



Chaminade
University
OF HONOLULU

EDUC 741 Course Syllabus

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 741

Course Title: Introduction to Educational Administration

School/Division: School of Education and Behavioral Sciences

Term: Spring 2019 / April 8 – June 15

Credits: 3

Instructor Name: Dr. Hans Chun

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Virtual Office Hours: M.W.F 1:00 pm – 2:15 pm / T.Th 11:30 am – 1:00 pm and by appointment

University Course Catalog Description

This course is an introduction to the field of educational administration and leadership. The focus is on understanding schools as complex adaptive social systems, with the principal as the lead administrator and change leader. Developing productive interaction between administrators, governing bodies, teachers, students, parents, community and the media, are key to the leader's role.

Conceptual Framework

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community.

Education Division Mission Statement

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Program Learning Outcomes (PLO)

1. Demonstrate knowledge of the impact of socio-economic, legal, and cultural factors on schools, teachers, and students.
2. Demonstrate knowledge of organizational life in schools and organizational change processes, and connections to the development of positive school cultures that promote learning and social development of students.
3. Demonstrate ability to conduct systematic inquiries into programs and policies that are relevant, integral, and essential to the success of children, schools, and school leaders.

4. Demonstrate skills in facilitating collaboration and communication among schools, school communities, families, other educational and service agencies, and professional organizations.
5. Demonstrate knowledge and skills in managing personnel.
6. Demonstrate understanding of the ethical, moral, and caring dimensions of educational leadership.
7. Demonstrate ability to use informed scholarship to analyze and offer solutions for school policies and problems.
8. Produce a vision for the school, district, or organizational context in which the participant works that reflects the dimensions of PLO #1-7.

Course Learning Outcomes (CLO)

1. Demonstrate knowledge of the impact of socio-economic, legal, political and cultural environments on the administration and the organizational life of schools (PLO 1, 2, 7)
2. Demonstrate knowledge of how financial, personnel, legal, and curriculum and teaching sub-systems can positively (or negatively) impact teacher and student performance (PLO 1, 2, 3, 4, 5, 8)
3. Demonstrate an understanding of the principles of organizational development, the dynamics of change, problem solving and collaborative decision-making for effective school management (PLO 1, 2, 3, 4, 7)
4. Demonstrate an understanding of the issues associated with the diversity of the student population and ways of building organizational capacity to serve the needs of diverse students (PLO 1, 3, 4, 6, 8)
5. Produce a vision and culture for a school with high expectations for all students and members of the school community, built on ethical, moral and caring principles (PLO 1, 2, 3, 4, 5, 6, 8)
6. Critically analyze their vision, and identify and address barriers to realizing the vision (PLO 1, 2, 3, 4, 6, 7, 8)

Learning Materials

- Douglas Reeves (2016), From Leading to Succeeding: The Seven Elements of Effective Leadership in Education
- Todd Whitaker (2011), What Great Principals Do Differently: Eighteen Things That Matter Most (2nd edition)
- Other learning materials will be provided.

Assessment

Assignments	Max Points
Reflections (3 x 13 points each)	39
Case Scenarios (3 x 13 points)	39
Discussions (2 – 1 point, 4 points)	5
Signature assignment	17
Total	100

May be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. No late assignments will be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

Grading scale

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F

Schedule

Week	Review	Assignments
Module 1 4/8 – 4/21	*Read Reeves Introduction and Chapter 1 *Read Whitaker Chapters 1, 2, 3 *View Video: Teaching Center (3:47) https://youtu.be/dkHqPFbXmOU	*Discussion #1: Mini-bio's *Reflection #1
Module 2 4/22 – 4/28	*Read Reeves Chapter 2 *Read Whitaker Chapters 4, 5, 6 *View Video: How to start a movement (3:09) https://youtu.be/RXMnDG3QzxE	*Reflection #2
Module 3 4/29 – 5/5	*Read Reeves Chapter 3 *Read Whitaker Chapters 7, 8, 9	*Case Scenario #1
Module 4 5/6 – 5/12	*Read Reeves Chapter 4 *Read Whitaker Chapters 10, 11, 12	*Case Scenario #2
Module 5 5/13 – 5/19	*Read Reeves Chapter 5 *Read Whitaker Chapters 13, 14, 15 *View Video: 5-minute university (4:03) https://youtu.be/c00GPvns31U	*Reflection #3
Module 6 5/20 – 6/2	*Read Reeves Chapters 6 and 7 *Read Whitaker Chapters 16, 17, 18	*Discussion #2 *Case Scenario #3
Module 7 6/3 – 6/15	*Read Whitaker Chapters 19 and 20	*Signature Assignment

May be subject to change based on the dynamics of current events.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences.

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.

Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.