

CERTIFICATE OF ADVANCED EDUCATIONAL SPECIALIZATION

The Certificate of Advanced Educational Specialization (CAES) program is designed to enable persons with ministerial experience and graduate study in a field related to religious education to deepen their theological and educational expertise and to develop an educational specialization. *The CAES is granted by the Lynch School of Education.*

PRE-REQUISITES

- At least three (3) years relevant vocational-occupational experience
- A master's degree in a related field

CAES REQUIREMENTS

- Thirty-six (36) credit hours of course work. Thirty (30) credit hours for summer students.
- Course work in core areas of theological and religious educational study, to be determined in consultation with the student's course selection advisor.
- An area of "educational specialization." Ordinarily, CAES students should decide on an educational specialization by the completion of twelve credits of study.
- A cluster of course work and/or directed research that supports the student's educational specialization. Courses can be taken in the STM, LSOE, Theology Department, and the Boston Theological Institute.
- The design of a CAES Project in the student's area of educational specialization.
- Successful oral examination (comprehensives) based on one's CAES project.

SPECIALIZATION

A student may select an area of educational specialization from any of the following or create one in consultation with one's advisor and the STM Associate Dean, Academic Affairs:

Catholic School Leadership
Interreligious Understanding
Health Care Ministry
Hispanic Ministry
Liturgy and Worship
Pastoral Care
Religious Education
School Religion Teaching
Spirituality and Justice
Spiritual Formation
Total Community Catechesis
Youth and Young Adult Faith

CAES PROJECTS

- The widest reasonable latitude is encouraged for CAES students as they identify a topic for their CAES project. Diversity is encouraged in the development of CAES projects that reflect the CAES student's vocational and professional investments.
- CAES projects, however, should have at least these general characteristics:
 1. CAES projects should be action-oriented; that is, even if CAES students do not intend to pilot their projects, the projects should be more than speculative.
 2. CAES projects should possess a theological and religious educational rationale. The actions described and recommended should be both derived from and consistent with opinions informed by theology and religious education.
 3. CAES projects should be described in a detailed report between 30 and 50 pages in length. This report should contain at least the following:
 - Title
 - Purpose
 - Project background: the motives of the author — perception of a situation and/or problem that makes the project desirable and/or necessary
 - Procedures: as detailed as possible
 - Explicit theological rationale: a statement, in some detail, of the theological insights and convictions that motivate the project's purposes and procedures
 - Explicit religious educational rationale: a statement, in some detail, of the insights and convictions, drawn from the study and practice of religious and general education, which motivates these purposes and procedures
 - Anticipated outcomes
 - Methods of evaluating the project
 - Resources used in development of the project, including relevant published material, course work, resource persons and agencies
 - Learning assessment: a discursive statement of personal learning outcomes and the implications of the project for change or fortification of present professional perspectives

ORAL EXAMINATION

A CAES student's project report will serve as the basis for his/her participation in an oral examination, which will be an hour and a half in length. The student will be examined by two faculty, the student's advisor and one other reader.