**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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</thead>
<tbody>
<tr>
<td>EDIL 5006</td>
<td><strong>Ethical Leadership in International Schools</strong></td>
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<tr>
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<td>(Course is in the Development Stage)</td>
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</tbody>
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<thead>
<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Online</td>
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**Instructor Contact Information**

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<tr>
<th>Instructor Name</th>
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</table>

**Course Description** (from Bulletin):

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.

**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](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:**

Course Relevant 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.
EDIL 5006 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**

<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>Describe and discuss the purpose of leadership, the ethical dimensions of leadership, and the relationship between leaders and followers in a democratic society.</td>
<td>SELO 1,2,3,4,5,6,7,8  GEPO 1,2,3,4,5  ISLPO 1,2,3,4,5,6,7,8</td>
<td>Discussions Unit Assignments</td>
</tr>
<tr>
<td>Use multiple leadership concepts to understand change situations and enhance effectiveness in the change process.</td>
<td>SELO 1,2,3,4,5,6,7,8  GEPO 1,2,3,4,5  ISLPO 1,2,3,4,5,6,7,8</td>
<td>Discussions Unit Assignments</td>
</tr>
<tr>
<td>Recognize the impact of individual differences and different situations on the practice of leadership.</td>
<td>SELO 1,2,3,4,5,6,7,8  GEPO 1,2,3,4,5  ISLPO 1,2,3,4,5,6,7,8</td>
<td>Discussions Unit Assignments</td>
</tr>
<tr>
<td>Identify ethical decisions made in contexts of personal and cultural values and institutional precedent.</td>
<td>SELO 1,2,3,4,5,6,7,8  GEPO 1,2,3,4,5  ISLPO 1,2,3,4,5,6,7,8</td>
<td>Discussions Unit Assignments</td>
</tr>
<tr>
<td>Recognize that ethically based decisions are not always between obviously right and wrong alternatives</td>
<td>SELO 1,2,3,4,5,6,7,8  GEPO 1,2,3,4,5  ISLPO 1,2,3,4,5,6,7,8</td>
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**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 ethical decision-making in the international school 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 ethical leadership 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 ethical leadership.

Scoring: Wilkes University Formal Writing Rubric

**Case Study: Ethics and Management**

Reflect upon the content learned throughout the course. Develop a case study for the international school setting. Your case study must include:

- Background information
- A clear explanation of the ethical dilemma the leader is confronted with / Why is this considered an ethical dilemma?
- A rationale for how you, as the leader, would attempt to resolve the dilemma / explanation of your decision-making processes
- References to course readings

Scoring: Case Study Rubric

**Course Grading:**

[Page 61]
<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>A</td>
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<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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<tbody>
<tr>
<td>Unit 1</td>
<td>The Purpose and Nature of Educational Leadership</td>
<td>Unit discussion</td>
</tr>
<tr>
<td></td>
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<td>Unit assignment</td>
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<td>Unit 2</td>
<td>Personal and Professional Code of Ethics</td>
<td>Unit discussion</td>
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<td>Unit assignment</td>
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<td>Unit 3</td>
<td>Cross-Cultural Perspectives</td>
<td>Unit discussion</td>
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<td>Unit assignment</td>
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<td>Unit 4</td>
<td>Change Concepts</td>
<td>Unit discussion</td>
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<td>Unit assignment</td>
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<td>Unit 5</td>
<td>Democratic Leaders and Followers</td>
<td>Unit discussion</td>
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<td>Unit assignment</td>
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<td>Unit 6</td>
<td>Ethical Decisions: Impact of Individuals and Situations</td>
<td>Unit discussion</td>
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<tr>
<td></td>
<td></td>
<td>Unit assignment</td>
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<tr>
<td>Unit 7</td>
<td>Ethical Leadership in Practice</td>
<td>Unit discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case Study</td>
</tr>
</tbody>
</table>
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Situational Awareness and Diplomacy in International Schools

2. Course Number: EDIL 5007
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 introduces the legal and cultural complexities encountered when leading and managing an international school. It explores how this information may be employed to address current and potential problems; while laying the groundwork for a positive relationship with diverse constituencies and ensuring a safe school environment for students and staff.

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.
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<tr>
<td>EDIL 5007</td>
<td>Situational Awareness and Diplomacy in International School Communities (Course is in Development Stage)</td>
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</tbody>
</table>

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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)**

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5. The student will understand the critical role of collaboration in creating an effective educational process.
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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.
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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.

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<tr>
<td>The students will:</td>
<td></td>
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<tr>
<td>Recognize actions and plans necessary to ensure that legal obligations and contingencies are met in a timely fashion.</td>
<td>SELO 1,2,3,5,6,7 GEPO 1,2,5 ISLPO 4,5,6,7,8</td>
<td>Action Plan to Comply with Local and National Legal Requirements, Legal Requirement Forum Discussion, Emergency Implementation Plan Unit Discussions</td>
</tr>
<tr>
<td>Review and explain local country laws pertaining to schools and school management.</td>
<td>SELO 1,2,3,5,7,8 GEPO 1,2,3,4, ISLPO 1,2,3,4,5</td>
<td>Action Plan to Comply with Local and National Legal Requirements, Legal Requirement Forum Discussion Unit Discussions</td>
</tr>
<tr>
<td>Describe and discuss the differences between policy, practice, procedure and law.</td>
<td>SELO 1,2,3,4,5,7,8 GEPO 1,2,4,5 ISLPO 3,4,7</td>
<td>Situational Plan Unit Discussions</td>
</tr>
<tr>
<td>Evaluate and analyze a variety of crisis management plans.</td>
<td>SELO 1,2,3,5,6,7,8 GEPO 1,2,4,5 ISLPO 3,4,5,7,8</td>
<td>Emergency Implementation Plan Unit Discussions</td>
</tr>
<tr>
<td>Analyze how leadership and management are affected by local and national cultures and environment.</td>
<td>SELO 1,2,5,7 GEPO 1,2,3 ISLPO 4,5,7</td>
<td>Situational Plan Emergency Implementation Plan Unit Discussions</td>
</tr>
</tbody>
</table>
EDIL 5007 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 diplomacy/legal issue in the international school 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 diplomacy 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 diplomacy and legal issues confronting the international school leader.

Scoring: Wilkes University Formal Writing Rubric

**Action Plan to Comply with Local and National Legal Requirements**

Using your own school as a model, describe the laws, policies, and procedures you would need to know in order to legally run an international school.
1. Indicate where the laws, policies, and procedures would be found and how accessible they are to a school head;
2. Note the areas of confusion or difficulty in implementing them;
3. Create an outline of the restrictions that exist and in what particular areas. Evaluate how the laws affect school leadership and the education a school provides to its students.

Scoring: Action Plan Assessment Rubric

**Legal Requirement Forum Discussion**

In a post to the Forum, compare the legal requirements of different countries indicating where the legal, and/or Ministry requirements are more or less flexible. Reflect on how that would affect your leadership and management of a school.

Scoring: Legal Requirement Forum Discussion Rubric

**Situational Plan**

Read chapters five and seven in *Educational Leadership: Culture and Diversity* by Dimmock and Walker. Consider how you would resolve a homework problem in a school with both western and Chinese teachers and primarily Chinese students. You are the School Head. Write a plan that identifies how you would address all of the constituents involved in the dilemma and arrive at an agreeable solution.

Scoring: Situational Plan Rubric

**Emergency Implementation Plan**

Choose one of three fictitious newspaper articles that describe events that are possible or likely to occur and affect international schools. Examples include civil unrest, natural disasters, etc. Create a contingency plan for the Board that addresses:

- Information on local laws and regulations that are relevant;
- Possible school closure and rationale for reopening;
- Role of a crisis team;
- Contingencies for communication channels;
- Support from outside agencies;
- Plans for faculty and support staff;
- Include a message to parents to inform them of emergency plans.

Scoring: Wilkes University Formal Writing Rubric
Course Grading:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>4.0</th>
<th>A</th>
<th>94-100%</th>
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<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>Local laws, Policies and Procedures: What are they and how do they affect an international school?</td>
<td>Legal Requirement Forum Discussion Action Plan</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Local Politics, Economic, and Social environment</td>
<td>Unit discussions Unit Assignments</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Cultural Dimensions: What are ways of understanding different cultures?</td>
<td>Unit Discussions Unit Assignments</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Cultural Understanding and Leadership</td>
<td>Unit discussion Situational Plan</td>
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<tr>
<td>Unit 5</td>
<td>Crisis Management: Preparing for the Unpredictable</td>
<td>Unit Discussions Unit Assignments</td>
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<tr>
<td>Unit 6</td>
<td>Crisis Management Plans</td>
<td>Unit Discussions Unit Assignments</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Emergency Implementation Plans</td>
<td>Unit discussions Emergency Implementation Plan</td>
</tr>
</tbody>
</table>
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Continuous Professional Growth for International School Leaders

2. Course Number: EDIL 5008
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.

Using a capacity building process, future international school leaders will form a partnership with an assigned mentor, engaging in on-going reflection, new learning, and action that ensures continuous growth and renewal. A digital portfolio will be utilized throughout the duration of the program to showcase and share work.

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>
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<tr>
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<td>Continuous Professional Growth for International School Leaders</td>
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<th>Section/Semester</th>
<th>Location</th>
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Instructor Contact Information

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Course Description

Using a capacity building process, future international school leaders will form a partnership with an assigned mentor, engaging in on-going reflection, new learning, and action that ensures continuous growth and renewal. A digital portfolio will be utilized throughout the duration of the program to showcase and share work.

Required Textbook(s) & Readings


Recommended Reading List or Resources

Based on the student’s current role in international school leadership, texts and materials will be determined. Resources utilized will be cited on both a preliminary and final reference list as well as in class presentations.


Leadership articles assigned by the mentor


**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 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.
### Student Learning Objectives

<table>
<thead>
<tr>
<th>The students will:</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with an assigned mentor on governance, management, organization, and education issues, concerns, and problems. This mentorship will also be tailored to personal and professional development as it relates to the participant’s overall success as a leader of an international school.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
</tr>
<tr>
<td>Engage in ongoing reflection and dialogue with mentor and colleagues to continue professional growth as an international school leader.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Apply new skills and strategies to effectively lead and manage an international school.</td>
<td>1, 2, 9, 10</td>
</tr>
<tr>
<td>Evaluate professional growth as it pertains to international school leadership.</td>
<td>1, 2, 9, 10</td>
</tr>
<tr>
<td>Analyze models of effective school leadership.</td>
<td>3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>Understand major challenges that schools face as they enable students to reach high standards to be successful adults in the new world economy.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
</tr>
<tr>
<td>Understand current research and strategies on school reform and school design models.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
</tr>
</tbody>
</table>

### Evidence/Assessments:

1. Personal Journal Pre-conference entries (16 points each)
2. Personal Journal Post-conference entries (14 points each)
3. Year 1 PLC Forum Discussion 1 (24 points)
4. Year 1 PLC Forum Discussion 2 (24 points)
5. Year 1 PLC Forum Discussion 3 (24 points)
6. Year 1 PLC Forum Discussion 4 (24 points)
7. Year 2 PLC Forum Discussion 2 (24 points)
8. Year 2 PLC Forum Discussion 3 (24 points)
9. End of Year One Assessment (98 points)
10. End of Year Two Assessment (98 points)
11. Digital Portfolio (complete/incomplete)

**Total Points Possible: 400**

### Course Requirements & Assessments

This course is intended to enable participants to establish a partnership with an assigned mentor (expert in the field of international school leadership) through ongoing dialogue (using a variety of communication technologies) including but not limited to email, phone, and document exchange via a networked AAIE Institute Professional Learning Community. This mentorship will extend over the life of the two-year program.

**Assessment 1: Personal Journal: Pre- Conference Journal Entry**
(16 points each)
Each participant will be required to write journal entries related to the pursuit of his/her personal/professional goals. A minimum of four Reflecting Conferences should take place between the mentor and participant over the course of the two-year program. Journal entries will focus around each conference. Once you have completed a journal entry, the mentor should provide written feedback. These entries and mentor feedback should be completed before each Reflecting Conference as the entries will serve as basis for discussion. At minimum, you should complete four Pre-Conference journal entries in their digital portfolio. After each discussion, you will write a reflective journal entry addressing the criteria below:

- **Summarize Impressions**: How is it going?
- **Analyze Causal Factors**: This stage allows the participant/mentor to reflect on areas of development, challenges, and strengths to be examined and discussed through probing questions.
- **Identify New Learning**: What new knowledge and skills have been acquired?
- **Commit to Application**: What steps is the participant taking to apply new knowledge and skills in personal professional practice?

(Adapted from the Cognitive Coaching Reflecting Conversation from Art Costa and Robert Garmston)

Please refer to the **Participant Personal Journal Pre-conference Rubric** for grading criteria.

**Assessment 2: Personal Journal: Post-conference Journal Entry (14 points each)**

After each discussion, you will write a post-conference journal entry that includes/addresses:

- **Summary of Conference**: In a paragraph, bulleted list, or other format, provide an overview of the conversation that took place.

- **Actions**: What specific actions will the participant take before the next conference to advance professional goals? In the response, consider the following guiding questions as appropriate.
  - What additional knowledge should you seek?
  - What resources could you access?
  - On what personal/professional strengths can you build?
  - What strategies will you implement?
  - What obstacles do you anticipate, and how will you overcome those obstacles?
  - How will you know that your action(s) advanced your goals? What supporting evidence can you provide?

Please refer to the **Participant Personal Journal Post-conference Rubric** for grading criteria.

**Assessment 3: Year 1 Professional Learning Community (PLC) Forum Discussion 1 (24 points):**

*Generative Leadership*, by Klimek, Ritzenheim & Sullivan (2008) will be the core text for the first year. As a participant of the *Continuous Professional Growth for International School Leaders*, you will engage in four Forum discussions in the Professional Learning Community. Each of the first three discussions will focus on one of the Foundational Elements in *Generative Leadership*. Each Forum discussion will focus on the
reflection questions at the end of that element’s chapter. Please respond to at least two other participants’ posts.

**Year 1 PLC Forum Discussion 1:** Select and respond to a reflection question of your choice at the end of Chapter One: “Generativity” (p.17).
Please refer to the **Year 1 PLC Discussion 1 Rubric** for grading criteria.

**Assessment 4: Year 1 PLC Forum Discussion 2 (24 points):** *Generative Leadership*, by Klimek, Ritsenhin & Sullivan (2008) will be the core text for the first year. As a participant of the *Continuous Professional Growth for International School Leaders* course, you will engage in four Forum discussions in the Professional Learning Community. Each of the first three discussions will focus on one of the Foundational Elements in *Generative Leadership*. Each forum discussion will focus on the reflection questions at the end of that element’s chapter.

**Year 1 PLC Forum Discussion 2:** Select and respond to a reflection question of your choice at the end of Chapter Two: “Living Systems” (p.30).
Please refer to the **Year 1 PLC Discussion 2 Rubric** for grading criteria.

**Assessment 5: Year 1 PLC Forum Discussion 3 (24 points):** *Generative Leadership*, by Klimek, Ritsenhin & Sullivan (2008) will be the core text for the first year. As a participant of the *Continuous Professional Growth for International School Leaders* course, you will engage in four Forum discussions in the Professional Learning Community. Each of the first three discussions will focus on one of the Foundational Elements in *Generative Leadership*. Each forum discussion will focus on the reflection questions at the end of that element’s chapter.

**Year 1 PLC Forum Discussion 3:** Select and respond to a reflection question of your choice at the end of Chapter Three: “The Brain/Mind System” (p.46).
Please refer to the **Year 1 PLC Discussion 3 Rubric** for grading criteria.

**Assessment 6: Year 1 PLC Forum Discussion 4 (24 points):** *Generative Leadership*, by Klimek, For discussion 4: Select one insight from Chapters Four through Six in the book, *Generative Leadership*. Share how it applies to your role in international school leadership.
Please refer to the **Year 1 PLC Discussion 4 Rubric** for grading criteria.

**Assessment 7: Year 2 PLC Forum Discussion 2 (24 points):** During Year Two of the program, you will select a text from the course bibliography or a text that is mutually agreed upon in partnership with your mentor. Throughout the course of the year, you will engage in two Forum discussions in the PLC.

**Forum Discussion 2:** You will cite your chosen text, identify a specific strategy from that text which aligns with your professional goals, and describe how you intend to implement that strategy in your professional practice as an international school leader. Reply to at least two other posts in each Forum discussion by providing thought-provoking questions, connections, and feedback.
Please refer to the **Year 2 PLC Discussion 2 Rubric** for grading criteria.

**Assessment 8: Year 2 PLC Forum Discussion 2 (24 points):** During Year Two of the program, you will select a text from the course bibliography or a text that is mutually agreed upon in partnership with your mentor. Throughout the course of the year, you will engage in two discussions in the PLC.

**Forum Discussion 2:** In a post to the Forum, cite your chosen text, identify a second strategy from that text which aligns with your professional goals, and describe how you intend to implement that strategy in their professional practice as an international school leader. Reply to at least two other
posts in each Forum discussion by providing thought-provoking questions, connections, and feedback.
Please refer to the **Year 2 PLC Discussion 3 Rubric** for grading criteria.

**Assessment 9: End-of-Year One Assessment-98 points**
End of Year One Assessment: At the end of year one, you are required to submit an extensive end-of-year written reflection on the impact of the Foundational Elements described in Generative Leadership by Klimek, Ritzenhein & Sullivan (2008). The reflection should address your own professional practice and outlook. The following must be included:

1. Reflect on the elements of Generative Leadership. Evaluate how the three Elements have influenced your professional practice in international school leadership. Provide specific examples to support your conclusions.

2. Analyze how the Generative Leadership Elements have influenced and supported your journey to achieve professional goals.

3. Evaluate the influence of the Professional Learning Community (PLC,) your colleagues, and your mentor in the attainment of your professional goals.
   An Advanced Response should include the following:
   - Makes specific, detailed connections and develops new insights;
   - Demonstrates new learnings and applies those to his or her leadership responsibilities;
   - Engages in original and independent thought;
   - Engages in accurate and realistic self-assessment;
   - Monitors progress towards goals and self-modifies;
   - Explicitly connects own goals to the professional learning of colleagues;
   - Shows evidence of significant personal learning;
   - Reviews personal beliefs, perceptions, values and professional identity in connection with course assignments;
   - Shows evidence of applying personal learning to future leadership situations.

**Please note:** Any assessments below the "Proficient" level must be revised and resubmitted for grading.

Please refer to the **End-of-Year One Assessment Rubric/Wilkes Graduate Education Formal Writing Rubric** for Grading Criteria

**Assessment 10: End-of-Year Two Assessment -98 points**
At the end of year two of the program, you will evaluate how you have met your goals. Additional progress and actions should be articulated in order to meet these goals beyond the program, or additional goals that are now in place. The evaluation should include

- An examination of each goal
  - What evidence supports that the goal has been met?
OR

- Explain what you have accomplished thus far in attempting to meet the goal and what additional work is required to achieve it.

- Plans for implementation and extension:
  - How will each goal be extended and implemented beyond the program as an International School Leader? This includes:
    - Demonstrates new learning’s and applies those to his or her leadership responsibilities;
    - Explicitly connects own goals to the professional learning of colleagues;
    - Shows evidence of applying personal learning to future leadership situations.

An “Advanced” response should include the following:

- Demonstrates new learning’s and applies those to your leadership responsibilities;
- Engages in original and independent thought;
- Engages in accurate and realistic self-assessment;
- Explicitly connects own goals to the professional learning of colleagues;
- Shows evidence of significant personal learning;
- Shows evidence of applying personal learning to future leadership situations.

Please refer to the End-of-Year Two Assessment/Wilkes Graduate Education Formal Writing Rubric for Grading Criteria.

Assessment 11: Digital Portfolio

Over the duration of the two-year program, you will build and maintain a digital portfolio. The portfolio provides a workspace where you will store work from each of the eight courses in the program. In order to obtain credit for the course, Continuous Professional Growth, all portfolio components must be completed and included.

The portfolio will include:

- The final assessments from each of the eight courses in the program;
- Eight journal entries from the course, Continuous Professional Growth;
- Any additional work that the participant chooses to include.

Please refer to the Digital Portfolio Checklist for Grading Criteria.
Digital Portfolio Checklist

Materials
1. Final assessment from each of the seven courses in the program:
   □ Vision and Mission Final Assessment
   □ Leading for Learning Final Assessment
   □ Governance in International Schools Final Assessment
   □ Management Final Assessment
   □ School Culture Final Assessment
   □ Ethics Final Assessment
   □ Situational Awareness and Diplomacy Final Assessment

2. Journal reflection entries and end of year assessments from the
   Continuous Professional Growth course:
   □ Pre-Conference Journal One
   □ Post-Conference Journal One
   □ Pre-Conference Journal Two
   □ Post-Conference Journal Two
   □ End of Year Assessment One
   □ Pre-Conference Journal Three
   □ Post-Conference Journal Three
   □ Pre-Conference Journal Four
   □ Post-Conference Journal Four
   □ End of Year Assessment Two

3. Any additional work the participant chooses to include.
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Intercultural Communications

2. Course Number: EDIL 5012
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 examines the ways cultural differences, attitudinal factors, and characteristics of the communication process influence interaction in intercultural settings. The course focuses upon intercultural competence and leadership, as well as the impact of cultural influences on the communication process and relationship development. Special emphasis is given to intercultural competence in educational settings.

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.
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<td>Intercultural Communications</td>
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Course Description (from Bulletin):

This course examines the ways cultural differences, attitudinal factors, and characteristics of the communication process influence interaction in intercultural settings. The course focuses upon intercultural competence and leadership, as well as the impact of cultural influences on the communication process and relationship development. Special emphasis is given to intercultural competence in educational settings.

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-000B). 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 link. 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:


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;
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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.

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<th>GEPO</th>
<th>ISLPO</th>
<th>Evidence of Learning</th>
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<tbody>
<tr>
<td>The students will:</td>
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<td>Key Instructional Assignments, Activities, or Assessments</td>
</tr>
<tr>
<td>Examine how communication processes differ among cultures</td>
<td>SELO 1,2,3,5,7,8</td>
<td>GEPO 1,2,4,5</td>
<td>ISLPO 1,2,3,4,5,6,7,8</td>
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</tr>
<tr>
<td>Develop a higher sensitivity to cultural differences</td>
<td>SELO 1,2,3,4,5,6,7,8</td>
<td>GEPO 1,2,3,4,5</td>
<td>ISLPO 1,2,4,5,6,7,8</td>
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<tr>
<td>Become more aware of one's own culture and communication styles and articulate the major concepts and issues pertaining to intercultural communication</td>
<td>SELO 1,3,5,7,8</td>
<td>GEPO 1,4,5</td>
<td>ISLPO 1,2,3,4,5,6,7,8</td>
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<tr>
<td>Apply theoretical concepts and research findings in the analysis of intercultural encounters</td>
<td>SELO 1,2,3,5,7,8</td>
<td>GEPO 1,2,4,5</td>
<td>ISLPO 1,2,3,4,5,6,7,8</td>
<td></td>
</tr>
<tr>
<td>Read, summarize, analyze, and critique current literature</td>
<td>SELO 1,2,3,5,7,8</td>
<td>GEPO 1,2,4,5</td>
<td>ISLPO 1,2,3,4,5,6,7,8</td>
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</tbody>
</table>

**EDIL 5012 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 communication theory and its application in the international school 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 communication theory 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 communication theory and intercultural communications.

Scoring: Wilkes University Formal Writing Rubric
Course Grading:

<table>
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<th>Grading Scale</th>
<th>Description</th>
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</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</td>
<td>Below 70% 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.

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<th>Unit Topic(s) &amp; Required Readings</th>
<th>Discussions, Assignments, Examinations &amp; Due Dates</th>
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<td>Unit discussions Unit Assignments</td>
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