

**Colonnade General Education Committee Report**  
**University Senate**  
**Feb. 4, 2020**

**Action Items**

***Course Proposals and syllabi attached***

Approval of:

1. EDFN 310 Global Issues in Education Policy and Leadership (Connections: Local to Global)  
Implementation: Summer 2020
2. FILM 105 Film Appreciation (Explorations: Arts and Humanities) Implementation: Fall 2020  
*Remove FILM 201 Introduction to the Cinema from Explorations Arts and Humanities starting Spring 2021.*

## Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone: Stacy Leggett, [stacy.leggett@wku.edu](mailto:stacy.leggett@wku.edu), 270-745-2942  
College and Department: CEBS, EALR Proposal Date: 8/1/2019

### 1. Course Details:

- 1.1 Course prefix (subject area), number and title: EDFN 310 Global Issues in Education Policy and Leadership
- 1.2 Credit hours: 3
- 1.3 Prerequisites<sup>1</sup>: 21 hours of Foundations and Explorations coursework or have junior status
- 1.4 Crosslisted and/or equivalent courses (prefix and number): none
- 1.5 Expected number of sections offered each semester/year: 1-2 per year
- 1.6 Is this an existing course or a new course? New course
- 1.7 Proposed term of implementation? Summer 2020
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online. List all.) Bowling Green Campus or online

### 2. Provide a brief course description (100-200 words).

Education plays a crucial role in developing a globally competitive workforce. This course will promote understanding of the bidirectional, reciprocal relationships among institutional, social, economic, political, and cultural dimensions of geographic places and educational policy, practice, and outcomes. As consumers of information, students will develop better understandings of international comparative measures. As global citizens, they will analyze the drivers and outcomes of local education policies and practices with international connections. Through the lens of families with children considering international relocation, they will evaluate educational opportunities. From the perspective of a policy influencer, students will consider the dimensions influencing educational innovations and the feasibility of adapting innovations locally. As entrepreneurs, they will consider the influence of education on work readiness. This course will focus on issues that transcend national boundaries, relate to issues of equity and diversity, and foster social justice and global awareness. It will equip students from a variety of fields including education, leadership, business, economics, and political science with the analytic skills to form judgments about the similarities and differences among selected systems, the impact of context on those differences, and how their findings connect to local policy and practice.

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).** Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

This course serves as a capstone learning experience with students synthesizing basic understandings of political, economic, and legal systems with geographic, social, and cultural characteristics to identify and understand policy drivers, compare policies and practices, and evaluate outcomes in local and global educational systems. Problems of practice in education are increasingly complex and identifying root causes and evaluating possible interventions require an understanding of multiple layers of factors. Students will use epistemological approaches from Foundations and Exploration courses to develop cogent arguments

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<sup>1</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

comparing and evaluating the effectiveness of educational policies and leadership approaches in local and global contexts.

**4. List the *course goals* (see **Glossary of Terms**), and explain how are they aligned with the **Connections student learning outcomes**.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Local to Global subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
1. Analyze issues on local and global scales.	<p>Students will analyze issues related to educational policy and leadership decision making on local and global contexts.</p> <ul style="list-style-type: none"> <li>• They will understand how different models, measures, and emphases provide different insights in comparative studies.</li> <li>• They will identify and understand current prevalent global, education and work readiness questions; the spread and influence of relevant innovations; and key areas of relevant policy (examples: accountability, governance, preparation/licensure, college and/or career readiness goals).</li> <li>• They will understand the difference between policy and practice.</li> <li>• They will apply key steps in policy analysis to local and global policies.</li> </ul>
2. Examine the local and global interrelationships of one or more issues.	<p>Students will examine the local and global interrelationships of issues connected to education such as the interrelationship between political issues, policy drivers, and educational systems; economic systems and school funding; and work readiness and educational systems.</p> <ul style="list-style-type: none"> <li>• They will understand how comparisons of global issues and trends are made and identify the key challenges of “learning from other countries” particularly in the context of education and work readiness.</li> <li>• They will critique the application of various international practices as possible innovations at the local level.</li> <li>• They will compare the spread of selected policies and practices.</li> </ul>
3. Evaluate the consequences of decision-making on local and global scales.	<p>Students will evaluate the effectiveness and efficacy of specific strategies designed to improve educational and workforce development outcomes, particularly comparing policies and practices with potential to positively impact local systems. This course will focus on select cases of educational policies and leadership decision making at the local and global levels. Case studies will focus on understanding and evaluating strategies to improve learning and workforce development outcomes, promote the development of teachers and leaders, and deepen understanding of the intended and unintended consequences of policy and practice.</p>

	<ul style="list-style-type: none"> <li>• First, students must understand how the outcomes of policies are measured and compared. <ul style="list-style-type: none"> <li>○ They will identify key international assessments and what they do and do not tell us in comparing outcomes of policies and decisions.</li> <li>○ They will compare economic conditions and other relevant data to educational and work readiness schema across multiple settings.</li> <li>○ They will understand how designated cases' accountability measures are related to national mission, vision, and core beliefs. They will compare and contrast what measures are identified and how these measures connect for educational system goals. Further, they will identify short and long-term consequences to education policy and decision-making beyond designated accountability measures.</li> </ul> </li> <li>• Students will understand the limitations of measures. <ul style="list-style-type: none"> <li>○ They will explain the importance of time lapse in evaluating policy outcomes and the influence of various policy drivers.</li> <li>○ They will also be able to explain the complexity of educational policy's impact on outcomes including the dangers of "cherry picking" successful examples and ignoring others.</li> </ul> </li> <li>• Finally, they will evaluate the influence of education policies on for multiple sub-groups and at multiple levels from the perspective of various stakeholders.</li> </ul>
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**5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).**

- Apply basic approaches to understanding and analyzing policy.
- Analyze forces driving education and work readiness policies and practices in multiple contexts.
- Apply basic approaches to comparative education including the meaningful use of education and workforce data in making comparisons.
- Apply understanding of the interrelationships between context and educational policy to better understand the American education system and its role in preparing students to compete in a global marketplace.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades.** Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the "artifact(s)" (assignments, papers, activities, etc.) that will be used for assessing each learning outcome <i>beyond</i>	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must

	<b>course grades. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</b>	<b>produce a separate evaluative rating for each Connections SLO.</b>
1. Analyze issues on local and global scales.	For this assignment, students will take on the role of a family with school age children considering relocating to an international setting. They will articulate their goals and considerations for the relocation and evaluate multiple international settings for their relocation. One of the goals and considerations must be educational opportunities for the children. Each group member will research one of the settings. They will share their research with the group and participate in a structured, small group discussion around the decision. Finally, each student will use the shared research and the ideas that arise from the structured discussion to independently write a reflective, evidence-based argument supporting their selected destination.	<i>Students will submit this paper by mid-term. The department's instructors will evaluate the papers using the Connections rubric, which provides a separate rating for each Connections Learning Outcome. Although the data collection will occur as a group, the paper will be written as an independent assignment.</i>
2. Examine the local and global interrelationships of one or more issues.	Students will complete a group presentation on a local issue with global interrelationships. As part of the presentation, groups will develop a graphic organizer illustrating the how context and other issues drive the selected issue. Possible topics include hiring teachers on cultural exchange visas in hard-to-staff schools, meeting College and Career Ready standards in a global economy, rethinking STEM through international models, the impact of global crises on refugee populations, or outcomes of international education experiences. Although the presentation will be conducted as a group, the group will present a plan and final reflection on the assigned roles and tasks of each group member.	<i>Students will make their presentations by the end of the semester. The department's instructors will evaluate the presentation and handout using the Connections rubric, which provides a separate rating for each Connections Learning Outcome.</i>

<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>The final paper in the course will be provided as the artifact in support of Evidence &amp; Argument Assessment. Students will be given the opportunity to examine and evaluate the decision-making process related to strategies adopted across local and global contexts as related to an innovation in educational policy or practice. They will investigate a policy or practice across selected global contexts evaluating the effectiveness. Student analysis will consider the role of various decision makers including students, parents, teachers, school leaders, and politicians; the driving forces influencing their decisions; the consequences of those decisions; and the interrelationships of the decisions to the context. Students must clearly convey the efficacy of the approach at a local and global level using evidence from existing theories, research and case studies.</p> <p>For example, a student might address workforce demands related to STEM as the common problem of practice. The student would select at least three cases, including a local case, to compare the role of key players in influencing policy and practice to meet these demands, the driving forces influencing their decisions, the consequences of those decisions, and the interrelationships of the decisions to context.</p>	<p><i>Students will submit their final papers no later than the end of the semester. Some of the data will be analyzed as formative assessments throughout the course, but this final paper will be written independently by each student. The department's instructors will evaluate the papers using the Connections rubric, which provides a separate rating for each Connections Learning Outcome.</i></p>
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**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

Our intention is to use the following for the assessment of each of the three student assignments, evidence-based papers submitted throughout the course. We will randomly select 75% of submitted assessments with the goal that at least 70% of students will submit proficient work.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
1. Analyze issues on local and global scales  (modified from item 4 of the Inquiry and Analysis AAC&U VALUE Rubric)	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to educational policy and leadership at the local and global levels.	Organizes evidence to reveal important patterns, differences, or similarities related to educational policy and leadership at the local and global levels.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities related to educational policy and leadership at the local and global levels.	Lists evidence, but it is not organized and/or is unrelated to educational policy and leadership at the local or global levels.
2. Examine the local and global interrelationships of one or more issues.  (modified from item 1 of the Critical Thinking AAC&U VALUE Rubric)	The local and global influences of educational policy and leadership are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	The local and global influences of educational policy and leadership are stated, described, and clarified so that understanding is not seriously impeded by omissions.	The local and global influences of educational policy and leadership are stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	The local and global influences of educational policy and leadership are not stated clearly or are presented without clarification or description.
3. Evaluate the consequences of decision-making on local and global scales.  (modified from row 4 of the Problem Solving AAC&U VALUE Rubric)	Evaluation of solutions to problems of practice in education is deep and elegant (i.e. contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	Evaluation of solutions to problems of practice in education is adequate (i.e., contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	Evaluation of solutions to problems of practice in education is brief (i.e., explanation lacks depth) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	Evaluation of solutions to problems of practice in education is superficial (i.e., contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solutions, and weighs impacts of solutions.

**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The final paper in the course will be provided as the artifact in support of Evidence & Argument Assessment. Students will be given the opportunity to examine and evaluate the decision making process related to

strategies adopted across local and global contexts as related to educational policy and leadership issues. They will investigate policies or practices faced across selected global contexts evaluating the effectiveness. Student analysis will consider the role of various decision makers including students, parents, teachers, school leaders, and politicians; the driving forces influencing their decisions; the consequences of those decisions; and the interrelationships of the decisions to the context. Students must clearly convey the efficacy of the approach at a local and global level using evidence from multiple sources.

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

**WESTERN KENTUCKY UNIVERSITY**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION,**  
**LEADERSHIP, AND RESEARCH**  
**EDFN 310: Global Issues in Educational Policy and Practice**  
**(Three Semester Hours Credit)**  
**Spring Term 2020**

**Instructor: Dr. Stacy Leggett**

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## **COURSE INFORMATION**

### **Catalog Description**

Students will examine issues related to educational leadership and policy at the local and global level. They will analyze the interrelationships among regional context, educational leadership, policy, practice, and outcomes through select local and global cases.

### **Prerequisites**

21 hours of Foundations and Explorations coursework or have junior status.

### **Course Objectives**

Local to Global Connections

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

Additionally,

4. Apply basic approaches to understanding and analyzing policy.
5. Analyze forces driving education and work readiness policies and practices in multiple contexts.
6. Apply basic approaches to comparative education including the meaningful use of education and workforce data in making comparisons.
7. Apply understanding of the interrelationships between context and educational policy to better understand the American education system and its role in preparing students to compete in a global marketplace.

### **Grading/Evaluation**

Participation in class is essential for the successful completion of this course.

1. **Class participation and class assignments (30%).** Students will participate in written reflections and/or check-in assignments throughout the semester. These assignments and student class participation will be assessed on a scale of 1 to 4 using rubric. Students will write reflections on class discussions, activities, and assigned readings. Students will

respond to check-in questions or tasks to gauge development of skills necessary for assignments 3 to 6.

2. **Relocation role play presentation and paper (25%).** For this assignment, students will take on the role of a family with school age children considering relocating to an international setting. They will articulate their goals and considerations for the relocation and evaluate multiple international settings for their relocation. One of the goals and considerations must be educational opportunities for the children. Each group member will research one of the settings. They will share their research with the group and participate in a structured, small group discussion around the decision. Finally, each student will use the shared research and the ideas that arise from the structured discussion to independently write a reflective, evidence-based argument supporting their selected destination.
3. **Class presentation (20%).** Students will complete a group presentation on a local educational or workforce issue with global interrelationships. As part of the presentation, groups will develop a graphic organizer illustrating how context and other issues drive the selected issue. Possible topics include hiring teachers on cultural exchange visas in hard-to-staff schools, meeting College and Career Ready standards in a global economy, rethinking STEM through international models, the impact of global crises on refugee populations, or outcomes of international education experiences. Although the presentation will be conducted as a group, the group will present a plan and final reflection on the assigned roles and tasks of each group member.
4. **Final paper (25%).** Students will work independently to prepare a 5 to 7-page research paper (not including title page and references) in APA format evaluating the impact of educational policy and leadership decision making in response to an educational question on selected cases.

The final paper in the course will be provided as the artifact in support of Evidence & Argument Assessment. Students will be given the opportunity to examine and evaluate the decision-making process related to strategies adopted across local and global contexts as related to an innovation in educational policy or practice. They will investigate a policy or practice across selected global contexts evaluating the effectiveness. Student analysis will consider the role of various decision makers including students, parents, teachers, school leaders, and politicians; the driving forces influencing their decisions; the consequences of those decisions; and the interrelationships of the decisions to the context. Students must clearly convey the efficacy of the approach at a local and global level using evidence from existing theories, research and case studies.

For example, a student might address workforce demands related to STEM as the common problem of practice. The student would select at least three cases, including a local case, to compare the role of key players in influencing policy and practice to meet these demands, the driving forces influencing their decisions, the consequences of those decisions, and the interrelationships of the decisions to context.

A	90-100%
B	80-89%
C	70-79%

D 60-69%  
 F <60

**Purpose**

This course will serve as a local to global colonnade course with the intent of developing students’ analytic skills as they form judgments about the similarities and differences among selected education systems, the impact of context on those differences, and how their findings connect to educational improvement.

**Course Description**

Education plays a crucial role in developing a globally competitive workforce. This course will promote understanding of the bidirectional, reciprocal relationships among institutional, social, economic, political, and cultural dimensions of geographic places and educational policy, practice, and outcomes. As consumers of information, students will develop better understandings of international comparative measures. As global citizens, they will analyze the drivers and outcomes of local education policies and practices with international connections. Through the lens of families with children considering international relocation, they will evaluate educational opportunities. From the perspective of a policy influencer, students will consider the dimensions influencing educational innovations and the feasibility of adapting innovations locally. As entrepreneurs, they will consider the influence of education on work readiness. This course will focus on issues that transcend national boundaries, relate to issues of equity and diversity, and foster social justice and global awareness. It will equip students from a variety of fields including education, leadership, business, economics, and political science with the analytic skills to form judgments about the similarities and differences among selected systems, the impact of context on those differences, and how their findings connect to local policy and practice.

**Course Outline with Course Topics and Learning Outcomes**

Meeting	Topics (course objective #)	Essential Questions Students will be able to....	Activities	Resources
<b>Global Issues in Education and Workforce Readiness</b>				
1	Global issues in education and workforce readiness (1, 4)	<ul style="list-style-type: none"> <li>Identify the key challenges of “learning from other countries”</li> <li>Identify key international assessments and what they tell us</li> <li>Explain the importance of time lapse and contextual variables in evaluating policy outcomes</li> <li>Explain the complexity of analyzing a policy or practice’s impact on outcomes including the dangers of “cherry picking” successful</li> </ul>	<ul style="list-style-type: none"> <li>*Reading</li> <li>*Text-based discussion</li> <li>*Written reflection—identify cautions with external generalization</li> </ul>	“Copying from Other Countries” (Wiliam, 2018)

		examples and ignoring others		
2	Global issues in education and workforce readiness (1, 5)	<ul style="list-style-type: none"> <li>Identify current prevalent global, education and workforce readiness questions.</li> <li>Identify and evaluate the spread and influence of global educational and workforce readiness needs, policies, and practices both locally and globally.</li> <li>Identify and evaluate the influence of key players in the field of education both locally and globally.</li> </ul>	<ul style="list-style-type: none"> <li>*Reading</li> <li>*Text-based discussion</li> <li>*Written reflection—evidence of spread of global education reform goals</li> </ul>	Chapter 1 from Sahlberg, Hasak, & Rodriguez, 2017
<b>International Comparisons and Comparative Research</b>				
3	International Comparisons (1, 6)	<ul style="list-style-type: none"> <li>Explain how comparisons are made</li> <li>Evaluate the influence of context on education</li> <li>Compare the spread of selected education policies and practices</li> </ul>	<ul style="list-style-type: none"> <li>*Reading</li> <li>*Text-based discussion</li> <li>*Check in—group evaluation of the influence of context on education</li> </ul>	Chapters 1-5 from Phillips & Schweisfurth, 2014
	Comparative Research (6)	<ul style="list-style-type: none"> <li>Identify theoretical and research-based characteristics of leadership models</li> <li>Evaluate the external validity of research across borders</li> <li>Analyze examples of research on global issues and trends related to education and workforce readiness</li> </ul>	<ul style="list-style-type: none"> <li>*Reading</li> <li>*Text-based discussion</li> <li>*Check in—collaboratively create a chart differentiating characteristics of effective leaders across international contexts</li> </ul>	
4-5	Family Relocation Fish Bowl discussions (1)	Students will take on the role of a family with school age children considering relocating to an international setting. They will articulate their goals and considerations for the relocation and evaluate multiple international settings for their relocation. Each group member will research one of the settings. They will share their research with the group and participate in a structured, small group discussion around the decision. Finally, each student will use the shared research and the ideas that arise from the structured discussion to independently write a reflective, evidence-based argument supporting their selected destination.		
<b>Education and Workforce Readiness Policies</b>				
6	Policy makers and street level bureaucrats (2, 5, 7)	<p>Possible questions to guide group discussion and reflection</p> <ul style="list-style-type: none"> <li>How are policies decisions made?</li> </ul>	<ul style="list-style-type: none"> <li>*Reading</li> <li>*Text-based discussion</li> </ul>	The Teaching Career and Leadership for the Profession <a href="http://ncee.org/lead/">http://ncee.org/lead/</a>

		<ul style="list-style-type: none"> <li>• What factors drive policies?</li> <li>• Who leads policy implementation?</li> <li>• What are the roles, responsibilities, and expectations of leaders?</li> </ul>		
7	Education and workforce readiness policies (4)	<ul style="list-style-type: none"> <li>• Understand key areas of global education and workforce readiness policies (examples: accountability, governance, preparation/licensure)</li> <li>• Explain the purpose in studying education and workforce readiness policies.</li> <li>• Identify and apply key steps in policy analysis to examples of local and global policy,</li> </ul>	<ul style="list-style-type: none"> <li>*Reading</li> <li>*Text-based discussion</li> <li>*Check in—comparing <i>A Nation at Risk</i> to <i>ESSA</i></li> <li>*Written reflection—select one organization and reflect on how their perspective impacts their research and publication</li> </ul>	
8	Education and workforce readiness policies (3, 4, 5, 6)	<ul style="list-style-type: none"> <li>• Use Phillips &amp; Schweisfurth’s framework to compare policies on inclusion and gender</li> <li>• How do these policies influence their contexts? How does context influence these policies?</li> </ul>	<ul style="list-style-type: none"> <li>*Structured discussion around gender and policies</li> <li>*Structured discussion around inclusion and policies</li> <li>*Check in—applying P&amp;S framework</li> </ul>	Chapters 1-5 from Phillips & Schweisfurth, 2014
<b>Policy and Practice Deep Dives</b>				
9	<b><i>Comparing local and global policies deep dive #1:</i></b> How is student success measured? (2, 6, 7)	<p>Possible questions to guide discussion and reflection</p> <ul style="list-style-type: none"> <li>• How do accountability measures relate to culture and values?</li> <li>• How are standardized tests used internationally?</li> <li>• What do results from international standardized tests tell us?</li> <li>• How do standardized test policies connect to national characteristics?</li> <li>• What is the role of business and industry in the measurement of student success?</li> <li>• What have been some of the far-reaching impacts of <i>A Nation at Risk</i>?</li> </ul>	*Text-based discussion	<p>“What is the right answer to the standardized testing question?” (Dieng, Koh, &amp; Marston, 2017), <a href="http://www.oecd.org">www.oecd.org</a></p> <p><i>A Nation at Risk</i></p>

10	<b>Comparing local and global policies deep dive #2:</b> Who teaches? (2, 6, 7)	Possible questions to guide group discussion and reflection <ul style="list-style-type: none"> <li>• Who teaches and what are the requirements for becoming a teacher?</li> <li>• How does teacher pay compared to other economic indicators influence who teaches?</li> <li>• How do these requirements to teach compare to entry qualifications in other fields?</li> <li>• What are expectations (formal and informal) for teachers?</li> <li>• How are teachers prepared to teach?</li> <li>• How do education career ladders compare across contexts?</li> </ul>	*Text-based discussion	“Can anyone teach?” Jamaluddin, Owen, & Postlewaite, 2017  Recruiting and Selecting Excellent Teachers  Preparing Profession-Ready Teachers
11	<b>Comparing local and global policies deep dive #3:</b> What does it mean to be college and career ready? (2, 6, 7)	Possible questions to guide group discussion and reflection: <ul style="list-style-type: none"> <li>• How do economic conditions influence the need for college and career readiness?</li> <li>• How do education policies include or exclude groups from college and/or career readiness?</li> <li>• How do economic conditions and access to educational opportunities influence college and/or career readiness?</li> <li>• How are businesses and industries connected to education systems?</li> </ul>	*Text-based discussion  *Check-in reflection on Deep Dives 1-3	“Vocational Education and Training from Four Countries” <a href="http://ncee.org/vetlessons/">http://ncee.org/vetlessons/</a>
<b>Local to Global</b>				
12	The Impact of Nations in Crisis on Education (2, 6, 7)	<ul style="list-style-type: none"> <li>• Analyze the interrelationships among decision making, policy development, local and global crises (refugees and education, opioid crisis and responses, other)</li> <li>• Examine local and global interrelationships</li> </ul>	Discussion *Check in— Short written analysis or graphic organizer around one issue	

13	Local to Global and Global to Local (2, 7)	Students will complete a group presentation on a local educational or workforce issue with global interrelationships. As part of the presentation, groups will develop a graphic organizer illustrating how context and other issues drive the selected issue. Possible topics include hiring teachers on cultural exchange visas in hard-to-staff schools, meeting College and Career Ready standards in a global economy, rethinking STEM through international models, the impact of global crises on refugee populations, or outcomes of international education experiences. Although the presentation will be conducted as a group, the group will present a plan and final reflection on the assigned roles and tasks of each group member.
14	Flex/Catch up	
15	Final exam (3, 5, 6, 7)	The final paper in the course will be provided as the artifact in support of Evidence & Argument Assessment. Students will be given the opportunity to examine and evaluate the decision-making process related to strategies adopted across local and global contexts as related to an innovation in educational policy or practice. They will investigate a policy or practice across selected global contexts evaluating the effectiveness. Student analysis will consider the role of various decision makers including students, parents, teachers, school leaders, and politicians; the driving forces influencing their decisions; the consequences of those decisions; and the interrelationships of the decisions to the context. Students must clearly convey the efficacy of the approach at a local and global level using evidence from existing theories, research and case studies.

### Possible Texts

Bignold, W., & Gayton, L. (2010). *Global issues and comparative education*. Exeter, UK:

Learning Matters.

Magno, C. (2013). *Comparative perspectives on international school leadership: Policy,*

*preparation and practice*. New York: Routledge.

Pashiardis, P., & Johansson, O. (2016). *Successful school leadership: International perspectives*.

London: Bloomsbury Publishing.

Sahlberg, P., Hasak, J., & Rodriguez, V. (2016). *Hard questions on global educational change:*

*Policies, practices, and the future of education*. New York: Teachers College Press.

### Supplemental and Suggested Reading List

Jensen, B., Downing, P., & Clark, A. (2017). *Preparing to lead: Lessons in principal development from high-performing education systems*. Washington, DC: National Center on Education and the Economy.

Renold, U., Bolli, T., Caves, K., Bürgi, J., Egg, M. E., Kemper, J., Rageth, L. (2018). *Comparing international vocational education and training programs: The KOF Education-Employment Linkage Index*. Washington, DC: National Center on Education and the Economy.

William, D. (2018). "Copying other countries" in *Creating the Schools Our Children Need* (77-90). West Palm Beach, FL: Learning Sciences International.

### **Major Teaching Methods**

Students will read assigned selections, participate in class discussion, and respond to writing prompts reflecting on the readings and class discussion. Students will also participate in a small group presentation and write a reflection paper comparing group member responses; work with a group to present on a selected topic in class; and complete a final research paper evaluating the consequences related to educational policy and leadership decision making. Finally, students will complete a mid-term assessment focused on analyzing policy and drawing appropriate conclusions from comparative educational data.

### **Assignment Format**

Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double-spaced, and 1.0" margins (left/right and top/bottom). All materials should be proofread for accuracy. In accordance with the policies of the Department of Educational Administration, Leadership, and Research, APA style will be used for all papers and written assignments unless otherwise indicated by the instructor. **All documents are to be submitted electronically as Microsoft Word documents; assignments submitted in any other format will not be accepted.** Assignments will be submitted through Blackboard.

### **Plagiarism Policy**

Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

### **Academic Dishonesty**

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership, and Research for possible disciplinary action that may result in permanent disqualification from the program.

### **Attendance, Participation, and Communication**

Regular participation in online courses is necessary for success in the course. Learners are expected to complete all assigned readings and participate in all discussions.

A student's final grade for the course will be adversely affected by lack of regular participation in class activities and/or failure to complete graded/non-graded assignments.

The instructor will utilize the WKU e-mail as the primary means to contact students outside of class. Students are expected to check their University e-mail on regular business days (Monday-Friday) to receive information or notices from the instructor.

It is the student's responsibility to secure materials, notes, and assignments for all classes missed.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

### **Technology Requirements**

Students should have access to the internet and e-mail and should check WKU e-mail and the course Blackboard site daily between class sessions. Please contact the IT Helpdesk for technical problems related to Blackboard at (270) 745-7000.

### **Statement of Diversity**

The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

### **Students with Disabilities**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations

directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Course Adjustments**

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the semester, however, unless proper, timely, and prior notice is given to the students.

**Please complete the following and return electronically to the current chair of the Colonnade Committee, as listed on the Faculty Senate website.**

### **Colonnade Explorations Course Proposal**

Proposal Contact Name, E-mail, and Phone: Ron DeMarse, Associate Professor, [ron.demarse@wku.edu](mailto:ron.demarse@wku.edu), 270-779-6345

College and Department: **Potter College of Arts & Letters**, Film program (part of the School of Media)

Proposal Date: 01/28/2020

#### **1. Course Details:**

- 1.1 Course prefix (subject area), number and title: **FILM 105, Film Appreciation**
- 1.2 Explorations sub-category (Arts & Humanities, Social & Behavioral Sciences; Natural & Physical Sciences): **Arts and Humanities**
- 1.3 Credit hours: 3
- 1.4 Prerequisites<sup>1</sup>: none
- 1.5 Equivalent courses (prefix and number):
- 1.6 Expected number of sections offered each semester/year: an average one section of this course every semester, capped at 70 students, providing approximately 140 seats each year
- 1.7 Is this an existing course or a new course? New, to replace our existing FILM 201 (Introduction to Cinema) course.
- 1.8 Proposed implementation term? 202030 (Fall 2020)
- 1.9 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green main campus and online

#### **2. Provide a brief course description (100-200 words).**

A study of the basic elements and techniques of the film medium, designed to increase the student's understanding and appreciation of the motion picture both as a communication medium and as an art form. A number of film masterpieces will be viewed and analyzed. Intended for non-majors. Lecture and screening.

#### **3. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.**

*Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.*

Students will develop an understanding and appreciation of the cinematic medium by exploring the production and distribution process and examining the key elements of filmmaking, including narrative, mise-en-scene, cinematography, editing, sound, and style.

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<sup>1</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

*Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.*

Students will encounter conflicting evaluations and interpretations of modern and classic films and cinematic techniques, and will develop the skills to move past personal taste and evaluate those arguments (and films, in general) based on more objective criteria, including realism, unity, complexity, intensity of effect, originality, visual structure & subtext, etc.

*Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.*

Students will examine and experience cinema from a variety of cultures and time periods, exploring the myriad ways in which the specific context of a film's production affected the work itself, as well as the perception of the film – historically and at the time of release –by critics and audiences. Students will also examine film genres, and the role that specific communities and cultures have played in their creation and evolution.

*Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.*

In addition to being shaped by the culture and the historical context of its release, the medium of cinema has also had a profound influence on the communities that consume it, including at the national and international levels. Students will examine the ways in which movies can impact (and have impacted) the world, and will experience several films which have made, arguably, the greatest impression on society and culture.

*Evaluate enduring and contemporary issues of human experience.*

Students will examine the appeal and allure of cinema, beginning with the novelty of its genesis and the importance of a shared, public theater experience, and moving to the common themes, emotions and subjects that have captivated historical and modern audiences. Social and psychological implications will be examined, including the profound impact that a work of cinema can have on a person who was entirely uninvolved in its production or distribution.

**4. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.**

The following statements will appear on all FILM 105 syllabi:

**Course Description:** A study of the fundamental elements and techniques of the film medium, designed to increase the student's understanding and appreciation of the motion picture both as a communication medium and as an art form. A number of film masterpieces will be viewed and analyzed. Intended for non-majors. Lecture and screening.

**Learning Objectives for Colonnade Program:** This course fulfills the Colonnade Program's requirements for the Arts and Humanities subcategory of the Explorations category. As part of that program, FILM 105 has the following learning objectives:

Students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.

By course end, the well-disciplined student will be able to:

- Identify and describe the major techniques (narrative, mise-en-scene, cinematography, editing, sound, and style) used in narrative motion pictures.
- Discuss the significance of motion pictures as a medium of communication.
- Appraise cinema as a unique art form, as well as its relation to other art forms.
- Compare and contrast motion picture traditions beyond mainstream commercial products, including international cinemas.
- Analyze and assess films based on the techniques and methods discussed in class.

**5. Brief description of how the department will assess the course for these learning objectives.**

Each of the five learning objectives outlined above will be used to create a pool of no fewer than 40 total assessment items. A selection of 10 of these items – two

each representing the five learning objectives – will be used each semester by the instructors of FILM 105. They will be administered as part of the final exam and will be used to assess both student learning and the delivery of course material to the students. For purposes of Colonnade assessment, student mastery will be determined by the percentage of respondents who were able to correctly answer 80% or more of the selected assessment items. If 70% of the respondents (or more) were able to meet or exceed the 80% correct threshold, this will be considered a “Satisfactory” level of student learning. Course adjustments will be made by departmental faculty to ensure “Satisfactory” overall results, and to approach an “Excellent” level of student learning (90% or more respondents correctly answering 80% or more of the assessment items).

**6. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.**

Instructor: Ron DeMarse

Email: ron.demarse@wku.edu

Office: MMTH 338

Office Hours: Tue/Thu 9:30am – 12:00pm

Or by appointment

**Catalog Description: 3 CREDIT HOURS**

A study of the basic elements and techniques of the film, designed to increase the student's understanding and appreciation of the motion picture both as a communication medium and as an art form. A number of film masterpieces will be viewed and analyzed. Intended for non-majors. Lecture and screening.

**Prerequisites:**

None

**Learning Objectives for Colonnade Program:**

This course fulfills the Colonnade Program's requirements for the Arts and Humanities subcategory of the Explorations category. As part of that program, FILM 105 has the following learning objectives:

Students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.

**Course Objectives:**

By course end, the well-disciplined student will be able to:

- Identify and describe the major techniques (narrative, mise-en-scene, cinematography, editing, sound, and style) used in narrative motion pictures.
- Discuss the significance of motion pictures as a medium of communication.
- Appraise cinema as a unique art form, as well as its relation to other art forms.
- Compare and contrast motion picture traditions beyond mainstream commercial products, including international cinemas.
- Analyze and assess films based on the techniques and methods discussed in class.

**Important Note:**

This class is participating in The WKU Store's Day One Access program. You will receive access to a digital copy of *Film Art* through our class Blackboard site, and you will be billed automatically by The WKU Store after the Add/Drop period. The cost of this digital copy is significantly less than the cost of the printed text, but you are free to opt-out of the Day One Access program if you prefer to purchase a traditional printed copy instead. If you would like both a digital copy of the text and a hard copy, you can purchase a loose-leaf version of the book from the bookstore for an *additional* \$20. If you have questions or concerns about this arrangement, please don't hesitate to contact me and/or The WKU Store.

**Textbook:**

Bordwell, David, Kristin Thompson and Jeff Smith. *Film Art: An Introduction*. Twelfth Edition. McGraw Hill, 2019 (textbook)

**Student Responsibilities:**

Students will be expected to attend all class screenings. Readings and assignments must be completed in a timely manner. Late work WILL NOT be accepted. Because of the participatory nature of the class, students are expected to be on time and ready to work.

**Last Day to Drop:**

Monday, November 2<sup>nd</sup>, 2020

**Final Exam:**

Friday, December 11<sup>th</sup>, 2020

**Film Content:**

Film clips and screenings used in class this semester will include material rated R and unrated. These films may include scenes of strong language, violence and sexuality. If you feel that any material may be disturbing or if you have any other reason for avoiding certain kinds of material, please contact me for alternative assignments.

**Academic Dishonesty:**

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without the possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Vice President for Student Affairs for disciplinary sanctions.

## **Assignment Details:**

Detailed explanations of assignments will be given at the appropriate time during the semester.

### ***Attendance and Participation***

Students are allowed THREE UNEXCUSED LECTURE ABSENCES for illness or other reasons, but it is the student's responsibility to keep up with readings and notes. After three unexcused lecture absences, your final grade will drop a letter per instance. Absences will be excused only in cases of approved university activities, serious illness, emergency, or death in the immediate family. You will be required to provide documentation, such as a letter from a coach, a newspaper obituary, or a doctor's note.

### ***Reading Quizzes***

In order to aid your understanding of the material, reading quizzes will be posted for each assigned reading on Blackboard. These quizzes are intended to focus your reading of the material to key points of the text. These quizzes will not be lengthy, but be forewarned, they will be closed 10 minutes before class the day they are due, so make sure you complete them early. Makeup quizzes will not be given.

### ***Film Viewing***

Students are required to attend a series of screenings of films relevant to the learning outcomes of this course. Your attendance is mandatory for all assigned films and will be demonstrated by card swipe, attendance sheets and/or a one- to two-page written response to the assigned film. If you miss the campus screening for any reason, it is your responsibility to find and view the film on your own and to provide the written response as evidence of the screening.

### ***Exams***

A series of three exams will allow you to demonstrate your understanding of the theories and techniques discussed in class, outlined in your text and demonstrated in film screenings. Questions will be designed to test your attention to lectures, readings and assigned films, as well as your ability to recognize key concepts in modern and classic films.

## **Grade Breakdown:**

<u>Component</u>	<u>Qty</u>	<u>Points</u>	<u>Total</u>
Attendance and Participation	25 classes	10	250
Reading Quizzes	12 quizzes	25	300
Film Viewing	10 films	15	150
Exams	3 exams	100	300
		<b>TOTAL</b>	<b>1000</b>

### **Students with Disabilities:**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **Title IX / Discrimination & Harassment:**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

### **ACEJMC Core Values and Competencies:**

Assessment is geared to fulfilling requirements of the Accrediting Council on Education in Journalism and Mass Comm. All graduates of accredited journalism/mass communication programs, irrespective of their particular specialization, should be aware of certain core values and competencies. FILM 105 addresses the following core values and competencies:

- **Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;**
- **Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;**
- **Understand concepts and apply theories in the use and presentation of images and information;**
- **Think critically, creatively and independently;**
- **Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;**
- **Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;**
- **Apply current tools and technologies appropriate for the communication professions in which they work, and to understand the digital world.**