



ALL THINGS IGNATIAN

Celebrating Mission at Creighton University

Incorporating Ignatian Values in Online Programs

James R. Martin Jr., PhD (The Doctoral Program in Interdisciplinary Leadership)

Admissions

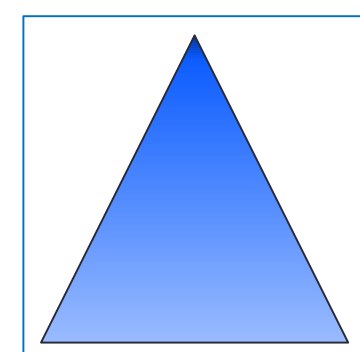


We use three focal points for evaluating prospective students:

- academic readiness to undertake doctoral-level studies in the program
- **educational, personal, and professional goals align with the mission, goals, and ethos of the program and Creighton**
- ability to provide a positive contribution to the program's learning environment and community

The bottom line: we seek to admit students who care about social justice and want to help others. Our program is not for everyone

Learning Outcomes



Two of our seven learning outcomes directly incorporate the Ignatian values. These are:

- **Practice ethical decision making informed by Ignatian values**
- **Apply reflective practices as a means for professional and personal growth**

These learning outcomes (and others) are introduced, reinforced, and (in many, but not all cases) mastered across the courses and assignments within our curriculum

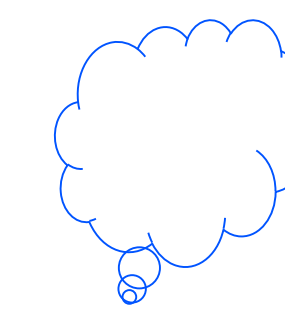
Assignments



Many of our assignments integrate the values to one degree or another as we seek to push students to consider a broader, values-based perspective. Consider these two examples:

- Within ILD 802 (Leadership and Applied Ethics) students engage with a variety of ethical scenarios and consider the various human responses that students may have or witness
- Within ILD 823 (Global Leadership Issues) students read a text about the least fortunate populations in the world, and write a paper analyzing a particular social justice issue within a set of countries

Reflective Assignments



Reflective practice is one of the central tenets of our program—and one that students frequently point to as one of our strengths. Consider this reflective assignment prompt:

- *Reflect on what you've learned during this course. How much did you know about these issues before the course began? What did you learn during the course that surprised, shocked, or concerned you the most? What might you do, in even a limited way, to educate others about this issue, or participate in efforts to help others who are directly affected by this issue?*

Rubrics

	A	B	C
1	x		
2		x	
3			x

We use rubrics to evaluate most if not all assignments within our courses. Consider this reflective rubric used in several courses:

Letter Grade	Description
A	Excellent to very good performance. Follows assignment instructions. Reflection provides insights on self, others, and how the student may use the lessons learned from the reflective work not only to improve themselves but also considers the lives of others. Synthesizes and applies supporting literature effectively. Grammar and citations are superlative, APA conventions are followed with few flaws.
B	Good to average performance. Follows assignment instructions properly but may display some inconsistencies. Reflection provides insights on self, others, and lessons learned, but may lack some depth. Applies supporting literature but may display minor inconsistencies. Grammar and APA conventions are followed, but minor inconsistencies may be present.
C	Below average performance. Inconsistent attention to assignment instructions. Reflection may lack depth or may fail to address multiple perspectives. May display consistent problems with the use of supporting literature. Grammar and APA conventions are inconsistently followed.
F	Poor performance. Does not follow assignment instructions. Reflection lacks depth or may not model a reflective attitude. May not use supporting literature or may use it improperly. Grammar and APA conventions are poorly demonstrated.

Dissertations



Our Dissertation in Practice is focused on a practical problem within our students professional or avocational lives. Our students also create an evidence-based solution that helps people in the setting they investigate. Some varied examples:

- A study of the lived experiences of LGBTQ students in Catholic schools
- An inferential quantitative study of the toxic emissions of crematoria
- A study of the implementation of a new stroke protocol among ER nurses and nurse case managers