

Jamaica Program Admission Requirements

Western Carolina University is committed to serving the Jamaican educational system. Students considering applying for the programs should thoroughly review the student handbook for in-depth information about the requirements for completion of the program and other policies.

Undergraduate Admission:

Qualified Jamaican teachers are accepted into the program if they meet the following requirements:

- Each applicant must provide an official copy of a Jamaican Teaching Certificate or Diploma; and
- Each must provide an official Jamaican College transcript indicating a minimum GPA of 2.5.
- Successful acceptance by the Western Carolina University Admission office.

In recognition of completing the Jamaican Teachers' College program, students receive a block of 85 credits toward a WCU degree. Students admitted to the program are asked to sign an agreement, which outlines basic expectations for all enrollees.

Students not meeting the 2.5 GPA may be granted conditional admission through approval by the Jamaica Program Advisory Council. The Council will review the GPA, courses taken, individual course grades and any recommendation letters from Principals, Lead Teachers or other Educational Administrator. Upon conditional admission, the student must have satisfactory grades in two classes. Any grade below a C in the first class attempt will revoke the student admission.

Graduate Program Admission

The experience of the MAEd faculty is that Jamaica has many educators who are "at promise," and these are the graduate students who are sought to enroll in the MAEd program. The following procedures have been established to identify those Jamaicans most capable of graduate study in Educational Supervision.

1. Applicants must hold the bachelor's degree from a regionally accredited university. Applicants holding a bachelor's degree not from a UJC accredited University must have their application accredited by WES.
2. Applicants must submit an application packet, which includes official transcripts of all undergraduate work.
3. Applicants must receive a satisfactory score on the admission exam designed for the International Concentration.

About the Undergraduate Program:

Through the Jamaica-WCU Program, Jamaican teachers earn a bachelor of science in education (BSEd) degree in Inclusive Education (Special Education). For this program 40 credit hours (14 courses) are required, all of which are taught in Jamaica. The program does not lead to teacher certification in the United States.

About the Graduate Program

Upon completion, student receive a Master's Degree in School Administration. In addition to the course work students must successfully complete two program requirements:

1. Every student completes the School Improvement Project. The project begins at the start of the program and is presented at a public forum at the end of the program. (This requirements take the place of a master's thesis and comprehensive exam.)
2. Every student completes thirty-six activities under the mentorship of a host country school administrator. Activities are integrated with course requirements. The list of activities is found in Exhibit I.

Common Information for Both Programs

Students enter and proceed through the program in cohorts. The program is usually completed in two years. Jamaican students often excel in their coursework. Western faculty members regularly comment on the Jamaican students' high level of commitment, conscientiousness, thoroughness, and strong work ethic. Additionally, faculty have high expectations for student work. Post-course and Post-program reviews indicate a high level of satisfaction by students and alumni.

Classes meet three hours for 10 days for a total of 30 contact hours. Students will have a pre- course assignment and/or a post course assignment to complete before and after the professor teaches the course. This component is based on the syllabus of the individual courses. Courses are typically taught in Jamaica in January, March, May, June, July, August and October. A tentative schedule for the entire program is posted on the website prior to the start of a new cohort. Students are advised to review that schedule often as the schedule may change since it covers a two year period. Courses are taught by regular, full-time, tenure-track WCU faculty or regular adjuncts to the university.

Student's degree will be conferred once their cohort has completed all of the required courses. Transcripts and diplomas are sent to the student after printed diplomas are received.

The WCU chancellor or designee and other university officials conduct commencement ceremonies in Jamaica in order to allow families to celebrate this milestone with the graduate.

Exhibit 1.

36 Core Activities

MAED in Educational Supervision – International Concentration

EDSU 630 Analyze all available test data on students, paying particular attention to subgroups and review how well your school is meeting the needs of all students. How is your analysis reflected in your School Improvement Plan?

EDSU 630 (SIP) With the help of your principal, identify one major problem and develop an action plan to address it. Your plan should be developed collaboratively with selected teachers.

EDSU 630 Review your school's student handbook (rule sheet). Make a list of the sections that you would like to see revised. Select one of those sections and revise it, with input from others. Discuss your proposed revision with your cooperating administrator. If possible, attend the School Board meeting where the student handbook is adopted.

EDSU 630 Review your school's teacher handbook. Make a list of the sections that you would like to see revised. Select one of those sections and revise it, seeking input as appropriate. Discuss your proposed revision with your mentor. If there is no THB, ask if you can start one.

EDSU 630 With your principal, develop a schedule for the pre-school week and the first week of school, (or the last week of school and school closing). Include all meetings with teachers, classified staff, students, parents and all materials and forms to be prepared, disseminated, collected, filed. Meet with your principal/mentor to discuss the effectiveness of the plan and note suggestions for improving the plan for the next year.

EDSU 630 Organize and participate in at least one school/community relations activity that involves collaboration with a community agency.

EDSU 630 Assist in the preparation of the School Improvement Plan.

EDSU 630 Assist in the preparation of the School Improvement Report.

8 Activities

EDSU 605 With the help of your principal or counselor, identify a student who needs support beyond what the classroom teacher can provide and develop a comprehensive plan to address those needs. The plan must include (1) a narrative introducing the student's needs and how he/she came to the staff's attention; (2) a timeline for delivery of services including action steps, person responsible, evaluation of progress, how parents will be informed/involved, and outside services that may be used; (3) reflection/conclusion on what you have learned from the process.

EDSU 605 Shadow a principal at a level different than the one at which you are doing your internship and with a different demographic population.

EDSU 605 Review the school's emergency preparedness plans and take responsibility for coordinating one of the following drills: bus, fire, tornado, or lock down.

EDSU 605 Conduct a formal observation (at least 45 minutes) of a probationary teacher. On your own, complete an observation rubric, and write comments citing strengths and areas for improvement, as

practice in using this rubric. Meet with your site mentor to compare his/her rubric and comments with yours.

EDSU 605 Ask a veteran, volunteer teacher to allow you to practice the Teacher Evaluation Process; with a pre-observation conference, observation, and post-observation conference.

EDSU 605 Review a random sampling of teachers' lesson plans; discuss one set of plans in all disciplines with a teacher in that grade level or all classes with a subject-area teacher; consider pacing and alignment of objectives, strategies, and test items.

EDSU 605 With at least one other person (e.g., principal, assistant principal, new teacher, mentor) conduct 3 classroom learning walks, using indicators you develop collaboratively prior to the learning walks to focus your observations. With your learning walk partner, discuss what you observe. Facilitate a reflective discussion with those who participated in this process—observers and the classroom teachers whose classes were visited.

EDSU 605 What beliefs will guide your approach to student discipline? What are your goals related to student discipline? How will you know whether you are achieving those goals? Prepare a brief statement, including attention to concepts such as punishment, discipline, and consequences. Use a bulleted list, if you wish. (Also EDL 615.)

EDSU 605 Observe a classified employee selection interview and participate if possible. Discuss the process with your principal and write a reflection. What were the criteria for selection? How were the interview questions determined? Who participated in the interviews? How was the hiring recommendation made?

EDSU 605 Observe a teacher selection interview and participate if possible. Discuss the process with your principal and write a reflection. What were the criteria for selection? How were the interview questions determined? Who participated in the interviews? How was the hiring recommendation made?

10 Activities

EDCI 613 Discuss with your principal ways to share your personal strengths to communicate a shared commitment to a vision.

EDCI 613 Assist in the selection or review of instructional materials in a discipline or grade level other than the one at which you have the most experience.

EDCI 613 Meet with special education teacher, guidance counselor, or administrator to review behavior management plan for a student receiving special education services.

EDCI 613 Interview a community or business leader regarding his/her view of leadership and his/her perception of public education.

EDCI 613 Assist the principal in making preparation for an upcoming faculty meeting including preparing the agenda, conducting a portion of the meeting, and following up on the decisions made.

EDCI 613 Review with the principal the school's community relations plan.

EDCI 613 Assist the principal in making preparation for an upcoming faculty meeting including preparing the agenda, conducting a portion of the meeting, and following up on the decisions made.

EDCI 613 Assist with the procurement, distribution, and accounting of textbooks.

EDCI 613 Attend a school board meeting and discuss the micropolitical implications of the decisions with another student in the program and/or your mentor. If possible, present your SIP topic at the meeting.

9 Activities

Elective Courses

EDL 615 Review the school's written philosophy & goals and discuss with the principal how they impact the school's instructional program. Discover how the philosophy was developed.

EDL 615 Review with the bookkeeper the monthly reconciliation of internal accounts as well as the general accounting procedures used in the school.

EDL 615 What beliefs will guide your approach to student discipline? What are your goals related to student discipline? How will you know whether you are achieving those goals? Prepare a brief statement, including attention to concepts such as punishment, discipline, and consequences. Use a bulleted list, if you wish. (Also EDSU 605.)

<http://paws.wcu.edu/churley/howtodev.html>EDL 615 Compare the reports about how to develop a school calendar, budget and timetable () with your school's method of doing these tasks.

4 Activities

ELMG 566 Discuss the District's Acceptable Use Policy with the district-level or school technology coordinator or other responsible person. Analyze how well the policy is communicated and applied.

ELMG 566 Review the student accounting system with the attendance clerk and/or guidance counselor. Assist with registration of a new student.

ELMG 566 Discuss with the appropriate person the computer system used for administrative purposes.

3 Activities

COUN 600 Observe while a member of the administrative team works with a student who has been referred to the principal for disciplinary reasons. Write a brief reflection, including an analysis of how the administrator's philosophy of discipline and expectations for student behavior were evidenced in his/her handling of the situation.

COUN 600 In consultation with the school guidance counselor, choose one student and meet with the student to assist him/her in the improvement of behavior and/or achievement.

2 Activities