



EDUC 871 Course Syllabus

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 871

Course Title: Leadership for Educational Administrators

School/Division: School of Education and Behavioral Sciences

Term: Winter 2024 / January 8 – March 18

Credits: 3

Instructor Name: Dr. Steve Nakasato

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Office Hours: Available by appointment

University Course Catalog Description

Designed to provide guidelines for educational administrators as managers and leaders of change through decision-making, motivation, group dynamics, and co-empowerment with all stakeholders.

Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change

The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

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. Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2. Utilize advanced knowledge and competencies of leadership and innovation which are grounded in social justice, ethical practices, and cultural awareness.
3. Use advanced knowledge and competencies related to how organizations and the people within them develop.
4. Integrate advanced knowledge and competencies of scholarly behaviors for designing, implementing, evaluating, and communicating research relevant to effective organizations.

Course Learning Outcomes (CLO)

1. Analyze an improvement process framework to ameliorate school performance and outcomes. (PLO 3)
2. Assess school-level curriculum, instruction, and assessment practices. (PLO 1, 3)
3. Apply iterative cycles for improvement and while learning about the innumerable responsibilities of a school leader. (PLO 3)

Learning Materials

- Learning to Improve: How America's Schools Can Get Better at Getting Better (2015).
- Other learning materials will be provided.

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)	<ul style="list-style-type: none"> ● PSEL Standard 1: Mission, Vision, and Core Values ● Leadership Competency: Standards Based Reporting ● Asynchronous Leadership Competency presentation 	<ol style="list-style-type: none"> 1. Learning to Improve 2. Leadership Competency 3. Reflection Log
Week 2 1/15 - 1/21 (10 points)	<ul style="list-style-type: none"> ● PSEL Standard 2: Ethics and Professional Norms ● Leadership Competency: Achievement Focus ● Asynchronous Leadership Competency presentation 	<ol style="list-style-type: none"> 1. Learning to Improve 2. Leadership Competency 3. Reflection Log
Week 3 1/22 - 1/28 (10 points)	<ul style="list-style-type: none"> ● PSEL Standard 3: Equity, and Cultural Responsiveness ● Leadership Competency: Instructional and Learning Leadership ● Asynchronous Leadership Competency presentation 	<ol style="list-style-type: none"> 1. Learning to Improve 2. Leadership Competency 3. Reflection Log

Week 4 1/29 - 2/4 (15 points)	<ul style="list-style-type: none"> ● PSEL Standard 4: Curriculum, Instruction, and Assessment ● Leadership Competency: Talent Development ● Asynchronous Leadership Competency presentation 	<ol style="list-style-type: none"> 1. Learning to Improve 2. Leadership Competency 3. Reflection Log
Week 5 2/5 - 2/11 (15 points)	<ul style="list-style-type: none"> ● PSEL Standard 5: Community of Care and Support for Students ● Leadership Competency: Reflection and Integrity ● Asynchronous Leadership Competency presentation 	<ol style="list-style-type: none"> 1. Learning to Improve 2. Leadership Competency 3. Reflection Log
Week 6 2/12 - 2/18 (20 points)	<ul style="list-style-type: none"> ● PSEL Standard 6: Professional Capacity of School Personnel ● Leadership Competency: Communication and Relationships ● Asynchronous Leadership Competency presentation 	<ol style="list-style-type: none"> 1. Learning to Improve 2. Leadership Competency 3. Reflection Log
Week 7 2/19 - 2/25 (20 points)	<ul style="list-style-type: none"> ● PSEL Standard 7: Professional Community for Teachers and Staff ● Leadership Competency: Resource Leadership ● Asynchronous Leadership Competency presentation 	<ol style="list-style-type: none"> 1. Learning to Improve 2. Leadership Competency 3. Reflection Log
Week 8 2/26 - 3/3 (30 points)	<ul style="list-style-type: none"> ● PSEL Standard 8: Meaningful Engagement of Families and Community ● Leadership Competency: Family and Community Engagement ● Asynchronous Leadership Competency presentation 	<ol style="list-style-type: none"> 1. Learning to Improve 2. Leadership Competency 3. Reflection Log
Week 9 3/4 - 3/10 (30 points)	<ul style="list-style-type: none"> ● PSEL Standards 9: Operations and Management ● Leadership Competency: Change Leadership ● Asynchronous Leadership Competency presentation 	<ol style="list-style-type: none"> 1. Learning to Improve 2. Leadership Competency 3. Reflection Log
Week 10 3/11 - 3/18 (40 points)	<ul style="list-style-type: none"> ● PSEL Standard 10: School Improvement ● Leadership Competency: HICISL Leadership Competencies ● Asynchronous Leadership Competency presentation 	<ol style="list-style-type: none"> 1. Learning to Improve 2. Leadership Competency 3. Reflection Log

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

Online Course Guidelines

- 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: 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.

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 accommodations. 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 30 hours on reading materials, 35 hours on learning to improve assignments, 35 hours on the leadership competency assignments, and 35 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.