
  - Developing learning outcomes that stimulate students' higher order thinking — A faculty in-service. *NCEA Notes*, 37, 4-5 (November, 2003).
  - Using “backward design” to move students forward — A faculty in-service. *NCEA Notes*, 37, 4-5 (September, 2003).
  - Creating a learning climate animated by the gospel spirit — A faculty in-service. *NCEA Notes*, 36, 4-5 (May, 2003).
  - Exploring educator beliefs about teaching and learning — A faculty in-service. *NCEA Notes*, 36, 4-5 (March, 2003).

Create a climate for learning — A staff development process. *NCEA Notes*, 36, 4-5 (January, 2003).

Thirteen principles of “best practice.” *NCEA Notes*, 35, 4 (March, 2002).

A new taxonomy of educational objectives. *NCEA Notes*, 33, 4 (October, 2001).

Becoming *reflective* and *effective* educational practitioners. *NCEA Notes*, 33, 4 (May, 2001).

Holistic learning implies holistic assessment. *NCEA Notes*, 33, 14, 4 (March, 2001).

The courage to teach as Jesus did. *NCEA Notes*, 32, 4 (January, 2001).

Discovering the learners in our midst. *NCEA Notes*, 32, 4 (November, 2000).

Thinking *backwards* toward effective instructional design. *NCEA Notes*, 32, 4 (September, 2000).

Catholic educators as builders of community. *NCEA Notes*, 32, 4. (May, 2000).

Initiating curricular improvement through educator beliefs. *NCEA Notes*, 32, 4 (March, 2000).

Educating for transformation. *NCEA Notes*, 32, 4 (January, 2000).

Shimabukuro, G. & Barrett, N. (March, 2004). 21<sup>st</sup> century curriculum: Faith, values, excellence: Promoting student success with rubrics— A faculty in-service. *NCEA Notes*, 37, 4-5.

Shimabukuro, G. & Barrett, N. (January, 2004). 21<sup>st</sup> century curriculum: Faith, values, excellence: Using the “backward design” model to match assessment with learning outcomes — A faculty in-service. *NCEA Notes*, 37, 4-5.

• Dr. Raymond Vercruyse, CFC, ICEL Director/Chair, Assistant Professor

James, J.T. & Vercruyse, R.J. (2005). *Development of the president principal model in Catholic high schools*. Washington, DC: National Catholic Educational Association.

Vercruyse, R. J. (2005). Teacher Burnout: Counselor Strategies for Intervention. In *Proceedings of the 2003 Oxford Symposium in School-Based Family Counseling (2<sup>nd</sup> Ed.)* Geiger, P.B., Carter, M.J., & Gerrard, B.A. (Eds.).

Vercruyse, R.J. (2004). Blessed Edmund Rice's charism alive in Christian Brothers schools. *Momentum*, 25, 1, 21.

### Service

Service is integral to both the Institute and the Department. Both fulltime and adjunct ICEL faculty serve students, as well as non-matriculated educators who come



from throughout the United States to attend ICEL-sponsored conferences and workshops, particularly during SummerWest sessions. Fulltime faculty serve on committees, both school-based and university-wide. In addition, serving the professional needs of the Catholic school community, nationwide, is intrinsic to the mission of the Institute.

#### Service to the Department, School of Education, University

The following represents a summary of current fulltime faculty service to USF.

Faculty vitae may be referenced in Appendix D.

- Dr. Gini Shimabukuro, Associate Professor
  - Assists with planning and executing SummerWest sessions
  - Writes for, and helps with editing of *ICEL Monitor*
  - Led departmental Program Review process during 2005-2006
  - Serves on the SOE Curriculum Committee
  - Co-chairs the Doctoral Policy Committee, which, in addition to monthly meetings, involves presentations to Fall and Spring New Doctoral Student Orientations, as well as Fall and Spring 709 (Dissertation Proposal Seminar) courses
  - Presented a workshop entitled, “Diversifying Instructional Approaches for Volunteer Tutors,” February, 2006, to USF University Ministry volunteers
  - Accompanied USF University Ministry student volunteers to Dangriga, Belize, in January, 2005, to participate in Arrupe Immersion Project at Sacred Heart Elementary School
  - Assists Director of Institute and Chair of the Department as needed
  
- Dr. Raymond Vercreysse, CFC, ICEL Director/Chair, Assistant Professor
  - Serves as Chair of the Catholic Educational Leadership Department, as well as a member of the School of Education Committee of Chairs
  - Represents the Department on the General Education Advisory Council (GEAC)
  - Sits on the Marketing & Recruitment Committee
  - Serves on the Administrative Services Task Force
  - Writes for, and helps with editing of *ICEL Monitor*
  - Made two presentations to the Graduate Student Association on the following topics: “Survival Tactics in the Dissertation Process” (November, 2004) and “Tools of the Trade for Making Scholarly Presentations” (March, 2006)
  - Gave School of Education graduation invocation (December, 2005)
  - Serves on the Board for the Center for Child and Family Development

#### Service to the Catholic School Community

The following represents a summary of current fulltime faculty service to the

Catholic school community. Faculty vitae may be referenced in Appendix D.

- Dr. Gini Shimabukuro, Associate Professor
  - Serves on a Task Force for the Bishop's Committee for the Protection of Children and Young People of the United States Conference of Catholic Bishops
  - Wrote 20 columns on curriculum for *NCEA Notes* from 2000-2004, which have been compiled into an NCEA Elementary Division publication, *Educating for Transformation* (Scheduled for release during 2007)
  - Is currently co-authoring a book for NCEA publication (Working title: *Teacher Reflection in Action*)
  - Presents at National Catholic Educational Association's annual convention
  - Serves as Member of Editorial Advisory Board, *Today's Catholic Teacher Magazine*, 1992-Present
  - Served as Western Regional Representative, Executive Committee for the Department of Elementary Schools of the National Catholic Educational Association, 1997-2005
  - Serves as a member of the Association of Catholic Leadership Programs
  
- Dr. Raymond Vercruyse, CFC, ICEL Director/Chair, Assistant Professor
  - Presents at National Catholic Educational Association's annual convention
  - Elected President of the Association of Catholic Leadership Programs
  - Serves as Member of Editorial Advisory Board, *Today's Catholic Teacher Magazine*, 2003-Present
  - Serves on Governing Board of *Catholic Education: Journal of Inquiry and Practice*
  - Serves on Legal Board of Trustees, Iona College, New Rochelle, New York
  - Serves on Board of Trustees, Junipero Serra Catholic High School, San Mateo, CA
  - Serves on Education Committee of California Catholic Conference of Bishops
  - Serves as Team Member of Student Leadership Workshop of the Congregation of Christian Brothers
  - Serves as External Dissertation Examiner for the University of Pretoria, South Africa and the Australian Catholic University, McAuley Campus
  - Consulted with Religious Communities and High Schools to Design a President/Principal Governance Model
  - Designed and co-directed four national workshops on the topic of the President/Principal Governance Model at: the University of San Francisco (July, 2003 and July, 2006), Saint Louis University (July, 2004), The Catholic University of America (July, 2005), and the University of San Francisco (July, 2006)
  - Routinely makes presentations to various facets of the Catholic School Community. Most recent presentations include:
    - Special Needs of Students in a Catholic High School*, St. Francis Central Coast Catholic High School, Watsonville, CA, February, 2006 (Co-led with Dr. Yvonne Bui of the Learning & Instruction Department, USF)
    - Let Your Life Speak as a Catholic School Teacher: The Courageous Teacher and When the Student Is Ready, the Teacher Will Appear*,

Keynote Address for Catholic School Teachers in the Diocese of San Bernardino, August, 2005  
Spoke at the Teacher Internship Program, Archdiocese of San Francisco, August, 2005  
*Presence: Authentic Leadership in the President/Principal Model*, Keynote Address for the Conference of Chief Administrators of Lasallian Secondary Schools, Tucson, AZ, February, 2005  
*Leading from the Heart: Lord, the Work Is Yours* (for Presidents) and *Spirit-Centered Leadership: Live, Jesus in Our Hearts* (for Principals), Presentations Delivered at the Conference of Chief Administrators of Lasallian Secondary Schools, Tucson, AZ, February, 2005  
*Catholic Identity and the Distinctive Qualities of a Catholic School*, Workshop for Catholic School Teachers in the Diocese of Oakland, January, 2005  
*Essential Elements of a Christian Brother Education and Blessed Edmund Rice*, Faculty Retreat, Saint Laurence High School, Burbank, Illinois, January, 2005  
*Principal as a Spiritual Leader in a Jesuit High School*, JSEA Principal Association, San Francisco, CA, November, 2004  
*Content Analysis of Twelve Superintendents' Job Descriptions*, CACE School Division Committee, Baltimore, MD, October, 2004

### **Advisement**

Each fulltime faculty member in the Catholic Educational Leadership Department assumes responsibility for advising a specific student group. Dr. Vercruysse advises the doctoral students and Dr. Shimabukuro advises the master's students. Lists of advisees for each graduate level are contained in Appendix E. Upon entering a program of study, the student meets with his/her advisor and, collaboratively, they construct a plan of study to meet the distinct needs of the individual student. Throughout subsequent semesters of study, each student is advised to check-in with his/her advisor to update the study plan. Sample study plans are provided in Appendix F.

In addition to academic advising, the faculty utilizes the first teaching weekend doctoral departmental session to advise its doctoral population. This occurs in August of the Fall Semester and in January of the Spring Semester from 12:00 noon to 2:30 pm.

Aside from updating students about departmental and doctoral policy issues, this time is utilized to familiarize them with aspects of the dissertation process, as well as to give them the opportunity to learn from the experiences of students nearing completion of their dissertations. Topics that have been covered include: APA stylistics, academic writing, overview of the proposal vs. dissertation, budgetary concerns, the dissertation committee, and other pertinent areas. Many of the ICEL doctoral students have applauded the cumulative benefit of these sessions, the advantage of which they have realized upon entering the 709 course, Dissertation Proposal Seminar.

### **Adjunct Faculty**

Particularly during Summerwest, ICEL is serviced by a group of exceptional adjunct professors, many of whom are invited to teach on the basis of their expertise and national recognition within the Catholic school community. The following represents a sampling of adjunct faculty, their positions, and course(s) taught. A more comprehensive listing of adjunct faculty may be found in Appendix G.

Dr. Michael Carotta, National Catechetical Consultant, Author, Religious Educator, Elkhorn, Nebraska. Taught *Adolescent Spirituality and Catechesis for the New Millenium* Summer, 2005, and will teach *Adolescent Spirituality* Summer, 2006

Dr. Michael Carter, Associate Professor & Coordinator of the School-Based Family Counseling Graduate Program, California State University, Los Angeles. Taught *Helping Kids Overcome Barriers to Learning: Practical Strategies for Administrators, Teachers and Counselors in Urban and Rural Schools*, Summer, 2004

Dr. Gerald Catarro, Associate Professor & Director, Center for Non-Public Education and Catholic School Leadership, Fordham University. Taught *Catholic Schools: Enduring Presence in Urban America*, Summer, 2004

Dr. Timothy J. Cook, Associate Professor & Director of Secondary Education Program, Creighton University, Omaha, Nebraska; President of

Association of Catholic Leadership Programs (ACLP). Taught *Cultivating Catholic Character. Charism, and Culture* Summer, 2005

Dr. Michael Garanzini, S.J., President, Loyola University of Chicago. Will teach *The Difficult Child & the Difficult Family: Strategies for Effective School Leadership*, Summer, 2006. Has taught for ICEL on a rotational basis, e.g., every other summer.

Dr. Thomas Hunt, Faculty, University of Dayton, Ohio, *History of Catholic Education*, Summer, 2000.

Dr. Bruno Manno, Senior Associate, The Annie E. Casey Foundation, Baltimore, MD, *Current Issues in Educational Policy*, Summer 2001.

Dr. Edward van Merrienboer, O.P., Vice Provincial, Chicago Province of the Order of Preachers. Will teach *Justice in the School Curriculum* Summer, 2006. Has taught for ICEL on a rotational basis, e.g., every other summer.

Dr. Mary Angela Shaughnessy, SCN, Former Special Legal Counsel & Director of Mission, Spalding University, Louisville, Kentucky. Teaches *Catholic School Law* every summer.

In addition, the following outstanding alumni have been invited to share their expertise in the capacity of adjunct professors.

Mrs. Nancy Barrett, *Curriculum & Instruction for Social Studies*. Teaches this course every Fall and Spring semester for the Teacher Education Department.

Dr. Michael Duffy, *Discovering the Church's Social Justice Documents in Catholic Schools*. Summer, 2006

Dr. Timothy Eden, SM, *Ecclesial Principles of Catholic Education*. Summer, 2005

Dr. Marcella Fox, *Spirituality of the Educator* (Summer, 2004), *Curriculum & Instruction Leadership*. Summer, 2005; *Methods & Materials in Teaching Religion*. Summer, 2006

Dr. Jeanne Hagelskamp, S.P., *Personnel Leadership in Catholic Schools*. Summer, 2003; *Leadership & Administration*. Spring, 2003; Summer, 2004

Mr. Rico Hernandez, *Business & Financial Administration for Catholic Schools*. Teaches this course every summer.

Dr. Doreen Jones, *Moral Development*. Teaches this course every summer.

Dr. Michael Kurimay, S.J., *Foundations of Catholic Education*. Summer, 2004

Patricia Livingston, *Personnel Leadership*. Spring, 2003

Dr. Stephen Phelps, *Leading School That Learn: Tools and Templates for Elementary School Leaders*. Summer, 2004

### **Role of Chairperson of Department**

The role of the Chair of the Catholic Educational Leadership Department may be summarized in the following:

- Implements directives from School of Education administrators
- Represents the Department at the Committee of Chairs and the Faculty Council
- Schedules monthly departmental meetings for faculty and staff
- Manages department budget
- Directs the planning of the first Teaching Weekend Doctoral Meeting of each semester
- Obtains permission and submits paperwork to hire adjunct faculty
- Oversees review process of applicants to degree programs
- Oversees review process of doctoral portfolios
- Oversees the scheduling of courses each semester
- Directs the development of departmental Faculty and Student Handbooks
- Represents the Department to the wider university community
- Schedules SummerWest course offerings
- Convenes a SummerWest faculty meeting
- Plans a SummerWest faculty dinner with the distribution of annual awards
- Designs Department-related publications
- Oversees performance of the Department's Program Assistant
- Oversees the duties of the Department's Merit Scholars
- Coordinates input of departmental information with the School of Education webmaster
- Coordinates with the University Advancement Office to secure grants for the Department

### **Role of Director of Institute**

The role of the Director of the Institute is responsible for the following:

- Schedules monthly meetings to deal with Institute concerns with faculty and staff
- Manages the Jesuit Fund
- Chairs the Advisory Board Meetings semi-annually

- Represents the Institute to the local and national Catholic school community
- Plans SummerWest
- Manages the production of the *ICEL Monitor*
- Plans and executes a social gathering at the annual National Catholic Educational Association Convention for faculty, staff, alumni, current students, and friends of ICEL
- Designs, organizes and implements symposia, conferences and workshops on critical Catholic school issues
- Plans annual Advisory Board Leadership Dinner with distribution of annual leadership award
- Designs Institute-related publications
- Oversees performance of the Institute's Administrative Assistant
- Coordinates input of Institute-related information with the School of Education webmaster
- Coordinates with the University Advancement Office to secure grants for the Institute

# Curriculum

## Distinctive Features of the CEL Curriculum

The following degrees offered by the Catholic Educational Leadership (CEL) Department are designed to address the specific professional needs of Catholic educators, which contributes to the Department's premier status nationally and internationally. They are the Doctorate in Catholic Educational Leadership, the Master of Arts in Catholic School Teaching, the Master of Arts in Catholic School Teaching with an Emphasis in Religious Education, and the Master of Arts in Catholic School Leadership. In addition, the Department awards a Certificate in Catholic Educational Leadership, collaborates with the Organization and Leadership Department in making available to students the California Administrative Services Credential, and coordinates with the Teacher Education Department in offering a CEL Master's degree linked with the California State Teaching Credential.

Most CEL courses carry both 600 course numbers, indicating Master's level coursework, and 700 course numbers, designating Doctoral coursework. Although this means that Master's and Doctoral students enroll in the same courses, faculty are urged to adjust course expectations for Doctoral students by requiring more in-depth research and analysis.

A "Special Topics" designation for elective courses, identified by a course number of 0707-698/798, allows for the offering of courses that are particularly timely and relevant to our students. Examples of "Special Topics" courses that are on this summer's course schedule are *The Catholic School Teacher's Spiritual Journey* (0707-698/798-01),



*Discovering the Church's Social Justice Documents in Catholic Schools* (0707-698/798-02), *Funding a Vision: Starting a Development Office* (0707-698/798-03), and *The Difficult Child and the Difficult Family: Strategies for Effective School Leaders* (0707-698/798-04).

Non-matriculated students, that is, Catholic school teachers and administrators in the field who are not matriculated M.A. or Ed.D. students but who have a need to satisfy professional development requirements and/or update themselves in particular areas of Catholic education, are encouraged to enroll in elective offerings on a reduced tuition basis. This exception is not applicable to core course offerings, but only to elective offerings.

### **Programs in CEL Department**

#### **DOCTOR OF EDUCATION IN CATHOLIC EDUCATIONAL LEADERSHIP**

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The doctoral program consists of 60 units, 12 of which are in the general education core (GEDU), 18 core and 6 electives in a major specialization, 12 in SOE electives, and 12 in dissertation development, research, and writing.

0704-706            APPLIED EDUCATIONAL STATISTICS (3 Units)  
Descriptive and inferential statistical procedures in educational research and evaluation using a conceptual, structural, and procedural approach. Application to planning educational research.

0704-708            RESEARCH METHODS IN EDUCATION (3 Units)  
An examination of some common designs for conducting each type of investigation. Conventional formats and procedures for proposing and reporting research projects.

One course from the following General Education 0704 series: 700-705 or 730. (See University Catalog for descriptions.)

One course from the General Education 0704 series: 710-718.

Of the 24 units in the major specialization in Catholic Educational Leadership, students are required to take the following 0707 courses: 740, 741, 742, 744, 750, 753.

The 12 units of electives may be taken from CEL courses, any other graduate program in the School of Education, or Theology/Religious Studies.

The 12 units associated with the development, research, and writing of a doctoral dissertation are 0704-709, 0707-700, 0707-790 and 0707-791.

- 0707-700                    INTRODUCTION TO DOCTORAL RESEARCH (3 units)  
This mentorship engages the student and faculty member in research of a topic of interest to the student, and stimulates student exploration of topic selection for doctoral research. It is required of all CEL doctoral students, and should be taken early in doctoral studies. (This course is an individually-directed one which enables the student to read widely in the area of interest, including 15-20 dissertations in that area. These are discussed with the student's mentor during six-eight sessions during the semester.)
- 0707-709                    DISSERTATION PROPOSAL SEMINAR (3 Units)  
The essentials of developing a model proposal for the research project leading to a dissertation. Specific components of a good proposal, analysis of research proposals, and student research projects.
- 0707-790                    DISSERTATION RESEARCH (3 Units)  
The research necessary to develop the proposal into a dissertation. Requires a special form and the approval of the student's chairperson for the dissertation.
- 0707-791                    DISSERTATION WRITING (3 Units)  
The writing of the dissertation in consultation with a chairperson and the committee for the dissertation. Requires a special form and the student's chairperson for the dissertation.

### **MASTER OF ARTS IN CATHOLIC SCHOOL TEACHING**

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The M.A. in Catholic School Teaching consists of 30 units, The following are the core requirements for the M.A. in Catholic School Teaching:

- 0707-640                    ECCLESIAL PRINCIPLES OF CATHOLIC EDUCATION (3 Units)  
Analysis and discussion of historical, philosophical, theological, sociological issues in American Catholic education.

- 0707-642            MORAL DEVELOPMENT (3 Units)  
Study of the major theories, research, materials and methods related to moral education, with particular emphasis on the dynamics of the Catholic school classroom.
- 0707-643            CURRICULUM LEADERSHIP AND STAFF DEVELOPMENT IN RELIGIOUS EDUCATION (3 Units)  
Analysis and discussion of effective ways to organize and improve religious education in Catholic schools. (Or 0707-646)
- 0707-644            CURRICULUM AND INSTRUCTION LEADERSHIP IN SCHOOLS (3 Units)  
Models, research, and practical applications of design and evaluation of curriculum and instruction. Development of a curriculum model for a particular private school.
- 707-646             METHODS AND MATERIALS IN TEACHING RELIGION IN CATHOLIC SCHOOLS (2 Units)  
A study of the current context of Religious Education: qualities and competencies of religious educators, review of the Basic Teachings of the Church and Church History and their incorporation into a graded catechesis based on child development, liturgy, ethnic influences, along with prayer, community building, and service. (Or 0707-643)
- 0707-648            SPIRITUALITY OF THE EDUCATOR (2-3 Units)  
Spirituality of leadership for the teacher in Catholic schools drawn from history of both spirituality and education. The main themes will be developed from the four Constitutions of the Second Vatican Council.
- 0707-649            THEORY AND APPLICATION OF DEVELOPMENTAL PSYCHOLOGY (2-3 Units)  
The examination of (a) methods of research and theories of child development, (b) aspects of child development such as physical, emotional and affective, cognitive and intellectual, religious, (c) influences on development (family, school, culture), (d) implications for teaching and learning strategies, (e) abnormal development, (f) pastoral perspectives (or Theology 677, Developmental Psychology and Christian Growth).
- 0707-690            M.A. CULMINATING PROJECT (2-3 units)  
A project to stimulate the integration of knowledge and skills gained from the M.A. program, which is submitted as a formal report in partial fulfillment of the master's degree.

In addition to the core requirements listed above, a course in Elementary School or Secondary School Curriculum and Instruction is required for the Master's program in Catholic School Teaching.

The following represent samples of elective courses:

- 0707-645            JUSTICE IN THE SCHOOL CURRICULUM (2 Units)  
Study of the social teachings of the scriptures and the Catholic Church with applications to curriculum design. Educational theory and sociological perspective are integrated.
- 0707-647            COUNSELING TECHNIQUES FOR CLASSROOM TEACHERS  
(2 Units)  
Introduction of theory and skills necessary for the classroom teacher to be an effective counselor for children experiencing difficulties in affective, cognitive, behavioral and social areas of development. It will include: (a) understanding the range of normal to abnormal developmental problems; (b) applying principles of counseling to the classroom, and (c) designing behavioral modification strategies for children.
- 0707-654            COMMUNICATION AND GROUP DYNAMICS SKILLS  
(1-3 Units)  
Practice in a variety of communication and group dynamics skills as applied to problems in the classroom.
- 0707-698            ISSUES IN CATHOLIC EDUCATION (1-3 Units)  
Colloquium on topics of interest to Catholic school teachers.
- 0707-657            USE OF EFFECTIVE CATHOLIC SCHOOL RESEARCH  
(3 Units)  
The study of major research findings in effective Catholic school research (1960-2006) and the implications for the classroom. Introduction of research methodology for use by the practitioner.

### **MASTER OF ARTS IN CATHOLIC SCHOOL TEACHING WITH AN EMPHASIS IN RELIGIOUS EDUCATION**

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The M.A. in Catholic School Teaching with an Emphasis in Religious Education consists of 40 units. The following represents the course of study for this degree:

- 0707-640            ECCLESIAL PRINCIPLES OF CATHOLIC EDUCATION  
(3 Units)  
Analysis and discussion of historical, philosophical, theological, and Sociological issues in American Catholic education.

- 0707-642            MORAL DEVELOPMENT (3 Units)  
Study of the major theories, research, materials and methods related to moral education, with particular emphasis on the dynamics of the Catholic school classroom.
- 0707-643            RELIGIOUS EDUCATIONAL LEADERSHIP (2 Units)  
Analysis and discussion of effective ways to organize, evaluate, and improve religious education in church-related schools. Specific questions of staff development are addressed.
- 0707-645            JUSTICE IN THE SCHOOL CURRICULUM (3 Units)  
Study of the social teachings of the Catholic Church with applications to curriculum design. Educational theory and sociological perspectives are integrated.
- 0128-646            CHRISTIAN DOCTRINES IN HISTORICAL DEVELOPMENT (3 Units)  
A study of the major doctrines as they have developed through history: God as one and triune; Jesus; God and humanity; original sin; redemption; grace; the Church.
- 0707-648            SPIRITUALITY OF THE EDUCATOR (3 Units)  
Spirituality of leadership for the teacher in Catholic schools drawn from the history of both spirituality of education. The main themes will be developed from the four Constitutions of the Second Vatican Council.
- 0707-662            CURRICULUM AND INSTRUCTION FOR RELIGIOUS EDUCATION (3 Units)  
Study of scope and sequence, pedagogical approaches, methods, materials, and media appropriate for teaching Religious Education within the school curriculum. Course will survey the qualities and competencies of effective religion teachers. Participants will explore various methods for developing learning outcomes, assessment tools, instructional design and delivery, integration of educational technology, and strategies for classroom management.
- 0707-680            SEMINAR IN RELIGIOUS EDUCATION (3 Units)  
Study and discussion of selected topics in religious education.
- 0707-690            M.A. CULMINATING PROJECT (2 Units)  
A project to stimulate the integration, knowledge and skills gained from the M.A. program, which is submitted as a formal report in partial fulfillment of the master's degree.

- TBA                   TEACHER MENTORSHIP I, II, III (1 Unit Each, Totaling 3 Units)  
Fulltime classroom Religious Education teaching and other related school activities carried out under the supervision of a cooperating teacher and a university supervisor. Includes on-campus seminars.
- TBA                   SCRIPTURAL CATECHESIS (3 Units)  
Study of the basic methods and principles of Catholic biblical interpretation. Course will examine the major stories of Old and New Testaments. Participants will study effective catechetical methods for teaching Scripture in an accurate and pastorally appropriate manner. Course will conclude with an examination of various ways of using scripture in the classroom as a means of leading students in prayer and reflection.
- TBA                   CATHOLIC SACRAMENTS AND LITURGY (3 Units)  
An overview of the history and practice of the Catholic sacraments from New Testament times to the present. Special emphasis will be given to Church teachings regarding the nature of the Sacraments, Christian worship, and the Liturgical Year. Participants will explore and practice the fundamentals of Catholic worship as they pertain to liturgical celebrations with students.
- TBA                   EDUCATIONAL LEARNING THEORY (3 Units)  
A survey of various secular and catechetical methods of student learning and effective instructional methods. Participants will examine major cognitive theories and research on student thinking and motivation at appropriate developmental levels. Special emphasis will be given to Multiple Intelligence Theory and its application to religious education. Course will conclude with an exploration of the role of Catholic Education in the 21st Century.
- TBA                   CATHOLIC MORAL THEOLOGY AND SOCIAL TEACHINGS (3 Units)  
A study of the basic principles of moral theology: Christian anthropology, human freedom, conscience, virtue, sin, grace and justification, the moral law (natural law and the teachings of Christ), and Catholic social teachings. Effective application of these topics in the classroom will be examined and practiced. Participants will review the major principles of student moral cognition and reasoning, as well as specific moral issues students face today. The course will conclude with an overview of basic counseling principles of pastoral ministry.

## MASTER OF ARTS IN CATHOLIC SCHOOL LEADERSHIP

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The M.A. in Catholic School Leadership consists of 30 units. The following represent the core requirements:

- 0707-640            ECCLESIAL PRINCIPLES OF CATHOLIC EDUCATION  
(3 Units)  
See description above.
- 0707-641            SCHOOL LAW (3 Units)  
Analysis of principal legal and constitutional issues in federal and state law affecting Catholic educators, including liability, contract law, and major church-state rulings.
- 0707-642            MORAL DEVELOPMENT (3 Units)  
See description above.
- 0707-644            CURRICULUM AND INSTRUCTION LEADERSHIP IN  
SCHOOLS (3 Units)  
See description above.
- 0707-650            LEADERSHIP AND EDUCATIONAL ADMINISTRATION  
(3 Units)  
Examination of significant theories and research in the management of educational organizations, leadership, change, administrative styles, decision making, and informal organization. Emphasis on the administrator as facilitator of dialogue by collaborating with diocesan boards, staffs, pastors, school boards, and parents.
- 0707-653            PERSONNEL LEADERSHIP IN SCHOOLS (3 Units)  
Leadership theory, research, and practical skills applied to such Personnel issues as communication, problem-solving, conflict resolution, supervision, hiring and staff development.
- 0707-690            M.A. CULMINATING PROJECT (2-3 units)  
A project to stimulate the integration of knowledge and skills gained from the M.A. program, which is submitted as a formal report in partial fulfillment of the master's degree.

The following represent samples of elective courses:

- 0707-643            RELIGIOUS EDUCATIONAL LEADERSHIP (3 Units)  
See description above.

- 0707-645 JUSTICE IN THE SCHOOL CURRICULUM (2 Units)  
See description above.
- 0707-647 COUNSELING TECHNIQUES FOR CLASSROOM TEACHERS  
(2 Units)  
See description above.
- 0707-648 SPIRITUALITY OF THE EDUCATOR (2-3 Units)  
See description above.
- 0707-651 BUSINESS AND FINANCIAL ADMINISTRATION FOR  
CATHOLIC SCHOOLS (2-3 Units)  
Study of business management, school plant management,  
budgeting, accounting, fiscal planning, and fund-raising tasks  
facing Catholic School administrators.
- 0707-652 GOVERNMENT PROGRAMS AND SERVICES FOR  
CATHOLIC SCHOOL ADMINISTRATORS (1-3 Units)  
Analysis of principal federal and state programs offering  
services to private school students.
- 0707-657 USE OF EFFECTIVE CATHOLIC SCHOOL RESEARCH  
(3 Units)  
See description above.
- 0707-698 DEVELOPMENT IN CATHOLIC SCHOOLS (2 Units)  
An introduction to the science and art of grant writing and  
foundation research as components of a development program  
that is practical and insures stability and advancement of  
Catholic schools.
- 0707-698 ISSUES IN CATHOLIC EDUCATION (1-3 Units)  
Colloquium on topics of interest to Catholic School  
Administrators.

### **CERTIFICATE IN CATHOLIC EDUCATIONAL LEADERSHIP**

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This 12-unit program is specifically designed for Catholic school leaders who already have a master's degree from a regionally accredited institution of higher education. Those whose degree is in Educational Administration from a secular university would gain a distinctly Catholic perspective. Those whose master's is in a subject area other than Educational Administration would benefit from the program, as well. Required courses include:



- 0707-641            SCHOOL LAW  
(See description above)
- 0707-640            ECCLESIAL PRINCIPLES OF CATHOLIC EDUCATION  
(See description above)
- 0707-650            LEADERSHIP AND EDUCATIONAL ADMINISTRATION  
(See description above)
- 0707-651            BUSINESS AND FINANCIAL ADMINISTRATION FOR  
CATHOLIC SCHOOLS  
(See description above)

### **PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL**

ICEL collaborates with the Organization and Leadership Department to provide a Preliminary Administrative Services Credential (Tier 1) to those students who possess a Certified State Teaching Credential and who are working toward their M.A. or Ed.D. in Catholic School Leadership. The Preliminary Administrative Services Credential is composed of nine courses (27 units). Of the nine, seven are in the specific domains of content and competence. Four of the seven are ICEL offerings:

- 0707-650/750        LEADERSHIP AND EDUCATIONAL ADMINISTRATION  
(3 units)  
See description above.
- 0707-644/744        CURRICULUM AND INSTRUCTION LEADERSHIP IN  
SCHOOLS (3 units)  
See description above.
- 0707-653/753        PERSONNEL LEADERSHIP IN SCHOOLS (3 units)  
See description above.
- 0707-651/751        BUSINESS AND FINANCIAL DEVELOPMENT (3 units)  
This course examines the role of the president/principal as leader  
in the area of accounting, budgeting, financing, planning, fund  
raising and business management for Catholic schools.

The three non-ICEL courses (offered through the Organization and Leadership Department) that pertain to specific domains of content and competence are:

- 0706-633            EDUCATIONAL GOVERNANCE AND THE COMMUNITY  
(3 units)  
This course focuses on the following areas: roles of the school,  
parents and community in the educational process; economic,

socio-cultural and political aspects of school-community relations; for authority, power, and influence; roles of federal, state, and local agencies and professional organizations.

0706-622

**PUBLIC SCHOOL LAW (3 units)**

A survey of the American governmental structure with its levels of law and authority systems is applied to primary and secondary education. The topics covered are: (1) parental role in the education of minor children; (b) educational policy and its enforcement; (c) church/state issues in public and private schools; (d) state and local educational bodies, their governing authority and practices; (e) topics in tort liability; (f) educational law and educational professionals; (g) educational law and the minor student; (h) race and disability issues in primary and secondary education.

0703/0706-615

**INFORMATION TECHNOLOGY IN EDUCATIONAL MANAGEMENT (3 units)**

This course examines the uses of information in the management of educational institutions and issues administrators face in the management of this information including collection, storage, and dissemination. Focuses on integration and communications of information for decision-making. Includes an introduction to validity and reliability in tests and measurements; use of specific tools, such as school schedulers and pupil records; and human, technological, and legal issues in sharing information. Students will work in teams to develop "hands-on" projects. Prerequisite: Ability to use any personal computer for word processing or other tasks.

Two remaining courses provide the field experiences that incorporate the specific domains indicated above:

0706-648

**FIELD EXPERIENCE I\* (3 units)**

0706-649

**FIELD EXPERIENCE II (3 units)**

\*Students who have completed at least two years of service in a line administrator's position in a school setting within the last five years may be permitted to waive Field Experience I. Permission to waive Field Experience I is granted upon recommendation of the Administrative Credential Programs Coordinator to the Dean after submission of appropriate documentation to the Program Coordinator.

## **CALIFORNIA STATE TEACHING CREDENTIAL LINKED TO M.A. IN CATHOLIC SCHOOL LEADERSHIP OR M.A. IN CATHOLIC SCHOOL TEACHING**

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USF students who are earning a California Single or Multiple Subject, CLAD or BCLAD Emphasis, Preliminary Credential may simultaneously enroll in a Master's program in the Catholic Educational Leadership Department. In order to complete the M.A. in Catholic School Leadership, students must fulfill the following requirements, in addition to their Teacher Education coursework:

0707-640	ECCLESIAL PRINCIPLES OF CATHOLIC EDUCATION	(3 Units)
0707-641	SCHOOL LAW	(3 Units)
0707-642	MORAL DEVELOPMENT	(3 Units)
0707-650	LEADERSHIP & EDUCATIONAL ADMINISTRATION	(3 Units)
0707-653	PERSONNEL LEADERSHIP IN SCHOOLS	(3 Units)
0707-690	M.A. CULMINATING PROJECT	(3 Units)

In order to complete the M.A. in Catholic School Teaching, students must fulfill the following requirements, in addition to their Teacher Education coursework:

0707-640	ECCLESIAL PRINCIPLES OF CATHOLIC EDUCATION	(3 Units)
0707-642	MORAL DEVELOPMENT	(3 Units)
0707-646	METHODS & MATERIALS IN TEACHING RELIGION	(2 Units)
0707-648	SPIRITUALITY OF THE EDUCATOR	(2 Units)
0707-690	M.A. CULMINATING PROJECT	(3 Units)

# Admission Into the Programs

## Admission to the M.A. Programs

Applicants to the M.A. programs in Catholic School Leadership, Catholic School Teaching, and Catholic School Teaching with an Emphasis in Religious Education, must have the following prerequisites in order to be admitted:

1. A bachelor's degree with a 2.7 minimum grade point average from an accredited institution.
2. A minimum of three years teaching experience in Catholic education. (CEL faculty may adjust this prerequisite in specific cases.)
3. Coursework in Theology and/or Religious Studies for applicants to the M.A. in Catholic School Teaching with an Emphasis in Religious Education.

Applicants must submit the following materials:

1. A completed and signed application form, attached with the non-refundable fee. (Domestic students: \$55; International students: \$65)
2. Two sealed official copies of transcripts from each university/college attended. Degrees must be from regionally accredited universities/colleges.
3. Two original, signed letters of recommendation in sealed envelopes from professional persons qualified to judge the applicant's suitability for the program.
4. In addition, two original, signed letters of recommendation in sealed envelopes from professionals in Catholic education testifying to the applicant's suitability for the program, as well as his/her commitment to Catholic education.

5. A statement of intent, outlining the purpose for seeking admission to the program and career/academic goals.
6. A current, detailed resume.
7. International applicants must also submit a copy of TOFEL or Michigan Test scores (570 for the paper test; 230 for the computer test), as well as a certificate of finances.

### **Admission to the Ed.D. Program**

In addition to all materials required for the M.A. degree, CEL doctoral applicants must also submit:

1. A copy of M.A. thesis or graduate-level paper.
2. Official scores for the Graduate Record Examination (verbal and quantitative) or Miller's Analogy Test. Test scores must be sent directly to USF by the official testing service. Photocopies are unacceptable, and official scores must have been obtained within the last five years.

Admission to the doctoral program is conditional. Students must develop a portfolio in order to demonstrate competency in research methodology and department-specific content. It is only after the student's portfolio has been reviewed and accepted that the doctoral student receives full acceptance into the program. Moreover, all students must conform to the policies and regulations contained in the course catalog, as well as those in the current *Handbook for Doctoral Students*.

### **Student Tuition Support**

In prior years, students who were admitted to a degree program in Catholic Educational Leadership received an Ignatian Tuition Grant, which was generously given by the USF Jesuit Community specifically to support leadership for Catholic schools.

This grant supplied 50% of students' tuition costs. In more recent years, the Ignatian Tuition Grant has been replaced by a simplified tuition reduction for its students from the University.

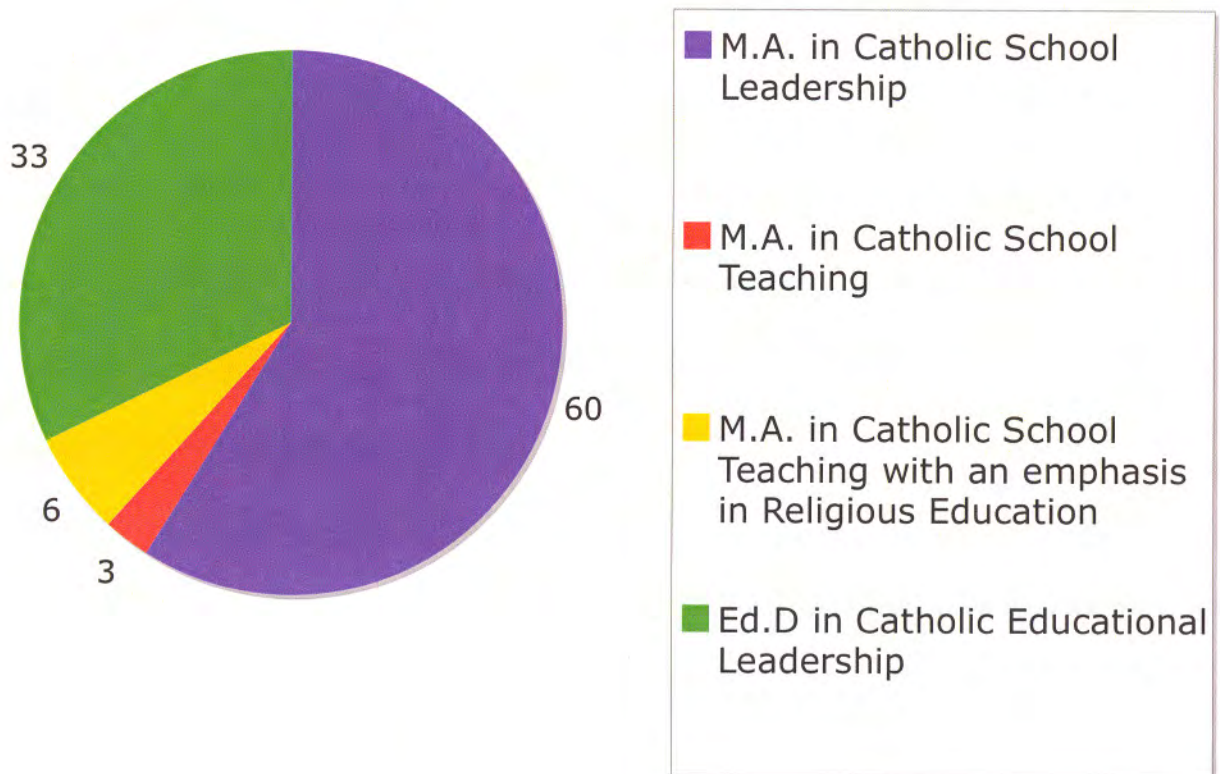
# Students

## Current Enrollment

Currently, there are 102 students enrolled in the Catholic Educational Leadership Department. They are predominantly pursuing the M.A. in Catholic School Leadership and the Ed.D. in Catholic Educational Leadership. Overall, the CEL student population consists of: 40% males, 60% females, 28% religious, and 72% lay persons. The following represents a breakdown of the enrollment of students in specific degree programs:

Enrollment in Degree Programs

TOTAL = 102



### Demographics of Current CEL Students

	Male	Female	Religious	Lay
M.A. Students	23	46	20	49
Ed.D. Students	18	15	9	24
<b>TOTALS</b>	<b>41</b>	<b>61</b>	<b>29</b>	<b>73</b>

### CEL Graduate Demographics

The chart (below) displays a gradual decline in CEL graduates. Faculty and staff have speculated as to the possible reasons for this decline and have surfaced the following explanations: rising tuition costs along with a decrease in student tuition reduction (from 50% to 47%); an increasing lay student population, employed in Catholic schools, whose family budgets may find the tuition fees prohibitive; and, students appearing to take longer to complete their degrees. Recruitment of students is an ongoing departmental priority.

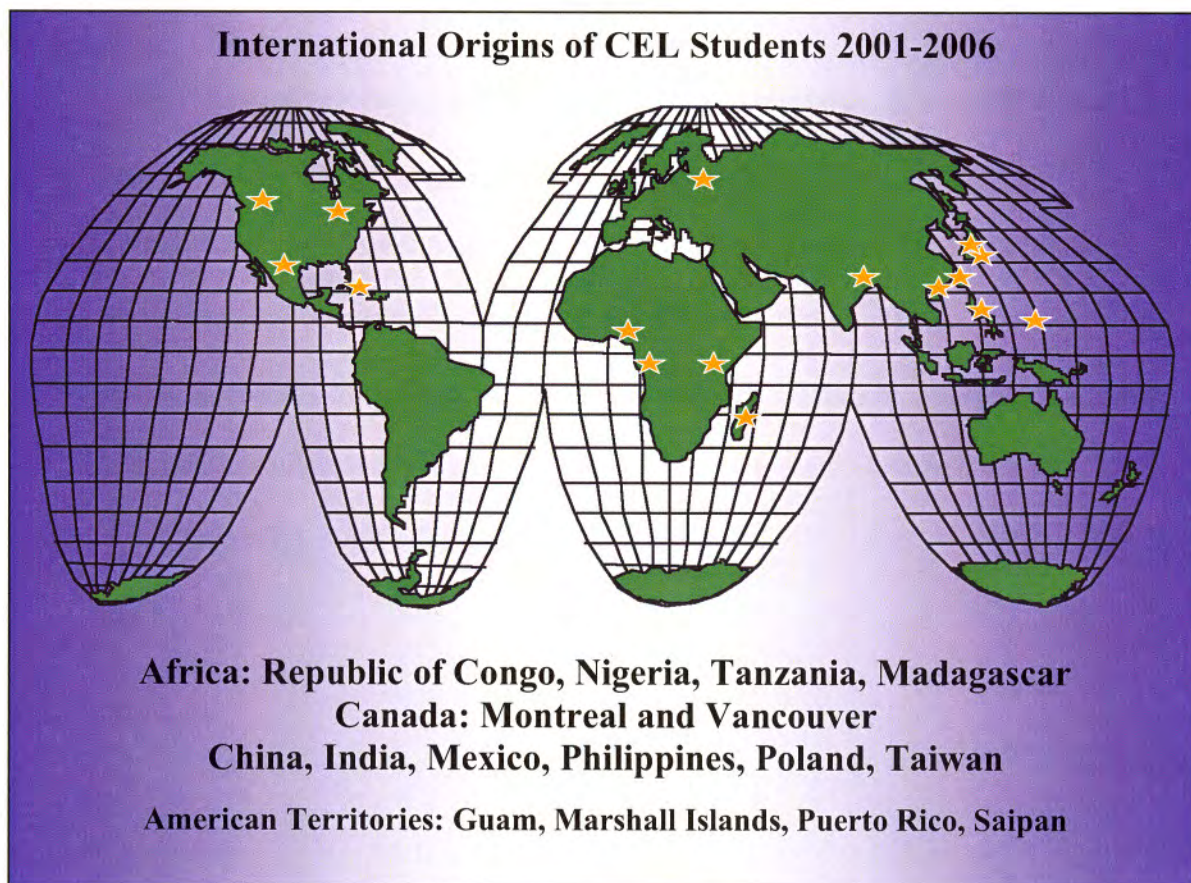
Year	Graduates	Credential	MAT	MA	Ed.D	Religious Women	Priests	Rel. Men	Lay Women	Lay Men
1978	1	0	0	1	0	0	0	1	0	0
1979	31	0	0	31	0	18	1	3	5	3
1980	35	0	0	35	0	20	4	2	5	4
1981	33	0	0	32	1	22	2	3	5	1
1982	34	0	0	32	2	19	4	1	4	6
1983	33	0	0	33	0	23	3	0	7	0
1984	50	0	0	47	3	22	1	5	12	10
1985	45	0	0	43	2	21	3	4	11	6
1986	39	0	0	35	4	16	2	5	6	10
1987	43	0	0	38	5	26	4	3	5	5
1988	33	0	0	31	2	12	5	2	12	2
1989	38	0	0	34	4	20	2	1	10	5
1990	51	11	0	37	3	10	4	1	30	6
1991	29	0	0	20	9	9	1	4	11	4
1992	34	0	0	27	7	7	3	2	15	7
1993	53	0	0	49	4	12	1	1	31	8

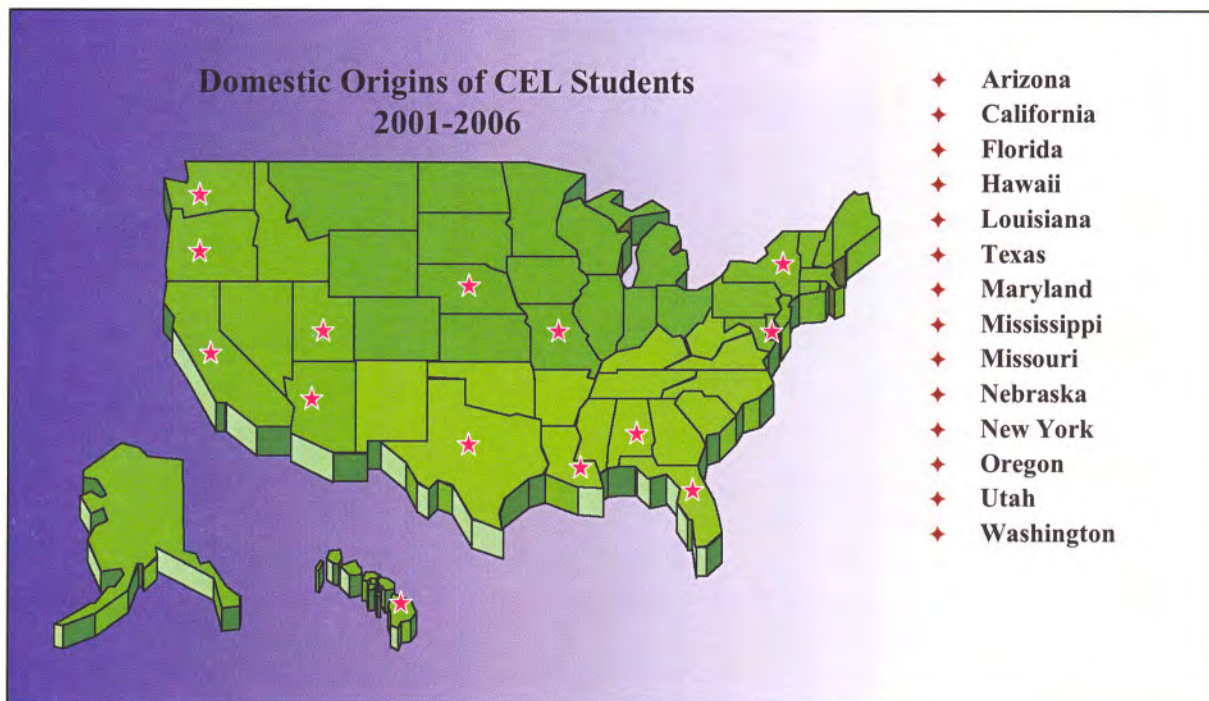


Year	Graduates	Credential	MAT	MA	Ed.D	Religious Women	Priests	Rel. Men	Lay Women	Lay Men
1994	38	0	2	31	5	7	2	0	22	7
1995	33	0	1	20	12	7	3	1	14	8
1996	32	0	2	22	8	3	2	2	19	5
1997	34	0	0	28	6	7	5	1	10	11
1998	15	0	0	13	2	1	0	1	7	6
1999	44	0	4	32	8	6	0	3	18	17
2000	23	0	0	15	8	3	2	0	10	8
2001	32	0	0	25	8	6	8	1	9	8
2002	17	0	0	13	4	2	2	0	5	8
2003	20	0	0	12	8	4	1	1	9	5
2004	21	0	0	14	7	1	1	4	13	2
2005	14	0	0	9	5	1	3	0	8	2

### Student Origins

The following slides display the demographic origins of students during the past five years (2001-Present).

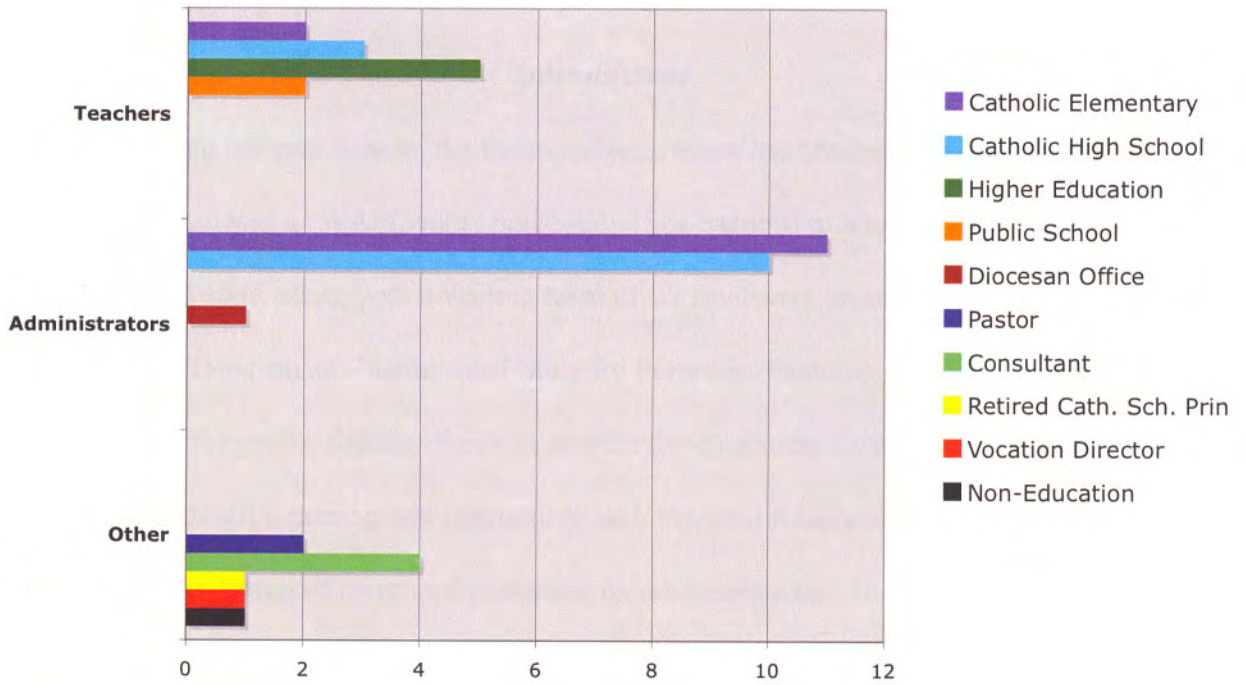




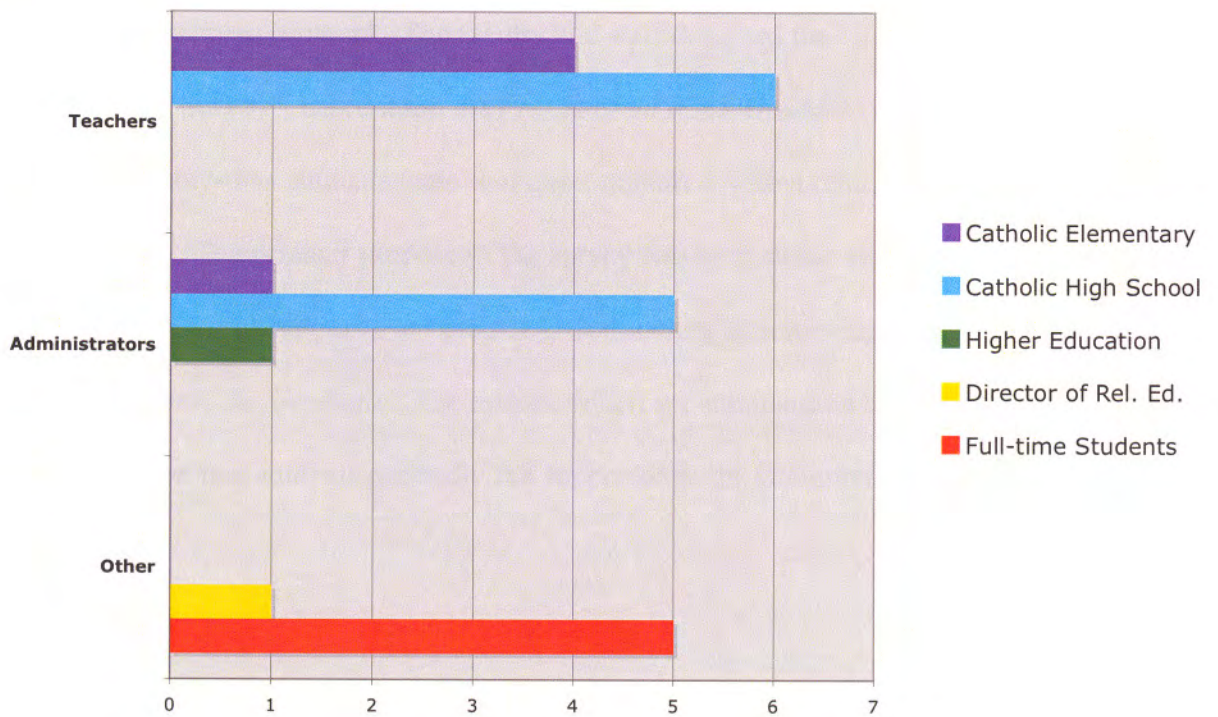
### Occupations of Alumni and Current Students [Survey Results]

The following represents the current professional positions, as reported by survey respondents. The first figure displays current occupations of alumni from 1996-2005 (n=43) and the second figure illustrates positions of current students (n=23). Although these results may not be generalized to the entire ICEL student population, they do demonstrate a diversity of students' professional activities. It may be of note that several of the alumni respondents have transitioned to the public sector. However, the vast majority of them remain in Catholic education.

Current Positions of Alumni (n=43)



Positions of Current Students (n=23)



# Assessment of Student Learning

## Introduction

During the past decade, the Institute/Department has conducted two self-studies. In 1995, it initiated a “WASC-like” Self-Study [See Exhibit] in which faculty, master’s students, and staff, along with a visiting team of six reviewers, examined six aspects of the Institute/Department: Institutional Integrity Purposes, Planning, and Effectiveness; Educational Programs; Student Services and the Co-Curricular Learning Environment; Faculty and Staff; Learning and Instruction; and, Physical Resources. The results were embodied in a listing of commendations and recommendations. During the years that followed, the recommendations were methodically addressed.

In 2002, in preparation for a university-wide WASC visit, each department in the School of Education engaged in a process with the Curriculum Committee to develop a student assessment protocol. The faculty and staff designed the “ICEL Student Assessment Survey”, based upon the *Profile of an ICEL Graduate* (see below). One hundred ninety-nine students were sent questionnaires, with a return of 60 (30%) instruments. The primary purpose of the survey was to examine students’ perceptions of their experience of support from the ICEL Community in achieving components of the *Profile of an ICEL Graduate*. The results, which are summarized in Appendix H, demonstrated that students generally felt supported in the attainment of each component.

## Profile of an ICEL Graduate

A graduate of the Catholic Educational Leadership Department is:

- **OPEN TO GROWTH** and, therefore, should be:
  - a visionary leader who articulates clearly the school's philosophy and mission to the various publics;
  - an educational leader who is cognizant of the lifelong process of learning and communicates this to colleagues and students;
  - a relational leader who is aware that not only must relationships be nurtured and strengthened within the school community but their importance must be modeled for young people.
  
- **ACADEMICALLY AND PROFESSIONALLY COMPETENT** and, therefore, should be:
  - a scholar who has demonstrated academic competence in all coursework;
  - a researcher who is knowledgeable of the latest findings in Catholic education and the field of education in general;
  - an educator who is aware of current methodologies and is able to apply them effectively when assessing the local school site;
  - a leader who is economically astute and possesses budgetary and financial skills.
  
- **A RELIGIOUS LEADER** and, therefore, should be:
  - a person who has an understanding of Catholic theology and education as an integral part of the Church's teaching mission;
  - a person of faith who is able to communicate this faith with others;
  - a person whose lifestyle is founded upon Gospel values and who is a role model for students, parents, and faculty;
  - a moral educator and leader, who models ethical decision-making in the daily life of the school.
  
- **A COMMUNITY BUILDER** and, therefore, should be:
  - an astute and sensitive leader who is able to assess the school climate and to foster a sense of community among all facets of the school;
  - a leader who builds a school's Catholic identity based upon its history, tradition, and rituals;
  - a collaborator who works well with other professionals in the Catholic, private, and public sectors;
  - a leader who stimulates the involvement of students, parents, and faculty in community service as a natural outgrowth of the school's mission;
  - a person of compassion and justice whose decisions respond to the needs of the individual, as well as to the good of the entire community.

- COMMITTED TO DOING JUSTICE and, therefore, should be:
  - an educator who integrates faith into culture and life in order to promote justice and service to others;
  - an educator who encourages those within the school community to focus attention on local, national, and global needs;
  - a leader who works to insure the integrity of each individual within the school community.

### **Doctoral Portfolio Review Process**

Effective the Fall Semester of 1999, a doctoral student is admitted conditionally into a program in the School of Education. After a Doctoral Portfolio review by the faculty of the respective department, the doctoral student is, then, fully admitted into the program, provided he or she receives an assessment of "Pass" or "Pass but Needs Work". Students who do not pass the Portfolio Review are not allowed to advance in the program.

The Doctoral Portfolio, managed and maintained by the student, is submitted to the faculty after the completion of the following courses:

- |          |   |
|----------|---|
| 0707-700 | INTRODUCTION TO DOCTORAL RESEARCH: CATHOLIC SCHOOL EDUCATION  |
| 0704-706 | APPLIED EDUCATIONAL STATISTICS  |
| 0704-708 | RESEARCH METHODS IN EDUCATION   |
| 0707-740 | ECCLESIAL PRINCIPLES OF CATHOLIC EDUCATION<br>[If this course was taken at the M.A. level, then Advanced Foundations may be substituted.] |

### ***Portfolio Content***

The Doctoral Admission Portfolio should consist of the following sections:

1. Doctoral Study Plan.
2. Essay on Catholic education—its contribution to the Church and to the nation, and the particular role of the submitting doctoral student as a Catholic school minister.
3. Tentative Outline of Part I of the Proposal (completed in 0707-700) with instructor comments.

4. Tentative Outline of Part III of the Proposal utilizing skills gained in Statistics and Research Methods
5. A completed literature critique with instructor comments.
6. Printout of unofficial transcript showing final grade evaluations for the four courses.

### ***Criteria for Portfolio Assessment***

The assessment is based on the judgment of the faculty using the following criteria:

#### **Pass**

Section 1: The Doctoral Student Plan is reviewed for inclusion of core courses, doctoral courses and research courses, the minor area courses, if any, number of electives and directed studies, appropriateness, reasonableness, progress to-date, course sequence, and provision for researching and writing the dissertation. The judgment after faculty discussion of the study plan should be that the student is on target and is progressing well.

Section 2: The essay should be a demonstration of the student's ability to write clearly and correctly. It should use either the APA or Turabian style sheets. The judgment after faculty discussion of the essay should be that the student writes well and logically, cites references appropriately and illustrates research skills, exhibits insights, and demonstrates an ability to relate theory to practice.

Section 3: The outline should demonstrate an ability to conceptualize a research problem, connect it to a theoretical framework, and generate research questions, which will add to the current body of Catholic school research. The judgment after faculty discussion of the outline should be that the student has a viable dissertation topic that shows promise of developing into a successful dissertation.

Section 4: The outline should demonstrate the ability of the student to match a research methodology with a purpose of the study, and with proposed research questions. It should also indicate that the student has thought realistically about a population, investigated possible instrumentation and generated ideas about data collection and data analyses. These points do not have to be finalized, and may even change considerably after the review, but judgment after faculty discussion of the outline should be that there is evidence that the student understands the flow, connectivity, and conceptualization necessary to research and write a dissertation.

Section 5: The judgment after faculty discussion of the paper should be that the student has an ability to synthesize and critique a research study.

Section 6: The student's transcript should exhibit a grade of B+ or better in Introduction to Doctoral Research, Research Methods, and Ecclesial Principles, and a grade of B or better in Statistics.

#### **Pass but Needs Work**

The work of the student as presented in the Portfolio does not meet the standard for "pass" in *two* of items #2-5 and/or the student received a grade of B- in Statistics, a B in Research Methods, a B in Introduction to Research or Ecclesial Principles.

#### **No Pass**

The work of the student as presented in the Portfolio does not meet the standard for "pass" in *three* or more of items #2-5 and/or the student received a grade lower than a B- in Statistics, and a grade lower than a B in Introduction to Research, Research Methods, or Ecclesial Principles.



## Doctoral Research

During the current academic year, 2005-2006, five doctoral students graduated from the program. Their dissertation titles read as follows. (For a comprehensive list of CEL dissertation titles, refer to Appendix I.)

*The Collective Bargaining Agreement Between the Lay Secondary Teachers and the Archdiocese of San Francisco, 1970-1975*, Bruce W. Colville

*The Role of the Campus Minister in the Organizational Structure of U.S. Catholic Secondary Schools: Power and Influence for Mission*, Rita E. Cutarelli

*The Integration of Catholic Social Principles into the Curriculum of Elementary Catholic Schools in Wisconsin*, Kathryn Klackner, O.S.F.

*The Impact of Technology Use on the Perceptions of Teachers and Student Performance in Christian Life Education in Philippine Jesuit Grade Schools*, Anthony Pabayo, S.J.

*Serious Violence, Triggers for More Serious Violence, and Violence Prevention in Secondary Schools of the Society of Jesus in the United States*, Thomas A. Simonds, S.J.

## Culminating Project for the M.A. Degree

Successful completion of a culminating activity is required of all Catholic Educational Leadership master's students prior to posting of the degree. The purpose of this activity is to stimulate students to integrate the knowledge and skills gained from the program's six core areas, as well as from the elective program, into the creation of a synthesizing project. This is accomplished through a 2-3 unit required course (0707-690, M.A. Culminating Project) toward the completion of master's coursework.

The following options are available to students, with the expectation that any of these will result in scholarly work representative of a master's student.

- I. An action research or field project (either administrative or instruction-related)
- II. A thesis involving the design and execution of a study in Catholic education (This option requires enrollment in the Research Methods, 0704-603, course)

III. A critical analysis, based upon selection of a current work in the field of education, in which the student conducts a critique in the context of Catholic education

IV. A portfolio, consisting of three refined core course practica and a written synthesis

The following titles represent the most recent M.A. Culminating Projects. (A comprehensive listing may be accessed in Appendix J.)

*Campus Ministry Structure and Function: A Proposal for the Campus Ministry Program at Archbishop Riordan High School*

Nicole Nastari (2004)

*The President in a Catholic High School: Spiritual, Moral and Institutional Leader*

Paul Ickes, CFC (2005)

*Perceptions and Practices of Holy Spirit School Middle Grade Students on the Internet*

Diana L. Murray (2005)

*Building and Sustaining Community in Catholic Schools*

James Horne (2005)

*Team Building Using the Myers-Briggs Personality Type Indicator*

Edward Lamy III (2005)

*The Merging of Campus Ministry and Student Activities: Re-envisioning Student Life*

Edward O'Connor (2005)

#### **Annual SummerWest Evaluations**

The ICEL/CEL community is in a continuous process of assessment in order to improve its programs and remain relevant to the needs of its students and Catholic schools. During SummerWest, an evaluation form (Appendix K) is routinely distributed to students to solicit their levels of satisfaction and feedback about course offerings, community-building activities, housing, food service, and other university resources.

## Feedback from Faculty Outside the Department About CEL Student Quality

In response to an e-mail invitation to School of Education faculty to comment on their experiences in teaching CEL students, the following remarks were received:

*I'd be happy to comment on the quality of CEL students. I had the honor of teaching a SummerWest course this past summer and interacted with students there, as well as in my Applied Stats course. In both cases I was extremely impressed with the quality of the CEL students (I believe they were all doctoral students?). The students were conscientious, respectful, and highly self-motivated. I think I was most impressed with how eager the students were to learn new information and apply these concepts to their work situations. The students tackled every assignment with a positive attitude and turned in high-quality work. It was a pleasure teaching your students and I hope to have this opportunity, again.*

Dr. Yvonne Bui  
Assistant Professor  
Learning & Instruction Department

*I have always felt that CEL students were well motivated, collegial, and excellently prepared. I served on two dissertation committees, and have had a few students in my classes, besides reviewing many dozens of IRB applications. I think the program is a model of integration with the school and the university, and socializes and educates its students superbly—I wish all programs did it so well.*

Dr. Terry Patterson  
Professor  
Counseling Psychology Department

*CEL students come to us with a very specific mind-set. The students share a common mission and a common belief: Catholic education works. In this day, when one only catches glimpses of current educational practices as the pendulum of "reform" swings by, Catholic schools have maintained that teaching children in a faith-based community molds students who are not only academically ready to take on their next challenges, but who also respect life and extend themselves to the world around them. CEL students dedicate themselves to the mission of teaching as Jesus did, thereby, making an impact on the world community.*

Dr. Joy Lopez  
Assistant Professor  
Teacher Education Department

*I have been teaching CEL (ICEL) students for over 24 years in my doctoral Research Methods in Education course. The CEL students consistently perform at a level superior to students in all the other departments in the School in their Reviews of the Literature and in their Seminar presentations. I attribute this to the extensive experience CEL students tend to have as administrators, as well as to the quality of student selected by the CEL faculty. It is always a pleasure to have CEL students in my class and I hope to work with more in the future!*

Dr. Brian Gerrard  
Associate Professor  
Counseling Psychology Department

*I am happy to share that my experience with the few CEL students had been wonderful. They were highly motivated, punctual and conscientious. Their active participation provided the Catholic education perspective and enriched the class discussions and other class activities. I have enjoyed working with the CEL students.*

Dr. Rosita G. Galang  
Professor and Chair  
International and Multicultural Education

# Institute Outreach to the Catholic School Community

## Relationships with Other Universities

The Institute for Catholic Educational Leadership has been a longstanding member of the Association of Catholic Leadership Programs (ACLP), a consortium founded in 1983 of Catholic colleges and universities that promote degree and licensure programs which prepare leaders for Catholic schools. ICEL's Director, Br. Raymond Vercruysse, has recently been named President of this consortium.

The University of Dayton, Fordham University, Saint Louis University, and ICEL founded *Catholic Education: A Journal of Inquiry and Practice*, currently in its ninth volume. Its mission is to disseminate research that relates to the purposes and practices of Catholic education. It is the only refereed journal with a mission specific to Catholic education.

Over the past three years, the Institute has co-sponsored three national workshops on the topic of the President/Principal Governance Model with Saint Louis University and The Catholic University of America. The first workshop occurred at the University of San Francisco in July of 2003. In July of 2004, it took place at Saint Louis University, followed by The Catholic University of America in 2005. This summer, it will return to the University of San Francisco for its fourth occurrence. Hopefully, this model will have set a precedent for future university partnerships.

In the past, ICEL coordinated with various Catholic universities in the United States to present a Research Forum at the National Catholic Educational Association's

annual convention. The purpose of this Forum was to present to Catholic school practitioners the most recent dissertation research on Catholic education emerging from universities across the country. Since 2005, Fordham University has assumed the role of coordinating this offering at the Convention, with the continuing participation of ICEL.

Throughout its history, ICEL has invited faculty from other universities to teach in its SummerWest program. The following represents a partial listing of faculty who have taught during SummerWest:

Dr. Gerald Catarro, Associate Professor & Director, Center for Non-Public Education and Catholic School Leadership, Fordham University, New York

Dr. Timothy Cook, Associate Professor & Director of Secondary Education, Creighton University, Omaha, Nebraska

Dr. Michael Garanzini, S.J., President, Loyola University of Chicago

Dr. Thomas Hunt, Faculty, University of Dayton, Ohio

Dr. Michael Kurimay, S.J., Marquette University, Milwaukee, Wisconsin

Dr. Mary Angela Shaughnessy, SCN, Associate Professor, Spalding University, Louisville, Kentucky

### **Relationships with National Organizations**

Over the past two years, ICEL has co-sponsored a “think tank” with the Department of Chief Administrators of Catholic Education (CACE) of the National Catholic Educational Association. The purpose of this collaboration has been to explore ways to promote the preparation of future leaders within the ministry of the (arch)diocesan superintendency. The result of this effort will be a Superintendent’s Academy to be held at USF this summer.

In June of 2001, ICEL hosted a conference at USF for 40 nationally recognized Catholic school educators, in collaboration with the United States Conference of Catholic Bishops (USCCB). The purpose of this conference was to address the preparation of future leadership in Catholic schools. The proceedings were published and circulated to Catholic schools throughout the United States. A follow-up conference was held at the University of Dayton, Ohio.

### **Relationships with Arch/dioceses**

In October of each year, ICEL hosts a Leadership Dinner, in conjunction with its biannual Advisory Board Meeting. Local arch/diocesan school leaders are invited, during which a leadership award is presented to a recognized Catholic educational leader.

In June of 2003, the Institute sponsored a conference entitled *Relationships: A Focus of Catholic Education for the New Century*, keynoted by Margaret Wheatley. Local, as well as national, Catholic educators were invited to attend. A magazine reflecting the proceedings of this conference was published and circulated to Catholic schools throughout the United States.

In collaboration with the San Francisco Archdiocesan Office of Schools, ICEL co-sponsored three annual Pastor/Principal Conferences (2001-2003). Attended in teams of pastors and principals, the primary purpose of these conferences was to promote the professional relationship between these two key Catholic elementary school leaders.

Several years ago, the Director of ICEL was invited to participate in a series of San Francisco Archdiocesan meetings devoted to restructuring the Mission schools in San Francisco. In addition, ICEL faculty have provided in-services for (arch)dioceses throughout the United States, as well as internationally (Appendix D).

# Resources

## **Jesuit Community Fund**

Through the generosity of the Jesuit Community at USF, a gift of two million dollars established an operating budget for the Institute. The interest of this gift is used to develop the annual budget, which underwrites the Institute's outreach on behalf of Catholic education in the forms of conferences and workshops.

## **Department Budget**

The Department's budget is determined by the Dean of the School of Education and is allocated annually. Operating expenses and purchases for the Department (e.g., office supplies, copying costs, travel expenses related to department functions, etc.) are reviewed by the Chair who receives a printout each month. Mr. James Brennan, Director of Budget Planning, and Mrs. Kim Nguy, Office Assistant of Budget and Planning, oversee the budget in the Dean's Office. Salaries and benefits for all fulltime and adjunct faculty are included in the budget, but only the CEL operating budget is sent to the Department. The Department budget and spending on a monthly basis are supervised by the Department Chair.

## **Cost Analysis**

The following table displays the CEL student credit hours (SCHs), payroll costs, and revenue for the 2004-2005 academic year by term.



**Program SCHs and Payroll Expense Report by Term for  
the Catholic Educational Leadership Department  
2004-2005**

<b>CEL</b>	<b>Master's SCHs</b>	<b>Doctoral SCHs</b>	<b>TOTAL SCHs</b>	<b>Total Payroll Costs</b>	<b>Revenue</b>
<b>Summer, 2004</b>	284	125	409	\$120,665	\$182,880
<b>Fall, 2004</b>	100	133	233	\$127,708	\$ 62,670
<b>Spring, 2005</b>	79	119	198	\$138,876	\$ 93,770
<b>TOTALS</b>	463	377	840	\$387,249	\$339,320

Thus, the total SCHs for the academic year 2004-2005 were 840 at a cost of \$387,249. Other expenses were \$27,103 for a total cost of \$414,352. Revenue was \$339,320.

Although the Department experienced a deficit of \$75,032, it must be kept in mind that revenue figures reflect the reduced tuition rate (47%) granted to CEL students. This tuition arrangement stems from the mission of the University, as well as the ongoing commitment of the Jesuit Community to support Catholic education.

**Institute/Department Staff**

During the academic year of 2004-2005, the Department's operating budget covered the salary and benefits for the Administrative Assistant of the Institute and half the salary and benefits for the Department's Program Assistant, which was a shared position with the Organization & Leadership Department.

Currently, Ruben Pineda is CEL's Program Assistant. His services, shared with the Organization & Leadership Department, involve "face-to-face" student inquiries,

general departmental duties and assistance to the department's faculty, as outlined in his job description. He reports to the Department Chair. Mrs. Janet Snyder serves as the Administrative Assistant to the Institute. Her duties involve Institute functions, as outlined in her job description.

Although the Department has no student workers to provide faculty assistance, it participates in the School of Education's Graduate Merit Scholar's Program. This past academic year, it received the assistance of three Graduate Merit Scholars.

### **Newman Library**

The ICEL Library was named after the Venerable John Henry Cardinal Newman, a Catholic figure associated with higher education and academic freedom. The Library houses a collection of ICEL doctoral dissertations, Catholic education books, journals, and other resources, as well as a collection of Jesuit dissertations from universities throughout the United States dealing with Catholic education.

### **ICEL Advisory Board**

In 1996, ICEL re-established its Advisory Board, which meets biannually, in October and March. The Board advises the Institute in support of its continued viability in the Catholic educational community at large. Current membership consists of the following individuals:

Dominic Berardelli, FSC, Director of Parent Relations, St. Mary's College, Moraga  
Gregory Carlson, S.J., Rector, Jesuit School of Theology, Berkeley  
Mark DeMarco, Superintendent, Diocese of Oakland  
Lars Lund, Principal, Junipero Serra High School, San Mateo  
Dorothy McCrea, Principal, Mercy High School, San Francisco  
Msgr. Robert McElroy, Pastor, St. Gregory Church, San Mateo  
Noreen Murphy, Retired Catholic School Principal, San Francisco

Mary Claude Power, PBVM, Educational Consultant and Former Superintendent of the  
Diocese of San Jose

Mario Prietto, S.J., Rector, Jesuit Community, University of San Francisco  
Bishop John Charles Wester, Auxiliary Bishop of San Francisco

### ***ICEL Monitor***

Managed by the Director, the *ICEL Monitor* is the Institute's newsletter that is published four times a year and is mailed to current students, alumni, and friends of ICEL. Faculty, staff, Merit Scholars, and invited students/alumni take an active role in writing its columns. During the next academic year (2006-2007), the *Monitor* will transition from its hardcopy format to one that is on-line and interactive.

### **ICEL Website**

ICEL's website, which may be accessed through USF's web page ([www.usfca.edu](http://www.usfca.edu)), offers a compendium of resources for its students, as well as for the broader Catholic educational community. Highlights include:

- The McDermott Research Forum, which offers a collection of doctoral dissertations on Catholic education. This collection contains every doctoral dissertation on Catholic education produced by American institutions of higher education, both public and private
- A listing of SummerWest courses and other pertinent student information
- A directory of ICEL alumni
- A comprehensive listing of documents on Catholic education
- A dictionary of quotations that represent the essence of Catholic teacher identity
- A section offering seasonal prayers
- Additional resources and links to organizations

The ICEL website is currently in need of updating, which will be accomplished in the coming academic year.

### **Teaching Facilities and Equipment**

The teaching facilities within the School of Education for the CEL Department are ample. The students, faculty and staff have full access to Gleeson Library. In addition, students and faculty have the advantage of a Curriculum Resource Center on the B-Level of the School of Education, as well as a state-of-the-art Center for Instruction and Technology (CIT).

The University has converted several of the School of Education classrooms into "Smart Classrooms", which are technologically rich teaching/learning environments. Remaining classrooms are equipped with an overhead projector and a television/VCR. Additional equipment, e.g., computers and LCD projectors, is available to faculty and students upon request.

Every three years, each faculty member is supplied with either a new Macintosh or PC laptop or desktop computer. Also, faculty members are accessible through university voicemail and e-mail. All faculty members have e-mail addresses and are able to access their e-mail through the campus pipeline.

### **Office and Institute/Department Facilities**

Each faculty member has a private office located on the second floor of the School of Education building. In addition, ICEL has a lovely suite, as well as the Newman Library, as part of its Departmental area. The Newman Library houses faculty and student meetings, dissertation defenses, and faculty work projects. The bulletin

boards located in the Department area, as well as in the outside hallway, are freshly decorated at the beginning of each semester.

### **Faculty Development/Resources**

The University makes available to each faculty member in the School of Education an annual fund that may be utilized for scholarly travel, teaching effectiveness and research. The CEL faculty utilizes this fund on a regular basis. The annual allotment for the academic year of 2005-2006 was \$2,500. For 2006-2007, each faculty member's allotment will be \$3,800.

Each Fall Semester, faculty members are required, according to the USFFA Agreement, to submit an Academic Career Prospectus (ACP) to the Dean. Through a subsequent meeting with the Dean, they individualize their plans for professional development through the lens of teaching, research and service.

Additional institutional resources that support the work of the faculty include: use of the Center for Instruction and Technology (CIT) to preview software and prepare materials for presentations; individualized technology instruction with Mrs. Ginny Wallace, Distance Learning Instructional Designer for the CIT; a range of technology workshops offered to faculty on a regular basis; Blackboard software technology to support all classes; access to the many services of Gleeson Library; and retreat opportunities through University Ministry, including spiritual direction.

### **Marketing and Recruitment**

Although a Coordinator of Recruitment and Admissions was hired in 2001 to develop, coordinate, and implement marketing plans for the graduate programs in the

School of Education, this has not been a benefit to the Catholic Educational Leadership Department. Thus, recruitment has been left to the CEL faculty to develop. Recruitment efforts have been made to the Archdiocese of San Francisco and the Dioceses of Oakland, San Jose, Monterey, Santa Rosa, Sacramento, Stockton, Reno, Salt Lake City, Orange and San Bernardino. Advertisements have been submitted in Catholic and local newspapers, as well as *Momentum* magazine and the NCEA Convention Program. We believe that the most effective recruitment tool is through “word of mouth” of current students and alumni and ICEL’s visibility at national gatherings of Catholic educators.

# Surveys

Surveys were administered to the following groups: a) Fulltime and adjunct faculty; b) Current doctoral and master's students; c) Alumni; and, d) ICEL Advisory Board Members. The instruments were designed by the ICEL faculty and staff to determine aspects of the Institute and Department that have been effective, as well as areas for improvement. The following represents the findings in each category.

## ICEL FACULTY SURVEY

### Findings

(n=13)

The Faculty Survey, consisting of 61 items, was mailed to 22 faculty members, both fulltime and adjunct, with a response rate of 13 (59%). The following categories were investigated: Orientation, Curriculum, Scheduling, Community, Overall Teaching Experience, and Resources. The complete results for faculty surveys are shown in Appendix L. (Please note that respondents did not answer every item.)

#### A. Orientation

The majority of faculty responded "Often" to "Always" in the following areas:

- Item #1. Informed of procedures and policies in the School of Education (70%)
- Item #2. Oriented in Ignatian principles (62%)
- Item #3. Oriented in the culture and mission of ICEL (100%)

Open-ended responses to Item #4, *Please record any comments or suggestions that you may have regarding orientation to the School of Education and/or ICEL*, were of a generally positive nature. Three of the 9 open-ended comments targeted areas for improvement:

*"Fulltime faculty are definitely 'at an advantage' in terms of frequent orientation in Ignatian principles." [implying that adjunct faculty do not have this advantage]*

*"That a more formalized approach be taken to orient faculty to Ignatian principles of education."*

*"If the Dean's Office of the SOE is going to continue to orient students, the orientation should be done in collaboration with ICEL, so that students hear the same information."*

## **B. Curriculum**

Faculty reported "Often" to "Always" in the majority of items in this section:

- Item #5. Devoted time to creating a learning community among students (100%)
- Item #6. Articulated intended learning outcomes at the beginning of each course (100%)
- Item #7. Assessed student performance based on intended learning outcomes (100%)
- Item #8. Varied teaching methodologies to accommodate various learning styles (90%)
- Item #9. Presented current research related to subject matter (90%)
- Item #10. Required students to incorporate current research into presentations and assignments (90%)
- Item #11. Assisted students to apply theory to Catholic school practice (100%)
- Item #12. Integrated Ignatian principles into teaching (66%)
- Item #13. Integrated technology into courses (60%)
- Item #14. Perceived that course had an impact on students' professional and personal lives (100%)
- Item #15. Prepared for students' thoughtful engagement in classroom discussions (100%)
- Item #16. Students demonstrated high quality presentations/assignments (90%)
- Item #17. Students integrated technology into presentations/assignments (100%)
- Item #18. Reflected on teaching practices (100%)
- Item #19. Created opportunities for students to reflect on their learning (100%)

Open-ended responses to Item #20, *What would assist your teaching in ICEL*, offered practical suggestions. Two of the 6 included:

*"I have not found the course evaluations helpful. This might be due to the fact that summer courses are short and some areas [of the evaluation instrument] seemed to be based on longer course periods."*



*"Because I think one of ICEL's goals is to form and inform 'reflective practitioners', I'd like to do team course planning with my colleagues to permit more dovetailing between courses."*

Open-ended Item #21, *If you have instructed directed study courses, please comment on the quality that you provided in those learning experiences for students*, received 5 faculty responses. Overall, faculty affirmed the quality of instruction that they had provided and acknowledged that experiences varied based upon student dedication.

### **C. Scheduling**

Faculty preferences for Fall and Spring semester scheduling configurations (Item #22) were rank-ordered in the following manner (1=most preferred; 5=least preferred):

1. Saturday morning/teaching weekend course (4.25 hours)
2. Saturday afternoon/teaching weekend course (4.25 hours)
3. Friday evening/teaching weekend course (4.25 hours)
4. Weekday evening course on a teaching weekend schedule (4.25 hours)
5. Weekday evening course not on a teaching weekend schedule (2.5 hrs)

Faculty preferences for SummerWest scheduling configurations (Item #23) were rank-ordered in the following manner (1=most preferred; 3=least preferred):

1. Monday-Friday afternoon course
2. Monday-Friday morning course
3. Weekend workshops (Saturday & Sunday, 9:00 am to 4:00 pm)

Four faculty members provided written comments/suggestions (Item #24) regarding class scheduling (Appendix L).

### **D. Community**

The majority of faculty respondents answered "Often" and "Always" to the following items:

- Item #25. Participated in the faith community of ICEL (78%)
- Item #26. Began ICEL classes with prayer (86%)
- Item #27. Involved students in designing/presenting prayer to begin class period (86%)
- Item #28. Networked with former/current ICEL students (63%)
- Item #30. Utilized *ICEL Monitor* Newsletter to maintain connection to ICEL community (63%)
- Item #31. Recommended ICEL program to colleagues/students (100%)
- Item #32. Experienced nurturance of faith life in ICEL (78%)

Item #29, which asked faculty the extent to which they networked with former/current ICEL faculty, resulted in one response of "Never" and one response of "Always", with remaining responses equally divided between "Sometimes" and "Often."

Open-ended responses to Item #33 requesting comments/suggestions regarding the community/prayer life of ICEL, affirmed the community-building aspect of ICEL. Two samples are included below:

*"I found the Wednesday liturgies/social to be wonderful. I must say that other than those, my faith life was nurtured in the individual relationships and conversations that I had with faculty, staff, and students in ICEL and across campus."*

*"ICEL is all about community. There was a wonderful sense of camaraderie among the students and faculty. Our prayer life even brought us closer to one another."*

#### **E. Overall Teaching Experience**

The faculty unanimously responded "Good" to "Excellent" to the following two items:

Item #34. Overall level of satisfaction with teaching in the ICEL program (100%)

Item #35. Overall quality of students in the ICEL program (100%)

Open-ended responses to Item #36 regarding faculty's overall teaching experience at USF/ICEL included the following comments:

*"I loved my teaching experience at ICEL, especially at the doctoral level."*

*"I have encountered some wonderful educators whose commitment to the field of Catholic education has been awe-inspiring. I'm graced to be part of their professional preparation."*

*"For 20 years, it was the high point of my ministry. I loved the program, the faculty, administration and students. I miss it. Hopefully, someday I'll return as an adjunct."*

#### **F. Resources**

The following resources received a majority of "Good" to "Excellent" in faculty ratings of their overall level of satisfaction. (In each item, the category of "N/A" was disregarded for tabulation purposes.)

- Item #37. USF Website (100%)
- Item #38. ICEL Website (100%)
- Item #39. ICEL Faculty Handbook (100%)
- Item #40. SummerWest Directory (100%)
- Item #41. USF Library (100%)
- Item #42. USF Bookstore (100%)
- Item #43. Dean's Office (100%)
- Item #44. Computer Labs/ITS Services (100%)
- Item #45. Koret Health and Recreation Center (100%)

Item #48. St. Ignatius Church (100%)

Item #49. University Ministry (83%)

Items #46 [University Housing] and #47 [Food Service] both received “Fair” to “Good” ratings. There were no responses to Item #51, soliciting comments or suggestions about USF resources.

### **Discussion**

The responses from faculty members reflected overwhelming positive attitudes toward their teaching experiences in ICEL/CEL. Regarding the curriculum, they overall reported high frequencies of best practice pedagogical methods. The integration of Ignatian principles in their teaching received a 66% “Often” to “Always” response rate, which correlated to the 62% “Often” to “Always” response rate of faculty orientation in Ignatian principles. This may represent an area of future professional development for the faculty. The 60% “Often” to “Always” response rate of integrating technology into courses may, also, indicate an area for professional development. Faculty preferred scheduling their courses on Teaching Weekend Saturday mornings and afternoons during the Fall and Spring semesters and Monday through Friday afternoons during SummerWest.

The faculty reported a 78% response rate of “Often” to “Always” in their participation in the faith community of ICEL, as well as their experience of nurturance of their faith life in ICEL. Logistical constraints, particularly among SummerWest faculty, who are either Bay Area commuters or travelers from across the country, may prevent them from being physically present long enough to achieve these ends. Faculty indicated very high levels of satisfaction with University/School of Education/ICEL resources, with the exception of University Housing and Food Service. These two areas have been an ongoing concern, particularly for SummerWest faculty and students. During the

recent past, we have conveyed these concerns to the university administrators who manage these areas and we have realized subsequent improvement.

## ICEL CURRENT STUDENT SURVEY

### Findings

(n=29)

The Current Student Survey, consisting of 61 items, was mailed to 78 master's and doctoral students with a response rate of 29 (38%). The following categories were investigated: Advisement/Faculty, Curriculum, Scheduling, Community, Course Content Relevancy, Overall Educational Experience, and Resources. The complete results for current student surveys are shown in Appendix L. (Please note that respondents did not answer every item.)

#### A. Advisement/Faculty

The majority of current students responded "Often" to "Always" in the following areas:

- Item #1. Advisor availability/helpfulness (95%)
- Item #2. Availability of instructors for consultation outside of class (95%)
- Item #3. Instructor modeling of Ignatian principle of *cura personalis* (95%)

Open-ended responses to Item #4, *Please record any comments or suggestions that you may have regarding faculty availability and/or advising*, suggested general satisfaction with faculty advising, typified in the following comment:

*"The faculty and staff are always available, either with an appointment or not. They are willing to set aside their spare time just to help us or accommodate our needs."*

#### B. Curriculum

Current students reported "Often" to "Always" in the majority of items in this section:

- Item #5. Syllabi reflected the reality of courses (95%)
- Item #6. Instructors articulated their intended learning outcomes at the beginning of each course (95%)
- Item #7. Assignments were congruent with course intended outcomes (100%)

- Item #8. Instructors assessed student performance based on intended learning outcomes (95%)
- Item #11. Required students to incorporate current research into their presentations/assignments (95%)
- Item #12. Instructors and curricula promoted the Ignatian principle of developing men and women for others (95%)
- Item #13. Instructors translated theory into practice in coursework (95%)
- Item #14. Materials of courses (i.e., textbooks, handouts, etc.) were relevant and helpful to meeting the course objectives (91%)
- Item #15. Technology was appropriately integrated into courses (88%)
- Item #16. Grading procedures reflected what was communicated through syllabi (91%)

Item # 9, *To what extent do your instructors vary their teaching methodologies to accommodate various learning styles?*, resulted in the following breakdown: eight responded "Sometimes"; 10 answered "Often"; and, three affirmed "Always." Likewise, responses to Item #10, *To what extent do faculty present current research related to their subject matter?*, revealed the following: 4 answered "Sometimes"; 13 responded "Often"; and, 6 indicated "Always."

Open-ended responses to Item #17, *Please record any comments or suggestions that you may have for improving the delivery of instruction in ICEL coursework*, may be summarized by the following two comments:

*"Some classes have had an excess of recommended texts. It would be helpful to know which are the really useful texts."*

*"It would helpful if instructors gave indications of progress [grading] during the duration of the course."*

Ten current students provided feedback to the open-ended Item #18, *If you have participated in a directed study course with a professor, please comment on your level of satisfaction with that learning experience.* Nine conveyed high levels of satisfaction and one response indicated a disappointing experience.

### **C. Scheduling**

Current student preferences for Fall and Spring semester scheduling configurations (Item #19) were rank-ordered in the following manner (1=most preferred; 5=least preferred):

1. Saturday morning/teaching weekend course (4.25 hours)
2. Saturday afternoon/teaching weekend course (4.25 hours)
3. Friday evening/teaching weekend course (4.25 hours)
4. Weekday evening course on a teaching weekend schedule (4.25 hours)
5. Weekday evening course not on a teaching weekend schedule (2.5 hours)

Item #20, which asked current students the extent to which course assignments within the Fall/Spring semester timeframes were realistic, resulted in a 95% response of “Often” to “Always.”

Current student preferences for SummerWest scheduling configurations (Item #21) were rank-ordered in the following manner (1=most preferred; 3= least preferred):

1. Monday-Friday morning course
2. Monday-Friday afternoon course
3. Weekend workshops (Saturday & Sunday, 9:00 am to 4:00 pm)

Item #22, which questioned students about the extent to which course assignments within the SummerWest timeframe were realistic, received a response rate of 72% in the “Often” to “Always” range. In response to Item #23, which requested students to record comments or suggestions about class scheduling, the following comments identified a challenge intrinsic to the SummerWest timeframe:

*“Sometimes, it is impossible to do our personal best because of the amount of work due the next day. I want to experience a walk of discovery rather than a race of information. I appreciate receiving resources and directions for finding more information.”*

*“Some courses use the same workload in 15 days as in the same course over 15 weeks. There is no time for reflection and internalization of material before being hit with more.”*

#### **D. Community**

In this section, the responses to Items #24 to #30 were varied. The following provides a breakdown of the results:

- Item #24. Extent of participation in the faith community of ICEL  
(48% = “Never” to “Sometimes”; 56% = “Often” to “Always”)
- Item #25. Extent of ICEL classes beginning with prayer  
(13% = “Seldom” to “Sometimes”; 86% = “Often” to “Always”)
- Item #26. Extent to which student has designed and presented a prayer to begin a class period (23% = “Sometimes”; 77% = “Often” to “Always”)
- Item #27. Extent of networking with former/current ICEL students  
(74% = “Never” to “Sometimes”; 26% = “Often” to “Always”)
- Item #28. Extent that *ICEL Monitor* Newsletter helps to maintain connection to ICEL community (82% = “Never” to “Sometimes”; 13% = “Often” to “Always”)
- Item #29. Frequency of recommendation of ICEL program to colleagues  
(35% = “Seldom” to “Sometimes”; 65% = “Often” to “Always”)
- Item #30. Extent that experience in ICEL nurtures faith life  
(40% = “Never” to “Sometimes”; 60% = “Often” to “Always”)

Open-ended Item #31, *Please record any comments or suggestions that you may have regarding the community/prayer life of ICEL*, produced a variety of responses. The following are representative.

*"ICEL has been challenging and fulfilling academically, professionally, and spiritually."*

*"I have never seen the ICEL Monitor."*

*"The community experience needs to be structured to meet the needs of the students."*

### **E. Course Content Relevancy**

In response to Item #32, eighty percent (80%) of current students reported that course content had been relevant to their ministries. When requested to indicate those core courses that had been particularly relevant to their ministries (Item #33), the following courses received the highest frequencies (presented in order of frequency):

1. Moral Development
2. Personnel Leadership in Catholic Schools
3. Foundations of Catholic Education [Retitled "Ecclesial Principles"]
4. Leadership and Educational Administration
5. Curriculum and Instruction Leadership in Catholic Schools
6. School Law and Catholic Education

In Item #34, students were asked to select those elective courses that had been particularly relevant to their ministries. The following courses received the highest frequencies (presented in order of frequency):

1. Spirituality of the Educator
2. Current Issues in Catholic Schools
3. Education of Exceptional Children
4. Grant Writing
5. Applications in School Law
6. Business and Financial Administration
7. Justice in the Curriculum

Item #35 solicited General Education courses that had been particularly relevant to students' ministries. They are reported in order of frequency.

1. Educational Foundations Course
2. Applied Educational Statistics
3. Research Methods in Education
4. Advanced Research Design Course

Out of 12 SummerWest Workshops that were listed in Item #36, students indicated those offerings that were particularly relevant to their ministries. The following workshops received the highest frequencies (presented in order of frequency):

1. Cultivating Catholic Character, Charism and Culture
2. Teaching God's Special Children
3. Relationships: A Focus of Catholic Education for the New Century
4. Helping Kids Overcome Barriers to Learning
5. Curriculum for the 21<sup>st</sup> Century: A Brain Compatible Approach
6. The Difficult Child and the Difficult Family: Strategies for Effective School Leadership

Open-ended responses to Item #37 may be accessed in Appendix L.

#### **F. Overall Educational Experience**

A majority of current students responded "Good" to "Excellent" to the following items:

- Item #38. Overall level of satisfaction with the education received in the ICEL program (95%)
- Item #39. Overall quality of faculty in the ICEL program (100%)
- Item #40a. Overall level of satisfaction with the education received in departments outside of the ICEL program (100%)
- Item #40b. Overall quality of faculty outside of the ICEL program (95%)

Open-ended responses to Item #41 regarding current students' overall educational experience at USF reflected the following comments:

*"Most of the instructors have been excellent. The tuition is too expensive for those of us with Catholic school salaries..."*

*"Exceptional. Very practical."*

*"Non-ICEL professors have a better sense of reasonable expectations."*

#### **G. Resources**

The following resources received a majority of "Good" to "Excellent" in current student ratings of their overall level of satisfaction. (In each item, the category of "N/A" was disregarded for tabulation purposes.)

- Item #42. USF Website (86%)
- Item #44. School of Education Doctoral Handbook (95%)
- Item #45. ICEL Student Handbook (100%)
- Item #46. SummerWest Directory (95%)
- Item #47. USF Library (95%)
- Item #48. USF Bookstore (86%)
- Item #49. Admissions Office (95%)



- Item #50. Registrar's Office (95%)
- Item #51. Bursar's Office (85%)
- Item #52. Financial Aid Office (100%)
- Item #53. Dean's Office (83%)
- Item #55. Koret Health and Recreation Center (95%)
- Item #57. Food Service (87%)
- Item #58. St. Ignatius Church (100%)
- Item #59. University Ministry (77%)

Items #43 [ICEL Website = 58%], #54 [Computer Labs/ITS Services = 68%], and #56 [University Housing = 60%] received "Fair" to "Good" ratings. Responses to Item #61, soliciting comments or suggestions about USF resources, were inconsequential.

### Discussion

Current students reported high frequency responses of "Good" to "Excellent" in their levels of satisfaction with their overall educational experiences in CEL, as well as outside of the Department. They also indicated high levels of satisfaction in regard to the availability and helpfulness of their advisors and their instructors. Ninety-five percent reported "Often" to "Always" that their instructors modeled *cura personalis*, the Jesuit ideal of "care for the whole person." Regarding the curriculum, they overall confirmed the faculty perceptions of a high occurrence of the implementation of best practice pedagogical methods. However, although 90% of the faculty reported that they "Often" to "Always" varied teaching methodologies to accommodate various learning styles (Item #8), the majority of current students responded to this item (#9) as "Sometimes" to "Often". A similar discrepancy occurred between faculty and current student perceptions in regard to the extent that faculty present current research related to their subject matter.

Current students preferred courses to be scheduled on Teaching Weekend Saturday mornings and afternoons during the Fall and Spring semesters and Monday through Friday mornings during SummerWest. The Teaching Weekend student preference, identical to faculty reported preferences, may reflect the changing

demographics of ICEL's student body to that of a predominantly lay population with the accompanying changes in student needs. It is incumbent upon the ICEL faculty to not only address these changing needs, but to explore other curricular areas that may require additional adjustments to accommodate lay students. One SummerWest adjustment that has met with student approbation has been the scheduling of liturgies and socials at the noon hour, rather than during the evening, as was the case in previous years.

Although 95% of current students responded "Often" to "Always" that course assignments within the Fall and Spring semester timeframes were realistic, 72% of students reported "Often" to "Always" that assignments were realistic within the SummerWest timeframe. SummerWest course expectations may be an area requiring further faculty reflection and discussion. With the increase in lay students, many of whom maintain year-round administrative positions and care for families, the ICEL faculty may need to more fully address the needs of this increasing student population by devising more creative configurations of course offerings and by advising more realistic course loads for them.

Intrinsic to the mission of ICEL is the building of a *community* of scholar-practitioners. The ways *community* has been built in the past, with a concentration of religious men and women, may not be as applicable to the present with ICEL's changing student demographics. For example, survey responses indicated a 48% student response of "Never" to "Sometimes" regarding extent of participation in the faith community of ICEL, as well as a 40% "Never" to "Sometimes" response to the extent that experience in ICEL nurtures students' faith lives. Interestingly, the majority of respondents (82%) reported that the *ICEL Monitor* Newsletter "Never" to "Sometimes" maintains their

connection to the ICEL Community. The Director and faculty of ICEL may wish to subsequently study the actual effectiveness of the *Monitor* in relationship to its expressed purpose of building community among its members.

In regard to course content relevancy, current students rank-ordered Moral Development as the most relevant core course and Spirituality of the Educator as the most relevant elective course offering. They reported high levels of satisfaction with University/School of Education/ICEL resources, with the exception of the ICEL Website (58%), Computer Labs/ITS Services (68%), and University Housing (60%), which received “Fair” to “Good” ratings.

## ICEL ALUMNI SURVEY

### Findings

(n=105)

The Alumni Survey, consisting of 63 items, was mailed to 756 master’s and doctoral alumni with a response rate of 105 (14%). The following categories were investigated: Advisement/Faculty, Curriculum, Scheduling, Community, Course Content Relevancy, Overall Educational Experience, and Resources. The complete results for alumni surveys are shown in Appendix L. (Please note that respondents did not answer every item.)

#### A. Advisement/Faculty

The majority of alumni responded “Often” to “Always” in the following areas:

- Item #1. Advisor availability/helpfulness during years in ICEL (90%)
- Item #2. Availability of instructors for consultation outside of class (85%)
- Item #3. Instructor modeling of Ignatian principle of *cura personalis* (96%)

Open-ended responses to Item #4, *Please record any comments or suggestions that you may have regarding faculty availability and/or advising, may be captured in the following comments:*

*"The faculty have a very busy and time-consuming schedule. They are not available on demand, but are always willing to set an appointment. They are always friendly, professional and concerned."*

*"Teaching weekends made it a challenge to see all instructors when I needed them. (I commuted from Los Angeles.) However, one of the best things about ICEL will always be the genuine interest of instructors for my progress."*

*"I believe that's one of the strengths of ICEL—the care instructors have for the students. Most really go out of their way to help."*

## **B. Curriculum**

Alumni reported "Often" to "Always" in the majority of items in this section:

- Item #5. Syllabi reflected the reality of courses (93%)
- Item #6. Instructors articulated their intended learning outcomes at the beginning of each course (88%)
- Item #7. Assignments were congruent with course intended outcomes (92%)
- Item #8. Instructors assessed student performance based on intended learning outcomes (93%)
- Item #10. Faculty presented current research related to their subject matter (84%)
- Item #11. Required students to incorporate current research into their presentations/assignments (77%)
- Item #12. Instructors and curricula promoted the Ignatian principle of developing men and women for others (89%)
- Item #13. Instructors translated theory into practice in coursework (88%)
- Item #14. Materials of courses (i.e., textbooks, handouts, etc.) were relevant and helpful to meeting the course objectives (98%)
- Item #16. Grading procedures reflected what was communicated through syllabi (87%)

Item # 9, *To what extent do your instructors vary their teaching methodologies to accommodate various learning styles?*, resulted in the following breakdown: 7 responded "Seldom"; 34 answered "Sometimes"; 40 affirmed "Often"; and, 19 stated "Always." Likewise, responses to Item #15, *To what extent was technology appropriately integrated into your courses?*, revealed the following: 7 answered "Never"; 30 responded "Seldom"; 24 claimed "Sometimes"; 31 expressed "Often"; and, 7 stated "Always."

Open-ended responses to Item #17, *Please record any comments or suggestions that you may have for improving the delivery of instruction in ICEL coursework*, included the following responses:

*"I always felt over my head at the beginning of a course, but by the end I learned not only the subject matter of the course, but also, some extraordinary teaching methodologies."*

*"Consistent grading scale is needed. What is an 'A' or 'B'?"*

*"Delivery of instruction was varied and truly directed to the learning needs and styles of the students."*

Six alumni provided feedback to the open-ended Item #18, *If you participated in a directed study course with a professor, please comment on your level of satisfaction with that learning experience.* Five respondents conveyed high levels of satisfaction and one response difficult to interpret.

### **C. Scheduling**

Alumni preferences for Fall and Spring semester scheduling configurations (Item #19) were rank-ordered in the following manner (1=most preferred; 5=least preferred):

1. Saturday morning/teaching weekend course (4.25 hours)
2. Friday evening/teaching weekend course (4.25 hours)
3. Saturday afternoon/teaching weekend course (4.25 hours)
4. Weekday evening course on a teaching weekend schedule (4.25 hours)
5. Weekday evening course not on a teaching weekend schedule (2.5 hours)

Item #20, which asked alumni the extent to which course assignments within the Fall/Spring semester timeframes were realistic, resulted in a 90% response of "Often" to "Always."

Alumni preferences for SummerWest scheduling configurations (Item #21) were rank-ordered in the following manner (1=most preferred; 3= least preferred):

1. Monday-Friday morning course
2. Monday-Friday afternoon course
3. Weekend workshops (Saturday & Sunday, 9:00 am to 4:00 pm)

Item #22, which questioned alumni about the extent to which course assignments within the SummerWest timeframe were realistic, received a response rate of 93% in the "Often" to "Always" range.

In response to Item #23, which requested alumni to record comments or suggestions about class scheduling, the following sampling of comments were offered:

*"Being able to attend graduate school over the summer, not conflicting with school year activities, allowed me to get an M.A."*

*"I did not like the teaching weekends. The schedule modeled a terrible pedagogy, though it was appealing to many."*

*"SummerWest was intense, but very much worth it!"*

#### **D. Community**

In this section, the responses to Items #24 to #31 were varied. The following provides a breakdown of the results:

- Item #24. Extent of participation in the faith community of ICEL  
(42% = "Never" to "Sometimes"; 58% = "Often" to "Always")
- Item #25. Extent of ICEL classes beginning with prayer  
(29% = "Never" to "Sometimes"; 71% = "Often" to "Always")
- Item #26. Extent to which student has designed and presented a prayer to begin a class period (75% = "Never" to "Sometimes"; 25% = "Often" to "Always")
- Item #27. Extent of networking with former/current ICEL students  
(70% = "Never" to "Sometimes"; 30% = "Often" to "Always")
- Item #28. Extent to which student has maintained a connection to the ICEL community (78% = "Never" to "Sometimes"; 22% = "Often" to "Always")
- Item #29. Extent that *ICEL Monitor* Newsletter helps to maintain connection to ICEL community (62% = "Never" to "Sometimes"; 38% = "Often" to "Always")
- Item #30. Frequency of recommendation of ICEL program to colleagues  
(33% = "Never" to "Sometimes"; 67% = "Often" to "Always")
- Item #31. Extent that experience in ICEL nurtures faith life  
(30% = "Never" to "Sometimes"; 70% = "Often" to "Always")

Open-ended Item #32, *Please record any comments or suggestions that you may have regarding the community/prayer life of ICEL*, produced a variety of responses. The following are representative.

*"ICEL is the only positive experience I have had with the [Catholic] Church in the last 20 years. It is what the [Catholic] Church ought to be. If the [Catholic] Church were like ICEL, I might still be involved."*

*"The ability to begin class with a prayer sets ICEL apart from other schools and programs. I don't recall ever beginning class with a prayer at Saint Mary's in Moraga. I appreciate the time for prayer and I am not Catholic."*

*"The regular liturgies and prayer service are an essential part of the program. Never let them take a back seat to the academic schedule."*

### **E. Course Content Relevancy**

In response to Item #33, ninety-four percent (94%) of alumni reported that course content had been relevant to their ministries. When requested to indicate those core courses that had been particularly relevant in their ministries (Item #34), the following courses received the highest frequencies (presented in order of frequency):

1. School Law and Catholic Education
2. Personnel Leadership in Catholic Schools
3. Moral Development
4. Leadership and Educational Administration
5. Foundations of Catholic Education
6. Curriculum and Instruction Leadership in Catholic Schools

In Item #35, alumni were asked to select those elective courses that had been particularly relevant in their ministries. The following courses received the highest frequencies (presented in order of frequency):

1. Spirituality of the Educator
2. Current Issues in Catholic Schools
3. Applications in School Law
4. Counseling Techniques for Educators
5. Applications in Finance
6. Business and Financial Administration

Item #36 solicited General Education courses that had been particularly relevant to alumni's ministries. They are reported in order of frequency.

1. Educational Foundations Course
2. Research Methods in Education
3. Applied Educational Statistics
4. Advanced Research Design Course

Out of 12 SummerWest Workshops that were listed in Item #37, alumni indicated those offerings that were particularly relevant to their ministries. The following workshops received the highest frequencies (presented in order of frequency):

1. The Difficult Child and the Difficult Family: Strategies for Effective School Leadership
2. Curriculum for the 21<sup>st</sup> Century: A Brain Compatible Approach
3. Leadership for a New Millennium
4. Governance Structures for Catholic Schools
5. Relationships: A Focus of Catholic Education for the New Century

Open-ended responses to Item #38 may be accessed in Appendix L.

## **F. Overall Educational Experience**

A majority of alumni responded "Good" to "Excellent" to the following items:

- Item #39. Overall level of satisfaction with the education received in the ICEL program (98%)
- Item #40. Overall quality of faculty in the ICEL program (96%)
- Item #41. Overall level of satisfaction with the education received in departments outside of the ICEL program (98%)
- Item #42. Overall quality of faculty outside of the ICEL program (88%)

Open-ended responses to Item #43 regarding alumni's overall educational experience at USF reflected the following comments:

*"Practical and personal."*

*"Excellent preparation for my future goals."*

*"The program needs to make the Administrative Credential available."*

## **G. Resources**

The following resources received a majority of "Good" to "Excellent" in alumni ratings of their overall level of satisfaction. (In each item, the category of "N/A" was disregarded for tabulation purposes.)

- Item #44. USF Website (88%)
- Item #45. ICEL Website (77%)
- Item #46. School of Education Doctoral Handbook (97%)
- Item #47. ICEL Student Handbook (97%)
- Item #48. SummerWest Directory (95%)
- Item #49. USF Library (100%)
- Item #50. USF Bookstore (93%)
- Item #51. Admissions Office (94%)
- Item #52. Registrar's Office (96%)
- Item #53. Bursar's Office (94%)
- Item #54. Financial Aid Office (97%)
- Item #55. Dean's Office (94%)
- Item #56. Computer Labs/ITS Services (93%)
- Item #57. Koret Health and Recreation Center (100%)
- Item #58. University Housing (83%)
- Item #59. Food Service (75%)
- Item #60. St. Ignatius Church (100%)
- Item #61. University Ministry (91%)

The single response to Item #63, soliciting comments or suggestions about USF resources, was inconsequential.



## Discussion

As with current students, alumni reported high frequency responses of “Good” to “Excellent” in their levels of satisfaction with their overall educational experiences in CEL, as well as outside the Department. Regarding their satisfaction with the availability and helpfulness of advisors and instructors, the vast majority reported “Often” to “Always.” Similar to current students (95%), 96% of the alumni responded “Often” to “Always” that their instructors modeled *cura personalis*.

In regard to the curriculum, alumni generally concurred with faculty and current student responses that a high level of implementation of best practice pedagogical methods occurred in courses. Although 90% of the faculty reported that they “Often” to “Always” varied teaching methodologies to accommodate various learning styles (Item #8), the majority of alumni concurred with current students that the accommodation of various learning styles occurred “Sometimes” to “Often”, with seven responses responding “Seldom.”

The alumni’s highest preference of course scheduling during the Fall and Spring semesters was on Teaching Weekend Saturday mornings, identical to current student responses. During SummerWest, they, also, preferred the Monday through Friday morning time slot. Ninety percent of the alumni respondents indicated “Often” to “Always” that course assignments within the Fall and Spring semester timeframes were realistic, similar to the responses of current students. In contrast to 72% of current students, 93% of alumni reported “Often” to “Always” that assignments were realistic within the SummerWest timeframe. This contrast in response rates may point to the

aforementioned differences in student demographics, since alumni respondents included graduates from as early as 1979 and into the 1980s.

Responses to the section on *Community* were varied. Somewhat higher percentages of respondents, in contrast to current students, reported an “Often” to “Always” participation level in the faith community of ICEL and the nurturance of their faith lives through ICEL. Thirty-eight percent of alumni indicated that the *ICEL Monitor* Newsletter “Often” to “Always” helped them to maintain a connection to the ICEL Community.

Alumni rank-ordered the core course, School Law and Catholic Education, as the most relevant core course and, along with current students, Spirituality of the Educator as the most relevant elective course offering. While current students rank-ordered the School Law course in sixth place for relevancy, it may be that when some students complete their degrees and enter administrative positions that they, at that time, realize an increased appreciation for the School Law course. Alumni reported high levels of satisfaction with University/School of Education/ICEL resources, with slightly lower levels of satisfaction with the ICEL Website (77%), University Housing (83%), and Food Service (75%).

## **ICEL ADVISORY BOARD SURVEY**

### **Findings**

(n=5)

The Advisory Board Survey, in contrast to previous instruments, consisted of the following nine questions. They were distributed to the ICEL Advisory Board, comprised of 10 members. Summary responses (below) represent the feedback of five individuals.

**1. Perceptions of one's role as an Advisory Board member of the Institute:**

- Offers advice on major decisions facing ICEL, including short-term and long-term strategic issues and challenges;
- Spreads the word about ICEL and use one's networks to recruit new students and faculty to the program;
- Assists the Program Director in any "ad hoc" task or program that s/he deems necessary;
- Assists in the promotion of the mission of the Institute and ensures that quality Catholic education continues by training future leaders;
- Provides advice, expertise and input on how to support the program so that it remains viable;
- Acts as an ambassador for ICEL with the public.

**2. Ways that one's gifts/talents may be more fully utilized as a Board Member of the Institute:**

- The Board should meet more frequently—suggested quarterly.
- Consideration should be given to the establishment of Board committees, e.g., strategic planning, finance/development, curriculum programs, marketing.

**3. Extent of familiarity with ICEL's curriculum:**

Responses ranged from "Somewhat" to "Thoroughly".

**4. Comments or suggestions to improve ICEL's curriculum:**

Responses may be summarized in the following two suggestions:

*"Mid-level management in Catholic high schools will take on greater importance as schools become more data driven and focus on alignment of curriculum and instruction. In particular, the role of department chairpersons will be very important. Catholic school leaders (top and mid-level) need to see their role as change agents who need to build and deliver curricula that make sense for the 21<sup>st</sup> century in a global and information-driven economy. Do we make connections between data from business leadership models and educational leadership? I think we have much to learn...Also, I think it's very important to have leadership training for mid-level leaders, e.g., seminars, conferences and on-going programs."*

*"I think the 'marriage' with the Organization and Leadership Department will be beneficial, in that adding the potential for an Administrative Credential will help ICEL. Continue to survey Catholic educators for ideas about electives."*

**5. The extent that ICEL effectively outreaches to the Catholic school community:**

Responses ranged from "Somewhat" to "Thoroughly".

**6. Comments or suggestions to improve ICEL's outreach to the Catholic school community:**

- Development of outreach programs that capture the imagination and interest not only of existing leaders, but also, of future leaders of Catholic schools (i.e., teachers with leadership potential and mid-level secondary leaders). Such programs need to have a practical approach that is based on theory/research, but not overwhelmed by it.
- Visibility at Archdiocesan Principals' Meetings.
- More electronic communications, such as the *ICEL Monitor*.

**7. The extent that Board members have been consistently and adequately informed of ICEL-related matters:**

Majority of responses reported "Very Well".

**8. Comments or suggestions to improve communication between the Institute and the Advisory Board:**

- Increased frequency of Board Meetings
- More electronic communications
- More one-on-one phone communications

**9. Comments or suggestions to improve the functioning of ICEL's Advisory Board:**

The majority of responses consisted of accolades for the Program. The following represents the only suggestion:

*"I think ICEL is in great shape and has the leadership needed to take it to the next level. Increasing the amount of Board members to create a critical mass for Board committees would create new energy and resources through which the Board would be able to contribute to ICEL's future growth."*

## The Future

The Institute for Catholic Educational Leadership has devoted the past thirty years to making a unique and significant contribution to the promotion of leadership in Catholic schools throughout the world. It has worked to model and instill the essence of Catholic education in its graduate students, many of whom have become leaders at all levels of Catholic education internationally. The current Director and faculty are committed to continuing this legacy in a context of changing student demographics. The following bulleted headings represent areas that are either currently under discussion or scheduled to be addressed in the coming academic year.

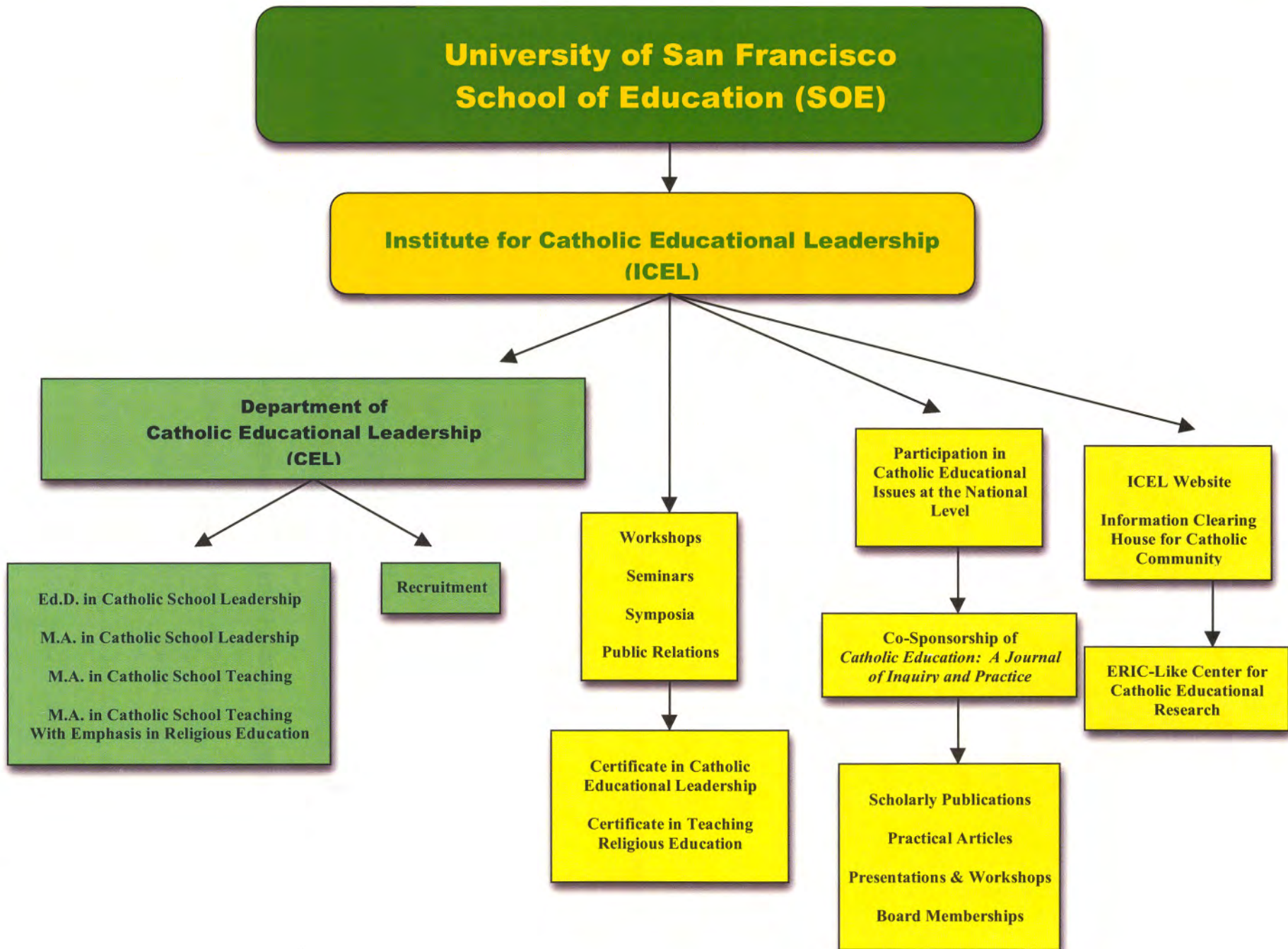
- **Evolution of ICEL/CEL's Organizational Model**

The Institute and Department have traditionally operated according to the model illustrated on the following page.

Faculty members are working to reconfigure into a leadership model that is expressed through collaborative decision-making, communication, adaptability to change, and transparency. (This reconfigured model is illustrated in a venn diagram that may be referenced in the "Overview" section of this document.) Implementation of this model will involve identifying the needs of CEL students and the Catholic school community and restructuring methods of outreach and formats of delivery to meet those needs.

- **Combination with Organization & Leadership Department**

In the Fall of 2006, CEL will combine with the Organization & Leadership Department to form a new department, yet to be formally named. Hence, CEL will become a program at the side of the Organization & Leadership Program. The Institute



will remain intact and interactive with the Catholic Educational Leadership Program. It is of paramount priority to the CEL faculty that the distinctive identity of the CEL Program be retained. The Dean of the School of Education has repeatedly reassured the faculty that the administration will protect and nurture this identity. The Organization & Leadership Department houses the California Administrative Services Credential. This area will provide a synergy between the two programs within the new department.

• **New Degree Possibilities**

Recent CEL demographics indicate that more students are coming from higher education, e.g., Student Affairs, University Ministry, etc. Likewise, CEL has experienced an increase of its graduates entering higher education. The faculty recognizes a “felt need” to provide an M.A. and an Ed.D. degree in Catholic Higher Education. Although Boston College offers such a degree, the West Coast could likewise fill a perceived gap in this area of study. A course of studies would be designed in conjunction with the Organization & Leadership Department, which offers coursework in higher education. This would provide another synergy point with the O&L Department.

Another “felt need” is graduate study in the area of leadership for arch/diocesan directors of religious education and possibly chairs of religious education programs in secondary schools. This, also, will be an item for development in the future.

• **Certificate Program for Developing Future Presidents of Catholic High Schools**

The development of a certificate program aimed at preparing future presidents of Catholic high schools would meet a “felt need” in the Catholic secondary school community. This certificate program would generate enrollment and consequently

revenue. Since no institution is providing this type of preparation, the Institute intends to develop this program in the future.

• **On-Line Course Development**

A future goal is to foster global Catholic educational leadership through the development of select on-line courses that would bring graduate studies to remote parts of the world, such as areas of the Pacific Rim, as well as to rural dioceses in the United States.

• **Recruitment of Students**

The CEL faculty is conscious of the need for ongoing recruitment of students to increase its enrollment. Faculty members will continue to create innovative ways to meet the professional development needs of the Catholic educational population. New M.A. and Ed.D. degrees and certificates, cited above, as well as on-line course development may assist in this effort. Also, addressing the specific needs of the lay populations in Catholic schools may also help refine recruitment strategies. Expansion of advertising efforts may include *America* and *Today's Catholic Teacher* magazines.

Currently, the University and the Jesuit School of Theology at Berkeley (JSTB) is in conversation about the creation of an alliance. If this were to occur, the Catholic Educational Leadership Department could benefit from an increase in student enrollment from JSTB.

• **Utilization of Technology**

It is the intent of the ICEL Director to transition the *ICEL Monitor* Newsletter to an on-line, interactive format. In addition, the ICEL website will be updated and improved to better serve CEL students and the Catholic educational community.



## Reflections of the Program Review Process

At a time of unprecedented Departmental change, characterized by the retirement of ICEL Director, Sister Mary Peter Traviss, the transition to the new leadership of Br. Raymond Vercruyse, consequent reduction of a fulltime faculty member, and imminent combination of the CEL and O&L Departments, this year-long program review process has been a “grounding” experience for the faculty and staff of the Catholic Educational Leadership Department. Beginning the process, we pondered the question, *What precisely do we wish to know?* and consequently designed faculty, current student, and alumni, and advisory board survey instruments to address this very question. Engaging conversations ensued. The final outcome is a document that contains direction for the future, one that will accompany the faculty of the Department/Institute into the next phase of a productive existence that will enhance Catholic educational leadership worldwide.

Before applying the seal of completion to this manuscript, it is important to acknowledge several individuals who assisted in its preparation. Initial thanks go to Kristin Monfredini, CEL’s Merit Scholar/Ed.D. student, who devoted many hours to assist in designing the survey instruments, compiling the data, and sitting at the side of Dr. Shimabukuro offering her interpretive insights. In addition, special appreciation is extended to Kristin’s husband, Josh, for his assistance in compiling the survey data.

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Finally, the Department owes a debt of gratitude to those faculty who are now retired or deceased who helped shape the Department/Institute into what it is today: Dr. Michael O'Neill, Fr. Edwin J. McDermott, S.J. (RIP), Sister Mary Peter Traviss, O.P., and Sr. Jeanne Hagelskamp, S.P.

# Appendixes

(On the disk at the end of the document)

- A. Mission Statements of USF/SOE
- B. SummerWest 2006 Course Offerings
- C. CEL Course Projections
- D. Faculty Vitae
- E. Ed.D. & M.A. Advisee Lists
- F. Ed.D. & M.A. Sample Study Plans
- G. List of Adjuncts
- H. ICEL 2002 Student Assessment Survey/Results
- I. List of Dissertations
- J. List of M.A. Culminating Projects
- K. SummerWest Evaluation Form
- L. Survey Raw Data