Course	Leadership and Advoacy
Program, semester, year	International Studies Program, Spring 2023
Credits ECTS	3 USA
Instructor´s full name and email	Sara Tours, Sara.Tours@sru.edu
Block dates (days and time)	Monday-Thursday, 9am-12pm
Classroom	TBA
Class hours	45
Office Hours	TBA
Requirements	
Language of instruction	English
Type of teaching	In person (with online sections in Blackboard)

INTRODUCTION

This course will focus on leadership and advocacy for future educators. This course will include theory, research and practice in education as a foundation for leadership in the field and advocacy on behalf of children, families, communities, and the education profession. An examination of current issues in the field and strategies for articulating positions and for working toward change will also be addressed.

COMPETENCES

General Competences:

GC1: To prepare students to fill leadership roles in the education profession.

GC2: To develop skills and dispositions needed for students to serve as advocates for children.

Specific Competences:

SC1: Identify current issues and future trends faced by education programs due to social, economic, and political changes and beliefs.

SC2: Identify leadership and styles and roles and their impact on an organization.

SC2: Describe the ethical concerns, legal issues, and advocacy needs faced by early care and education programs and professionals within the field, and identify professional resources related to these topics.

METHODOLOGY

Students will have the opportunity in this class to practice collaborative learning in a variety of contexts. Collaborative Learning involves groups of diverse learners working together and helping each other achieve an outcome with accountability for each learner with the professor facilitating or guiding the process. Collaborative learning is NOT the same as "group work", although some group work might be involved. Each person is individually responsible for their own contributions to the process and their own learning. In addition, this course will utilize discussion sessions on topics from materials read at home and assignments.

PREPARATION FOR CLASS

- *Students will need to read all articles, readings, or other materials related to the topic before coming to class. While in class, student should show preparation of the readings by asking relevant questions and making comments related to the topic.*
- *Student should think about questions and relations of the texts with other previous knowledge. Write comments and reflections related to the readings, which can be shared in class discussions.*
- *Students should take notes during class presentations and discussions.*
- *Students will need a positive disposition and respectful behavior in all classes, with the instructor, and peers. Many sensitive topics are discussed in class and within assignments and all opinions are to be respected.*

EVALUATION

- **Participation/Profesionalism.**

   It is imperative that you exemplify professionalism at all levels of development, including while you are a student. Professionalism points will be awarded for regular attendance, participation in

classroom discussions/activities, a positive disposition, and respectful behavior in the class, with your teacher, and with your peers. Failure to maintain a high level of professionalism will result in a loss of professionalism points. Examples of situations in which points will be taken away include but are not limited to: using technology during class, a pattern of arriving late or leaving class early, having cell phones or other technology on desk during class without permission form the teacher, failure to participate in class activities, showing disrespect toward teacher/guest speaker/colleague, using laptop or other electronic device for purposes unrelated to what is happening in the classroom. Determination of earned professionalism points is made by the course teacher prior to the end of the course. Students have one (1) unexcused absences and it is up to the teacher to deem additional absences as excused. Each unexcused absence will result in the loss of points per class (as determined by the teacher) absences to the final grade.
Total 15%

- **Activities and field trips.**
  Visits to organizations, day trips, and others.
  Total 20 %.

- **Educacional Issues Papel and Discusión.**
  We will discuss education issues that relate to your advocacy project. To prepare for this discussion, each student will need to locate a recent peer reviewed article in a publication. While reading these sources you are to take notes about the issues and print out the articles or publications that reflect concerns about issues related to this course. By the due date listed on the tentative course schedule, you will submit the article and a 3 page, double spaced reflection paper which summarizes all that you read and offers your reflections on how these issues will influence you and your advocacy project. The paper needs in-text citations.
  Total 15%

- **On-line readings.**
  Students are responsible for reading materials on-line and coming to class reading to discuss the readings.
  Total 15%

- **Mid-term Exam.**
  A midterm exam will be given. The exam will reflect content from the semester and will include content from the required readings, classroom presentations, projects, lectures, and assignments. The exam will contain both objective (Multiple Choice, True/False) and subjective (Short Answer, Essay) questions.
  Total 20%.

If the teacher finds out that the student has copied in the exam, the final grade will be 0, without the possibility of making up for the exam.

Note: teacher can deduct points from the work if the student turns in the written work late at the teachers´ discretion.

● **Advocacy plan project.**
  The purpose of the advocacy project plan is to create, advocate, and/or support, a change to a current policy initiative or a mechanism/strategy to address an educational issue or problem in a country of the student's choice.
  Total 50%.

● **Advocacy plan presentations.**
  All students will present their Advocacy plan projects in class through the use of technology in a creative way.
  Total 20%.

● **Leader paper.**
  Students will choose a leader from the country of their Advocacy plan project. The student will research the leader, explain what type of leader he or she was, and reflect on the impact the leader had or has on the country.
  Total 20%.

EVALUATION

The evaluation of this course is as follows:

PARTICIPATION/ PROFESSIONALISM	30 %
ACTIVITIES AND FIELD TRIPS	20 %
EDUCATIONAL ISSUES PAPER & DISCUSSION	15 %
ONLINE READINGS	15 %
MIDTERM EXAMS	20 %
ADVOCACY PLANPROJECT	50 %
ADVOCACY PLAN PRESENTATION	20 %
LEADER PAPER	20 %

Plagiarism:
Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers.

ATTENDANCE (Instituto Franklin-UAH Policy)
Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)
Students with special needs should contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

USE OF TECHNOLOGY IN CLASS
The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

USE OF BLACKBOARD
All courses offered by Instituto Franklin-UAH can be taught through the Blackboard virtual classroom. Also teachers can have materials, forums, etc in the virtual classroom even if they don´t teach the clas virtually. For more information about using it contact Antonio Fernández: antonio.fernandezm@uah.es

CLASS SHCEDULE (TENTATIVE)

DAYS	CLASS SCHEDULE	ASSIGMENTS
WEEK 1: Advocacy		

		Content: -Introduction to Advocacy -Context for Advocacy -Advocacy & Service Learning -Being an Informed Advocate	-Online Readings -Educational Issues Paper & Discussion
	WEEK 2: Leadership		
		Content: -What is Leadership? -Leadership Roles -Types of Leadership	-Online Readings -Leader Paper -Mid-Term Exam
	WEEK 3: Leadership & Advocacy		
		Content: -Leadership Around the World -Advocacy Around the World	-Online Readings -Advocacy Plan Presentations (In class) -Advocacy Plan Projects

Note:

If there are activities outside of the classroom, it is important to include a warning note explaining that these are subject to change.

BIBLIOGRAHY

BOOKS:

Baldwin, L. (2018). Research concepts for the practitioner of educational leadership. Brill Sense.

Bagci, H. (ed.). (2018). An overview of technology, guidance, and leadership in terms of education. Cambridge Scholars Publishing.

Elliott – Johns, S. E (2015). Leadership for change in teacher education: Voices of Canadian deans in higher education. Brill.

Fuller, J., & Harford, K. (2016). Gender and leadership in education: Women achieving against the odds. Peter Lang.

Harris, A., & Jones, M.S. (eds.). (2016). Leading futures: Global perspectives on educational leadership. Sage.

Jensen, M.A., & Zeitler-Hannibal, M.A. (2000). Issues, advocacy, and leadership in early childhood education. Allyn and Bacon.

Kieff, J. E. (2009). Informed advocacy in early childhood care and education: Making a difference for young children and families. Merrill.

Obaikor, F.E. (ed). (2017). Leadership matters in the education of students with special needs in the 21st century. Information Age Publishing, Inc.

Rebore, R.W. (2014). The ethics of educational leadership. Pearson.

Santamaría, L. J., & Santamaría, A.P. (2012). Applied critical leadership in education: Choosing change. Routledge.

Sefton-Green, J. (2013). Learning at non-school: A review of study, theory, and advocacy, for education in non-formal settings. The MIT press.

Shapiro, J. P., & Stefkovich, J. A. (2016). Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas. Routledge.

Smidt, S. (2013). Developing child in the 21st century a global perspective on child development. Routledge.

Verger, A., & Novelli, M. (eds). (2012). Campaigning for "Education for All": A histories, strategies, and outcomes of transnational advocacy coalitions in education. Brill Sense.

Zepeda, S.J., Mayers, R.S., & Benson, B.R. (2013). The call to teacher leadership. Routledge.

JOURNALS

Early Childhood Education Journal

Educational Leadership

International Journal of Early Childhood Learning

Journal of Advocacy, Research, and Education

Journal of Early Childhood Teacher Education

Journal of Educational Leadership, Policy, and Practice

Journal of Leadership Education

Journal of Organizational and Educational Leadership

The Journal of Cases in Educational Leadership

INSTRUCTOR

Dr. Sara Tours is an Assistant Professor at Slippery Rock University of Pennsylvania. She has taught birth to 4th grade in the United States, Spain, and France. She has her teaching certificate in the state of Florida where she is certified in Pre-k/primary, ESOL, and Reading. At Slippery Rock she teaches upper division courses and is the International Coordinator for the College of Education. Within her courses, she has students conduct a service-learning project. She oversees the international concentration, international student teaching, and the Minor in Global Education. Her

research interests are in phonemic awareness in young children, pre-service teachers experience in international programs, and enhancing teacher education programs.

She can be contacted by email at Sara.Tours@sru.edu or through the WhatsApp App on +1-954-673-6681.