



Chaminade
University
OF HONOLULU

EDUC 742 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: Summer 2024 / July 1 – September 9

Credits: 3

Instructor Name: Dr. Lisa DeLong

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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, 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 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

- Navigating the Principalship: Key Insights for New and Aspiring School Leaders, James Spillane and Rebecca Lowenhaupt. ISBN-13: 978-1416627715

Assessment

Assignments	Points
Modules 1, 2, 3, 5, 6, 7 Assignment	6 x 10 = 60
Modules 4 & 8 Assignment	2 x 20 = 40
Total	100

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

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

Schedule

Week	Review	Assignments
Module 1 7/1 – 7/7	What does being a school leader mean to you? -Read Chapter 1 -Read Professional Standards for School Leaders	Assignment #1: Introductions
Module 2 7/8 – 7/14	What matters most in the principalship? -Read Chapter 2 -Read How Principals Affect Students and Schools	Assignment #2: Reflection

Week	Review	Assignments
Module 3 7/15 – 7/21	Why is change so hard for schools? -Read Chapter 3 -Read Leading Change: Why do transformation efforts fail? -Watch Video: Piano Stairs (1:42)	Assignment #3: Let's Turn this School Around
Module 4 7/22 – 8/4	Can we make our schools more humane? How do school leaders advocate for high levels of learning for all students, use data to monitor instruction, and ensure school and community engagement? -Read Chapters 4 & 5 -Read Island Voices by Ellie Tepper -Read MTSS -Watch video: Every Opportunity (3:50)	Assignment #4: Impactful School Systems
Module 5 8/5 – 8/11	What is a Cycle of Professional Learning? -Read Chapter 6 -Read Leading PD that Works -Read Walkthroughs: The Next Generation	Assignment #5: Name the Steps
Module 6 8/12 – 8/18	How is artificial intelligence impacting leading, teaching, and learning? -Watch Video: Blockbuster Offers Glimpse of Movie Renting Past (2:07)	Assignment #6: AI Assist
Module 7 8/19 – 8/25	How do school leaders build and sustain productive partnerships with families and in the community in mutually beneficial ways to support student learning? -Read Chapter 7 & A Final Word	Assignment #7: 1:1 Virtual Meeting
Module 8 8/26 – 9/9	What are the most effective influences on student achievement?	Assignment #8: Culminating Paper

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

Online Course Guidelines

- Students should communicate with each other using common courtesy, politeness, and appropriate behaviors. Inappropriate behavior, including, but not limited to the following, are

unacceptable: bullying in any form, harassment in any form, making demeaning and/or derogatory comments, other aggressive behaviors in-person or virtually and/or other forms of communication.

- 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 response that is relevant and contributes to moving the discussion forward, transcends simply stating "I agree," and demonstrates in-depth thinking.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- Develop ideas, themes, and main points coherently and concisely.
- Adopt modes and styles appropriate to their purpose and audience.
- Be clear, complete, and effective.
- 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 apply when using these technologies. The use of AI is not permitted to compose essays or produce content for assignments and exams. Students should give proper credit to sources when using information obtained through AI tools or other sources. It is essential that we uphold academic integrity while fostering a culture of creativity and critical thinking.

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 accommodation. 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 40 hours of reading materials and videos, 60 hours researching and developing Modules 1, 2, 3, 5, 6, 7 assignments, and 35 hours researching and developing Modules 4 & 8 assignments.

Attendance Policy

Students are expected to actively engage and participate in their registered courses. In case of illness or other extenuating circumstances preventing attendance, students should notify their instructors and arrange to complete any missed assignments. Failure to meet attendance requirements may lead to a grade reduction, withdrawal from the course, or course failure. Instructors will specify and enforce expectations for online participation and submission of assignments according to the course design.

Excused Absences

Excused absences are granted only in exceptional circumstances, supported by evidence provided by the student to the instructor. Students should notify their instructors when a situation prevents class participation and make arrangements to complete missed assignments. Notifying the instructor about an absence is courteous, but does not guarantee the absence will be excused.

Unexcused Absences

Unexcused non-participation in a course, equivalent to more than one week of the term, may result in a grade reduction.