Course Number: EDUC 742
Course Title: Leadership for Educational Administrators
School/Division: School of Education and Behavioral Sciences
Term: Winter 2026 / January 12 – March 23
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 1/12 – 1/18	What does being a school leader mean to you? -Read Chapter 1 -Read Professional Standards for School Leaders	Assignment #1: Introductions
Module 2 1/19 – 1/25	What matters most in the principalship? -Read Chapter 2 -Read How Principals Affect Students and Schools	Assignment #2: Reflection

Week	Review	Assignments
Module 3 1/26 – 2/1	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 2/2 – 2/8	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 2/9 – 2/22	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 2/23 – 3/1	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 3/2 – 3/8	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 3/9 – 3/23	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).
- 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 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 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.

AI
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 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 on the basis of 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 them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify 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 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.