



# EDUCATIONAL LEADERSHIP FOR CHARTER SCHOOL ADMINISTRATORS

The Hawaii Association of Independent Schools and Kanu o ka 'Aina Learning 'Ohana, in partnership with Chaminade University of Honolulu, announce a new **Master's Degree program in Educational Leadership** for charter school administrators. The program is focused on the acquisition of leadership skills in financial management, education law, managerial communications, personnel issues, effective decision-making and group dynamics.

## LEARNING OUTCOMES

Upon successful completion of the program, graduates will be able to:

- Demonstrate knowledge of the impact of socio-economic, legal and cultural factors on schools, teachers & students.
- Demonstrate knowledge of organizational life in schools and organizational change processes, and connections to the development of positive school cultures that promote learning and social development of students.
- Demonstrate ability to conduct systematic inquiries into programs and policies that are relevant, integral and essential to the success of children, schools and school leaders.
- Develop skills in facilitating collaboration and communication among schools, school communities, families, other educational & service agencies and professional organizations.

- Develop knowledge and skills in managing personnel.
- Demonstrate understanding of the ethical, moral and caring dimensions of educational leadership.
- Demonstrate ability to use informed scholarship to analyze and offer solutions for school policies and problems.

## HAWAIIAN CULTURAL AWARENESS

The initial cohort of this program will be recruited from the administrations of the 17 Hawaiian focused public charter schools, with subsequent cohorts open to any charter school administrator. The context of the courses and a significant part of the cohort work will include a Hawaiian cultural thread that demonstrates *Education with Aloha*. *Education with Aloha* balances culturally sensitive approaches to leadership with the latest in education theory and technology. Grounded in the wisdom of the ancestors, *Education with Aloha* strives for an atmosphere of care and congeniality permeating through the entire learning ohana.

## COURSE DESCRIPTIONS

### EDUC 740 Current Issues in Education

Covers key issues in education, focusing on the role of the teacher and the principal in studying the issues and developing strategy plans for response.

### EDUC 741 Introduction to Educational Administration

This course is an introduction to the field of educational administration and leadership. The focus is on understanding schools as complex adaptive social systems, with the principal as the central administrator and change leader. The course also provides an introductory overview of effective school management processes, including management of human resource, finances, and legal and ethical issues.

### EDUC 742 Leadership for Educational Administrators

Designed to provide guidelines to the principal as manager and leader of change through decision making, motivation, group dynamics, and empowerment with the teacher.

### EDUC 743 Education Law

Examines dimensions of law as they impact educational institutions. Discussion will center on local and national laws and how they impact the delivery of courses, students, faculty and staff, and the community.

### EDUC 744 Managing Communications and Personnel Issues

Focuses on communicating effectively as a manager. Students will increase their appreciation of the vital role of managerial communication in managing personnel through a series of exercises and assignments.

### EDUC 745 School Community Relations

This course examines principles, techniques, policies, and organizations to promote and sustain vibrant, positive and dynamic school-community relations. This includes the study of marketing strategies and processes; successful models of school, family, business, community, government and higher education partnerships; and the identification and evaluation of current school partnerships.

### EDUC 746 Financial Management for School Administrators

Examines the role of principal as financial manager, institutional planner, and fiscal developer, and covers community and financial accountability.

### EDUC 747 Curriculum Administration

This course is designed to provide education leader candidates 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.

### EDUC 749 Research in Education Administration

Provides experiences to foster systematic and thoughtful inquiry into educational research and practice. Candidates explore relevant educational research strategies, qualitative and quantitative research methods, and literature related to their area of emphasis. The emphasis of the course is upon using these understandings to critically read academic literature and write a major literature review.

### EDUC 790 Issues of Peace, Social Justice, and Educational Reform

Exploration of influences on educational change at classroom, school, community, state and national levels. Focus on critical examination of peace and justice theories, principles, and research related to educational reform.

### EDUC 794 Culminating Experience (Capstone Project)

Capstone course that draws upon principles, methods, and content acquired throughout the M.Ed. experience. Purpose behind the course is to produce an original work that demonstrates one's ability to analyze and synthesize major ideas and principles gained in the core and emphasis courses, thereby providing the necessary framework to help candidates succeed in producing a graduate level culminating product.

## PROGRAM SCHEDULE

All courses are offered as blended learning courses (some face-to-face sessions and some online sessions) during eight 13-week “terms.” Each cohort will begin with a three-day program retreat for all participants. During this retreat, the graduate program requirements and expectations will be reviewed, the online course management system will be explained, and the first course in the program will be introduced.

Each term will begin with a one-day, face-to-face meeting of the entire cohort at some location. After this initial face-to-face meeting, the course work will be conducted online using the eCollege course management platform. During the 11th week of the term, the cohort will once again meet face-to-face for final presentations, exams and wrap up discussions. The next course will also be introduced at these sessions. There will be a two-week break between each term. The online component of each course is asynchronous and the work can be completed at any time during each week of the course; but each week will require active participation in threaded discussions, completion of assignments and course readings.

TERMS	Winter 2012	Spring 2012	Summer 2012	Fall 2012	Winter 2013	Spring 2013	Summer 2013	Fall 2013
	<i>Jan-Mar</i>	<i>Apr-June</i>	<i>Jul-Sep</i>	<i>Oct-Dec</i>	<i>Jan-Mar</i>	<i>Apr-june</i>	<i>Jul-Sep</i>	<i>Oct-Dec</i>
Leadership for Education Administrators	Cohort 1							
Introduction to Education Administration		Cohort 1						
Financial Management for School Admsitration			Cohort 1					
Communication & Personnel Issues			Cohort 1					
Education Law				Cohort 1				
School Community Relations					Cohort 1			
Curriculum Administration						Cohort 1		
Current Issues in Education							Cohort 1	
Peace, Social Justice & Education Reform							Cohort 1	
Research in Education Administration								Cohort 1
Culminating Experience (Capstone Project)								Cohort 1

TERMS	Winter 2013	Spring 2013	Summer 2013	Fall 2013	Winter 2014	Spring 2014	Summer 2014	Fall 2014
	<i>Jan-Mar</i>	<i>Apr-June</i>	<i>Jul-Sep</i>	<i>Oct-Dec</i>	<i>Jan-Mar</i>	<i>Apr-june</i>	<i>Jul-Sep</i>	<i>Oct-Dec</i>
Leadership for Education Administrators	Cohort 2							
Introduction to Education Administration		Cohort 2						
Financial Management for School Admsitration			Cohort 2					
Communication & Personnel Issues			Cohort 2					
Education Law				Cohort 2				
School Community Relations					Cohort 2			
Curriculum Administration						Cohort 2		
Current Issues in Education							Cohort 2	
Peace, Social Justice & Education Reform							Cohort 2	
Research in Education Administration								Cohort 2
Culminating Experience (Capstone Project)								Cohort 2

## PROGRAM COSTS

Thanks to a generous grant from the Kamehameha Schools to underwrite scholarships for this program, the total tuition for Cohort 1 of the MED in Educational Leadership is just \$3,500. This amount is payable in full at the time of registration for those selected to participate. Funding to underwrite scholarships for Cohort 2 of this program is being sought.

## ADMISSION REQUIREMENTS

Participation in Cohort 1 of this program is restricted to current employees of the 17 “Hawaiian Focused” charter schools. Participants seeking the master’s degree must hold at least a bachelors degree from an accredited college or university. Persons who do not hold a bachelor’s degree may also apply for admission to the program, but will be awarded an Educational Leadership Certificate upon successful completion of the coursework. Only 20 persons will be admitted to Cohort 1 of this program; admission preference will be given to persons who apply as part of a “school team” of two or more administrators that includes: 1) a senior and a junior person, and 2) at least one applicant that has been with the institution for five or more years.

## FOR MORE INFO, CONTACT

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