



Chaminade
University
OF HONOLULU

EDUC 742 Course Syllabus

3140 Waiialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 742

Course Title: Leadership for Educational Administrators

Term: Fall 2021 / October 4 – December 13

Credits: 3

Instructor Name: Dr. Timothy Howard

Email: timothy.howard@chaminade.edu

Phone: 209.747.0580

Virtual Office Hours: By appointment

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. Also, this class 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

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. Describe the impact of socio-economic, legal, and ethical factors at an educational setting that promotes service, justice, and peace in a multi-cultural learning environment.
2. Synthesize best practices and evidence-based research into the effective operations of a campus that are relevant, integral, and essential to the success of a school.
3. Define a vision for a school and organizational change processes that work towards providing an excellent education, promoting student learning, and the development of the whole person.

4. Examine effective skills in promoting a positive school culture for all and the means for adaptation and change.
5. Articulate collaboration and communication with various internal/external stakeholders associated with a school setting.

Course Learning Outcomes (CLO):

1. Identify 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. (PLO #2)
2. Analyze leadership performances for greater effectiveness across three critical dimensions of interpersonal, cognitive, and intrapersonal behavior. (PLO #4)
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. (PLO #4, #5)
4. Understand the types of decision-making processes differ dependent upon organization types and levels at which decisions are made. (PLO #2)
5. Examine the obligations of decision-making in areas such as authority, responsibility, and loyalty. (PLO #2)
6. Apply communicating 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. (PLO #5)

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:

Assessment	Assignments/Exam	Points	Percentages
Studies of short (4-8) Ethical Case Studies	Scenarios, Videos, Discussion Questions, Situation Outlines	40	40%
Journal Entries of basic Daily Decisions	Weekly Illustrations, Reflections, Summary	10	10%
Textbook and Supplemental Readings Summary	Short Summary and Lessons Learned for Leadership (4)	10	10%

School Leadership Assignment(s)	Mission Statements How it communicates and How it can be used to benefit Schools; illustrations	10	10%
Discussions on Decisive By Heath & Heath	Five Threads focusing on Decision Making	10	10%
Examination-Take Home	Comprehensive	20	20%
Total	Above Obligations	100	100%

Grading scale

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

Course Map:

The following is an outline of the order in which we plan to take up – in classroom work, Discussions, Exam, Mission Statement, Journals, and Ethical Case Studies and Decisions, 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 (10/4 – 10/17):

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. New and Existing Knowledge

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
Case Studies

Weeks 3 & 4 (10/18 – 10/31):

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

Case Studies

Weeks 5 & 6 (11/1 – 11/14):

Readings/Leadership School Assignment – Mission Statement

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

Case Studies

Veteran’s Day 11/11/21

Weeks 7 & 8 (11/15 – 11/28):

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 21st century; Ethics in administration; Intellectual liberty

Discussion Thread on Canvas

Case Studies

Happy Thanksgiving!

Weeks 9 & 10 (11/29 – 12/13):

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)

Review and Final Exam (Week 9 and 10)

Zoom Conversations (Optional-TBD). Discussions. Case Studies. Critiques. Lessons Learned.

The above Course Map may be subject to change based on the dynamics of current events.

Online Course Guidelines

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions (Optional, but encouraged to participate when possible).
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; d) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.
- Discussion Participation: Class participation is a very important part of the learning process in this course. You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a different and unique, but relevant, perspective; contributes to moving the discussion and analysis forward; transcends simply stating “I agree,” and demonstrates some reflective in-depth thinking.

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:

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Attendance Policy:

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students are expected to attend all classes in which they are registered. The 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. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

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.

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.

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 Zoom Conversations. 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.

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.

This syllabus is subject to change as announced online in Canvas, through announcements or emails at any time.