Course Number: EDUC 747
Course Title: Curriculum Administration
School/Division: School of Education and Behavioral Sciences
Term: Spring 2025 / April 7 – June 16
Credits: 3

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Virtual Office Hours: Tuesday, Wednesday, Thursday, 2:00-4:00 p.m. by appointment

University Course Catalog Description
This course is designed to provide education leader candidates with the 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 context 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 a 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 in 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 the 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 module.

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

Assessments 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 will receive a 25% deduction. No late assignments will be accepted after. If there is an emergency, make sure to contact the instructor 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
F	00-69%	0-139

Schedule

Weeks	Class Content	Assignments
Week 1 4/7 - 4/13 (10 points)	● Setting the Foundation for EDUC 747 ● Asynchronous Leadership Presentation	1. Asynchronous Presentation assignment (500 words) 2. Reflection Log (250 words)
Week 2 4/14 - 4/20 (10 points)	● PESL Standard 1: Focus on Student Learning ● *Learning to Improve*, Introduction ● Asynchronous Leadership Presentation	1. Asynchronous Presentation assignment (500 words) 2. Reflection Log (250 words)
Week 3 4/21 - 4/27 (10 points)	● PSEL Standard 2: School Culture and Instruction ● Asynchronous Leadership Presentation	1. Asynchronous Presentation assignment (500 words) 2. Reflection Log (250 words)
Week 4 4/28 - 5/4	● PESL Standard 2: School Culture and Instruction	1. Asynchronous Presentation assignment (500 words)

(15 points)	● Asynchronous Leadership Presentation	2. Reflection Log (250 words)
Week 5 5/5 - 5/11 (15 points)	● PESL Standard 3: Organization, Operation, and Resource Systems ● Asynchronous Leadership Presentation	1. Asynchronous Presentation assignment (500 words) 2. Reflection Log (250 words)
Week 6 5/12 - 5/18 (20 points)	● PESL Standard 3: Organization, Operation, and Resource Systems ● Asynchronous Leadership Presentation	1. Asynchronous Presentation assignment (500 words) 2. Reflection Log (250 words)
Week 7 5/19 - 5/25 (20 points)	● *Learning to Improve*, Chapter 1 ● Asynchronous Leadership Presentation	1. Asynchronous Presentation assignment (500 words) 2. Reflection Log (250 words)
Week 8 5/26 - 6/1 (30 points)	● *Learning to Improve*, Chapter 3 ● Asynchronous Leadership Presentation	1. Asynchronous Presentation assignment (500 words) 2. Reflection Log (250 words)
Week 9 6/2 - 6/8 (30 points)	● *Learning to Improve*, Chapter 7 ● Asynchronous Leadership Presentation	1. Asynchronous Presentation assignment (500 words) 2. Reflection Log (250 words)
Week 10 6/9 - 6/16 (40 points)	● *Tracking Planned and Emerging Improvements* ● Asynchronous Leadership Presentation	1. Asynchronous Presentation assignment (500 words) 2. Reflection Log (250 words)

Profile of an Effective School Leader (PESL)
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 behavior. Inappropriate behavior, including, but not limited to the following, is 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 correctly.
- 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).
- Written assignments should adhere to current APA formatting guidelines.

Academic Honesty
Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up-to-date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

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 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 and Nondiscrimination Policy
Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Chaminade University of Honolulu does not discriminate based on sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both, and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of

Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

Disability Access
Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation, and once received it will take up to approximately 2–3 weeks to review it. Appropriate paperwork will be completed by the student before notification is sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible for notifying Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

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
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 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 it does not guarantee the absence will be excused.

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