Ethical Leadership Doctoral Program

EDUC 8320 Ethical Leadership in Education
Summer 2017 Semester – Cohort EDD2

Instructor: Dr. Eduardo Torres
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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 develop perceptions of self in relation to trust, respect, integrity, honesty, fairness, equity, justice, and compassion in action using faith and reason. Students will develop the ability to build cross-cultural relationships across multiple constituents for the purpose of improving student performance, promoting social justice, and building community.

SOCIAL JUSTICE PRINCIPLES

Subsidiarity - Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at high 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.
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 OBJECTIVES

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Addressed in This Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>B</td>
</tr>
<tr>
<td>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.</td>
<td>C</td>
</tr>
<tr>
<td>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.</td>
<td>D</td>
</tr>
<tr>
<td>1.5 Examine obstacles that polarize discussion and undermine effective action, and ineffective or one-dimensional approaches to organizational and cultural change.</td>
<td>C</td>
</tr>
</tbody>
</table>

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. 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?
3. How do we define leadership?
4. How have cultural forces contributed to dominance and oppression in society?
5. What is the role of ethical leadership in the development, renewal, and transformation of cultural knowledge?
6. What is ethical leadership?

**COURSE ASSIGNMENTS**

**Session 1 (Friday, June 2, 2017, 5:00 – 8:00)**

*Required Reading*


**Session 2 (Friday, June 9, 2017, 5:00 – 8:00)**

*Required Reading*

*Recommended Reading*


**Session 3 (Friday, June 16, 2017, 5:00 – 8:00)**

*Required Reading*

**Recommended Reading**


**Session 4 (Friday, June 23, 2017, 5:00 – 8:00)**

**Required Reading**


**Recommended Reading**


Fielder, F. *Fielder’s contingency theory.* http://www.leadership-central.com/fiedler%27s-contingency-theory.html#axzz4Q0TgWy97.

Hersey, P. *Hersey-Blanchard situational leadership theory.* http://www.leadership-central.com/situational-leadership-theory.html#axzz4Q0TgWy97.


*Path-goal theory of leadership.* http://changingminds.org/disciplines/leadership/styles/path_goal_leadership.htm.

**Session 5 (Friday, June 30, 2017, 5:00 – 8:00)**

**Required Reading**


Session 6 (Friday, July 7, 2017, 5:00 – 8:00)

Required Reading

*Three levels of leadership model (Scouller).* https://www.lmcuk.com/leadership-management-blog/2015/12/07/three-levels-of-leadership-model-(scouller)/

Session 7 (Friday, July 14, 2017, 5:00 – 8:00)

Required Reading


Recommended Reading


Session 8 (Friday, July 21, 2017, 5:00 – 8:00)

Required Reading


Recommended Reading
*Seven steps to ethical decision making.*  https://www.ethics.org/eci/research/free-toolkit/decision-making-model.
Session 9 (Friday, July 28, 2017, 5:00 – 8:00)

Required Reading


MAJOR ACTIVITIES

1. Mini Lit Review (MLR). (40%)
2. Think Tank Discussion and Activities (20%)
3. CAP (Classroom Attendance and Participation) Assigned articles must be read before coming to class (20%)
4. In-class Discussion/Online Discussion/Ethical Dilemmas/Case Studies (20%)

MINI LIT REVIEW (MLR)

Guidelines

- APA format
- Times New Roman
- Font 12
- Double spaced
- Ragged right margins
- Appropriate running heads
- Due August 1, 2017
# Mini Lit Review: Criteria and Standards for Benchmarks

## Summer Year 1: Literature Review

<table>
<thead>
<tr>
<th>Semester</th>
<th>Benchmark</th>
<th>Description/Touchstones</th>
<th>Approx length</th>
<th>Meet Standard</th>
<th>Approaching Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer, Y1</td>
<td>Introduction</td>
<td>The typical pattern of the opening portion begins with a brief introductory paragraph without a heading. This introduction serves only to get the readers into reading the study by setting the stage for presenting the research work that follows.</td>
<td></td>
<td>The introduction provides the readers with the pertinent details of the study.</td>
<td>The introduction provides the readers with limited details of the study.</td>
<td>The introduction contains vague and limited details of the study.</td>
</tr>
<tr>
<td>Summer, Y1</td>
<td>Statement of the Problem</td>
<td>In this section, the researcher focuses the issue or study topic and situates the research topic within theory, policy and/or practice. Briefly discuss and cite the published literature regarding the research topic/problem. It is essential to point out gaps or deficiencies in the literature in this section. The problem statement provides an overview of the study. It states (1) what the study is about, (2) why is the study important and timely, (3) what contributions the study might make to the existing research base and practice, and (4) how the study fits into the existing field.</td>
<td>.5 page</td>
<td>The problem is thoroughly examined and content shows an in-depth understanding of the problem.</td>
<td>The problem is defined using multiple perspectives to explore the complexities of the problem.</td>
<td>The problem is vague and limited in scope.</td>
</tr>
<tr>
<td>Summer, Y1</td>
<td>Background of the Problem</td>
<td>This section is a brief introduction to the research based on the literature. Research problems are the issues, controversies, or concerns that guide the need for the study (Creswell, 2015). Begin with a paragraph that identifies the topic of the study in a way that appeals to a wide readership. If possible, use a narrative hook to cause the reader to pay attention, or perhaps elicit an emotional or attitudinal response, spark interest, or provide encouragement for the reader to continue reading. Next discuss the research problem, within the framework of the topic, as current problem or issue that needs to be addressed.</td>
<td>1 page</td>
<td>Evidence is compelling and strongly supports ideas.</td>
<td>Evidence may be sufficient, but ideas are not well supported.</td>
<td>Evidence is lacking, not valid, and/or not credible. Information is unsubstantiated.</td>
</tr>
</tbody>
</table>
In identifying the background factors, ask yourself these questions:
- What trends are occurring in this field?
- What new developments are the most promising?
- What problems are surfacing in most (schools, institutions, systems)?
- What societal developments, ethical or social justice issues are impacting the research problem?
- What is the general state of knowledge about the research problem?

Setting and Population of the Problem
- Provide relevant information about the setting (district(s) and/or state) as it relates to the framing of the problem.
- Provide a deeper understanding of the emergence of the equity issues that plague the educational system.

Purpose of the Study
A purpose statement identifies the variables, their relationship to each other, the study site, and the study participants. Creswell (2015) presents several guidelines that will assist the researcher in developing a quality purpose statement.
- Write the purpose statement in a single sentence.
- Begin the purpose statement with a key identifier: “The purpose of this study...”
- If you plan to use a theoretical basis for conducting the study, introduce it by stating that you plan to “test a theory.”
- Three options exist for using variables in the purpose statement:
  - You seek to relate two or more variables;
  - You seek to compare a variable composed of two or more groups in terms of the dependent variable;
  - You seek to describe one or more variables.
- If variables are related, or groups compared, specify the independent and dependent variables and any control or intervening variables.
- State the independent variable from the first position in the sentence followed by the dependent variable. If control or intervening variables are used, state them in the third position in the sentence.

<p>| .5 page | The study is clearly and directly linked to the problem statement. The study addresses an important gap in the existing literature on the topic. | The study is indirectly linked to the problem statement. The study addresses minor gaps in the existing literature on the topic. | The study is vaguely related or unrelated to the problem statement. The study does not make any original contributions to the literature. |</p>
<table>
<thead>
<tr>
<th>Social justice</th>
<th>Social justice issues are woven into the rationale for the study.</th>
<th>Social justice issues are mentioned but are not directly related to the rationale for the study.</th>
<th>Social justice is not mentioned in the study rationale.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the participants and the study site(s).</td>
<td>What societal developments, ethical, or social justice issues are impacting the research problem?</td>
<td>Social justice issues are woven into the rationale for the study.</td>
<td>Social justice issues are mentioned but are not directly related to the rationale for the study.</td>
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</table>

**Review of the Literature**

A thoughtful and insightful discussion of related literature builds a logical framework for the research that sets it within a tradition of inquiry and a context of related studies (Marshall & Rossman, 1999). This section should incorporate a tightly-bound and interconnected body of literature that supports the reader in understanding the assumptions and the significance of the research.

Begin the introduction of the literature review immediately after the chapter title – do not use a heading - with a restatement of the purpose exactly as it was written in Chapter I. At the end of the introductory paragraph, point out how the chapter is organized.

The main topics that are identified should be Level 2 headings in the chapter. Be sure to develop an outline prior to writing this chapter and use headings and sub-headings throughout the literature review for clarity. For a sample outline guide, see [https://depts.washington.edu/psych/files/writing_center/outline.pdf](https://depts.washington.edu/psych/files/writing_center/outline.pdf).

**Literature Review Checklist (Roberts, 2004):**

1. Limit paragraph length to approximately 10 – 15 lines.
2. One sentence is not a paragraph.
3. Demonstrate to the reader a comprehensive grasp of the field and awareness of important recent substantive and methodological developments.
4. There is balanced coverage of all issues related to the topic (consenting and dissenting points of view).
5. The writer has critically analyzed the literature, rather than stringing together a series of citations.
6. A minimum of three-fourths of the literature review addresses the phenomena in the purpose statement.

6 pages

Sources are predominantly from peer-reviewed publications and primary source books. Minimal use of internet sources and secondary sources is achieved. Literature is synthesized effectively, with thorough analysis and critique of sources and smooth transitions throughout.

Sources include some peer-reviewed publications and/or book chapters, but numerous citations of non-scholarly work are present. Literature is summarized, with some analyses and critique largely mirroring the source authors’ words. Transitions are choppy.

Sources do not include peer-reviewed publications and/or book chapters. Literature is presented as a series of unconnected abstracts.
and the research questions. The remaining one-fourth sets the stage and gives the big picture of the topic and background of the study.

7. The review contains opposing points of view, see item #4.
8. There is a summary at the end of each section and at the end of the chapter.
9. The bibliography contains at least 40-60 references.
10. The majority of the references have been published within the last five to ten years.
11. Primary sources are the majority of the citations.
12. Authors who make the same point are combined in the citation.
13. Avoid statements which imply that little has been done in the area or that what has been done is too extensive to permit easy summary.
14. Be sure that the literature review covers topics related to all research questions.

| Research Question | Research questions (RQ’s) narrow and focus the purpose statement by restating the purpose statement in specific questions that the researcher seeks to answer. Research questions are found in all designs of quantitative research and typically are of three types; relationship research questions, comparison research questions, and descriptive research questions. **Descriptive Questions** Researchers use a descriptive question to identify participants’ responses to a single variable. This variable may be an independent, dependent, or an intervening variable (Creswell, 2015). These types of research questions are answered by the application of descriptive statistics; mean, median, mode (measures of central tendency), standard deviation (measures of dispersion), and percentiles (measures of relative position) are examples. Sample Script: How frequently do (participants) (variable) at (research site)? Sample RQ: How frequently do teachers report losing autonomy at high schools in ESC Region IV? | Research questions are well-developed and have well-defined variables. | Research questions are poorly developed and have vague or poorly defined variables. | Research questions are poorly developed and are not clearly related to research plan. |
degree and strength of the relationship between two or more variables. These types of questions are answered by inferential statistics using tests of relationship; Spearman Rank Order, Pearson Product Moment, Partial Correlation, Multiple Regression, Binomial Logistic Regression, are some of the more common examples.

Sample Script: How does (independent variable) relate to (dependent variable) for (participants) at (research site)?
Sample RQ: How does a principal’s leadership style, relate to teacher autonomy for high school teachers in ESC Region IV?

**Comparison Questions**
Comparison questions seek to find out how two or more groups on the independent variable (or expressing the independent variable) differ in terms of one or more outcome variables (example, dependent variables). Most experimental research applies comparison questions, as the researcher applies a treatment to one group but not the other. These types of questions are answered by inferential statistics using tests of difference; independent samples t-test, dependent samples t-test, Chi-Square, ANOVA, are some of the more common examples.

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tie together the disparate threads of each of these components.</td>
</tr>
<tr>
<td>• Articulate how the research citations have supported the research question.</td>
</tr>
<tr>
<td>• Conclude this segment with implications for further study on the topic as well as recommendations for practice.</td>
</tr>
</tbody>
</table>

| Submission of Mini Lit Review | Due: August 1, 2017 |
**Important Dates To Remember**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday, June 10, 2017</td>
<td>3:00 – 4:00 (Dr. Garcia)</td>
<td>Academic Writing Seminar</td>
</tr>
<tr>
<td>Saturday, June 17, 2017</td>
<td>3:00 – 4:00 (Dr. Garcia)</td>
<td>Meeting with Mentor</td>
</tr>
<tr>
<td>Saturday, June 24, 2017</td>
<td>11:00 – 12:00 (Dr. Leiker)</td>
<td>Library Services: Accessing Databases</td>
</tr>
<tr>
<td>Friday, July 7, 2017</td>
<td>7:00 – 8:00 (Dr. Torres)</td>
<td>Academic Writing Seminar</td>
</tr>
<tr>
<td>Saturday, July 8, 2017</td>
<td>3:00 – 4:00 (Dr. Garcia)</td>
<td>Meeting with Mentor</td>
</tr>
<tr>
<td>Saturday, July 22, 2017</td>
<td>11:00 – 12:00 (Dr. Leiker)</td>
<td>Meeting with Mentor</td>
</tr>
<tr>
<td>Saturday, July 22, 2017</td>
<td>3:00 – 4:00 (Dr. Garcia)</td>
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**CONTENT ASSESSMENTS**

1.  Ethical Dilemmas/Case Studies: Students are provided dilemmas in which the ethical behavior or social issue is particularly notable (a decision-making scenario). The ethical dilemma provides an opportunity to integrate theory and practice. 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. Dilemmas resolutions will be discussed in class.

2.  Journal Article Reviews: Students will read all required readings prior to class. Discussions and activities will be on topics read at home.

3.  Mini-Lit review - all components.

**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 Crocker 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