The University of St. Thomas
Ethical Leadership Doctoral Program

EDUC 8390 Independent Study
Spring 2018 Semester

Instructor: Linda H. Buza EDD
School of Education and Human Services
University of St. Thomas
Room: #20 Malloy
Office Hours: By Appointment
Email: buzal@stthom.edu
Phone: 281-684-0850

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 is designed to provide the student with academic writing support and guidance to bring together the knowledge, skills, and insights to develop a full dissertation research proposal. This course is designed to ensure the research design includes scholarly references, demonstrates a thorough understanding of research design and analysis, and clearly identifies the gap in the literature that is being addressed with the research.

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>C</td>
</tr>
<tr>
<td>2.1 Leaders will develop knowledge, skills, and dispositions on what ‘dignity of self and human person’ looks like in their respective writing.</td>
<td>C</td>
</tr>
<tr>
<td>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.</td>
<td>B</td>
</tr>
<tr>
<td>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.</td>
<td>C</td>
</tr>
<tr>
<td>5.3 Use collaborative research to create shared meaning at the individual, group/team, organization, and community levels, while not privileging any one voice.</td>
<td>D</td>
</tr>
<tr>
<td>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.</td>
<td>C</td>
</tr>
</tbody>
</table>
A-Acquisition; B- Application; C-Assimilation; D-Adaptation

THEMATIC QUESTIONS

- What are the components of Chapter III in a typical dissertation (SLO 4.2, 5.3, and 5.4)?
- How does a researcher develop a research study instrument for quantitative and qualitative data collection (SLO 4.2 and SLO 5.4)?

MAJOR ACTIVITIES

- Academic writing support to revise the dissertation proposal, specifically Chapters I, II, and III, of a quantitative, qualitative, or mixed methods research study. Writing support includes technical assistance in drafting all supporting documents as required by the University of St. Thomas IRB and the School of Education and Human Services.

CONTENT ASSESSMENTS

- Submission of Chapters 1, 2, and 3 of the dissertation proposal
- Submission of the study instrument for data collection
- Submission of the IRB application

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

Course Requirements
Participation in Class: 100% of the grade will be derived from course participation. **Students are required to schedule a minimum of one virtual or physical meeting with the professor.**

Independent study format: appointments are made with the instructor via email. Hours are alternate Saturdays from 9-12 in Room 320 Malloy. Conference calls can also be arranged as well as off-campus locations.

Telephone: 281-684-0850