EDLD 6390
Special Topics in Educational Leadership
Educational Leadership across Borders
Course Syllabus
Summer I (10 Weeks) 2019
TBA
and
July 11-22, 2018 Study Abroad

Engaging the Culture;
Elevating Disciplined Inquiry

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I. Course Description
EDLD 6390 3 sem. hrs.
Special Topics in Educational Leadership
Selected topics in an identified area of curriculum and instruction; advanced investigations of
selected topics and problems dealing with curriculum theory, program design, and experimental
formulations. May be repeated for credit when topics vary.

Study Abroad Experience
This course allows aspiring and experienced educational leaders to provide local leadership in a
study abroad program when responding to cultural context and
strengthening a multidisciplinary summer enrichment program for children who attend the Clavellinas School, outside of San Miguel de Allende, Mexico.

Attention is given throughout the course for students to engage in leadership practice targeting three areas: (a) support talent development of pre-service and in-service teachers; (b) program enhancement; and (c) concepts of cross-cultural and international school environments as they relate to leadership.

II. Rationale

The Texas A&M University System collaborates with the Hacienda Santa Clara, a teaching, learning, and research center, to engage undergraduate and graduate students in faculty-led study abroad programs in San Miguel de Allende, Mexico.

According to Sroufe, Sivasubramaniam, Ramos, and Saiia (2015), study abroad experiences that include experiential learning can enhance responsible leaders in four critical roles: leader as steward, as global citizen, as social architect, and as meaning maker.

Experiencing cross-cultural and international school environments through first-hand examination of and dialogue about productive relationships, social, environmental, and educational administration practices at home and abroad, involves an epistemological shift in what it means to be a responsible leader in a global society. For Texas A&M University – Corpus Christi, this study abroad experience offers unique opportunities for our graduates to gain life-altering perspectives, embedding international field work, and experiential pedagogy and leadership in an unfamiliar setting.

III. The Carnegie Project on the Educational Doctorate Guiding Principles

The Professional doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides the field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.
IV. TExES Domains covered in this course.

Not Applicable

V. Learning Objectives and Outcomes

In this course, the learner will have the opportunity to demonstrate their professional thinking and practice in the following areas:

- Act with cultural competence and responsiveness in their interactions, decision making and practice;
- An appreciation of how government (legal) structure and policy interface with individual and other organizations understanding of various international educational systems;
- Engage critically with relevant leadership concepts, principles, theories and international best practices;
- Apply new ideas and approaches in reflective practice in an individual’s own teaching, learning, and leadership context;
- Produce a week-long supportive academic system recognizing and valuing Mexico’s curriculum, instruction and assessment standards;
- Evaluate experiences and outcomes to plan further development

VI. Course Topics

The first half of the semester will focus on studying leadership within several cultures around the world, and will include extensive history and background on the embedded international experience site, Mexico. From July 11-22, 2019, students will immerse themselves in Mexico culture while engaging as both teacher and leader in a multidisciplinary summer enrichment program for children in the Clavellinas community. Upon returning from the international experience, students will create and present a seminar on a variety of aspects of educational leadership within the culture studied, assigned prior to departure.

The major topics to be considered are:

<table>
<thead>
<tr>
<th>Practice - Actual leadership practice</th>
<th>Learning: Newly acquired knowledge, skills, and understanding</th>
<th>Reflection – Skills in analysis, synthesis, and evaluating experiences to develop future professional practice</th>
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Key concepts, theories, and practice of leadership in international settings

Compare and contrast leadership roles within other cultures

Operationalize oneself as a leader within a variety of cultures

Critically think about local leadership, cultural impact and indigenous practices

VII. Instructional Methods and Activities

Methods and activities for instruction include:
Methods and activities for instruction in this course will include the following activities, readings, case studies, discussion forums, cooperative learning, reflections, assessments.

VIII. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>Attendance/Participation/Active Learning</th>
<th>20%</th>
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</thead>
<tbody>
<tr>
<td>Reflections Practices</td>
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</tr>
<tr>
<td>a. Critiques and discussion of select</td>
<td></td>
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<tr>
<td>readings throughout the semester</td>
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<tr>
<td>b. Travel Journal</td>
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<td></td>
<td>25%</td>
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<tr>
<td>Small-Scale Literature Review:</td>
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<tr>
<td>An 8-10 pages’ paper based on an</td>
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<tr>
<td>extensive literature review on an</td>
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<tr>
<td>assigned country leadership issue,</td>
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<tr>
<td>concepts and cultures.</td>
<td>25%</td>
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<tr>
<td>Study Abroad Seminar Presentation:</td>
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<tr>
<td>Presentation regarding an assigned</td>
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<tr>
<td>aspect of Mexico teaching, learning,</td>
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<tr>
<td>and leadership experienced as part of</td>
<td></td>
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<tr>
<td>the embedded experience</td>
<td>30%</td>
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</table>

Rubrics are provided for all assignments.

1. Attendance/Participation/Active learning is based on the assumption that:

- Students will be present for all classes (TAMUCC and Study Abroad).
- Students will read all assigned reading materials.
- Students will raise relevant questions, contribute relevant observations to the topic
being considered, and reflect on the content and activities of the course.

- Student participation will reflect prior preparation of presentations and completion of reading assignments.
- Participation will reflect awareness of appropriate interpersonal communication, i.e., use of “I” statements; listening as well as articulating skills; assertiveness rather than passivity or aggression; demonstrated awareness of amount of class time being used by individual students; shared ownership of classroom activities; feedback to instructors, guests, and classmates; and so on.
- Includes self-assessment, pre-departure expectations essay and in-class activities (both at TAMUCC and in Mexico).
- Students will support the multidisciplinary summer enrichment program in a variety of ways (e.g. preparing lessons, teaching, mentor pre-service teacher, and/or assist with coordination of the program).
- Students will support the ESL study sessions for parents of the children of the Clavellinas community.

2. Reflective Practice:

Writing is a means to acquire and improve reflective thinking. It is also a personal and unique endeavor. In this course, you will engage in two types of reflective practice: critiquing journal articles and maintaining a travel journal of your study abroad experiences. These reflective practices can assist you in developing critical thinking skills when used to analyze challenging issues and determine alternative solutions to problems.

**Journal Article Critical Reflection:** With this particular activity, you will get experience learning from a primary source and to apply concepts from a journal article to anything you experience outside of class (e.g. your own interactions and observations, hypothetical examples, events in literature or movies) relative to leadership. Critical reflective practice requires thoughtful and persistent inquiry. You will need to interrogate your own assumptions and knowledge to deepen your analysis and focus your assessment of the article.

**Travel Journal:** Writing reflectively involves critically analyzing an experience, recording how it has impacted you and what you plan to do with your new knowledge. It can help you reflect on a deeper level as the act of getting something down on paper helps many people to think an experience through. The key to reflective writing is to be analytical not descriptive. At times, you will be given specific prompts (pictures, phrases, questions) in which to engage you in writing. Other times, you will be asked to free write about any particular experience you encountered.

3. Small-Scale Literature Review:
A literature review is a synthesis of understanding of research on a topic that has previously been studied. The purpose of this small-scale literature is to inform readers of the significant knowledge and ideas that have been established on a topic. The purpose of
this assignment is to facilitate your abilities to research a topic relative to leadership in international settings so can you learn about a particular country’s leadership issue, concepts and cultures.

4. Study Abroad Seminar Presentation:
In a seminar format, students bring information to inform the discussion of the group. As such, for the final project, you are required to create a presentation of some aspect of pre-departure coursework and the Study Abroad experience working in conjunction with your classmates (dependent on the number of students enrolled) that in some way addresses the concept of educational leadership. Multiple contextual approaches are possible and expected within the presentation itself. For example: musical, historical, educational, sociological, literary, artistic, critical.

IX. Course Schedule and Policies

<table>
<thead>
<tr>
<th>Week/Day</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1:</td>
<td>Introduction to international leadership; Cultural implications; Pre-departure expectations</td>
<td>Self-Assessment - Cultural Competence; Pre-departure expectations</td>
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<tr>
<td>Week 2:</td>
<td>Mexico history, culture, leadership topics. Historical leadership lessons in South/Central America</td>
<td>Due: Article Reflection #1</td>
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<tr>
<td>Week 3:</td>
<td>Authentic Leadership - Thailand; Tribal leadership lessons from the African perspective</td>
<td>Due: Article Reflection #2</td>
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<td>Week 4:</td>
<td>International leadership ethics in the Middle East; Women and leadership: The international struggle</td>
<td>Due: Article Reflection #3</td>
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<tr>
<td>Week 5: Thursday, July 4</td>
<td>No class/Holiday</td>
<td>Due: Literature Review</td>
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<tr>
<td>July 11 – July 22</td>
<td>Study Abroad Experience</td>
<td>See itinerary below</td>
</tr>
<tr>
<td>Week 9: Thursday, August 1, 2019</td>
<td>Reflective Time</td>
<td>Due: Travel Journal</td>
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Study Abroad Itinerary (Draft)

7-11 – Fly to QRO – Mexico; Arrive Santa Clara Hacienda; Seminar on Mexican Muralism Movement, Artists and Major Works

7/12 – Tour Guanajuato (e.g. city, museum, mines, churches)

7/13 – Tour San Miguel de Allende - Unstructured

7/14 – Tour San Miguel de Allende ½ day (structured); Plan for Clavellinas activities ½ day

7/15 – Travel to Las Clavellinas and work with children; English as a Second Language activities for Santa Clara Hacienda staff; write field notes for research of project; Group work

7/16 - Travel to Las Clavellinas and work with children; English as a Second Language activities for Santa Clara Hacienda staff; write field notes for research of project; Group work

7/17 – Travel to Las Clavellinas and work with children; English as a Second Language activities for Santa Clara Hacienda staff; write field notes for research of project; Tour Mineral de Pozas

7/18 – Travel to Las Clavellinas and work with children; English as a Second Language activities for Santa Clara Hacienda staff; write field notes for research of project; Salsa making

7/19 – Travel to Las Clavellinas and work with children; English as a Second Language activities for Santa Clara Hacienda staff; write field notes for research of project; Reflections Due; Seminar about Pyramids

7/20 – Tour Santuario de Atotonilco; Hot Springs; Seminar about Pyramids

7/21 – Tour pyramid; Rancho Lunch; San Miguel de Allende

7/22 – Return to US

Textbook

The textbook adopted for this course is:

X.

**XI. Bibliography**

*Knowledge base that supports content and procedures:*


XII. University Policies

*Academic Integrity/Plagiarism*

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero.

*Dropping a Class*

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. July 29, 2019 is the last day to drop a class with an automatic grade of “W” this term.

*Classroom/professional behavior*

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the
ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior) **
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals***

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Statement of Academic Continuity*

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Recommended by university, language provided that mirrors language used in other publications such as the student handbook or rules/procedures.

**Recommended by university, select one from the two items regarding behavior/civility or insert a similar statement based on your class needs.

**Required by SACS or HB2504—language must be included

XIII. Course Expectations

The Educational Leadership program encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The Program will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

1. Students are expected to engage as co-participants in this course working closely and consistently with professor and student colleagues.
2. Students are expected to show human concern for each of those with whom they work and study, while presenting a positive attitude and professional demeanor.
3. Students are expected to attend each class meeting and inform the instructor in advance if an emergency arises.
4. Just as students expect instructors to be prepared, students are expected to come to class prepared, having read assignments beforehand in order to contribute fully and thoughtfully to class discussions.
5. Students are expected to work with team members collaboratively and obtain their input when working on group exercises and projects.
6. Students are expected to engage respectfully in a dynamic classroom environment, creating and maintaining a safe place in which ideas can be explored, shared, and evaluated.

7. Students are expected to submit work that meets the academic honesty standards of Texas A&M Corpus Christi.

8. Students are expected to respect the rights and dignity of each member of the campus community.

9. Students are expected to contact the instructor with questions, concerns, or issues that need to be addressed.