



**Course Number:** EDUC 747

**Course Title:** Curriculum Administration

**School/Division:** School of Education and Behavioral Sciences

**Term:** Winter 2026 / January 12 – March 23

**Credits:** 3

**Instructor Name:** Dr. Donna Fisher

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**Virtual Office Hours:** By appointment

**Phone:** (808) 489-7315 Feel Free to Text (state the course, please)

#### **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 in the schools. This includes an overview of basic concepts and theories underlying curriculum development within the context of state policies; provides basic tools for administrators to use in analyzing and selecting curriculum and explores effective strategies to implement curriculum successfully on a school-wide basis.

#### **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. Analyze curriculum frameworks, policies, and contextual factors to determine their impact on instructional decision-making and schoolwide curriculum design. (PLO 1, 2)

2. Interpret school-level curriculum, instruction, and assessment practices. (PLO 2)
3. Develop a curriculum implementation plan that integrates effective leadership strategies, supports organizational change, and promotes a positive learning culture. (PLO 3, 4)
4. Articulate effective communication and facilitation skills to engage faculty, staff, and stakeholders in curriculum planning, implementation, and continuous improvement. (PLO 4, 5)

### Learning Materials

- Glatthorn, A. A., Jailall, J. M., & Jailall, J. K. (2017). *The Principal as Curriculum Leader: Shaping What Is Taught and Tested* (4th Ed.). Corwin Press.
- Other learning materials will be provided.

### Assessment

Assignments	Max Points
CAB Section 1– Leadership Vision and Strategic Alignment	5 pts
CAB Section 2– Policy & Standards Landscape	5 pts
CAB Section 3– Systems Map & District–School Alignment	5 pts
CAB Section 4– Vision & Program Design	5 pts
CAB Section 5– Scheduling for Learning & Equity	5 pts
CAB Section 6– Integration & Alignment Plan	5 pts
CAB Section 7– Monitoring & Mapping Systems	5 pts
CAB Section 8 – Unit Design & Differentiation Plan	5 pts
CAB Section 9– Leadership Action Plan (Synthesis)	5 pts
CAB Section 10 – Leadership Action Plan (Capstone Presentation & Reflection)	5 pts
Discussion Forum Week 1: Introducing Ourselves as Curriculum Leaders	5 pts
Discussion Forum Week 3: Connecting Policy and Practice	5 pts
Discussion Forum Week 6: Integrating Curriculum and Instructional Leadership	5 pts
Capstone Presentation of Learning:	35 pts
<b>Total</b>	<b>100</b>

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
1	<ul style="list-style-type: none"> <li>• <b>Read</b> Chapters: 1 and 4 of The Principal as Curriculum Leader (4th Ed.)</li> <li>• <b>Review</b> Competency Focus: <a href="#">Instructional Leadership and Ethical Leadership</a></li> <li>• <b>Analyze</b> State Framework: <a href="#">HIDOE Strategic Plan (2023–2029)</a></li> </ul>	<ul style="list-style-type: none"> <li>• CAB Section: 1 – Leadership Vision and Strategic Alignment</li> <li>• Week 1 Discussion Forum</li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Read</b> Chapters: 2 and 5 of The Principal as Curriculum Leader (4th Ed.)</li> <li>• <b>Visit</b> the HIDOE Learning Design home page and the Instruction &amp; Assessment section. Note how standards, teaching approaches, and assessment expectations are organized to promote coherence.</li> <li>• <b>Review</b> the Guide to the Implementation of HQIM to understand why the state prioritizes HQIM, how materials are identified/approved, and the roles of school/complex/state in implementation.</li> <li>• <b>Skim</b> the HIDOE ESSA State Plan for how accountability, equity, and standards alignment drive curriculum decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• CAB Section: 2 – Policy &amp; Standards Landscape</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Read</b> Chapters: 3 and 6 of The Principal as Curriculum Leader (4th Ed.)</li> <li>• <b>Review</b> Competency Focus: <a href="#">Instructional Leadership and Ethical Leadership</a></li> <li>• <b>Visit</b> Hawai'i DOE Office of Curriculum and Instructional Design (OCID) Learning Design website</li> <li>• <b>Refresh Understanding</b> of Hawai'i DOE HQIM Guide and EdReports resources</li> <li>• <b>Read</b> Hawai'i DOE Instructional Materials Approval Process (IMAP) – Curriculum Management System page (open-source resource outlining the review process for both state-approved and teacher-created comprehensive instructional programs): <a href="https://learningdesign.hawaiipublicschools.org/school-design/curriculum-management-system">https://learningdesign.hawaiipublicschools.org/school-design/curriculum-management-system</a></li> </ul>	<ul style="list-style-type: none"> <li>• CAB Section: 3 – Systems Map and District–School Alignment (Condensed)</li> <li>• Week 3 Discussion Forum</li> </ul>
4	<ul style="list-style-type: none"> <li>• <b>Read</b> Chapters: 7 and 8 of The Principal as Curriculum Leader (4th Ed.)</li> <li>• <b>Research</b> Your selected school's Vision and Mission</li> </ul>	<ul style="list-style-type: none"> <li>• CAB Section: 4– Vision and Program Design</li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>Read</b> Chapters: 9 and 16 of The Principal as Curriculum Leader (4th Ed.)</li> <li>• <b>Review</b> <a href="#">HIDOE Strategic Plan (2023–2029)</a></li> <li>• <b>Visit</b> Hawai'i DOE Office of Curriculum and Instructional Design (OCID) – Learning Design site</li> <li>• <b>Analyze</b> Hawai'i DOE Office of Talent Management (OTM) – HICISL Vice Principal Competency Rubric– Efficient systems design and Data-driven improvement</li> <li>• <b>Research</b> Your selected school's Data-Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• CAB Section: 5– Scheduling for Learning &amp; Equity</li> </ul>

Week	Review	Assignments
6	<ul style="list-style-type: none"> <li>• <b>Read</b> Chapters: 10 and 11 of The Principal as Curriculum Leader (4th Ed.)</li> <li>• <b>Analyze</b> Hawai'i DOE Office of Talent Management (OTM) – HICISL Vice Principal Competency Rubric-Instructional Leadership</li> <li>• <b>Review</b> Hawai'i Department of Education. (n.d.). General Learner Outcomes (GLOs) rubric (K–12). <a href="https://drive.google.com/file/d/1VVHrmn787IZwrfF05A4ymPv3oQVeCsEr/view">https://drive.google.com/file/d/1VVHrmn787IZwrfF05A4ymPv3oQVeCsEr/view</a></li> <li>• <b>Visit</b> Hawai'i DOE Office of Curriculum and Instructional Design (OCID) – Learning Design site</li> </ul>	<ul style="list-style-type: none"> <li>• CAB Section: 6– Integration &amp; Alignment Plan</li> <li>• Week 6 Discussion Forum</li> </ul>
7	<ul style="list-style-type: none"> <li>• <b>Read</b> Chapters: 12 and 13 of The Principal as Curriculum Leader (4th Ed.)</li> <li>• <b>Analyze</b> Hawai'i DOE Office of Talent Management (OTM) – HICISL Vice Principal Competency Rubric-Organizational Leadership and Instructional Leadership</li> <li>• <b>Review</b> <a href="#">HIDOE Strategic Plan (2023–2029)</a></li> <li>• <b>Visit</b> Hawai'i DOE Office of Curriculum and Instructional Design (OCID) – Learning Design site</li> </ul>	<ul style="list-style-type: none"> <li>• CAB Section: 7– Monitoring &amp; Mapping Systems</li> </ul>
8	<ul style="list-style-type: none"> <li>• <b>Read</b> Chapters: 14 and 15 of The Principal as Curriculum Leader (4th Ed.)</li> <li>• <b>Analyze</b> Hawai'i DOE Office of Talent Management (OTM) – HICISL Vice Principal Competency Rubric-Instructional Leadership and Equity</li> <li>• <b>Review</b> <a href="#">HIDOE Strategic Plan (2023–2029)</a></li> <li>• <b>Review</b> your school's most recent academic or demographic data</li> </ul>	<ul style="list-style-type: none"> <li>• CAB Section: 8 – Unit Design &amp; Differentiation Plan</li> </ul>
9	<ul style="list-style-type: none"> <li>• <b>Read</b> Chapter: 17 of The Principal as Curriculum Leader (4th Ed.)</li> <li>• <b>Analyze</b> Hawai'i DOE Office of Talent Management (OTM) – HICISL Vice Principal Competency Rubric-</li> <li>• <b>Review</b> <a href="#">HIDOE Strategic Plan (2023–2029)</a></li> </ul>	<ul style="list-style-type: none"> <li>• CAB Section: 9 – Leadership Action Plan (Synthesis).</li> </ul>
10	None. This week focuses on completing and presenting your final deliverables.	<ul style="list-style-type: none"> <li>• CAB Sections: 1-10 – Leadership Action Plan (Capstone Presentation &amp; Reflection)</li> <li>• Week 10 Discussion Forum</li> </ul>

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](mailto: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 37 hours of reading materials and videos, 60 hours researching and developing the ten Curriculum Administration Blueprint (CAB) Sections, 3 hours developing responses to the discussion threads, and 15 hours researching and developing the signature assignment: the Capstone Presentation of Learning; and 20 hours applying frameworks, analyzing state policy documents, and completing required school/site-based curriculum investigations.

## 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 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.