Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors) and program eliminations must be reviewed and approved by the Provost and APC prior to submission to the Curriculum Committee. Significant program revisions must also undergo review and approval by the Provost. The Provost will determine if a significant proposal revision requires approval by the APC. Revisions to the General Education curriculum originate from the General Education Committee and must be reviewed and approved by the Provost.
- Completed (and signed) forms are due on the first Tuesday of every month. Submit one signed copy to the Chair of the Curriculum Committee.

1. Originator: Dr. Kathleen Provinzano and Graduate Faculty
   Department: Education
   Phone: 408-5021
   Email: Kathleen.Provinzano@wilkes.edu

2. Proposal Title: **New Master's Degree Program in International School Leadership**

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).
   - [ ] New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [ ] Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [ ] Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - [ ] General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - [ ] Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - [ ] Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   - [ ] Change in course credit or classroom hours.
   - [ ] Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   - [ ] Other (Specify)
Indicate the number of course modification forms that apply to this proposal:

9 Course Addition Form (plus syllabi)

Course Deletion Form

Course Change Form

4. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

This proposal for a Master of Science degree in International School Leadership is the result of a two-way collaborative partnership between Wilkes University and Performance Learning System (PLS), a private organization specializing in the professional development of educators (and current partner with Wilkes in the Educational Development and Strategies and On-Line Teaching master’s programs). The goal of this master’s program is to develop and increase the knowledge and skills of professionals who work in international schools by developing leadership, instructional, and management skills and fostering an understanding of how these skills can be leveraged in running international schools. The proposed program will be primarily targeted at teachers and school leaders who are currently working in the international market. The master’s program has been prompted by a contractual agreement between PLS and the Association for the Advancement of International Education (AAIE). This agreement is to provide graduate level professional development for international school leaders. The resulting master’s program is a combination of these courses and Wilkes University graduate courses, which is a model that is consistent with existing master’s programs offered with PLS.

The proposed program flows from the mission of Graduate Education, housed within the School of Education, which is aligned to the University’s mission, vision, and values. The enactment of this mission in the M.S. program in International School Leadership enables professionals to successfully engage in lifelong learning through enrollment in an innovative program responsive to their needs and to those of their institutions. This program provides these professionals with the knowledge and skills to be more effective in working with increasingly diverse populations. Additionally, this program will add to the University’s growing portfolio of programs aimed at remaining attuned to the constant changes in education precipitated by an increasingly technological and global society. This initiative, built from Graduate Education’s established reputation in leadership, educational technology and its innovative ventures with reputable and highly visible partners, will enable the University to remain at the forefront in the research and development of programs that address an ever-evolving educational market.
5. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

This proposed specialization will not affect any other programs. Current Program Coordinators will advise students of the requirements and options and current faculty will teach the Wilkes courses. The library and technology resources currently available are adequate for this degree program.

6. Program Outline. (Not applicable for incidental changes).

A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Type of Change</th>
<th>Credits</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>EDIL 5001</td>
<td>Vision and Mission to Guide International Schools</td>
<td>Addition</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>EDIL 5002</td>
<td>Leading for Staff and Student Learning in International Schools</td>
<td>Addition</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>EDIL 5003</td>
<td>Governance in International Schools</td>
<td>Addition</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>EDIL 5004</td>
<td>International School Management and Leadership</td>
<td>Addition</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>EDIL 5005</td>
<td>Building and Sustaining a Healthy International School Culture</td>
<td>Addition</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>EDIL 5006</td>
<td>Ethical Leadership in International Schools</td>
<td>Addition</td>
<td>3</td>
<td>56</td>
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<tr>
<td>EDIL 5007</td>
<td>Situational Awareness and Diplomacy in International Schools</td>
<td>Addition</td>
<td>3</td>
<td>64</td>
</tr>
<tr>
<td>EDIL 5008</td>
<td>Continuous Professional Growth for International School Leaders</td>
<td>Addition</td>
<td>3</td>
<td>71</td>
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<tr>
<td>EDIL 5009</td>
<td>Organizational and Leadership Theory (Cross-listed with ED 614-Approved Course)</td>
<td>None</td>
<td>3</td>
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<tr>
<td>EDIL 5010</td>
<td>Introduction to Educational Research (Cross-listed with ED 681-Approved Course)</td>
<td>None</td>
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<tr>
<td>EDIL 5011</td>
<td>Technology Leadership (Cross-listed with ED 587-Approved Course)</td>
<td>None</td>
<td>3</td>
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<tr>
<td>EDIL 5012</td>
<td>Intercultural Communications</td>
<td>Addition</td>
<td>3</td>
<td>81</td>
</tr>
</tbody>
</table>
7. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   - If a potential signatory disagrees with a proposal he/she should write "I disagree with this proposal" and a signed statement should be attached to this submission.

   **Caroline Maurer**
   Print Name/Title: Department chair(s) of all potentially affected programs
   Signature: Caroline Maurer
   Date: 3/30/12

   **Michael Speciale**
   Print Name/Title: Dean (s) of any potentially affected College/School.
   Signature: Michael Speciale
   Date: 3/30/12

   **Susan Hrizak**
   Print Name/Title: Registrar
   Signature: Susan Hrizak
   Date: 4/3/12

   **Reynold Verret**
   Print Name/Title: Provost (For new programs, program elimination, significant program revisions and revisions to the General Education curriculum).
   Signature: Reynolds Verret
   Date: 4/4/12
   Provost should check here X if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

   **Mary McManus**
   Print Name/Title: Chair, Academic Planning Committee. For new programs, program elimination, and significant program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.
   Signature: Mary McManus
   Date: 4/4/12

   **Mary McManus**
   Print Name/Title: Chair, General Education Committee. For revisions to General Education curriculum only. (Signature indicates that the proposal has been approved by GEC).
   Signature: Mary McManus
   Date: 4/4/12
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Vision and Mission to Guide International Schools

2. Course Number: EDIL 5001
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3
   Classroom Hours: Lab Hours Other

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin):
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course provides international school leaders with the knowledge to create, guide, assist, and lead a school’s Board of Trustees in establishing a meaningful school mission and vision that provides clarity and direction for student achievement and institutional soundness. The steps needed for successful implementation of mission and vision, along with regular review of both for continuing appropriateness, will be examined.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDIL 5001</td>
<td>Vision and Mission to Guide International Schools</td>
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<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Online</td>
<td>Online</td>
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</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
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<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
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</table>

Course Description (from Bulletin):

This course provides international school leaders with the knowledge to create, guide, assist, and lead a school’s Board of Trustees in establishing a meaningful school mission and vision that provides clarity and direction for student achievement and institutional soundness. The steps needed for successful implementation of mission and vision, along with regular review of both for continuing appropriateness, will be examined.

Graduation Reminder to Students: If this is the final semester of your program and you will be completing all requirements for the master’s degree, you must register for the graduation audit (GRD-0000). For more information, go to: http://www.wilkes.edu/pages/589.asp. Scroll to the Graduate Education section at the bottom of the page and click on the current semester link. You’ll find the graduation audit information at the top of the current semester schedule. Be sure to check with your advisor before registering for the graduation audit to ensure that you will meet all of the program requirements.

Required Textbook(s):


Course Relevant Readings:


Recommended Readings:


Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational community;
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served
8. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

International School Leadership Student Program Outcomes (ISLSPO)

1. The student will demonstrate an understanding of and the development, articulation and implementation of a school vision and mission that is shared and supported by the school’s stakeholders.
2. The student will demonstrate an understanding of development of rigorous, relevant, and appropriate instruction for all students based on agreed upon standards and proper use of learning and information technologies, and creating a culture of continuous learning for adults tied to student learning and other school goals.
3. The student will demonstrate the ability to cultivate a cooperative and purposeful partnership with the Board that operates within clear role parameters and supports the school’s mission and vision.
4. The student will demonstrate the ability to demonstrate sound management and monitoring of school organization, operations, and resources for a safe, efficient and effective learning environment.
5. The student will demonstrate understandings of collaboration with school community members to respond to their diverse interests and needs, build strong community ties and effectively mobilize community resources.
6. The student will demonstrate the ability to foster a school culture of integrity through a commitment to ethical leadership practices, and modeling of principled personal beliefs, values, and behaviors.
7. The student will demonstrate understandings of the global, cultural, political, and legal contexts within which an international school operates, and demonstrating the ability to comply with and respond appropriately to these frameworks.
8. The student will demonstrate understandings of the need to take control of his/her own learning, and engaging in an on-going process of reflection, new learning, and action that ensures continuous professional growth and renewal.

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>SELO GEPO ISLPO</th>
<th>Evidence of Learning ~ Key Instructional Assignments, Activities, or Assessments~</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will:</td>
<td></td>
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<tr>
<td>Describe and articulate the importance of school’s vision and mission and explain how it relates to the school’s success</td>
<td>SELO 1, 2, 3, 7, 8, GEPO 1, 2, 8 ISLPO 1, 2, 3, 5, 6</td>
<td>Vision and Mission Presentation (Part I), Communicating Vision and Mission, Action Plan Assessment</td>
</tr>
<tr>
<td>Interpret and apply the strategies required to develop and implement a shared vision and mission</td>
<td>SELO 1, 2, 5, 6, 7, 8 GEPO 1, 4, 5, 8 ISLPO 1, 3, 5, 7, 8</td>
<td>Vision and Mission Presentation (Part II), Case Study Analysis, Action Plan Assessment</td>
</tr>
<tr>
<td>Evaluate various methods of effectively communicating vision and mission to school community</td>
<td>SELO 1, 2, 3, 4, 5, 7, 8 GEPO 2, 3, 4, 5, 8 ISLPO 1, 5, 4, 3</td>
<td>Case Study Analysis, Communicating Vision and Mission, Action Plan Assessment</td>
</tr>
<tr>
<td>Assess the alignment of the school’s curriculum and co-curricular program to the vision and mission of the school</td>
<td>SELO 1, 5, 6, 8 GEPO 1, 3, 8 ISLPO 2, 4, 8</td>
<td>Vision and Mission Presentation (Part I), Action Plan Assessment</td>
</tr>
<tr>
<td>Create implementation plans to improve methods of communication in the school community to promote school vision and mission</td>
<td>SELO 1, 2, 3, 4, 6, 7, 8 GEPO 5, 8 ISLPO 4, 5, 6, 7</td>
<td>Communicating Vision and Mission, Action Plan Assessment</td>
</tr>
<tr>
<td>Identify barriers to achieving the vision and mission and propose an action plan of resolution</td>
<td>SELO 1, 5, 6, 8 GEPO 1, 3, 8 ISLPO 2, 7, 8</td>
<td>Vision and Mission Presentation Rubric (Part II), Case Study Analysis, Strategic Plan, Action Plan Assessment</td>
</tr>
</tbody>
</table>

EDIL 5001 Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.
Course Requirements & Assessments

Vision and Mission Presentation (Part I): 50 Points

Part A:

1. View the videos on mission and vision from this topic and create your own working definitions for each.
2. Read the articles, National Association of Independent Schools: Gate Keepers and Cheerleaders, Leadership style and organizational learning: the mediate effect of school vision, and Organizational Health and Robust School Vision. List the benefits they conclude related to a strong vision and mission. Give reasons why you agree or disagree with their arguments, and consider why the vision and mission are important for your particular school.
3. Please post your response from Part A to the Forum and comment on at least two other participants’ responses.

Part B:

1. Using the background information below, prepare a written paper, PowerPoint presentation, or video to present to your school board and the school community. Explain the rationale for creating a vision and mission for the school (of which you are the founding Head). Ensure that your paper, PowerPoint, or video meets the following criteria:
   - What are a vision and mission? (provide clear definitions)
   - What can be gained from preparing a strong vision and mission for the school? Be sure to include sound arguments for the value of a vision and mission.

2. Upload and submit your document, PowerPoint, or video to your instructor for feedback and grading.

Background: This is a proprietary school with an educated owner who has set up the school to run as a small profit business. The main focus is to provide good education to the local and international community growing alongside the city’s economic development. She has put a Board in place which is half elected from the parent body, and half appointed from local businesses. There is currently no mission or vision, only her personal wishes guiding the school.

Students are to refer to the Vision and Mission (Part I) Rubric located in the syllabus.

Vision and Mission Presentation (Part II): 40 Points Review the assigned Course Readings and Articles from this topic. Continue work on the written paper, presentation, or video from Assessment 1-A. Ensure that your paper, PowerPoint, or video acknowledges:

• How the role of the board (and the owner) is integral to the development of the vision and mission. Explain their role and the importance of their involvement in this situation with reference to the background information provided.
• Explain the rationale for other groups’ involvement in the process of creating the vision and mission.

Please upload your document, PowerPoint, or video to the forum to share with other participants. Comment on others’ presentations with reference to the rationale for a vision and mission.

Students are to refer to the Vision and Mission (Part II) Rubric located in the syllabus.

Case Study Analysis Forum Discussion: 30 Points Review the CIS/NEASC expectations of how a vision and mission are to be created. Read the Chojnacki chapter, the articles by Kotkins and Yilmaki, and the case studies from Sharp et al. For each case study consider the discussion questions. Use your responses to:
• Evaluate how you would include different groups in the writing and review of the vision and mission.
• Explain how some traditions that are beneficial to the school may be continued even though new people are involved in the creation/review of the Vision and Mission. What is the board’s/owner’s role in this particular situation?

Please post your answers to the discussion Forum. Respond to other participants’ comments. Pay particular attention to the comments of others on the board/owner’s role, and that of tradition.

Students are to refer to the Case Study Analysis Forum Discussion Rubric located in the syllabus.

Communicating Vision and Mission Forum Discussion: 25 Points Review the case studies from Sharp et al (1, 2, 3, and 7). Assess the strengths and weaknesses of the vision and mission that was communicated. Post your ideas to the forum. Choose one way of communicating the vision and mission of a school. Evaluate why you think it is a good way to communicate and what advantages it has for the school. Share your explanation with other participants in the Forum. Comment on at least two posts with your ideas about the strengths and weaknesses of their selection.

Students are to refer to the Communicating Vision and Mission Forum Discussion Rubric located in the syllabus.

Strategic Plan: 50 Points Review chapter four in Chojnacki as well as chapters five and six in Hodgson and Chuck. Create a diagram, write an overview, or list the steps involved in creating a whole school strategic plan to implement a vision and mission. This should be no longer than one page. Review what you and your cohort consider to be the most important steps. Use the case study, Be Careful What You Wish For to generate an action plan that addresses the following:
• What are the priorities for infrastructure changes and why?
• How will you involve the board?
• How will you involve faculty?
• How will you involve parents?
• How will you measure success/progress?

Students are to refer to the Strategic Plan Rubric located in the syllabus.

A Death Foretold Forum Discussion: 25 Points Review the case study A Death Foretold. Answer the following questions and post your responses to the discussion forum:
• How was the new head interfering with the vision and mission and how could this problem have been avoided?
• Is it ever appropriate for a new head to decide the vision and mission is not appropriate and should be changed? When/why?

*Students are to refer to the A Death Foretold Forum Discussion Rubric located in the syllabus.*

**Implementing Vision and Mission Case Study Analysis: 25 Points** Look at the brief cases listed below and consider the school vision and mission and the associated problems with implementing the vision and mission. How would you overcome the barriers? Choose two of the possible five cases and write an action plan using the ‘moving from Vision to implementation’ model.

**Case 1.** A school mission and vision includes ‘excellence in sports,’ but they have only one small area between school buildings and it is not big enough to be used as a playing field. They have been given significant funding from a previous student turned athlete parent, but there are no playing fields for sale anywhere close. What would you do?

**Case 2.** The vision and mission includes ‘respecting and supporting mother tongue,’ but the school is small, in a small town about two hours from a major city, and there are no multilingual teachers available. How would you put something in place for the nine different mother tongues within the school community which are not covered in 2nd or 3rd language classes?

**Case 3.** The vision and mission includes ‘excellence in sports, performing and creative arts…’ The board members have changed, and money that was allocated for a performing arts center has been redirected to a swimming pool and gym, when these already existed, but were considered small. You have just arrived, the teachers are split, and you have to …?

**Case 4.** The vision and mission includes ‘strong positive connections with the local community’ but the local community is not interested in a school which is attended by people speaking another language, and includes no students from their own nationality. How do you create ties with the local community to ensure positive relations in spite of this?

**Case 5.** The vision and mission includes ‘a safe and secure learning environment’ but there is significant bullying taking place among the students and between staff. What do you do?

*Students are to refer to the Implementing Vision and Mission Case Study Analysis Rubric located in the syllabus.*

**Action Plan (Final Assessment): An Action Plan for Writing an Ideal Vision and Mission for an International School: 200 points**

*Students are to refer to the Wilkes University Scientific Reasoning and Formal Writing Rubric located in the syllabus*

**An Action Plan for Writing an Ideal Vision and Mission for an International School**

**Final assessment:**
Create an action plan to create a vision & mission for an ‘ideal’ international school in a multicultural setting, set in a developing country, and detail the methods of implementation and evaluation.
Written Response

Review the readings on vision and mission that have been covered in the past weeks. Reexamine the posts and discussions shared with the group. Consider the various decisions to be made, and how the vision and mission are central to the development of the school.

Write an analysis paper: The paper outlines how to create a vision & mission for an ‘ideal’ international school in a multi-cultural setting, set in a developing country, and details the methods of implementation and evaluation.

Include an action plan (using the template provided) to show the timeline and responsibilities for implementing the vision and mission as above.

The analysis paper and action plan should include:
- An explanation of the importance of vision and mission;
- A demonstration of the involvement of the school and local school community in creating the vision and mission, and outline the processes by which this will be done;
- An understanding of the methods and importance of alignment of the vision and mission to daily school practice;
- Methods to communicate the vision & mission to a) the staff, b) the students c) the parents d) the wider community;
- Methods to identify problems of implementation, both possible and real, and plans to avoid or overcome. Address a minimum of 3 areas of possible contention.

Graduate Education Course Policies

Attendance Policy:
Students taking fully online courses or online courses with minimized face-to-face meeting times or residencies are required to check the course site regularly, participating in the daily work of the course. Online courses require students to participate in discussions and interact with their classmates through dialogue and reflection. Students are expected to follow the discussion guidelines and rubrics posted by the instructor. Discussion posts must occur within the timeline provided by the instructor. Discussions cannot be "made-up" after the due date. Late discussion posts will not be accepted and no points will be awarded for late posts.

In cases of emergency, students should contact the instructor to request an extension for a course deadline. The instructor reserves the right to set absolute due dates with no option for extension, and by default all extension due dates are assumed to be absolute unless prior permission for an extension has been granted.
Course Expectations & Late Work Policy:

All coursework will be completed and submitted when due in a manner consistent with the high expectations of a graduate level student. Late work may result in a point or grade reduction as communicated by the instructor.

Required Reference Format:

All students are expected to follow the most current APA guidelines for giving credit to and citing internet and non-internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give due credit to all relevant sources, whether used as a reference or quoted directly. References will be cited within the body of the assignment, as well as on a separate reference page following APA format.

Recommended Reference Text:

APA Online References:
http://apastyle.apa.org/
http://owl.english.purdue.edu/owl/resource/560/01/

Course Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>4.0</td>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>3.5</td>
<td>B+</td>
<td>87-93%</td>
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<td>B</td>
<td>80-86%</td>
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<tr>
<td>2.5</td>
<td>C+</td>
<td>75-79%</td>
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<tr>
<td>2.0</td>
<td>C</td>
<td>70-74%</td>
</tr>
<tr>
<td>0.0</td>
<td>F</td>
<td>Below 70%</td>
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A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.
Course Technology Integration

**Required Hardware:** To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University’s eLearning Technical Support Pages.

**Required Software:** Please consult Wilkes University’s eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

**Help Desk:** For technical assistance, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week.

**Wilkes Graduate Education Program Policies**

**Academic Honesty:**
Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal. For more specific information, please refer to page 74 in the Student Handbook at: http://www.wilkes.edu/PDFFiles/handbook2010-11.pdf

**Identity Authentication:**
Students are responsible for positively ensuring that every contribution to an online course created with the student’s Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments, quiz and exam submissions, discussion forum postings, live participation in text-based chat sessions, phone conferences and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in a student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the University’s IT Security Policy (Appendix B: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the University network and reporting breaches of the security policy to the IT Helpdesk.

**Program Evaluation:**
Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.
Academic Supports

Library Access:
Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at http://www.wilkes.edu/pages/662.asp and click on the database from which you would like to search.

Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without "@wilkes.edu") and password to gain access.

If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.
Those databases followed by an * require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.

Writing and Act 48:
The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at http://www.wilkes.edu/pages/765.asp

Wilkes University will automatically submit (90) Act 48 credits to PDE approximately 4-6 weeks after the semester ends. You can check your Act 48 credits recorded at the PDE Act 48 site:
https://www.perms.ed.state.pa.us/

Special Needs:
Wilkes University provides disability support services (DSS) through the University College. If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and request special accommodations or considerations, please contact the University College and your instructors. Documentation of your disability will be requested by Wilkes in order to be considered for accommodations. Contact: Sandra Rendina 408-4153.
<table>
<thead>
<tr>
<th>Unit Dates</th>
<th>Unit Topic(s) &amp; Required Readings</th>
<th>Discussions, Assignments, Examinations &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>What is the School’s Vision and Mission and Why is it Important?</td>
<td>Vision and Mission Presentation Part I</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Who Creates the Vision and Mission and How are they Involved?</td>
<td>Vision and Mission Presentation Part II</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Mission Statements and Visioning: Deciding Where to and How</td>
<td>Case Study Analysis Forum</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Communicating Vision and Mission</td>
<td>Communicating Vision and Mission Forum</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Building the Structures and Capability to Implement Vision and Mission</td>
<td>Strategic Plan</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Evaluating the Implementation of the Current Vision and Mission and Avoiding Barriers</td>
<td>A Death Foretold Case Study Forum Implementing Vision and Mission Case Study Analysis</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Writing an Ideal Vision and Mission for an International School</td>
<td>Action Plan</td>
</tr>
</tbody>
</table>
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Leading for Staff and Student Learning in International Schools

2. Course Number: EDIL 5002
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3
   Classroom Hours    Lab Hours    Other

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course establishes and builds upon the skills needed to work with a staff on constructing a usable, seamless curriculum that incorporates assessment and instruction, and is unique to a school and its students. International school leaders will be provided with the tools needed to make strong instructional decisions based on data collection and data analysis.

6. Required Documentation:
   Proposed Syllabus     Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Department Mission
The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

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<tr>
<td>EDIL 5002</td>
<td>Leading for Staff and Student Learning in International Schools</td>
</tr>
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<th>Section/Semester</th>
<th>Location</th>
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Instructor Contact Information

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<th>Best time(s) to be contacted</th>
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Course Description (from Bulletin):
This course establishes and builds upon the skills needed to work with a staff on constructing a usable, seamless curriculum that incorporates assessment and instruction, and is unique to a school and its students. International school leaders will be provided with the tools needed to make strong instructional decisions based on data collection and data analysis.

Graduation Reminder to Students: If this is the final semester of your program and you will be completing all requirements for the master's degree, you must register for the graduation audit (GRD-OOOB). For more information, go to: http://www.wilkes.edu/pages/589.asp. Scroll to the Graduate Education section at the bottom of the page and click on the current semester link. You’ll find the graduation audit information at the top of the current semester schedule. Be sure to check with your advisor before registering for the graduation audit to ensure that you will meet all of the program requirements.

Required Textbook(s) & Readings:


Educational Service.


Recommended Readings:


Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational community;
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served
8. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.
International School Leadership Student Program Outcomes (ISLSPO)

1. The student will demonstrate an understanding of and the development, articulation and implementation of a school vision and mission that is shared and supported by the school’s stakeholders.

2. The student will demonstrate an understanding of development of rigorous, relevant, and appropriate instruction for all students based on agreed upon standards and proper use of learning and information technologies, and creating a culture of continuous learning for adults tied to student learning and other school goals.

3. The student will demonstrate the ability to cultivate a cooperative and purposeful partnership with the Board that operates within clear role parameters and supports the school’s mission and vision.

4. The student will demonstrate the ability to demonstrate sound management and monitoring of school organization, operations, and resources for a safe, efficient and effective learning environment.

5. The student will demonstrate understandings of collaboration with school community members to respond to their diverse interests and needs, build strong community ties and effectively mobilize community resources.

6. The student will demonstrate the ability to foster a school culture of integrity through a commitment to ethical leadership practices, and modeling of principled personal beliefs, values, and behaviors.

7. The student will demonstrate understandings of the global, cultural, political, and legal contexts within which an international school operates, and demonstrating the ability to comply with and respond appropriately to these frameworks.

8. The student will demonstrate understandings of the need to take control of his/her own learning, and engaging in an on-going process of reflection, new learning, and action that ensures continuous professional growth and renewal.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>SELO GEPO ISLPO</th>
<th>Evidence of Learning ~ Key Instructional Assignments, Activities, or Assessments~</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate the overall effectiveness of international schools’ curricular approaches</td>
<td>SELO 1, 5, 6, 7, 8 GEPO 1, 3, 5 ISLPO 2, 4</td>
<td>Unit Discussions Units Assignments</td>
</tr>
<tr>
<td>Recognize the importance of the alignment of curriculum, instruction, and assessments</td>
<td>SELO 1, 3, 4, 5 GEPO 1, 4 ISLPO 2</td>
<td>Unit Discussions Units Assignments</td>
</tr>
<tr>
<td>Demonstrate and apply methods of identifying and addressing curricular and instructional gaps</td>
<td>SELO 1, 3, 5, 6 GEPO 1, 3 ISLPO 2</td>
<td>Unit Discussions Units Assignments PLC Presentation</td>
</tr>
<tr>
<td>Identify and evaluate the use of data-driven models to assess teacher effectiveness</td>
<td>SELO 2, 5, 6 GEPO 3 ISLPO 4</td>
<td>Unit Discussions Units Assignments Action Plan for School Improvement</td>
</tr>
<tr>
<td>Create plans for new board member orientation and ongoing trustee education.</td>
<td>SELO 1, 2, 8 GEPO 1, 5 ISLPO 1, 3, 4, 5</td>
<td>Unit Discussions Units Assignments</td>
</tr>
<tr>
<td>Draft board policies and recognize their utility in enhancing and maintaining school effectiveness</td>
<td>SELO 1, 2, 5, 6 GEPO 2, 3 ISLPO 1, 3, 4, 5</td>
<td>Unit Discussions Units Assignments</td>
</tr>
<tr>
<td>Review and select effective uses of technologies to support teaching and learning</td>
<td>SELO 1, 2, 4 GEPO 1, 4 ISLPO 2</td>
<td>Unit Discussions Units Assignments</td>
</tr>
</tbody>
</table>

EDIL 5002 Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.
Course Requirements & Assessments

Online Discussion Forums—Reading Reflections

Reading reflections will be written throughout the course as a continuous record of your responses to readings from the course text and articles as well as supplemental readings focused on course objectives. It is intended that the weekly reflections will document your learning as you relate theory to practice, as well as to enable you to synthesize concepts presented in this course. You will submit reflections on assignment readings on a weekly basis and respond to your classmates’ submissions.

Initial posts are due Wednesday evening. You are expected to participate in discussions throughout the rest of the unit, with response posts to at least two classmates due Saturday evening.

Scoring: Discussion Rubric

Assessment: Professional Learning Communities Presentation
Prepare a Power Point, podcast or video designed for administrators and teachers regarding Professional Learning Communities in the international school context. Include the following:
1. Critical components of PLC’s
2. Successful models of PLC’s
3. An action plan for implementing a PLC in your school
4. References and citations of sources of information

Scoring: Presentation Rubric

Assessment: Action Plan for School Improvement
Develop an action plan for school improvement for your international school that includes the following:
1. Analysis of student data from multiple sources
2. Analysis of root causes of student achievement levels
3. Incorporates research-based instructional strategies
4. Incorporates instructional strategies that assure that all groups of student will meet proficiency levels.
5. Assigns specific responsibilities to individuals in the system.

Scoring: Action Plan Rubric
Course Grading:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 A</td>
<td>94-100%</td>
<td>Academic achievement of superior quality</td>
<td></td>
</tr>
<tr>
<td>3.5 B+</td>
<td>87-93%</td>
<td>Academic achievement of good quality</td>
<td></td>
</tr>
<tr>
<td>3.0 B</td>
<td>80-86%</td>
<td>Academic achievement of acceptable quality in meeting graduation requirements</td>
<td></td>
</tr>
<tr>
<td>2.5 C+</td>
<td>75-79%</td>
<td>Academic achievement of adequate quality but below the average required for graduation</td>
<td></td>
</tr>
<tr>
<td>2.0 C</td>
<td>70-74%</td>
<td>Academic achievement below the average required for graduation</td>
<td></td>
</tr>
<tr>
<td>0.0 F</td>
<td>Below 70%</td>
<td>Failure. No graduate course credit</td>
<td></td>
</tr>
</tbody>
</table>

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Unit Dates</th>
<th>Unit Topic(s) &amp; Required Readings</th>
<th>Discussions, Assignments, Examinations &amp; Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Curriculum planning models, instruction methodologies, and assessment techniques used in international schools (CIA triangle)</td>
<td>Unit discussion Unit Assignment</td>
</tr>
<tr>
<td>Unit 2</td>
<td>School conditions and increased student achievement (The Professional Learning Community Model)</td>
<td>Unit discussion PLC Presentation</td>
</tr>
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<td>Unit 3</td>
<td>Supervision and evaluation in international schools</td>
<td>Unit discussion Unit assignment</td>
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<td>Unit 4</td>
<td>Using data to guide instructional decision-making</td>
<td>Unit discussion Unit assignment</td>
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<td>Unit 5</td>
<td>Models of Professional Development for International School administrators and staff</td>
<td>Unit discussion Unit assignment</td>
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<td>Unit 6</td>
<td>Exemplary Schooling: A research-based approach</td>
<td>Unit Discussion</td>
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<td>Unit 7</td>
<td>Supporting students and staff in the CIA Triangle</td>
<td>Unit discussion Action Plan for School Improvement</td>
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</tbody>
</table>
1. Course Title: Governance in International Schools

2. Course Number: EDIL 5003
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3
   Classroom Hours Lab Hours Other

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course provides school leaders with the knowledge and skills needed to educate their Boards on effective governance practices. Students will also learn how to build collaborative, positive working relationships with Board members. Key elements of board management (building partnerships, written reports, development plans, and professional dialogue) will also be studied.

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<td>EDIL 5003</td>
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Required Textbook(s):


**Course Relevant Readings:**


**Recommended (but not required) Reading List:**


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<td><strong>The students will:</strong></td>
<td>Note: GEPO = General Education Program Outcomes; ISLPO = Individual Student Learning Outcomes</td>
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</tr>
<tr>
<td>Recognize the membership of different types of boards including, elected, appointed, combined appointed and elected NGO, corporate, parent, NGO.</td>
<td>SELO 1, 2, 3, 4, 7 GEPO 1, 5 ISLPO 4, 6, 7, 8</td>
<td>Governance Models Assignment, Induction and Retreat Agenda Assignment, Final Assessment</td>
</tr>
<tr>
<td>Recognize styles of governance including traditional, Carver, elected, self-perpetuating, non-profit, for profit, proprietary, corporate.</td>
<td>SELO 1, 2, 3, 4, 7 GEPO 1, 4 ISLPO 1, 4, 6, 7, 8</td>
<td>Governance Models Assignment, Final Assessment</td>
</tr>
<tr>
<td>Articulate an appropriate communication strategy and policy initiative execution scheme for any type of board.</td>
<td>SELO 1, 2, 3, 4, 5, 7 GEPO 2, 4, 5 ISLPO 1, 3, 4, 5, 6, 8</td>
<td>Characteristics of the Chairperson Forum Discussion, Case Study Analysis Forum Discussion, Final Assessment</td>
</tr>
<tr>
<td>Evaluate and appraise current research and best practices on board member roles and responsibilities, relationship management and both board member accountability and school leader performance assessment.</td>
<td>SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 3, 5 ISLPO 1, 2, 6, 7, 8</td>
<td>Characteristics of the Chairperson Forum Discussion, Case Study Analysis Forum Discussion, Final Assessment</td>
</tr>
<tr>
<td>Create plans for new board member orientation and ongoing trustee education.</td>
<td>SELO 2, 3, 4, 5, 7 GEPO 2, 5 ISLPO 1, 3, 4, 7, 8</td>
<td>Induction and Retreat Agenda Assignment, Final Assessment</td>
</tr>
<tr>
<td>Draft board policies and recognize their utility in enhancing and maintaining school effectiveness.</td>
<td>SELO 2, 3, 4, 5, 7 GEPO 2, 4, 5 ISLPO 1, 2, 3, 4, 5, 6, 8</td>
<td>Policy Creation, Final Assessment</td>
</tr>
<tr>
<td>Identify and assess approaches to creating a school-wide strategic plan.</td>
<td>SELO 1, 2, 3, 4, 5, 6, 8 GEPO 1, 3, 4 ISLPO 2, 3, 4, 5, 7, 8</td>
<td>Final Assessment</td>
</tr>
</tbody>
</table>

**EDIL 5003 Student Learning Objectives & Evidence of Student Learning**

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.
Course Requirements & Assessments

Assessment: Governance Models and the International School Head: 25 pts.
In a written response, address the following criteria:

- Summarize and compare the types of board structures that are prevalent in international schools. Include an attempt to categorize the board structure of your present school or another that you are familiar with. Refer to and cite in APA style, two or more of the required source materials, or other sources of your choice.
- Identify the age range, number of students enrolled, demographics of student body and local/overseas staff.
- Describe the degrees of autonomy and collaboration displayed by the board and the head of school.
- Evaluate how the board structure of your particular school influences the role of the school head.
- Describe the extent of sub-committee and task force structure and frequency of meetings.

Students are to refer to the Governance Models and the International School Head Rubric located in the syllabus.

Assessment: Induction and Retreat Agendas-50 pts.: Read the case studies on the Costa Paradisa International School and the Goldrock School. Create induction and retreat agendas (to be submitted to board members) for each of the two schools. Consider the following when creating the agendas:

- Who sets the retreat agenda?
- The venue and timing of the retreat;
- Important information for an induction information package;
- Consideration of the possibility of an induction workshop;
- What is the ideal outcome from induction of new members?
- As a school leader, how far should you push if the board members are not overly enthusiastic about induction workshops and a retreat?
- Should the retreat have a social element?
- Essential topics for the retreat agenda.

In addition to creating the two agendas, please write a 200-300 word introduction explaining two or more differences and similarities between the two. Please include your written introduction and both agendas as one document.

Students are to refer to the Induction and Retreat Agenda Rubric located in the syllabus.

Assessment: Characteristics of the Chairperson-20 pts: The head of school may inherit an established board chair or, in many cases, have no direct influence on the election of a new board chair. The head of school has to make the best of the relationship they are presented with. A successful head will make the most of that relationship for the good of the school. A head with a strong relationship may be able to enhance the positive characteristics of the board chair and other board members. In a post to the forum, describe your perfect board chairperson. Select from the many possible choices, three important positive characteristics you
would like to see, or attempt to develop, in your relationship with the board chairperson. Your Super chair! In the Forum, describe your Super chair. You may select a real or fictional famous person or base your choice on someone you know or have worked with. In either case, preface your submission with a few brief details of the type of school and board. Justify your choice of Super chair in terms of what you consider to be the three most important qualities.

_Students are to refer to the Characteristics of the Chairperson Forum Rubric located in the syllabus._

**Case Study Analysis Forum Discussion -25 points:** Read the case study on Steppes International School. Create a post to the Forum and address the following criteria:
- What are the issues? What should the school head do?
- What should the chairperson do?
- What should happen in the executive session head's appraisal board meeting?

Please be sure to comment on at least two other participants' posts.

_Students are to refer to the Case Study Analysis Forum Rubric located in the syllabus._

**Case Study Analysis & Policy Creation-40 Points:** Read the case study, _The Danger of Rescuing Turtles_, and respond to the questions noted.

_Your task is to:_

a) Write 400-500 words analyzing the situation described and how it relates to what you understand about the role of policy. Cite any resources in APA style. You should consider:

- What is the issue?
- What should the head of school do?
- What should the board do?
- What should the business manager do?
- What should the auditor do?

b) Create the following documents to address the situation described in the case:

- Clearly-worded, concise policy that you could have developed with the board finance committee.
- Clearly worded regulation/procedure that you could have developed with your administration team.

_Students are to refer to the Policy Creation Rubric located in the syllabus._

_Assessment: Post your Policy Creation to the Forum and comment on at least two other participants' policies._

_Students are to refer to the Policy Creation Forum Rubric located in the syllabus._

_Assessment: Report to the Board-40 points:_
Read Case Study 1: Facing Financial Crisis (pp. 59-66) in School board governance training: a sourcebook of case studies (Bowley & Schoppert, 2001). Write a report to the board on The American School of "Q" and address the following criteria:

- Suggest a detailed plan for solving the budget crisis. You should state where the cost cuts will be found and give the figures. The only restriction is the 3% fee increase. Clarify the role of the board and the of the head of school. Outline the predicted challenges that will be faced as a result of the cuts.
- Draft a suggestion to the board for a short school newsletter briefing, from the board, to parents that explains the rationale for a fee increase and the stated cuts (ratified in closed session?) to the budget.
- Draft a briefing to the school staff that explains the rationale for staffing reductions (individuals without contract renewals have already been informed). Include your thoughts to the board on managing staff morale.

*Students are to refer to the Report to the Board Rubric located in the syllabus.*

**Final Assessment: An Action Plan for Communication with the Board (Part I): 100 points**

Include a Title Page and a Reference Page. Please refer to the Wilkes Graduate Education Writing Rubric & Formal Oral Presentation Rubric for grading criteria.

- Create a plan to establish effective communication and partnership between the head of school and the board of governors.

**Background:**

The school, situated in a country in Africa, has an international mixture of students, mainly from families with a parent working in fields such as engineering, business and NGO’s. The English medium school is long established and accredited by well a known agency. A full re-accreditation visit is due in a year’s time. The school enjoyed a stable decade with the previous Head who kept the school running smoothly and was warmly appreciated by the parent body. Interaction with the Board was generally limited to monthly Board meetings and events such as graduation. Some newly appointed parent members of the Board, drawing on experience with international schools from previous postings overseas, feel that the school needs to make changes. The newly appointed head of school, in the first two weeks in the job, has already picked up informal comments about curriculum, ICT, quality of examination results, extra-curricular activities and even school uniform. One new Board member has formally requested a copy of the Board policy manual which does not appear to exist in an organized form. Board members appear to be well-meaning in their wish for the school to do more for students, but there are signs of pent up frustration and a potential for micromanagement on their behalf. Board meetings are scheduled monthly. The nine member Board is elected by parents. A sub-committee meets to govern finance. Previously, the role of the Board has been to control finances, make decisions on an ad hoc basis and more recently to hire a new head of school.
Instructions:

Review the readings on governance that have been covered in the past weeks. Re-examine the posts and discussions shared with the group. Consider the scenario described at the beginning of this document. Imagine that you are the new Head of School, newly recruited from another school. You have one year to make an impression and harness the strengths of the Board.

Create an action plan which covers the seven areas below.

You may EITHER

a) Prepare a draft of a persuasive written report (1000 – 1500 words), proposing changes for improved performance that you would initially discuss with the Chairperson. The report could optionally include timelines, diagrams, and charts or could be narrative only.

OR

b) Prepare a 15 min (approx.) video of a presentation you would make to the board explaining proposals that you believe would help the Board and you to improve the performance of the school.

An Action Plan for Communication with the Board (Part II): 100 points

In addition to the report or video, you are required to write with a brief technical report of what you have done and why. Recount any problems you had with the assignment and list the resources used in an APA format bibliography.

The plan, written or video, should significantly address at least four of the following seven points:

How you will help support the board by:

1. increasing the opportunities for relationship building
2. providing regular updates on school matters including financial, student achievement, property, enrolment
3. Creating performance indicators for the school on a one year cycle.
4. Creating an appraisal system for the Head of school that is based upon performance indicators
5. Present models of board appraisal systems, for consideration by the board, that are based upon performance indicators
6. Suggesting a mechanism to review, update and add to board policies
7. Suggesting training to clarify the distinction between policy for the board and regulation for the management of the school.
Course Grading:

<table>
<thead>
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Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Unit Dates</th>
<th>Unit Topic(s) &amp; Required Readings</th>
<th>Discussions, Assignments, Examinations &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Models and Composition of the Board, sub-committees and task forces</td>
<td>Governance Models and the International School Head Assignment</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Elections and appointment of officers, induction and training of the Board</td>
<td>Unit discussion Induction and Retreat Agendas</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Roles of the School Head and Board members, legal and ethical issues</td>
<td>Unit discussion Characteristics of the Chairperson</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Purposeful Relationships, appraisals of the Heads of schools and the Board</td>
<td>Unit discussion Case study analysis forum</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Board policies, manuals, and school regulations</td>
<td>Unit discussion Policy creation</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Planning strategic, short-term in the international school</td>
<td>Unit discussion Report to the Board</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Communication with the Board in the international school environment</td>
<td>Unit discussion Action Plan for Communication</td>
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</table>
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: International School Management and Leadership

2. Course Number: EDIL 5004
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3
   Classroom Hours Lab Hours Other

4. Course Prerequisites:

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course focuses on a school leader’s many and varied leadership and management responsibilities. Core competencies such as resource management, personnel recruitment, facility development, and crisis management will be explored.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

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<tr>
<th>ED Number</th>
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<tr>
<td>EDIL 5004</td>
<td>International School Management and Leadership</td>
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<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
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<td>Online</td>
<td>Online</td>
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Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
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<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
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</thead>
</table>

Course Description (from Bulletin):

This course focuses on a school leader’s many and varied leadership and management responsibilities. Core competencies such as resource management, personnel recruitment, facility development, and crisis management will be explored.

Graduation Reminder to Students: If this is the final semester of your program and you will be completing all requirements for the master’s degree, you must register for the graduation audit (GRD-OOB). For more information, go to: http://www.wilkes.edu/pages/589.asp. Scroll to the Graduate Education section at the bottom of the page and click on the current semester link. You’ll find the graduation audit information at the top of the current semester schedule. Be sure to check with your advisor before registering for the graduation audit to ensure that you will meet all of the program requirements.

Required Textbook(s):


Course Relevant Readings:


*Efficiency and value for money in schools: Strategic management*. (2012, January 26). Retrieved from Department for Education website:

http://www.education.gov.uk/schools/adminandfinance/financialmanagement/b0069984/vfm/

strategic-management


Recommended (but not required) Reading List:


**Student Learning Objectives & Evidence of Student Learning**

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

**School of Education Learning Outcomes (SELO)**
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational community;
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served;
8. collaborative skills that promote teamwork;

**Graduate Education Student Program Outcomes (GEPO)**

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

**International School Leadership Student Program Outcomes (ISLSPO)**

1. The student will demonstrate an understanding of and the development, articulation and implementation of a school vision and mission that is shared and supported by the school’s stakeholders.
2. The student will demonstrate an understanding of development of rigorous, relevant, and appropriate instruction for all students based on agreed upon standards and proper use of learning and information technologies, and creating a culture of continuous learning for adults tied to student learning and other school goals.
3. The student will demonstrate the ability to cultivate a cooperative and purposeful partnership with the Board that operates within clear role parameters and supports the school’s mission and vision.
4. The student will demonstrate the ability to demonstrate sound management and monitoring of school organization, operations, and resources for a safe, efficient and effective learning environment.
5. The student will demonstrate understandings of collaboration with school community members to respond to their diverse interests and needs, build strong community ties and effectively mobilize community resources.
6. The student will demonstrate the ability to foster a school culture of integrity through a commitment to ethical leadership practices, and modeling of principled personal beliefs, values, and behaviors.
7. The student will demonstrate understandings of the global, cultural, political, and legal contexts within which an international school operates, and demonstrating the ability to comply with and respond appropriately to these frameworks.
8. The student will demonstrate understandings of the need to take control of his/her own learning, and engaging in an on-going process of reflection, new learning, and action that ensures continuous professional growth and renewal.
<table>
<thead>
<tr>
<th></th>
<th>Task Description</th>
<th>Relevant Courses</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assess the alignment of educational mission to daily practice and operations.</td>
<td>SELO 3, 5, 6, 8</td>
<td>Case Study Analysis Forum Discussion, Two Missions Compared, Proposal to the Board, Policy Documents Part I, Policy Documents Part II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GEPO 1, 3, 5</td>
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<tr>
<td></td>
<td></td>
<td>ISLSP 1, 2, 3, 4, 7, 8</td>
<td></td>
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<tr>
<td>2</td>
<td>Locate and analyze data relevant to school management.</td>
<td>SELO 5, 6, 8</td>
<td>Case Study Analysis Forum Discussion, Two Missions Compared, Proposal to the Board, Teacher Retention Forum Discussion, Retention Outline, Policy and Procedure Structure, Policy Case Study Analysis, Financial Plans and Budget Creation</td>
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<tr>
<td></td>
<td></td>
<td>GEPO 3, 4</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>ISLSP 2, 3, 4, 7, 8</td>
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<tr>
<td>3</td>
<td>Identify effective strategies for recruiting, evaluating, and retaining staff.</td>
<td>SELO1, 3, 4, 7, 8</td>
<td>Teacher Retention Forum Discussion, Retention Outline, Policy and Procedure Structure, Policy Case Study Analysis, Policy Documents Part I, Policy Documents Part II</td>
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<td>ISLSP 1, 2, 3, 4, 5, 6, 7, 8</td>
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<tr>
<td>4</td>
<td>Choose and apply strategies and methods for allocating resources according to specific school and program needs.</td>
<td>SELO 1, 3, 5, 7, 8</td>
<td>Case Study Analysis Forum Discussion, Two Missions Compared, Proposal to the Board, Instructions for Data Collection, Financial Plans and Budget Creation, Policy Documents Part I, Policy Documents Part II</td>
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<td>ISLSP 1, 3, 4, 5, 6, 7, 8</td>
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<td>5</td>
<td>Describe and discuss the fundamentals of budget building and financial analysis.</td>
<td>SELO 1, 2, 3, 8</td>
<td>Case Study Analysis Forum Discussion, Two Missions Compared, Proposal to the Board, Instructions for Data Collection, Financial Plans and Budget Creation, Final Assessment</td>
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<td>ISLSP 4, 5, 6, 8</td>
<td></td>
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<tr>
<td>6</td>
<td>Review and compose effective uses of technologies to support the overall management of a school.</td>
<td>SELO 2, 4, 7, 8</td>
<td>Instructions for Data Collection</td>
</tr>
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<td></td>
<td></td>
<td>GEPO 2, 4, 5</td>
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<td></td>
<td></td>
<td>ISLSP 1, 2, 5, 8</td>
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Course Requirements & Assessments

Case Study Analysis Forum Discussion: 15 points
Review the two case studies, nos. 67 and 68, in Case Studies for School Leaders. Respond to the following questions:
- How well did the school leaders align resources with the goals of the educational program?
- What problems were raised and how would you address them?

Please post your responses to the discussion Forum. Comment on least two other participants’ responses.

Students are to refer to the Case Study Analysis Forum Discussion Rubric located in the syllabus.

Two Missions Compared: 20 points
Review the examples of mission statements and consider how they would affect all areas of school management and the educational program. Use the Two Missions Compared table to see how each mission would impact the school program. You may use the ‘Comparing the Mission and Vision with daily life’ document as a prompt for some ideas. One of these missions may be changed to your current or a past school you have been employed with (if you are comfortable using that as an example).

Please post your responses to the discussion forum. Comment on the responses of at least two of your fellow participants.

Students are to refer to the Two Missions Compared Rubric located in the syllabus.

Proposal to the Board: 50 points
Review the case studies (Nos. 14 & 15) in Case Studies for School Leaders and consider how you would have responded.

Consider yourself an administrator in an international school and decide how you would respond to:
- Economic information showing a downturn in the locally based international industry which may lead to significantly decreased enrollment;
- Decreasing student achievement as evidenced by the end-of-year assessments.

In order to decide upon areas of planning in the next school year, create a short proposal (in the form of a PowerPoint) for the Board explaining your suggestions.

Please share the presentation through the discussion forum. Comment on two or three presentations of your cohort.

Students are to refer to the Proposal to the Board Rubric located in the syllabus.

Teacher Retention Forum Discussion: 20 points
With particular reference to Odland and Ruzicka’s recommendations and conclusions on pp.23-26, write comments based on your observations of colleagues and suggest reasons why people may leave their positions as soon as possible. How does your list compare to the list given by Odland and Ruzicka?

Please post two comments that reveal your thoughts on the validity of their reasons. Make two comments on the responses of others.

Students are to refer to the Teacher Retention Forum Discussion located in the syllabus.

Retention Outline: 20 points
Choose two reasons for teachers leaving. Write an outline of what you could do as the Head of the School to address these issues and ensure they do not happen in your school. Explain how this would affect:

- Your recruitment and orientation plans
- Your continued support of retaining staff

Focus on two major issues raised as reasons for staff leaving. Compose an outline of at least one-page.

**Students are to refer to the Retention Outline Assessment Rubric located in the syllabus.**

**Policy and Procedure Structure: 25 points**

- To what extent might this system be useful for you in your next school?
- How would you improve it?

Consider the job descriptions evaluation policy and procedure diagram.

- How do these compare with your own experience so far?

Upload and submit your response to your instructor and share with the Forum. Comment on at least two others’ responses.

**Students are to refer to the Policy and Procedure Structure Assessment Rubric located in the syllabus.**

**Policy Case Study Analysis Forum Discussion: 25**

Read the case study, *Trouble in Fredonia*, by Alan Conkey. Identify the major mistakes. Please post to the Forum how you would avoid the occurrence of similar problems in your school. Use the structures/policies/procedures as a guide or discuss other potential systems you could use. Respond to at least two other participants.

**Students are to refer to the Policy Case Study Analysis Forum Discussion Assessment Rubric located in the syllabus.**

**Instructions for Data Collection: 50 points:**

A. Read the case study, *What’s in a Name*. After reading, prepare instructions for your IT Manager. Include the changes that you would like to see in terms of improved access and collection of data for sections of the school community. Be clear about any security aspects. Indicate which data you would prioritize for dashboard displays.

B. In a post to the discussion forum, describe the changes you would make (from your instructions to the IT Manager) to improving access and collection of data for the school community. Please respond to at least two other participants’ posts.

**Students are to refer to the Instructions for Data Collection Assessment Rubric located in the syllabus.**

**Financial Plans and Budget Creation: 50 points**
Read the case study *Under the Table* by Alan Conkey. Review the available resources about school financial plans/budget writing. Identify the most important aspects of budget planning and implementation. Read the case study *A Basket of Currencies* and consider the associated questions. Post three comments or questions to the Forum relevant to the ones you find most difficult. Respond to at least two other participants’ posts. Create:

- A timeline to prepare the budget, including who is involved and when;
- The list of major areas to be included in the budget;
• A suggestion for dealing, as you see appropriately, with inflation, exchange rates and currency;
• Provide a suggestion about depreciation of the physical plant.

Students are to refer to the Financial Plans and Budget Creation Assessment Rubric located in the syllabus.

Policy Documents Final Assessment Part I: 100 Points: Write three policy documents that would support the management of a school as described in the case study, Spell it Out!. Include:

• A job description for a Teacher
• An Evaluation policy/procedure to support and evaluate staff
• A budget preparation policy to ensure good management of both personnel and material resources.

Students are to refer to the Wilkes University Formal Scientific Reasoning Scoring Rubric located in the syllabus.

Policy Documents Final Assessment Part II: 40 Points: Compose a written explanation of how the policies you created in Part I support both good management and the school’s mission and vision (refer to the case study, Spell It Out!). The analysis should include:

• Clarity of teaching practice aligned to the educational mission of the school;
• Ability to write effective strategies for evaluating staff;
• Understanding and skill in the writing of procedures/systems to support good management and alignment to the Vision and Mission;
• Clear procedures and timeline for the production of a sound budget.

Students are to refer to the Wilkes University Formal Writing Scoring Rubric located in the syllabus.

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<td></td>
<td>Review of the Daily Program in Light of the Mission and Vision of the School</td>
<td>Case Study Analysis Forum Discussion Two Missions Compared</td>
</tr>
<tr>
<td>Unit 2</td>
<td></td>
<td>Use of Data to Review Management and Educational Decisions</td>
<td>Unit discussion Proposal to the Board</td>
</tr>
<tr>
<td>Unit 3</td>
<td></td>
<td>Implementing Strategies for Recruiting, Retaining, and Evaluating Staff</td>
<td>Teacher Retention Forum Discussion Retention Outline</td>
</tr>
<tr>
<td>Unit 4</td>
<td></td>
<td>Organizational Systems to Manage, Delegate Responsibilities, and Empower Staff</td>
<td>Policy Case Study Analysis Forum Discussion Policy and Procedure Structure</td>
</tr>
<tr>
<td>Unit 5</td>
<td></td>
<td>Management Systems to Support Effective Use of Material Resources</td>
<td>Unit discussion Instructions for Data Collection</td>
</tr>
<tr>
<td>Unit 6</td>
<td></td>
<td>Budget Creation, Management and Review to Support the Vision and Mission and all Organizational Systems in Place</td>
<td>Unit discussion Financial Plans and Budget Creation</td>
</tr>
<tr>
<td>Unit 7</td>
<td></td>
<td>Policies to Support Good Management of an International School</td>
<td>Unit discussion Policy Documents Part I Policy Documents Part II</td>
</tr>
</tbody>
</table>
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Building and Sustaining a Healthy International School Culture

2. Course Number: EDIL 5005
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3
   Classroom Hours  Lab Hours  Other

4. Course Prerequisites:

5. Course Description (as proposed for the Bulletin):
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course assesses school culture so that the school’s leaders, staff, practices, and structures truly support learning. The focus will be on developing a safe school environment that promotes cooperation, respect, collaborative decision-making, honest communications, and connective relationships.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Department Mission
The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIL 5005</td>
<td>Building and Sustaining a Healthy International School Culture (Course is in the Development Stage)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Online</td>
<td>Online</td>
</tr>
</tbody>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
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</tbody>
</table>

Course Description (from Bulletin):
This course assesses school culture so that the school’s leaders, staff, practices, and structures truly support learning. The focus will be on developing a safe school environment that promotes cooperation, respect, collaborative decision-making, honest communications, and connective relationships.

Graduation Reminder to Students: If this is the final semester of your program and you will be completing all requirements for the master’s degree, you must register for the graduation audit (GRD-OOOB). For more information, go to: http://www.wilkes.edu/pages/589.asp. Scroll to the Graduate Education section at the bottom of the page and click on the current semester link. You’ll find the graduation audit information at the top of the current semester schedule. Be sure to check with your advisor before registering for the graduation audit to ensure that you will meet all of the program requirements.

Required Textbook(s) & Readings:
Recommended (but not required) Reading List: TBD

Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. The knowledge, skills, and scholarship appropriate in their chosen field of study;
2. Effective written and oral communication skills;
3. Information literacy that fosters intelligent and active participation in the educational community;
4. Technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. Practical, critical, and analytical thinking strategies;
6. The ability to make informed decisions based on accurate and relevant data;
7. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served;
8. Collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

International School Leadership Student Program Outcomes (ISLSPO)

1. The student will demonstrate an understanding of and the development, articulation and implementation of a school vision and mission that is shared and supported by the school’s stakeholders.
2. The student will demonstrate an understanding of development of rigorous, relevant, and appropriate instruction for all students based on agreed upon standards and proper use of learning and information technologies, and creating a culture of continuous learning for adults tied to student learning and other school goals.
3. The student will demonstrate the ability to cultivate a cooperative and purposeful partnership with the Board that operates within clear role parameters and supports the school’s mission and vision.
4. The student will demonstrate the ability to demonstrate sound management and monitoring of school organization, operations, and resources for a safe, efficient and effective learning environment.
5. The student will demonstrate understandings of collaboration with school community members to respond to their diverse interests and needs, build strong community ties and effectively mobilize community resources.
6. The student will demonstrate the ability to foster a school culture of integrity through a commitment to ethical leadership practices, and modeling of principled personal beliefs, values, and behaviors.
7. The student will demonstrate understandings of the global, cultural, political, and legal contexts within which an international school operates, and demonstrating the ability to comply with and respond appropriately to these frameworks.

8. The student will demonstrate understandings of the need to take control of his/her own learning, and engaging in an on-going process of reflection, new learning, and action that ensures continuous professional growth and renewal.

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>SELO GEPO ISLPO</th>
<th>Evidence of Learning ~ Key Instructional Assignments, Activities, or Assessments~</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will:</td>
<td></td>
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</tr>
<tr>
<td>Describe and demonstrate the effective communication of school mission, cross-culturally, to the wider school community.</td>
<td>SELO 1,2,3,5,7,8 GEPO 1,2,4,5 ISLPO 1,2,3,5,6</td>
<td>Discussions Unit Assignments</td>
</tr>
<tr>
<td>Identify and evaluate methods used to promote diversity and inclusion awareness and to provide sensitivity training.</td>
<td>SELO 1, 2,3,4,5,6,7,8 GEPO 1,2,4,5 ISLPO 4,5,6,7,8</td>
<td>Discussions Unit Assignments</td>
</tr>
<tr>
<td>Analyze models and methods for building cross-cultural consensus and strategies to remediate conflict.</td>
<td>SELO 1,2,3,5,6,7,8 GEPO 1,2,3,4,5 ISLPO 3,5,6,7</td>
<td>Discussions Unit Assignments</td>
</tr>
<tr>
<td>Examine the importance of cultural traditions, sensitivities and protocols when dealing with multi-national groups of students, parents and staff.</td>
<td>SELO 1,2,3,5,6,7,8 GEPO 1,2,4,5 ISLPO 4,5,6,7,8</td>
<td>Discussions Unit Assignments</td>
</tr>
<tr>
<td>Compose a school-wide plan for ongoing communications around school culture.</td>
<td>SELO 1,2,3,4,5,6,7,8 GEPO 1,2,3,4,5 ISLPO 2,3,4,5,6,7,8</td>
<td>Discussions Unit Assignments Communication Plan</td>
</tr>
</tbody>
</table>
EDIL 5005 Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

Course Requirements & Assessments

**Online Discussion Forums: Reading Reflections**

Reading reflections will be written throughout the course as a continuous record of your responses to readings from the course text and articles as well as supplemental readings focused on course objectives. It is intended that the weekly reflections will document your learning as you relate theory to practice, as well as to enable you to synthesize concepts presented in this course. You will submit reflections on assignment readings on a weekly basis and respond to your classmates’ submissions.

Initial posts are due Wednesday evening. You are expected to participate in discussions throughout the rest of the unit, with response posts to at least two classmates due Saturday evening.

Scoring: Discussion Rubric

**Online Discussions: Reading Response Topics**

Responses to the readings based on creating and sustaining school culture will be assigned in various units throughout the course as a continuous record of students’ reading and thinking processes. Structured questions, prompts, and scenarios related to the readings from the course texts will be provided by the instructor. It is intended that the reading response topics will yield course discussions that are substantive in nature and founded in research to facilitate depth of thought in the online discussion forum. Topics will be presented to facilitate analytical thinking about school culture to lead students to determine the focus of the final paper.

Scoring: Discussion Rubric: Reading Response Topics

**Unit Assignments**

Several units will have written assignments to be submitted throughout the course. Written assignments will be based on synthesizing information based on readings in the course texts related to the unit topics. Assignments will engage students in critical thinking to examine multiple ideologies and perspectives on school culture.

Scoring: Wilkes University Formal Writing Rubric

**Communication Plan**

For this assignment you will develop a framework for a communication plan that a leader in the international school setting could implement. The plan should include activities that cover a 12 month period of time. Use the content from each of the units (regarding diversity and school culture) to guide you in designing this assignment. Develop a School-Community Relations Plan which contains the practices, procedures and samples of communication templates that you feel will be appropriate for your school. Address the following:
• establish and maintain public confidence in the schools
• secure community support for the school and its program
• develop a commonality of purpose, effort, and achievement
• develop in the community a recognition of the vital importance of education and economic life
• keep the community informed of new trends and developments in education
• develop an atmosphere of cooperation between the school and the community
• secure an evaluation of the school’s program in terms of educational needs as the community sees them
• develop public goodwill toward the school.

Scoring: Communication Plan Rubric

Course Grading:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 A 94-100%</td>
<td>Academic achievement of superior quality</td>
</tr>
<tr>
<td>3.5 B+ 87-93%</td>
<td>Academic achievement of good quality</td>
</tr>
<tr>
<td>3.0 B 80-86%</td>
<td>Academic achievement of acceptable quality in meeting graduation requirements</td>
</tr>
<tr>
<td>2.5 C+ 75-79%</td>
<td>Academic achievement of adequate quality but below the average required for graduation</td>
</tr>
<tr>
<td>2.0 C 70-74%</td>
<td>Academic achievement below the average required for graduation</td>
</tr>
<tr>
<td>0.0 F Below 70%</td>
<td>Failure. No graduate course credit</td>
</tr>
</tbody>
</table>

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

<table>
<thead>
<tr>
<th>Unit Dates</th>
<th>Unit Topic(s) &amp; Required Readings</th>
<th>Discussions, Assignments, Examinations &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Shared Community and Communication</td>
<td>Unit Discussion Unit Assignment</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Models of Cross-Cultural Understanding</td>
<td>Unit Discussion Unit Assignment</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Collaboration among Students, Parents, Faculty, and the Local Community</td>
<td>Unit Discussion Unit Assignment</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Cultural traditions and Sensitivities of Multi-national Groups</td>
<td>Unit Discussion Unit Assignment</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Supporting Effective Communication within the School Community</td>
<td>Unit Discussion Unit Assignment</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Consensus and Conflict Remediation</td>
<td>Unit Discussion Unit Assignment</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Integrating Culture into Teaching and Learning</td>
<td>Unit Discussion Communication Plan</td>
</tr>
</tbody>
</table>
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Ethical Leadership in International Schools

2. Course Number: EDIL 5006
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3
   Classroom Hours: Lab Hours: Other

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

This course requires school leaders to examine ethical leadership and decision-making practices. Students will be required to apply laws, policies, regulations, and procedures in unique situations. Philosophies of leadership and change management and how they are affected by context will be a focus.

6. Required Documentation:
   Proposed Syllabus: Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.