



**EDUC 742 Course Syllabus**

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[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** EDUC 742

**Course Title:** Leadership for Educational Administrators

**Term:** Fall 2019 / October 7 – December 16

**Credits:** 3

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**Table of Contents:**

1. Course and Instructor (see above)	p.1
2. University Course Catalog Description	p.2
3. Additional Information on the Course as related to Decision Making and Leadership	p.2
4. The Steps of Decision Making	p.3
5. Conceptual Framework	p.3
6. Education Division Mission Statement	p.3
7. Marianist Values	p.3
8. Program Learning Outcomes (PLO)	p.3
9. Course Learning Outcomes (CLO)	p.4
10. Learning Materials and Resources	p.4
11. Assessment for Grading	p.5
12. Course Map	p.5-8
13. Writing Standards	p.8
14. Academic Honesty	p.8-9
15. Title IX Compliance	p.9
16. Disability Access	p.9
17. Education Division Attendance Policy	p.9-10
18. Additional Comments about Attendance and Student Academic Work Obligations	p.10
19. Class Activities and Assignments Comments	p.10-11
20. Evaluation Methodology	p.11
21. Grade Scale Expectations	p.11-12
22. Grading Scale Summary	p.12
23. Closing Remarks about the importance of Thank You Notes	p.12-13
24. Quotes...This I have Learned	p.13-14
25. Final Words...	p.14

### **University Course Catalog Description:**

Designed to provide guidelines for the principal as manager and leader of change through decision-making, motivation, group dynamics, and co-empowerment with the teacher.

### **Additional information on the course as related to decision making and leadership:**

This course provides a study of decision-making theory applied to Leadership for Educational Administrators as well individuals and organizations. The course provides a comprehensive theory of how people cope with decisional conflicts concerning management of educational and other organizations, career choice, marriage and a variety of other significant choices.

One objective of this course on leadership is to increase understanding of issues as related to decision making: theory and practice, functions in organizations and role in society. You will study concepts and theories related to decision-making. You will learn to apply theory and course materials to decision-making challenges and opportunities.

In addition, this course is designed to give students an understanding of what it means to act “ethically,” the tools to identify and analyze ethical issues and knowledge of the ethics to make decisions.

Decisions are made in personal and professional life every minute of the day. Understanding how those decisions are communicated and the resulting consequences provide a great perspective on history and community.

By reading appropriate written material, visiting guests who make decisions as part of their jobs, and writing reflectively about our own decisions, we can hopefully improve the quality and assessment of choices we make. This should help in each of your quests to become leaders in education and administration.

The ethical content of this course is not intended to be prescriptive nor to be viewed in isolation. Instead, it is intended to stimulate thinking and discussion in the area of ethics as it relates to decision making.

We’re going to look over their shoulders of leaders in educational administration, critique the cases, and offer our own ideas on how the situation was, or should have been, handled – based on the principles and techniques we’ve studied.

### **The Steps to Decision Making:**

There are seven key steps to decision-making:

- . **1 Define** correctly the real decision to be made
- . **2 Understand** the context in which the decision needs to be made
- . **3 Identify** the options
- . **4 Evaluate** the consequences of each option
- . **5 Prioritize** the options and choose one

. **6 Review** the decision taken (possible re-work)

. **7 Take action** to effect the decision

**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. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

**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):**

By the end of this course, through posted responses to prompts and submission of the student's academic work, they will be able to:

1. Gain awareness of the ability to assess the needs for organizational change in their school environments and develop strategies that enhance collaboration and problem-solving capacities leading to improved student performance.
2. Gain awareness of the ability to identify and modify their own leadership performances for greater effectiveness across three critical dimensions of interpersonal, cognitive, and intrapersonal behavior.
3. Gain awareness of the ability to use leadership development methods to cultivate leadership capabilities in others, connecting people to the purpose and practice of sustainable school renewal.
4. Gain awareness of the types of decision-making processes differ dependent upon organization types and levels at which decisions are made.
5. Gain awareness of different formats for planning and decision-making in groups and organizations and will have written about them in course papers.
6. Gain more awareness of how decisions are framed makes a great difference to how they are approached.
7. Gain awareness to examine the obligations of decision-making in areas such as authority, responsibility, and loyalty.
8. Gain awareness to communicate in an effective and respectful manner in a forum for thinking and discussion on issues and developments related to issues in decision making and resolving the dilemmas of ethics.

**Learning Materials and Resources:**

- Kidder, R. M. (1995). *How good people make tough choices: Resolving the dilemmas of ethical living*. New York: Simon & Schuster.
- Heath, C., & Heath, D., (2013). *Decisive: How to make better choices in life and work*. Canada: Random House.
- Supplemental readings and/or input from outside speakers will be melded in to enrich and expand on our present understanding and growing knowledge of decision-making and problem solving. Students are expected to participate actively by completing assigned readings and contributing productively to class discussions and activities.

**Assessment for grading:**

<b>Assessment</b>	<b>Assignments/Exam</b>	<b>Points</b>	<b>Percentages</b>
Leadership Book Review	Title, Intro., Review, Structure, Summary, Writing Quality	20	20%
Journal Entries	Weekly Illustrations, Reflections, Summary	20	20%
Textbook and Supplemental Readings Summary	Short Summary and Lessons Learned for Leadership	20	20%
School Leadership Assignment(s)	Mission Statements How it communicates and How it can be used to benefit Schools; Case Studies	10	10%
Discussions	Five Threads	10	10%
Examination	Comprehensive	20	20%
<b>Total</b>	<b>Above Obligations</b>	<b>100</b>	<b>100%</b>

**Course Map:**

The following is an outline of the order in which we plan to take up – in classroom work, discussions, exams, presentations, Journals, and Book Review, as well as other online work – the various subjects covered in our reading.

Additional reading in other sources will be assigned as appropriate to the general subject being studied. Guest speakers also may make online presentations from time to time to enrich the subjects and give students the opportunity to trade ideas with practicing professionals. The course outline is presented as a “map” to give us direction... when a “side road” is appropriate, we will change paths. Thus, consider this a guide, subject to adjustment. In other words, the outline is subject to change, depending on the speed with which we cover the material.

**Date                      Topic(s) – Reading/Assignment(s)**

**Weeks 1 & 2 Welcome (10/7 – 10/20):**

Introduction to course syllabus and class requirements (Introductions all around, the scope of the course, hand-outs of supporting material, approach to the subject matter and Instructor’s expectations).

Games... Thinking and Remembering.

Readings

Framework: The Seven Key Steps to Decision Making

Decisive: How to make better choices in life and work (Decisive)

**Introduction**

Chpt. 1 (Heath & Heath), The Four Villains of Decision Making

How Good People Make Tough Choices (Good People)

Chapters 1 and 2 (Kidder), the paradigms of Right vs. Right and Right vs. Wrong, resolving dilemmas, the “middle path,” and internal and external motivation

Introductory (Graduate Students) Discussion Thread on Canvas

**Weeks 3 & 4 (10/21 – 11/3):**

Readings/Text and Supplemental Summary

Decisive:

**Widen Your Options**

Chpt. 2 (Heath & Heath), Avoid the Narrow Frame

Chpt. 3 (Heath & Heath), Multitrack

Chpt. 4 (Heath & Heath), Find Someone Who’s Solved Your Problem

Good People:

Chapter 3 (Kidder), Ethical fitness, Core values, Law and ethics: Are they the same thing?

Chapter 4 (Kidder), The nature of dilemmas: Truth vs. loyalty, Individual vs. community, Short-term vs. long-term, Justice vs. mercy

Discussion Thread on Canvas

Definitions and theories

Steps to making a decision

12 Angry Men video on the steps to decision making

**Weeks 5 & 6 (11/4 – 11/17):**

Readings/Leadership School Assignment(s)

Decisive:

**Reality-Test Your Assumptions**

Chpt. 5 (Heath & Heath), Consider the Opposite

Chpt. 6 (Heath & Heath), Zoom Out, Zoom In

Chpt. 7 (Heath & Heath), Ooch

Good People:

Chapter 5/6 (Kidder), Resolving dilemmas: Ethic of benefit maximization, Ethic of justice, Ethic of care, Ethic of community, Ethic of profession; the “prisoner’s dilemma,” “right-wrong” vs. “right-right.”

Chapter 7 (Kidder), Resolving dilemmas:  
Benefit maximization, Justice, Care, Community,  
Profession

Discussion Thread on Canvas

**Weeks 7 & 8 (11/18 - 12/1):**

Readings/Text and Supplemental Summary

Decisive:

**Attain Distance Before Deciding**

Chpt. 8 (Heath & Heath), Overcome Short Term Emotion

Chpt. 9 (Heath & Heath), Honor Your Core Priorities

Good People:

Chapter 8 (Kidder), Checkpoints for ethical decision making; prisoner’s dilemma

Chapter 9 (Kidder), Ethics in the 21<sup>st</sup> century; Ethics in administration; Intellectual liberty

Discussion Thread on Canvas

**Weeks 9 & 10 (12/2 – 12/16):**

Readings/Review

Decisive:

**Prepare to be Wrong**

Chpt. 10 (Heath & Heath), Bookend the Future

Chpt. 11 (Heath & Heath), Set a Trip Wire

Chpt. 12 (Heath & Heath), Trusting the Process

Final Discussion Thread on Canvas

Journal (Week 9)

Book Review (Week 10)

Review and Final Exam (Week 9 and 10)

Presentations. Discussions. Critiques. Lessons Learned.

The above Course Map 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. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **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.

### **Education Division Attendance Policy:**

(Revised 3/8/10)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

#### 1. Excused Absences.

1.1. 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. Examples would include illness (with verification by a doctor) or the death of a close family member. 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.

1.2. 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. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

2.1. 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.

#### **Additional comments about attendance and student academic work obligations:**

Be sure you understand the emphasis on assignments and exam due dates (a form of virtual attendance for online courses), as this is yet another introduction to the professional work world, where you are expected to be punctual and reliable – two qualities essential to your success. Furthermore, as a leader in education administration, it's important to get your work done each day and every day to keep your desk clear and be ready for tomorrow's challenges and opportunities.

#### **Class Activities and Assignments Comments:**

Students will be expected to complete all class readings, activities and assignments. Their contributions to online class discussions should be both *frequent* and *meaningful*. Assignments may include, but are not limited to, reading, writing, teamwork, Internet and library research, and oral presentations. All course assignments will be due on the designated date. Assignments are to be completed and submitted by the assigned times. Assignments not turned in on time are considered late. Late assignments will be accepted only for 48-hours after the due date; after which time the assignment will not be accepted. Only up to one assignment may be turned in late during the duration of the class. Late assignment scores will incur an automatic reduction of 20% of the point value. Students who do not meet the deadline will receive Zero points on the assignment. Exams are to be completed on the final date. There will be no options for being late or absent on an exam. If you miss it, your score will be recorded as a zero in the grade book as well. Problems or conflicts must be discussed with the Instructor in advance of the due date. If students encounter a legitimate emergency, please contact the Instructor immediately.

For finished drafts and homework assignments use your computer to give your instructor a copy.

The Hackley rule will apply to all copy submitted for grade; that is, misspellings and errors in fact will result in an automatic F/ZERO POINTS. There will be a little more leeway on punctuation and grammar, but not much. If such an assignment is not accepted because of excessive errors in spelling, grammar, or organization, at the Instructor's discretion, the assignment may be returned to the student for revision and resubmission. Remember, it is the goal of each student to produce a finished assignment in a form and manner that you would be proud to submit to an employer or client.

### **Evaluation Methodology:**

Grading: Leadership for Educational Administrators will be evaluated based on a 100% (100 points) scale.

Note: There will be one examination consisting of open-ended, multiple choice, true/false and/or short answer questions during the semester. The Examination will be a comprehensive examination based on assigned reading, information from guest speakers, and material covered in class.

Grades will be based on the following scale that equals 100% (100 points) total:

Leadership Book Review will count as 20% (20 points).

Journal will count as 20% (20 points).

Textbook and Supplemental Readings Summary will count as 20% (20 points).

School Leadership Assignment(s) will count as 10% (10 points).

Discussion Threads will count as 10% (10 points). And,

The exam will count as 20% (20 points).

### **Grade Scale and Expectations:**

Leadership for Educational Administrators will be evaluated based on a 100% [100 points] scale (20% [20 points] for the Leadership Book Review, 20% [20 points] for the Journal, 20% [20 points] for the Textbook and Supplemental Readings Summary, 10% [10 points] for the School Leadership Assignment(s), 10% [10 points] for the Discussion Threads, and 20% [20 points] for the Examination). Grades will be awarded according to the following schedule:

**A Outstanding Work (A, 90%-100%):** Superior writing that is well-organized with complete facts, accurate answers, correct grammar and style. Additionally, it is writing that is clear, clean, easy-to-read, adheres to public relations standards, and follows proper format. Answers to test questions are outstanding to completely accurate.

- B Good Work (B, 80%-89%):** Writing that is well-organized with complete facts and only minor grammatical and stylistic corrections. This work also follows proper format for the particular assignment. Answers to test questions are above average.
- C Average Work (C, 70%-79%):** Writing meets minimum requirements of complete and correct facts but requires editing to correct organization, grammar and style. Some minor problems in format may need correction, and work may be needed to heighten the impact of the piece. Answers to test questions are average and below this we do not want to contemplate.
- D Below-average Work (D, 60%-69%):** Writing contains incomplete information and numerous style and grammatical errors, and is poorly organized. Answers to test questions are incorrect and below average.
- F Unacceptable Work (F, 0%-59%):** Writing is poorly organized and contains style and grammatical errors, factual mistakes, and misspelled proper nouns. Answers to test questions are completely incorrect.

**Grading scale summary:**

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

For the purposes of this class, though, I’m going to approach everyone as if he or she is a potential professional and expect a level of effort, attention, and participation consistent with achieving that goal. We have a great deal of ground to cover in this class, so it will be a good idea to keep up with all readings and assignments.

**Closing Remarks about the importance of thank you notes:**

**Thanks!**

Writing a thank-you note says you care. The implied message is that the sender took the time necessary to compose, write, and send a note that is only for the recipient. In this age of uniformity and mass production, your note—in your unique handwriting—is like no one else’s. And since only 4% of job applicants send thank-you notes (Doyle, 2012), your extra effort could put you among the top contenders for an open position. “Most people personally dislike the act of writing thank you notes,” states Fletcher (2012), “so when they get one, they appreciate the time [and] dedication you took” on their behalf.

In contrast to a thank-you email or e-card, either of which can be easily discarded without opening, the handwritten thank-you will be opened and read—if only for the sheer novelty of it.

Be sure to handwrite both your and the recipient's addresses (Fletcher, 2012); otherwise, your note may be trashed as junk mail.

Though the recipient may not remember how you looked or what you said during the meeting/interview, the note prompts him or her to think positively about you nonetheless. Someone who takes the time and effort to write a thank-you must be courteous, attentive, thoughtful, and mindful of details—in short, the type of person most of us would welcome as an employee, contractor, or supplier.

Sample note...

Preparing for this class has proven to be a personal test of stamina, determination and humility. Quite fulfilling is the feeling of being able to contribute to many students' academic experience. This class has put me in communication with many people and underscored the importance of building relationships. This is my time to say "thank you."

Specifically, I want to thank my family. Their patience and understanding as I read and prepared for this course were greatly appreciated. Thank you for the direction and many invaluable suggestions to both write this syllabus and teach this class – Leadership for Educational Administrators.

Finally, I wish to express my gratitude to the distinguished faculty and students of this fine institution for making this both an enjoyable and memorable teaching experience.

Gratefully,

TLH

In closing, thank you notes are a vital part of a successful public relationship building process. Let's be sure to practice writing them as often as we can. The above is an example of how simple they are to conceive. Trust me; they will enhance both your personal as well as professional endeavors in life.

**Quotes... This I have learned:**

"He that has choice has trouble," Dutch Proverb

"It's hard to make decisions when you know what your values are," Roy Disney

"When one basis his life on principle, 99 percent of his [her] decisions are already made,' Author  
Unknown

"I must have a prodigious quantity of mind; it takes me as much as a week sometimes to make it up," Mark Twain

"Indecision becomes decision with time," Unknown Author

“Inability to make decisions is one of the principal reasons executives fail. Deficiency in decision-making ranks much higher than lack of specific knowledge or technical know-how as an indicator of leadership failure,” John C. Maxwell

“Whenever you see a successful business, someone once made a courageous decision,” Peter Drucker

**Final words...**

With that all being said, now shall we begin by learning about Communication, Ethics, Decision-Making, and Problem-Solving as related to Leadership and Educational Administration.

And, this syllabus is subject to change as announced online in Canvas at any time.

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