Course Number: EDUC 747
Course Title: Curriculum Administration
School/Division: School of Education and Behavioral Sciences
Term: Winter 2024 / January 8 – March 18
Credits: 3

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University Course Catalog Description

This course is designed to provide education leader candidates skills and knowledge to effectively undertake curriculum and instructional leadership at the school level. This includes an overview of basic concepts and theories underlying curriculum development within the context of state policies; tools for administrators to analyze and select curriculum; and explore effective strategies to implement curriculum, instruction and assessment within the contexts of schools.

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, peace, and the integrity of creation
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 multicultural 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. Students will study Professional Standards for Educational Leadership (PSEL) standards to improve instructional leadership. (PLO 2, 3)
2. Students will reflect upon school-level curriculum, instruction, and assessment practices. (PLO 2)
3. Students will learn to apply iterative cycles for improvement. (PLO 3, 4)

Learning Materials
● Learning to Improve: How America's Schools Can Get Better at Getting Better
● Learning materials will be provided per weekly modules.

Assessment

Assignments	
Week 1	10 points
Week 2	10 points
Week 3	10 points
Week 4	15 points
Week 5	15 points
Week 6	20 points
Week 7	20 points
Week 8	30 points
Week 9	30 points
Week 10	40 points
Total	200 points

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

Grade	Percentage	Points
A	90-100%	180-200
B	80-89%	160-179
C	70-79%	140-159
D	60-69%	120-139
F	00-59%	<120

Schedule

Weeks	Class Content	Assignments
Week 1 1/8 - 1/14 (10 points)	● PSEL Standard 1: Mission, Vision, and Core Values ● Leadership Competency: Standards Based Reporting ● Asynchronous Leadership Competency presentation	1. Leadership Competency 2. Reflection Log
Week 2 1/15 - 1/21	● PSEL Standard 2: Ethics and Professional Norms	1. Leadership Competency 2. Reflection Log

(10 points)	● Leadership Competency: Achievement Focus ● Asynchronous Leadership Competency presentation	
Week 3 1/22 - 1/28 (10 points)	● PSEL Standard 3: Equity, and Cultural Responsiveness ● Leadership Competency: Instructional and Learning Leadership ● Asynchronous Leadership Competency presentation	1. Leadership Competency 2. Reflection Log
Week 4 1/29 - 2/4 (15 points)	● PSEL Standard 4: Curriculum, Instruction, and Assessment ● Leadership Competency: Talent Development ● Asynchronous Leadership Competency presentation	1. Leadership Competency 2. Reflection Log
Week 5 2/5 - 2/11 (15 points)	● PSEL Standard 5: Community of Care and Support for Students ● Leadership Competency: Reflection and Integrity ● Asynchronous Leadership Competency presentation	1. Leadership Competency 2. Reflection Log
Week 6 2/12 - 2/18 (20 points)	● PSEL Standard 6: Professional Capacity of School Personnel ● Leadership Competency: Communication and Relationships ● Asynchronous Leadership Competency presentation	1. Leadership Competency 2. Reflection Log
Week 7 2/19 - 2/25 (20 points)	● PSEL Standard 7: Professional Community for Teachers and Staff ● Leadership Competency: Resource Leadership ● Asynchronous Leadership Competency presentation	1. Leadership Competency 2. Reflection Log
Week 8 2/26 - 3/3 (30 points)	● PSEL Standard 8: Meaningful Engagement of Families and Community ● Leadership Competency: Family and Community Engagement ● Asynchronous Leadership Competency presentation	1. Leadership Competency 2. Reflection Log
Week 9 3/4 - 3/10 (30 points)	● PSEL Standards 9: Operations and Management ● Leadership Competency: Change Leadership ● Asynchronous Leadership Competency presentation	1. Leadership Competency 2. Reflection Log
Week 10 3/11 - 3/18	● PSEL Standard 10: School Improvement	1. Leadership Competency 2. Reflection Log

| (40 points) | ● Leadership Competency: HICISL Leadership Competencies
 ● Asynchronous Leadership Competency presentation | |

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.

While AI technologies can be useful tools for research and learning, the Academic Honesty policies still apply when using these technologies. Students should not use AI technologies to write essays or create responses to exam questions. Additionally, students should always give proper credit to sources when using information obtained through AI tools or other sources. Plagiarism, including using AI-generated content without proper attribution, is a violation of academic integrity. Such actions are not only dishonest, but also undermine the value of the education being provided.

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 accommodates. If you would like to determine if you meet the criteria for accommodations, contact ada@chaminade.edu.

Credit Hour Policy
This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 35 hours on reading materials, 50 hours on the leadership competency assignments, and 50 hours on the reflection log assignments.

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.