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 introduces the student to a way to integrate both quantitative and qualitative methods to study complex research questions that require a multi-faceted, multi-perspective approach. Students learn how mixed methods complement each other and be able apply mixed methods approaches to data collection and analysis.

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>
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<tbody>
<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>
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<tr>
<td>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.</td>
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<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>
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<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>
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In addition to the identified Student Learning Outcomes, this course addresses the following Texas Superintendent Competencies:

The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and
assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.

(Domain II: Competency 005)

1. Facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes and child and adolescent growth and development.

2. Implement planning procedures to develop rigorous curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.

3. Implement curriculum design and delivery systems to ensure instructional quality, appropriate depth of learning and alignment across the district.

4. Develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure appropriate scope, sequence, content and alignment.

5. Use assessment to measure student learning, diagnose student needs and determine effectiveness of the curriculum to ensure educational accountability.

6. Evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.

7. Facilitate the integration of technology into the school district curriculum to enhance learning for all students.

8. Facilitate the use of creative thinking, critical thinking and problem solving by appropriate school district staff and other individuals involved in curricular design and delivery.

9. Facilitate the effective coordination of district and campus curricular and extracurricular programs.

10. Ensure that staff members have a working knowledge of the accountability system and are monitoring its components to increase student performance.

THEMATIC QUESTIONS

1. What is the seminal research on your dissertation topic, and how does it inform your research questions and framework (SLO 5.1 and SLO 5.2)?

2. What are the major quantitative research methodologies, and how can you integrate them into your topic (SLO 5.2 and 5.3)?

3. What are the major qualitative research methodologies, and how can you integrate them into your topic (SLO 5.2 and 5.3)?
4. What are the major research methodologies, and how can you integrate them using a mixed methods approach (SLO 5.2 and 5.3)?

MAJOR ACTIVITIES

1. Analysis, critique, and synthesis of journal articles related to dissertation topic, with the goal of developing a conceptual framework
2. Formulation of dissertation research questions
3. Partnered facilitated discussion on qualitative, quantitative, and mixed methodologies, their purpose, and their integration
4. Development and analysis of research plan

CONTENT ASSESSMENTS

1. Research questions and theoretical/conceptual framework (20%): 2/25
2. Two article analyses (10%): 2/10, 4/15
3. Participating in class (20%):
4. Think Tank Project – Problem/Evidence/Solutions (30%): 3/25
5. Research plan with a focus on methods and analysis (20%): 5/5

* It is your responsibility to ensure that the instructor receives your assignments. Five points per day will be deducted from any assignment turned in late.

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.

COURSE OUTLINE

Module 1: Research Methods Overview, Research Ethics, and Conceptual Framework
The purpose of this module and its readings is to present an introduction of the research methods, research ethics, and to understand the importance of conceptual framework in research. Students will focus on identifying and integrating a conceptual framework into their dissertation topic.
Session 1 (Saturday, January 20, 2018, 9:00 – 12:00)
Course overview
Discussion of research ethics

Session 2 (Saturday, January 27, 2018) Online Session
The Research Clinic Video

Session 3 (Saturday, February 3, 2018, 9:00 – 12:00)

Session 4 (Saturday, February 10, 2018) Online Session
Cohen, Manion, & Morrison (2018). 165-172 and 173-201

Module 1 Recommended Supplemental Reading:

Module 1 Thematic Question: What is the seminal research on your dissertation topic, and how does it inform your research questions and framework (SLO 5.1 and SLO 5.2)?

Module 2: Quantitative Methods and Analysis
The readings from this module expose you to various quantitative approaches and help in conceptualizing the incorporation of quantitative methods into your research topic.

Session 5 (Saturday, February 17, 2018, 9:00 – 12:00) Quantitative Methods 1

Session 6 (Saturday, February 24, 2018) Online Session

**Session 7 (Saturday, March 3, 2018, 9:00 – 12:00) Quantitative Methods 2**

**Session 8 (Saturday, March 10, 2018) Online Session**

**Module 2 Recommended Supplemental Reading:**
Hancock, D.R. (2002). Influencing graduate students' classroom achievement, homework habits and motivation to learn with verbal praise. Educational Research, 44(1), 83-95.

**Module 2 Thematic Question:** What are the major quantitative research methodologies, and how can you integrate them into your topic (SLO 5.2 and 5.3)?

**Module 3: Qualitative Methods and Analysis**
The readings from this module expose you to various qualitative approaches and help in conceptualizing the incorporation of qualitative methods into your research topic.

**Session 9 (Saturday, March 24, 2018, 9:00 – 12:00) Qualitative Methods 1**

**Session 10 (Saturday, March 31, 2018) Online Session**

**Session 11 (Saturday, April 7, 2018, 9:00 – 12:00) Qualitative Methods 2**

**Module 3 Recommended Supplemental Reading:**

**Module 3 Thematic Question:** What are the major qualitative research methodologies, and how can you integrate them into your topic (SLO 5.2 and 5.3)?
Module 4: Mixed Methods and Analysis
In this module, the purpose of these reading assignments is to deepen your understanding of the mixed methods and the integration into research topics. The articles are intended to introduce strengths and challenges using mixed methods.

Session 12 (Saturday, April 14, 2018) Online Session

Session 13 (Saturday, April 21, 2017, 9:00 – 12:00)

Session 14 (Saturday, April 28, 2018) Online Session
Cohen, Manion, & Morrison (2018). 753-774

Session 15 (Saturday, May 5, 2018, 9:00 – 12:00)

Module 4 Recommended Supplemental Reading:

Module 4 Thematic Question: What are the major research methodologies, and how can you integrate them using a mixed methods approach (SLO 5.2 and 5.3)?

(Instructor reserves the right to make changes to the syllabus as needed.)

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