TEXT


STATEMENT OF PURPOSE

The fundamental role of Western Carolina University is to develop a community of scholarship in which students, faculty, administrators and staff members learn and apply the products of learning. The College of Education and Allied Professions fulfills this mission by providing students the opportunity to practice educational decision-making. The guiding principle for all instruction in the College is the belief that the best educational decisions are made after adequate reflection and after considering the interests and welfare of the persons affected.

GENERAL DESCRIPTION

This course provides an opportunity for students of school leadership to work with a practicing principal or assistant principal in a school setting. Later, in class, students will discuss current issues in leadership that have been identified through the internship process. Discussions will take place in a seminar setting with students and supervising principals meeting together.

DEVELOPMENT OF AN INVITING, REFLECTIVE DECISION-MAKER

Western Carolina University strives to prepare educators for leadership positions that practice reflective decision-making in an inviting atmosphere. The internship and seminars that follow allow the student to experience first hand inviting, reflective decision-making.
COMPETENCIES

Students will demonstrate knowledge of the following:
- the role of the school administrator
- the organization of the school
- current issues involving school leadership
- the relationship of theory to practice in school leadership

Students will demonstrate use of the following skills:
- problem solving
- decision making
- human relations
- communications
- data collection and analysis
- planning and goal setting
- supervision of personnel
- fiscal management
- record keeping
- time management
- organization of curriculum and student activities
- management of auxiliary services

COURSE TOPICS

Students will develop the above competencies during the intern experience. During the seminars, students will select issues to be studied and discussed. These may include:

1. The Jamaican curriculum
2. National assessment and its uses
3. Teachers and their preparation and day
4. Classroom climate including tracking and class size
5. Student discipline
6. Parent involvement
7. School governance
8. Extra-curricular programs
9. Other current issues

MULTI-CULTURAL FOCUS

Jamaica is known as a nation of people from many different cultures. Their public schools reflect his cultural mix. Additionally, many students in this class have experiences with school
systems in the United States. Part of this course involves comparing schools cultures in North America with those in Jamaica.

ASSIGNMENTS AND PROCEDURES

Students spend a minimum of 50 hours an administrative duties in their schools. During this time, students will familiarize themselves with school administration and the skills needed to be an administrator. Students keep a journal of all intern experiences. The journal should be brought to class on March 2.

Students meet as a total class at Mt. Alvernia HS the first three days of the session and the last two days of the session. Each student also attends a small group seminar in a regional host school. The seminar topics are identified by each group during the March 2 class session. Intern supervisors (principal, and assistant principals) are invited to attend one small-group seminar. The university instructor facilitates the seminars.

EVALUATION

Final grades will be based on the (1) journal submitted after the internship, (2) the critiques of each seminar and (3) the participation of the student. A grade of satisfactory or unsatisfactory will be assigned. Attendance is necessary for all sessions. The grade of satisfactory will be assigned to students who complete 50 hours of internship, maintain a satisfactory journal, attend the seminar, and submit a seminar critique.