The University of St. Thomas
Ethical Leadership Doctoral Program

EDUC 8320 Ethical Leadership in Education

Semester

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MISSION
The mission is to prepare and influence bold, socially responsible leaders who will transform organizations. Our central role is to ignite the leadership capacity needed to create vital, democratic, and caring institutions and systems. In keeping with this role, the central focus of our Ed.D. in Ethical Leadership are social justice and equity.

COURSE DESCRIPTION
This course explores the qualities of an ethical leader and an ethical organization. Students will analyze character traits and decision protocols producing trust, respect, integrity, honesty, fairness, equity and justice, throughout the moral architecture of the organization using faith and reason. Students will develop diversity at every level for the purpose of improving student performance, promoting social justice, and building community. As President Eisenhower once said: “A leader is simply one others will follow.” Start by thinking about those you have willing followed in the past.

SOCIAL JUSTICE PRINCIPLES
Subsidiarity - Educational institutions should be organized and governed largely by the community being served. Education should only be controlled at high levels of society when it cannot be done effectively locally.

Dignity: You are best defined by a moral agent by the self-imposed boundaries prohibiting your actions and the prescriptions that animate your best efforts.

Rights of children - Children are bearers of rights. These should be recognized and upheld in the educational process. It would be beneath the dignity of an educator to fail to honor these rights.
People have a right to an education – All people have a responsibility, for the good of society, to contribute to and foster education.

PROGRAM GOALS

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.

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.

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

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.

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.

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>SLOs</th>
<th>Rigor &amp; Relevance Quadrant</th>
</tr>
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<tbody>
<tr>
<td>1.3  Leaders will design strategies and articulate how culture, ethnicity, religion and native language will be respected in their respective setting.</td>
<td>C: Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.</td>
</tr>
<tr>
<td>2.4  Develop/expand awareness towards diverse, multicultural ideologies ranging from the advocacy for all children including societal relationships.</td>
<td>D: Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create and take action that further develops their skills and knowledge.</td>
</tr>
<tr>
<td>2.5  Leaders will identify systematic patterns of inequities in their respective settings and create a plan on how this will be justly addressed.</td>
<td>C: Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.</td>
</tr>
<tr>
<td>3.2  Expand one’s ability to be inclusive, open, flexible, and responsive to diverse communities, individuals, groups, and cultures.</td>
<td>B: Students uses acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable</td>
</tr>
<tr>
<td>SLOs</td>
<td>Rigor &amp; Relevance Quadrant</td>
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<td>---------------------------</td>
</tr>
<tr>
<td>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.</td>
<td>D: Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.</td>
</tr>
<tr>
<td>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.</td>
<td>C: Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.</td>
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**COURSE REQUIREMENTS**

**Participation in Class (20%):** Each class is more than a meeting--it is an exchange of thoughts and ideas where learning is a reciprocal process. These types of exchanges lead to a course with energy and vitality. Students are expected to participate in discussions, posing interesting questions, and exhibiting a connection with course content. Participation takes into account careful meaningful attempts to interpret what is being posted, discussed, active involvement, and critical thinking--in summary, informed and enthusiastic participation is essential to your success in this class. As such, informed involvement necessitates that you review assigned readings prior to class, and be prepared to discuss their strengths, weaknesses, and potential relevancy to evidence-based educational practices during classes. Absences will put the student in a disadvantaged posture given the breadth, depth, and intensity of the course. Absences will be negotiated with your professor. In keeping with UST policy, after the second absence, students will be administratively dropped from the class if no legitimate rationale is provided. If the time has passed when an administrative withdrawal can take place, unless students with one absence can be withdraw from the class, the grade for the class will be a failure.

**RUBRIC FOR CLASS PARTICIPATION-20%**

<p>| | |</p>
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<tbody>
<tr>
<td><strong>D</strong></td>
<td>Student participates occasionally, misses some classes without making up work, does not submit all work on time. Thinking process in BB postings tends to be rote or superficial. Student does not appear to question self or others. Shows little sign of growth in thinking throughout course of the class.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Student participates on a fairly regular basis, contributes to class group work, misses no more than 1 class but turns in work regularly and/or sporadically. Student makes some attempt to ask questions of self and others, remains open to changing and growing through time in the class.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Student participates regularly, is an active contributor to class group work, misses no more than 1 class, but makes up all work, turns in all work regularly but some work has not been on time. Student is reflective, asks and poses many questions of self and others, questions “received wisdom”.</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>Student participates regularly and enthusiastically, is an active contributor to group work, misses few classes, submits all work immediately, turns in all assignments on time. Questions and reflections show...</td>
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</table>
deep thought, the ability to look below the surface, juggle the complexities of situations encountered in class discussions, and remain open minded about ideas of others.

- **Thematic Questions/On-Line Discussions (30%)**: The online discussions and thematic questions serve as drivers as well as the enablers for our work on a weekly basis. These loaded inquiries are designed to promote **breakthrough dialogues**. The focus of the topics, discussions, readings, on-line excursions, writings, etc., is guided by a single thematic question culminating each module. Students are expected to respond to the thematic question in a manner that reflects a thoughtful, scholarly response to the question while embedding tenets of research from our readings. Additionally, students are also expected to acknowledge other students’ perspectives by raising new or unique ideas or applications. A rubric for the Peer-Review-Process (PRP) to the thematic question will be provided (see Appendix A).

**Appendix A**

**Rubric for Peer-Review-Process (PRP) to Thematic Questions**

<table>
<thead>
<tr>
<th>Meets Expectations (ME)</th>
<th>Below Expectations (BE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breadth of interaction with thematic question</strong></td>
<td><strong>Online response:</strong></td>
</tr>
<tr>
<td>- Online response:</td>
<td>- Reflects a brief acknowledgment of the topic</td>
</tr>
<tr>
<td>- Answers all aspects of the thematic question</td>
<td>- Provides a “yes” or “no” response</td>
</tr>
<tr>
<td>- Provides a thoughtful reaction to the topic</td>
<td>- Includes comments with no connection to practice</td>
</tr>
<tr>
<td>- Includes examples from student’s school experience that support or provide an alternative perspective</td>
<td>- Includes a summary of what was read or seen with no original thought or reflection</td>
</tr>
<tr>
<td>- Offers probing questions that extend the thematic question</td>
<td>- Makes no connections with previous readings on the topic</td>
</tr>
<tr>
<td>- Suggests new or unique ideas that add to the question</td>
<td></td>
</tr>
<tr>
<td>- Infuses other learning from research</td>
<td></td>
</tr>
<tr>
<td><strong>Timeliness of response to thematic question</strong></td>
<td><strong>Is late in completing response as evidenced by the failure to meet due dates.</strong></td>
</tr>
<tr>
<td>- Completes the response to the thematic question on time.</td>
<td></td>
</tr>
<tr>
<td><strong>Quality of thematic question response</strong></td>
<td><strong>Online response:</strong></td>
</tr>
<tr>
<td>- Online response:</td>
<td>- Acknowledges the thematic question without expanding on it</td>
</tr>
<tr>
<td>- Shows evidence of reflection &amp; insight to thematic question</td>
<td>- Provides little or no evidence of thought about the idea or application</td>
</tr>
<tr>
<td>- Supplements the response with research from previous readings</td>
<td>- Reflects a minimal extension of the thematic question</td>
</tr>
<tr>
<td>- Acknowledges other students’ perspectives</td>
<td>- Includes no school or professional anecdote</td>
</tr>
<tr>
<td>- Adds to other students’ views by raising new or unique ideas or application</td>
<td></td>
</tr>
<tr>
<td>- Includes an example from the student’s professional experience</td>
<td></td>
</tr>
<tr>
<td>- Asks a probing question or makes a comment that extends the response</td>
<td></td>
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</table>
**Mini-Literature Review (30%)**: A mini-literature review embedding a minimum of ten (10) research articles will be written by each student. With the educational topic of the student’s interest, this assignment will adhere to APA style and reflect the following components:

a) **Problem Statement** – the root-level issue based on research.

b) **Background of the Problem** – the problem in the context of its importance in the literature.

c) **Setting** – relevant information about the setting as it relates to the framing of the problem.

d) **Purpose** – an analysis of a critical issue in public school systems.

e) **Review of the Literature** – the progression of the problem in current literature.

f) **Research Question(s)** – in the form of a question(s), exactly what is to be solved as result of the review of the literature.

g) **Conclusion** – how the research citations have supported the research question(s) augmented with implications and recommendations.

A description and the requirements for each of the aforementioned components is delineated in Appendix B. Students are expected to meet the touchstone date for each component through consultation with the instructor as well as through the Peer-Review Process (PRP). The PRP requires a ‘student-to-student’ scrutiny of each of the components of the Mini Lit Review assignment. The PRP is a quality control measure that ensures the facts presented in the Mini Lit Review are based on solid, scientific studies -- not opinions. Additionally, the PRP constitutes a method for evaluating scholarly work that meets the criteria for each component of the Mini Lit Review. **The due date for the Mini Lit Review is Friday, July 30th.** The document will be uploaded to Blackboard and will be assessed by the three instructors (Drs. Garcia, Gonzalez & Wagner) in the Summer 2016 Course Cluster.

### Appendix B

**Mini Lit Review Touchstones & Timeline**

<table>
<thead>
<tr>
<th>Component</th>
<th>Description/Touchstones</th>
<th>Approximate Length</th>
<th>Peer-Reviewed Date</th>
</tr>
</thead>
</table>
| Problem Statement          | 1) Clear framing of a root-level issue based on a current professional experience affecting an educational institution supported by research.  
                               2) In unequivocal terms state what the problem is at the state or national level?  
                               3) Explain the ramifications of the problem at the state or national level.  
                               4) Summarize the context of the problem.                                                                                                                                                                             | .5 page            | 6/17/16            |
| Background of the Problem  | 1) Introduce the problem by providing a representative overview of the scholarly literature and findings that support the main assertions in the problem statement, and highlights the relationship to the educational issue.  
                               2) Locate the problem in the relevant field of inquiry.  
                               3) Provide a context that demonstrates the importance of the problem via the literature.  
                               4) Outline the previous studies in this area.                                                                                                                                                                         | 1 page             | 6/18/16            |
| Setting                    | 1) Provide relevant information about the setting (district(s) and/or state) as it relates to the framing of the problem.  
                               2) Provide a deeper understanding of the emergence of the equity/social justice issues that plague the educational system.                                                                                                                                                       | .5 page            | 6/25/16            |
| Purpose                    | 1) Develop an analysis of a critical issue in urban public school systems.                                                                                                                                                  | .5 page            | 7/2/16             |
| Review of the Literature   | 1) Ground the problem in current research with a discussion of relevant literature.  
                               2) Provide the theoretical concepts, and principles underpinning the context of the problem.  
                               3) Trace the progression of the problem in the body of                                                                                                           | 6 pages            | 7/9/16             |
<table>
<thead>
<tr>
<th>Component</th>
<th>Description/Touchstones</th>
<th>Approximate Length</th>
<th>Peer-Reviewed Date</th>
</tr>
</thead>
</table>
| Research Question          | 1) The research question (or series of questions) is derived from the problem and purpose statement and identifies exactly what is to be solved based on the review of the literature.  
                            | 2) The research question does **not violate** compliance or ethical constraints through implementation.                                                                                                                     | .5 page             | 7/16/16            |
| Conclusion                 | 1) Tie together the disparate threads of each of these components.  
                            | 2) Articulate how the research citations have supported the research question.  
                            | 3) Conclude this segment with implications for further study on the topic as well as recommendations for practice.  
                            | 4) Most importantly, explain how this approach will answer the question: “How do you know what you think is true is true – or at least most plausibly true?”                                                   | 1 page              | 7/23/16            |
| Submission of Mini Lit Review| **10 pages**  
                               | *(Approximate for Entire Document)*                                                                                                                                            |                    | 7/30/16            |

**CONTENT ASSESSMENTS**  
1. Mini Lit Review -30%  
2. Participation (includes but is not limited to fifteen minute presentation with one page handout-20%  
3. Thematic Questions/On-Line Discussions-30%  
4. Holocaust visit paper on “silencing laws” 20%

**Evaluation of Student Progress**  
Evaluation will be based on class attendance and participation, case study analysis, individual and/or group presentation, curriculum resource review, and all other assignments and/or activities deemed pertinent to meet the objectives of this course. Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>67-69</td>
</tr>
<tr>
<td>D+</td>
<td>64-66</td>
</tr>
<tr>
<td>D</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>59&gt;below</td>
</tr>
<tr>
<td>I</td>
<td>(incomplete) Only when circumstances prove beyond the control of the student.</td>
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</tbody>
</table>

**Grade Rubric for Overall Work**

**To earn an A:** ALL work is exemplary in all aspects. Critical reflection and thinking is regularly documented in
all written assignments, class projects, and self-evaluations. Professional in all aspects, on BB and through email correspondences. Goes above and beyond requirements. Demonstrates both depth and breadth of knowledge. Discussions and assignments demonstrate professional and theoretical connections between classroom practices, personal experiences, and the course. Demonstrates considerable effort. Highly imaginative and/or original. Timely preparation, attendance (*not more than one absence*), and thoughtful contributions to discussion (large and small group) and course experiences are consistently observed. Detailed, supported with strong ideas and content. Knowledge of the course’s content is demonstrated through reference to readings and incorporation of concepts into assignments and discussions. The participant’s overall work provides visible indicators of professional development, change, and growth. Demonstrates and reflects high quality and professionalism in the understanding of the course’s content. **Use of language is clear and precise. Arguments are perspicuous. Criticisms are poignantly.**

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**To earn a B:** Work is well done. Well organized and complete. Somewhat effectively and clearly presented. Demonstrates clear understanding. Clearly shows connections. Professional most of the time on BB and through written correspondence. Written assignments cover (summarize) a topic without interpretation, and connections. Evidence of original thinking but not thoroughly elaborated. Consistent preparation and attendance (*not more than one absence*) is evident and contributions are occasionally made to large and small group discussions. Knowledge of the course’s content is not consistently demonstrated and references to readings and new concepts are inconsistently incorporated into assignments and discussions, particularly as related to the final inquiry project. There is less indication of change, growth, or professional development throughout the semester in process and in product. Demonstrates some reflection of high quality work and professionalism in the understanding of the course’s content.

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**To earn a C:** Minimal reflection in response in writing in assignments and self-evaluations both in quality and length. Does not fully develop elaborate posts. Meets minimum requirements. Includes general information, but lacks descriptive detail. Some application to teaching and learning. Needs more substantive content/details. Needs more organization and/or structure. Inconsistencies in preparation and attendance, few constructive contributions to small and large group discussions, engagement in ideas and experiences of the course are not observable. The final benchmark project and other assignments do not reflect high quality and professionalism in the understanding of the course’s content. A lack of change or growth over the course of the semester exists. Demonstrates little to no reflection of high quality work and professionalism in the understanding of the course’s content.

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**To earn a D and F:** Missing evidence or information. Sloppy and/or poorly organized. Lacks cohesiveness and clarity. Demonstrates only surface understanding. Very little or no evidence of application to teaching is evident. Very little evidence of time or effort for the class is evident. Demonstrates almost no reflective process of work and understanding of course content.

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**PEDAGOGY**

**EDUC 8230 Ethical Leadership** uses a Total Quality Management model as articulated by W.E. Deming, as its pedagogy. The professor believes students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally significant. The role of the professor is to pace the discussions and keep the conversation on topic. The role of students is to come to the table having completed and pondered the readings in order they can have a scholarly conversation with their classmates and professor and can integrate the readings with their professional lives and lived experiences.

**GENERAL INFORMATION FOR SUCCESS IN THIS CLASS**

**Community of Learners**

As a TQM community of learners at UST, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic
dishonesty detracts from the value of an UST degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. We can agree to disagree but we will appreciate and respect one another.

**Academic Misconduct**

All work completed for this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials) or copying or borrowing heavily from another student’s work will fail this class. The university holds Academic Misconduct as a serious and punishable infraction. **Plagiarism** is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will cause a student to fail the course and can lead to steps of dismissal from this class or UST. When writing any paper, reference information, websites, books, etc. If a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students must cite themselves if they copy from another paper that they have written.

Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education & Human Services. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted.

**Things to keep in mind:**

- In all written work, unless otherwise noted, should be word-processed according to the standards referenced in the *Publications Manual of the American Psychological Association, 6th Edition* (APA) (i.e., double-spaced, one-inch margins, 12 pt fonts, cover page, paginated, Times, etc.) and conforming to the conventions of formal standard English grammar, usage, and sentence structure. **All assignments not proofread will** be penalized with point deductions. A condensed version, but not thorough nor updated, of most commonly used APA styles can be retrieved from [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html).

**RETENTION**

This class functions on the honor system. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail students who violates the honor system.

**Integrity** is the most important quality for success in this class and in the School of Education at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies that students become familiar with and practice at all times the Codes of Ethics of their professions.

Professionals perform their service in an environment of trust. You have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from this course students who violate their integrity. Dismissal is not limited to academic dishonesty and plagiarism.

**CHECKING YOUR WORK**

**Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University’s standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

**Smarthinking:** Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located
in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

**AMERICANS WITH DISABILITIES ACT**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations once the student provides the professor with a current letter of accommodation (LOA) from Counseling and Disability Services (CDS) that outlines his/her specific accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students contact the professor immediately if they have needs. All information is confidential. Students can see the professor before or after class or request another time to discuss any matters. Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. In addition, students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-2169 or 6953. The accommodations will become official when the professor received word in writing from the officer in charge of ADA. If you have questions or concerns regarding the accommodation process, please call Debby Jones or Rose Signorello at ext. 6953 or 3162 at Counseling and Disability Services.

**STUDENT LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Addressed in This Course</th>
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<tbody>
<tr>
<td>1.1 Develop perceptions of the self and explore perspectives of trust, respect, integrity,</td>
<td>B</td>
</tr>
<tr>
<td>honesty, fairness, equity, justice, and compassion in action using faith and reason,</td>
<td></td>
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<tr>
<td>central to the University of St. Thomas.</td>
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</tr>
<tr>
<td>1.2 Institutionalize an ethical culture by analyzing and applying ethical philosophies and</td>
<td>C</td>
</tr>
<tr>
<td>theories to decisions and behaviors of leaders in education and other organizations.</td>
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<tr>
<td>1.4 Explore and articulate an understanding of cultural forces that have contributed to</td>
<td>D</td>
</tr>
<tr>
<td>dominance and oppression in society, that promote cultural inconsistencies with ethical</td>
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</tr>
<tr>
<td>beliefs and teachings.</td>
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<tr>
<td>1.5 Examine obstacles that polarize discussion and undermine effective action, and</td>
<td>C</td>
</tr>
<tr>
<td>ineffective or one-dimensional approaches to organizational and cultural change.</td>
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A-Acquisition; B- Application; C-Assimilation; D-Adaptation

In addition to the identified Student Learning Outcomes, this course addresses the following **Texas Superintendent Competencies**:

**Competency 001 - Learner-Values and Ethics of Leadership:** A superintendent is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.
THEMATIC QUESTIONS

1. How do we define ethics?
2. How do we define decision theory?
3. Contemporary accounts of human nature from economics, psychology, neuroscience, philosophy especially as they relate to the understanding of altruism as opposed to self-interest, competitiveness as opposed to cooperativeness.
4. What might be the ethical implications of national and state public policy related to local schools and other educational organizations? What might be some of the ethical implications for private and parochial schools?
5. How do we define leadership?
6. What role does the new science of Game Theory play in moral decision-making. (Find out about the Prisoner’s Dilemma and the games such as the Ultimatum Game and the Dictator Game which have been the major source of new findings about human propensities across cultures of all sorts.
7. What is the role of ethical leadership in the development, renewal and transformation of human character and cultural fashion?

MAJOR ACTIVITIES

1. Use the Moral Self-assessment Protocol to develop a personal wellness plan and/or leadership assessment
2. Lead a 15-minute presentation/discussion on an assigned topic related to ethical leadership.
3. Journal Article Reviews
4. In-class Discussion on Ethical Dilemmas
5. Continuous contribution to Blackboard Discussion questions developing or critically reviewing themes from colleagues and class.

CONTENT ASSESSMENTS

5. Presentation to class on the following topic: The superintendent has selected you to give a power point presentation on either ethical leadership or ethical decision or decision theory. You will have fifteen minutes to make the presentation.” In addition to your power point you must give each participant a take away handout. The handout must be practical but also be accompanied by a list of several annotated research articles relevant to your presentation.
6. Scripted discussions: Students will be engaged in small group, scripted discussions. The discussions seek to reveal the subtlety of ethical behavior and decision-making. The scripts ensure opportunity to integrate theory and practice. These same considerations are followed up on the Blackboard discussion questions. The student will use various topics and theories about ethics, faith, and practice to analyze the dilemma, to offer reasons for the issues, and to make prescriptive suggestions.
7. Students will use the Moral Self-assessment Protocol to systematically track through assessment and evaluation, their progress in professional moral development. Students will discuss the glossary terms to acquire a shared moral vocabulary. Students will apply their MSAP work to their professional world whenever possible. The rubric for the MSAP is self-contained in the published instrument itself.

8. Journal Article Reviews: Students will review eight (8) journal articles within their respective area of focus/discipline throughout the semester term. Students will then submit a detailed article review based upon the provided rubric for each journal article selected. Each article review will be 2-3 pages in length. Five of the article reviews must come from the list the instructor provides.

ACADEMIC INTEGRITY

Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper or project, reference your information, websites, books, etc. that is not your own.

STUDENT ACCOMMODATIONS

If you have a documented disability that may impact your performance in this class, please contact me to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center, 713.525.6953 or 3162.

USE OF UST EMAIL ACCOUNTS

All email correspondence will be through the my.stthom email system. Please check your email through your my.stthom account daily for correspondence and announcements.

Helpful numbers:

1. UST Technology Help Desk: 713-525-6900
2. Blackboard help: 713-525-3153

Schedule

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<thead>
<tr>
<th>Assignment</th>
<th>Read</th>
<th>Activity</th>
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<tr>
<td>Class I</td>
<td>Dr. Garcia’s program</td>
<td>Helpful Hints MSAP</td>
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<td>Class</td>
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<td>II</td>
<td>Introduction &amp; moral FACTS in MSAP</td>
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<td>Create 3 x 5 topic/statement card</td>
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<td>Online II</td>
<td>BB discussion Read questions Engage in discussion</td>
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<td>III</td>
<td>3x 5 card, MSAP Read Small group scripted Discussion</td>
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<tr>
<td>Online III</td>
<td>BB Discussion Read Questions Engage in discussion</td>
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<tr>
<td>IV</td>
<td>3x5 card, MSAP Read Lecture: Science and Philosophy of Human Nature</td>
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<td>Online IV</td>
<td>BB Discussion Read Questions Engage in Discussion</td>
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<td>V</td>
<td>3 x 5 card, MSAP Read Quiz, Lecture on altruism and cooperation</td>
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<td>Online V</td>
<td>BB Discussion Read Questions Engage one another</td>
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<td>VI</td>
<td>Silencing minorities Go to Holocaust One page paper on laws</td>
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<td>To lead majority Museum from 1930 - 36</td>
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<td>VII</td>
<td>Whispering God Read 3 hour discussion outlining role of spiritual considerations in leadership decisions</td>
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<tr>
<td>Online VII</td>
<td>BB Discussion Read Questions Engage in discussion and</td>
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at least once give an

give an annotated citation
to support your claim

Week VIII  Misuse of data and its  Read  Note the problems of
And its moral effects  over-determination of
data, tests of significance
and accuracy

Week VIII  Online BB Discussion  Read Questions  Engage in discussions

Week IX  Summing Research  Turn in  Evaluation

Mini-lit review

And MSAP

**Bringing Moral Thinking into a More General Theory of Practical Rationality**

As leaders you experience much that is ponderous already so we won’t go into philosophy. Besides, biology, economics and positive psychology have found increasing evidence for what makes moral thinking a natural part of practical rationality. Let’s take a look at a few summary statements about morality derived from these sciences.

**Biology**

**Cooperation** is a key evolutionary asset for
every social animal from bees and ants, schools of fish, herds of zebras, wolf packs, lion prides, elephants, primate collectives

and yes,
even **US**.
Morality appears to originate from the evolutionary tendency for **herd animals to cooperate**.

Herd animals that do not cooperate, that is to say, herd animals that are over run by “defectors” are subject to extinction.

As language evolved it gave humans the power to amplify the instinct for cooperation with the most significant advance being the innovation of the promise. Morality leads to additional customs, prescriptions and prohibitions that foster and amplify further cooperation. Humans are masters of the universe in large part because of our big brain **capacity to cooperate over generations and grand expanses of territory**.

**Economics**

Nobel prizes have been given to Herbert Simon, Kenneth Arrow and Daniel Kahnemann in part for their demonstration that humans in fact are **not** “Rational self-interested creatures.” Humans are **altruistic** as well as self – interested.

Game theoretic mathematical models are often employed to exhibit variance from the old “rational self – interest” model of economic man.

In short:

Biology and Economics now both largely agree that cooperation and all that develops it among humans is both natural and beneficial for survival at virtually every level of social engagement.

So, **the first general rule of morality**, one that is simple and practical is that:

All else being equal, it is better to cooperate than defect when working and living with others.

**Psychology**

In 2003 **the American Psychological Association agreed there were five character strengths that are universally conducive to human well-being.**
The long and short of it all is that human flourishing relies on successful moral thinking.

Your Texas Code of Ethics is a great start for the practical rationality guiding your professional lives but we might take a few moments to view moral thinking at a bit larger scale.

**Successful Practical Thinking [SPT]** is like playing a game well. SPT requires attention to the moral just as it requires attention to accurate observations, avoidance of contradiction and so on.

(Some call SPT common sense but surely everyone in this room knows just how rare true common sense actually is)

We cannot crank out an algorithm for moral truth unfortunately and so and so the best we can do to improve SPT is to identify all the bases that must be tagged when faced with a difficult moral problem. Tagging these bases improves the quality of SPT and helps us avoid charges of moral irresponsibility.

**The Elements of Ethical Analysis**

When the moral problem is sufficiently difficult and **time for analysis is available** every serious moral agent should tag each one of these elements before drawing a final conclusion about some matter of morality.

1. Due attention must be given to each relevant argument for or against a course of action or adopting a rule or policy.
   
   a. This requires that moral agents possess a certain amount of **experience** and a **capacity for imagination**. The imaginative recall of personal experiences allows the moral agent to develop a sense of the **relative range of inquiry**.
   
   b. This requires moral agents be wary of fallacious forms of reasoning. Arguments that are contradictory or in some other way unintelligible are not relevant to solving a problem.
2. Due attention must be given to all available, and relevant empirical information.

   a. Agents must **know how to identify** evidence descriptive of the circumstances. This knowledge is acquired both through experience of similar cases in the past and knowledge of research studies descriptive of characteristic patterns of behavior.

   b. Agents must **understand the limitations** of his or her own observations as well as limitations inherent in the process of accumulating scientific data. (For example, optical illusions cause people to “see” things that do not exist. And, statistical studies describe features of groups, not necessarily attributes of any one member of a group under study.)

3. Moral nomenclature must be aptly employed. (Moral agents must **be fastidious** about the use of words such as *duty, right, good, bad, or responsibility*. It just will not do to say that different words mean different things to different people. If this were truly the case, then public moral deliberation would be wholly uninformative and always amount to nothing more than an unintelligible set of grunts and groans.)

4. Due attention must be given to the role of logical operators in moral thinking. (Words such as *if ... then, ought, thus, therefore, or not, consequently, and hence* must be used with precision to denote the giving of sufficient reasons for a claim, to establish necessary conditions for conclusions to denote the compellingness of a moral imperative, and to announce various disclaimers. For example, “therefore” means **sufficient reason** has been given for a conclusion and “**necessary reason**” indicates that something is required to complete an argument by itself doesn’t determine any answers.)

5. Moral intuitions are not to be ignored. Note this does not mean that intuitions are to be followed or that someone should be listening to “little voices!!!!” It means that very deep seated intuitions producing something of a visceral effect on the thinker must cause one to think through the problem again even
if in the end there seems no solid reason to change direction in one’s thinking. (Moral intuitions do not refer to hunches about what should be done at the moment. They are only considered significant when deep-seated notions such as the importance of respect for others seem profoundly disturbed by the current line of thinking.)

6. Political effectiveness and ambitions must not control agent moral reasoning. (Political considerations are not wholly irrelevant to moral reasoning. It is good to be tactful. And it is useful to rally others to a worthy cause under one’s wise direction. However, if the agent’s concern is to do the “right” thing rather than self-interest and immediate ambition, then the grounds of moral reasoning cannot begin on grounds of self-interest. One way to imagine what this means in practice is to imagine what an altruistic behavior, rule or policy would look like in all probable contexts.)

7. Legal and social conventions must be reviewed to ascertain what the conventional wisdom may be in regard to the matter at hand. Too often we are arrogant. We think our way of thinking is better than those ways of thinking from times past. (As far back as Aristotle in Politics, it was recognized that laws and social protocols reflect an evolutionary resiliency that ought to be studied and respected. Revolutionary change of long-standing traditions ought to be considered only after intense and sustained deliberation.)

8. Professionals undertake special moral tasks that others may choose to avoid. The nature of these tasks is usually noted in a code of ethics. But, since a code of ethics can never be more than a sketch, the responsible professional must always look beyond the code to determine the range of moral obligations the agent has acquired in virtue of his or her standing as a professional. In other words, in addition to any rules, the true professional must always ask what would the most dedicated professional do in such a case?
Taking a look at each Element.

Remember, to omit any element arbitrarily is to be irresponsible when attempting SPT in morally-charged contexts.

Element 1

What are the arguments pro and con for a course of action?

Imagine how each stakeholder is likely to be affected by one or another decision.

Remember incompetent inferences increase the likelihood of inappropriate inferences.

Element 2

What empirical information is available to help frame the problem under consideration?

Be alert to the possibility of observer error, the deliberating agent or that of statistical studies allegedly characterizing the type of problem immediately at hand.

Element 3

Use moral language skillfully. Not just any slip shod way of talking or thinking will do. Lives and human well-being often depend upon a moral agent’s skillful use of moral terms.

For example, the word fair doesn’t mean the different things to different people nor does it mean treating everyone the same. Sometimes the most unfair thing to do is treat everyone the same.

As Aristotle said, fairness is a matter of treating equals equally and unequals unequally.
Element 4

Logical operators are words that move about chunks of thought in our mind just as in the mind of a computer.

Logical operators include such words as If – then..., consequently, therefore, because (and so on).

Element 5

Moral Intuitions are Not to be ignored.

This does not say intuitions are to be followed, this does not say hunches should drive our thinking and most certainly this does not say you should listen to little voices inside your head.

(Note: If you hear little voices your head seek help!)

Moral intuitions are a visceral feeling gripping one’s gut when entertaining a possible decision.

Moral intuitions do not tell us what is right or wrong.

Moral intuitions function as a caution light. They alert us to the need to re-think every one of the eight elements again before proceeding further with our decision.

In the presence of a genuine intuition our decision needn’t change in the end but, it does warrant further review at the moment.

Element 6

Most people want to get ahead in life.

Most people want to avoid the effects of offending others and other social inconveniences.

BUT,

This element reminds the agent, “It’s NOT all about you!”
Figure out what’s morally right then figure out how to do the morally right thing skillfully without committing political Suicide in the process.

**Element 7**

This is where the Texas Code of Ethics and the law come in. Before you conclude you have better ideas than those who make the laws or create your professional code of ethics, earnestly try to figure out why such mandates are there. The longer they have been in force the more resiliency they have shown.

Be careful before deciding the creators of such conventions are all wrong and that you alone or you and your circle of friends have seen the light. They may be wrong and you may indeed be right but be careful. Think of this as the caution not to be morally arrogant.

**Element 8**

Obviously this too relies heavily on the Texas Code of Ethics but it summons up thoughts as well about the **moral architecture** that your professional organization has constructed for itself. This element also advises you to consider - in addition to the above, the moral architecture of your profession and/or organization. All this reflects additional moral baggage you as a professional, must consider before reaching a final decision about your laws, policies, protocols, practices and actions.
St. Thomas Assignments

Dan Ariely: Ted Talk WEEK VI

Httpps://www.yout
tube.com/watch?v=9X68dm92HVI&index=2&list=PLgoT4P7BWAMFKKx3D8kjkOD
M6DRE9T9Rq

211:1390-96. WEEK I

Falk, A. & Heckman, J. (2009). “Lab experiments are a major source of information
in the social sciences”. Science 326, (5952) 535-38. WEEK VIII

experiments.” American Economic Review 90(4), 980-94. WEEK VII

altruism.” Nature. 422(13),March 137-40. WEEK II

Journal. 107(443) 1043-53. WEEK II

Houser, D. et.al. (2008). “When punishment fails: Research on sanctions,
intentions and non-cooperation.” Games and Economic Behavior. 62; 509-32.
WEEK III

WEEK VI

Small, D., Loewenstein,, G. & Slovic, P. (2007).” Sympathy and callousness: The
impact of deliberative thought on donations to identifiable and statistical
WEEK VII

Warneken, F. & Tomasella, M. (2008).” Extrinsic rewards undermine altruistic
tendencies in 20 month olds.” Development Psychology 44 (6) 1785-88. WEEK III


http://dx.doi.org/10.5772/53932.


St. Thomas Educational Leadership

Additional readings


