

School of Education & Human Services
Ed.D. Program
Goals & Student Learning Outcomes (SLOs)

Selected social justice teachings of the Catholic Church are used to inform the School of Education and Human Services, Department of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

Subsidiarity: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

Dignity and rights of children: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

People have a right to an education: All people have a responsibility, for the good of society, to contribute to and foster education.

The Goals and Student Learning Outcomes for the Ed.D. Program in Ethical Leadership are listed below:

1. Ethical Leadership: Develop educational leaders who exhibit and promote trust, respect, integrity, honesty, fairness, equity, justice, and compassion as underpinnings in society, including within their professional relationships.

- 1.1 Develop perceptions of the *self* and explore perspectives of trust, respect, integrity, honesty, fairness, equity, justice, and compassion in action using faith and reason, central to the University of St. Thomas.
- 1.2 Institutionalize an ethical culture by analyzing and applying ethical philosophies and theories to decisions and behaviors of leaders in education and other organizations
- 1.3 Leaders will design strategies and articulate how culture, ethnicity, religion and native language will be respected in their respective setting
- 1.4 Explore and articulate an understanding of cultural forces that have contributed to dominance and oppression in society, that promote cultural inconsistencies with ethical beliefs and teachings
- 1.5 Examine obstacles that polarize discussion and undermine effective action, and ineffective or one-dimensional approaches to organizational and cultural change

2. Social Justice: Develop educational leaders versed in providing equal opportunities for all individuals regardless of socio economic status as well as providing and developing skills to become successful academically and economically.

- 2.1 Leaders will develop knowledge, skills and dispositions on what 'dignity of self and human person' looks like in their respective setting
- 2.2 Leaders will identify and analyze what 'success' for all students look like in their respective setting
- 2.3 Leaders will identify elements of different programs that address linguistic and cultural differences and incorporate these elements into their respective settings
- 2.4 Develop/expand awareness towards diverse, multicultural ideologies ranging from the advocacy for all children including societal relationships.
- 2.5 Leaders will identify systematic patterns of inequities in their respective settings and create a plan on how this will be justly addressed
- 2.6 Leaders will develop a plan to ensure all students are learning the needed skills to become productive members of society

3. Interpersonal Collaboration: Develop greater self-awareness, intentionality of action, and stronger relationships with others that lead to constructive interpersonal collaboration.

- 3.1 Develop a practice of mindful reflection to enhance self-awareness and explore personal value, assumptions (world view), biases, ethics, and inner control to discover how one's self influences individual actions and impacts relationships with others.
- 3.2 Expand one's ability to be inclusive, open, flexible, and responsive to diverse communities, individuals, groups, and cultures.
- 3.3 Apply personal and intercultural communication styles to more effectively communicate digitally (virtually) and in person using collaborative facilitation and dialogic methods to construct shared meaning and not privilege any one voice.
- 3.4 Apply systems thinking, chaos/complexity theory, and a collaborative change process (e.g., action research) to guide/influence social, organizational, and/or cultural change.

4. Catholic Intellectual Tradition: To develop reflective, multifaceted, cultural catalysts who integrate faith and culture in their leadership, who internalize their role as one in service of the mind, heart, and spirit, who understand and live what it means to be Catholic in the modern world, and who intentionally lead with an ability to make connections between faith and reason in a technology-rich society—to lead in service of the gospel.

- 4.1 Develop advanced professional skills in and refine an intellectual formation that understands the purpose and goal of Catholic traditions, ethical faith-based leadership, and service to all communities.

- 4.2 Participate in rigorous, relevant contemporary scholarship to create environments that improve the academic performance of all students, in particular the marginalized, and that genuinely engage and nurture the spiritual development of the learning community--students, their parents, staff, and faculty.
- 4.3 Design and facilitate learning environments where critical thought and moral conviction converge the questions of humanity and demonstrate an understanding of an ideological spectrum beyond the earning of a living that is augmented by how to live life in a moral sense, in an ethical sense, in a value sense.
- 4.4 Exhibit knowledge of competent, change agency committed to advocacy and action, and attentive to social justice issues.

5. Research: Develop reflective scholar-practitioners who conduct research collaboratively and ethically, thereby contributing to the academic body of knowledge, improving professional practice, and promoting positive systemic change.

- 5.1 Assess, interpret, and synthesize the work of others by critically reading the literature from multiple sources and disciplines to develop a holistic view of a topic.
- 5.2 Use appropriate theories and literature to develop strong, focused research questions that inform the selection of appropriate collaborative research methodologies and quantitative and/or qualitative analysis techniques, culminating in findings and recommendations that are disseminated to a broader academic and professional audience.
- 5.3 Use collaborative research to create shared meaning at the individual, group/team, organization, and community levels, while not privileging any one voice.
- 5.4 Develop an ongoing reflective process that promotes self-awareness and mindfulness of personal values and assumptions, strengthens understanding of interpersonal relationships, and promotes collaboration and inclusion of multiple perspectives as part of ethical research and practice.
- 5.5 Exhibit commitment to the role of evaluator as demonstrated by the use of multiple avenues to create and share knowledge about local, state, and national educational issues.