

EDL 615: International School Leadership
May, 2020
Online course for Kingston Cohort, Jamaica

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- I. Rationale/Purpose: This course focuses on the school application of leadership theory from an international perspective. Leadership theories, situations, responsibilities in schools, and the aesthetic dimensions of leadership are explored.
- II. The 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 various educational settings that foster globalized curriculum. This course builds on concepts introduced in Teacher Leadership and facilitates a more in depth analysis of personal/professional leadership skills--- as well as expands the concept of leadership to a broader educational community.

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

- Leadership theories—their history and interrelatedness
- Leadership issues facing school administrators and teachers in preparing students for success in a global community
- School leadership as it relates to the professional lives of the students

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

- Human relations and leadership development
- Oral and written communication
- 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.

III. Course Materials:

Text: Northouse, Peter (2018). Leadership Theory and Practice (Eighth Edition). SAGE.
ISBN-13: 978-1506362311

Other readings and course resources as assigned (see Blackboard and bibliography for course.)

IV. Conceptual Framework Statement

Inspire, engage, transform: Ourselves, our community, our future.

The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future. Professional education programs at WCU include preparation programs for teachers, administrators, counselors, school psychologists, and child and family development professionals at the undergraduate, graduate, and doctoral levels.

V. Civil Discourse at Western Carolina University

Consistent with WCU's core values and our campus creed, the WCU community accepts the freedoms and responsibilities of our shared community. WCU encourages all to clearly express their own views while at the same time seeking to understand the varieties of style, identity, and opinion that are held in any diverse community. In order for us to sustain a learning environment that promotes and values freedom of expression, we have a shared charge to accept personal responsibility for our actions, reactions, and speech, while seeking to learn from the actions, reactions, and speech of others.

- VI. Technology Requirements
Students will be expected to use technology to complete and present their assignments. This course is supported by, and depends on, the students' abilities to access resources and respond to assignments through Blackboard, the technological format of WCU's Course Management System.
- VII. Accommodations for Students with Disabilities
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Accessibility Resources (<http://www.wcu.edu/learn/academic-services/disability-services/>), 828-227-3886 or by email at disabilityservices@wcu.edu. All information is confidential.
- VIII. Writing and Learning Commons (WaLC)
For distance students who cannot attend tutoring sessions in the Writing and Learning Commons (WaLC) or the WCU Math Tutoring Center, tutoring support is available through Brainfuse HelpNow: <https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>.
- IX. Hunter Library
Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles. These resources can be searched online and often accessed there (<http://www.wcu.edu/hunter-library>) or library staff and subject specialists skilled in their specific disciplines can be contacted via the library's research guides (<http://researchguides.wcu.edu/>).
- X. Blackboard Support:
The learning management system (LMS) for this course is Blackboard and can be found at <http://wcu.blackboard.com>. Additional help with Blackboard can be found at <http://help.wcu.edu> or (828)-227-7487.
- XI. Academic Integrity Policy and Reporting Process:
Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct (Code at <https://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>) and will be addressed as outlined in that document. If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the appropriate academic Dean.
All work for this course should utilize APA Style for format and reference citations. Any questions regarding the use of citations and references should be brought to the attention of the instructor of the course. Academic dishonesty includes the following: Cheating, Fabrication, Plagiarism, and Facilitation of Academic Dishonesty. Additional information is available in the Graduate School Catalog found on WCU's website.

XII. Course Requirements and points*:

10 Course Participation

This online course requires us to explore a full semester of graduate level course content in a brief amount of time. Your prompt attention and participation are crucial to your success. You earn these points by turning in assignments on time and giving your full attention and participation to discussion boards and other assignments.

20 Situational Journals on readings assigned for class---1/2 page each. The Situational Journal Form is posted in Blackboard. With the exception of the first two Situational Journals you will submit these through *Assignments* in Blackboard. The first two need to be submitted as an attachment to a *Course Message* in Blackboard (due on, or before, midnight on May 1st). The first two will be for feedback only---no point penalty---so that you learn what is expected in the Journals. For each journal choose one concept of specific interest to you from the reading as assigned (noted in course schedule). Briefly record the concept and then describe a personal professional situation related to your identified concept---be brief, but specific.

30 Global Curriculum and Leadership Presentation

The class will be divided into small groups to research and create a presentation on an issue or trend in international/global curriculum---topics will be explored through course modules and readings. Specific choices and requirements for the presentation will be explained in a Course Module in Blackboard. You will be viewing and responding to all presentations.

40 Leadership Synthesis Project

During the course you will be assessing your leadership attributes using several surveys/questionnaires from the Northouse text. You will synthesize your personal findings as well as identify areas of strength and areas for growth. A synthesis process will be shared and explained in BB. Once strengths and growth areas are identified you will write a reflection explaining what/who/how two strength areas were developed in you AND identify specific strategies for development in two areas needing growth. In relation to aspects of leadership in reference to ethics, gender, culture and working as a team you will conclude your paper with a narrative of self-reflection on each of these four topics. Additional guidance on this project will be provided through Blackboard. (due in Blackboard on or before Saturday, May 30th, at midnight).

*More details and instructions about each of these assignments will be shared in class. As the course progresses the instructor may deem it necessary to alter this course plan, but efforts will be made to minimize alterations.

Grading Scale:

A	90-100	B	80-89.99	C	70-79.99	F	0-69.99
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Please note there is no rounding up in the grading scale.

XIII. Course Evaluation Procedures

Students will have the opportunity to evaluate the course through an online Student Assessment of Instruction (SAI) process. A link will be provided through Blackboard and available to you a specified period of time. More information will be posted in Blackboard.

XIV. Jamaican Relevancy Statement

Recognizing that limited resources are a common issue in Jamaican schools and classrooms, students in this course are encouraged to explore how teacher leaders can build leadership capacity in schools by involving all major stakeholders in attempts to address the needs of ALL students, but particularly those with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc.). All Jamaican educators are faced with addressing the needs of a diverse and challenging group of students with multiple learning and emotional needs. Jamaican educators assuming roles as teacher leaders provide important support to other teachers, administrators, and community members. Students will be expected to explore strategies concerning global education curriculum and leadership---and consider the benefits and/or difficulties encountered when implementing these approaches in their schools and classrooms. The final evaluation for the class will

include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools.'