



Chaminade
University
OF HONOLULU

EDUC 745 Course Syllabus

3140 Waialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 742

Course Title: Leadership for Educational Administrators

School/Division: School of Education and Behavioral Sciences

Term: Winter 2023 / January 9-March 20

Credits: 3

Instructor Name: Dr. Stacey Roberts

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Office Hours: T.Th 3:30 pm – 5:00 pm and 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.

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. 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 skills and knowledge needed to undertake leadership in schools. (PLO 3, 4, 5)
2. Apply the concepts and theories underlying school leadership in diverse contexts. (PLO 1, 2)
3. Develop strategies of communication to build an effective overall school culture focused on the well-being and success of all students. (PLO 4)
4. Describe decision-making skills to manage change, resolve conflicts, and maximize human potential in the school and school community. (PLO 2, 4, 5)
5. Illustrate an understanding of the various ways a school leader needs to be able to keep abreast of best practice in an often unpredictable and rapidly changing environment. (PLO 2, 4)

Learning Materials

- School Leadership and Administration 11th ed., Richard Gorton and Judy Alston. ISBN-13: 9781260836974

Assessment

| Assignments | Max Points |
|--|----------------------------|
| Regular participation in online discussions on regarding the course readings | 15 points |
| Written responses (2-3 pages each) to three assigned cases from Chapters 9-14. | 45 points (15 points each) |
| Responses to the two In-Basket scenarios. I will provide a template for you to use in completing these assignments. | 20 points (10 points each) |
| A final paper on a topic facing contemporary school leaders rarely dealt with in the past. These may include, but is not limited to, student and teacher use (and potential misuse) of technology; school violence, including mass shootings; parents actively working to censor and ban books; increased political pressure on schools coming from influence groups outside of the local school community; or a topic of your choice. | 20 points |
| Total | 100 |

About the Assignments

- Participation: The course is asynchronous and online, but I expect you to log on to the course website at least once a week to read my postings about the material. You don't necessarily need to respond, but you may if you like. The material I post is aimed at helping you with the readings.
- The assigned Case studies will be from the text. I would like you to follow the guidelines in responding that are given in Chapter 8. They should be succinct and no longer than three pages, double-spaced.
- The In-Basket scenarios will be posted online at the beginning of the course. You must complete them by the dates on the syllabus, but if you choose to do them earlier, you may.
- The final paper should incorporate elements incorporated in the CLOs on the syllabus.
- May be subject to change based on the dynamics of current events. If you need an extension on an assignment, **please contact me by email the day before it is due so we can make arrangements.** If you don't contact me beforehand and are late with an assignment, I may deduct 10% of the grade for each day it is late.
- No work will be accepted after the last day of the course.

Grading scale

| | |
|---------|---|
| 100-90% | A |
| 89-80% | B |
| 79-70% | C |
| 69-0% | F |

Schedule

| Week | Review | Assignments |
|-----------------------|--|---|
| Module 1 1/9-1/15 | Read Chapters 1-3 in the text on leadership, decision-making and authority, power and influence. | Online introductions and overview of the course. |
| Module 2 1/16-1/22 | Read Chapters 4-6 in the text on communication, conflict management and organizational behavior. | |
| Module 3 1/23-1/29 | Read Chapters 7-8 in the text on change and clinical materials | Case Study 7 on pp. 249-252 due. |
| Module 4 1/30-2/5 | Read Chapter 9 in the text on beginning challenges | |
| Module 5 2/6-2/12 | Read Chapter 10 in the text on student problems. | In-Basket activity 3 on pp. 232-238 of the text. |
| Module 6 2/13-2/19 | Read Chapter 11 in the text on administrator-staff relationships | Case Study 28 on pp. 307-310 due |
| Module 7 2/20-2/26 | Read Chapter 12 in the text on school community relations. | In-Basket activity 46 on pp. 365-371 of the text. |
| Module 8 2/27-3/5 | Read Chapter 13 in the text on role and organizational problems. | Case Study 57 on pp. 394-397 due. |

| Week | Review | Assignments |
|------------------------|--|-------------------------------|
| Module 9 3/6-3/12 | Read Chapter 14 in the text on problems of change. | |
| Module 10 3/13-3/20 | No reading assignment. | Contemporary issue paper due. |

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 if the need arises.
- 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.

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 to Kokua Ike: Center for Student Learning 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. If you would like to determine if you meet the criteria for accommodations, contact 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.