

Syllabus and Schedule

EDL 615, International School Leadership

This course explores the theory and practice of qualitative research in education. Through the study of examples and by doing small projects using qualitative methods, students learn about the appropriate applications of qualitative research, the benefits and limitations of this type of research, and the ways in which it differs from quantitative research.

Text: Northouse, P. (2004) **Leadership: Theory and Practice. (Third Edition)** Sage Publications, Inc. ISBN – 0-7619-2566-X

Course Topics or Outline:

| | |
|---|--|
| The history of educational leadership theory. | Applying leadership theory (simulations). |
| Leadership as science or art? | Leadership as shaping & building culture. |
| Leadership styles (self-assessments). | Leadership related to change and the future. |
| Applying four frames to situations. | Leadership paradoxes |
| Understanding leadership literature | |

Course Objectives:

This course is offered in the International Concentration of the Master of Arts in Education -- Supervision Program. Its purposes are to introduce students to leadership theory and to apply this theory to school leadership situations in Jamaica.

Students are expected to develop and demonstrate knowledge in the following areas:

1. leadership theories--their history and interrelatedness
2. leadership issues facing school administrators and teachers in different countries
3. school leadership as it relates to the professional lives of the students

Students are expected to develop and demonstrate skills in the following areas:

1. human relations
2. oral and written communication
3. applying leadership principles to the role of the school administrator

This course is designed as part of a program that does NOT lead to North Carolina administrative licensure,

Course Requirements

Students contract for the grade they work toward. Attendance is required at all classes. Of course students have responsibilities that may prevent attendance at class. Whenever a student is

absent he/she must contact me so appropriate makeup work can be submitted. The following are grade requirements:

- C -- 1. Before August 11, skim Northouse for the essence of each chapter. You will give an oral report to the class on one of the chapters.
- 2. Read the required books.
- 3. Do 3 of the assessments in the Northouse book, and write a reflective paper on what the combined results mean to you.

- B -- 4. Interview a person who is a leader in a field other than education. Write a report on that experience.
- 5. Present an oral report on a leadership book of your choosing. (This is the book from the WCU library.)

- A -- 6. Lead an aesthetic experience in class, or submit a personal reflection on one.

Questions to guide #1:

- 1. What are the main ideas, theories, vocabulary explained in the chapter?
- 2. What do these things mean in common, everyday language?
- 3. Does a metaphor occur to you that might explain any of the ideas or theories?
- 4. How do the charts help explain the chapter ideas? Guide the class in their use.

Conceptual Framework Statement

The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. We believe the best educational decisions are made after adequate reflection and after careful consideration of the interests, experiences, and welfare of the persons affected by the decisions. We also appreciate and respect the diversity of our students, and we promote the responsible use of technology by professional educators.

This course focuses on these concepts by requiring students to thoughtfully evaluate state, district, and school policy documents, and by having students explore political issues in other states and at the federal level.

Diversity Statement

Because students in this class are from Jamaica, and the professor is from the United States, this class will have a rich sharing of cultural perspectives.

Technology Requirements

Students use technology to complete and present their assignments, but this is not a focus of the class because the Jamaican infrastructure for technology is years behind what we use in the U. S.

Evaluation Procedures:

Student reports and exams are assessed to determine the extent to which they demonstrate understandings of the leadership theories that are the core of the class. Students fill out course evaluations at end of the course.

| <u>Date</u> | <u>Class Activities</u> | <u>Assignment</u> |
|-------------|---|----------------------|
| August 11 | Syllabus, Aesthetic Experience Ch. 1 & 2, | Read Books |
| August 12 | Chapter 3&4, Aesthetic Experience | Read Books |
| August 13 | Chapter 5&6, Aesthetic Experience | Read Books |
| August 14 | Chapter 7&8, Book Reports | Read Books |
| August 15 | Chapter 9&10, Book Reports | Read Books and do IV |
| October 8 | Chapter 11&12, Book Reports Aesthetic Experience | Read Books and do IV |
| October 9 | Chapter 13, Book Reports Aesthetic Experience | Read Books and do IV |
| October 10 | Wheatley Book Aesthetic Experience | Read Books and do IV |
| October 13 | Wheatley Book Aesthetic Experience | Read Books and do IV |
| October 14 | Wheatley Book, Aesthetic Experience | |

February, 2008

Memo to: Discovery Bay Graduate Students

From: Casey Hurley

Re: Course in August-October

Below is the URL for an article I wrote, which describes one of the activities we will do in the International School Leadership class. In this article I describe an aesthetic approach to leadership. I believe that, if we are willing to share ideas and experiences that move and inspire us, we will learn more about what it means to lead others.

The purpose of this memo is to request that you read the article and set aside something you could bring to class – maybe a poem, the lyrics to a song, a favorite passage from a book, a painting, a photograph, a children’s book – anything that moves or inspires you.

If you find something you want to share, we will include it in our class activities. If you prefer not to share, that is fine, too. Simply consider this memo an invitation (not a requirement) to bring something to share.

You can email me with any questions.
churley@email.wcu.edu

Go to this URL, and click on Aesthetic Experiences Article:

<http://ceap.wcu.edu/churley/articles612.html>