INTERNSHIP IN EDUCATIONAL ADMINISTRATION
COURSE SYLLABUS
EDAD 5399 – Fall, 2011

Dr. Michael Moody
Faculty Center FC 219
(361) 825-6034

OFFICE HOURS:
1:00 pm – 7:00 pm Wednesdays

CLASS: Thursday – 7:00 – 9:30 pm.
Room TBA

SCHEDULE:

August 18   Introduction Expectations & Review of Syllabus
August 25   Instructional Leadership, Mentor Agreement Form, & Campus Visitation Schedule
September 22 Critical Issues in Special Education and Inclusion
October 20   Special Topics/Moral Imperative
November 17  Presentation of Projects
December 8   All Documents Due

I. COURSE DESCRIPTION:

Required of all certification candidates. On-the-job practice in the administration of schools. Students will assess the suitability of their skills and dispositions for school administration; integrate skills and knowledge; and become socialized in the administrative role.

PREREQUISITE:

The completion of at least 27 semester hours toward certification as a principal or special permission of the department.

II. RATIONALE:

The Practicum in Educational Administration is generally considered as the capstone experience for students completing requirements to qualify them for positions of school principal and other leadership positions.
III. State Adopted Proficiency Domains:
- School Community Leadership
- Instructional Leadership
- Administrative Leadership

IV. TExES Competencies covered in this course:

- **Campus Culture** - The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- **Communication** – The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
- **Ethics** – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
- **Instructional Leadership** – The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
- **Instructional Program** – The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- **Staff Development** – The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.
- **Organization** – The principal knows how to apply organizational, decision-making and problem solving skills to ensure and effective learning environment.
- **Budgeting** – The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.
- **Leadership** – The principal knows how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.
V. COURSE OBJECTIVES & OUTCOMES:
The student will be given the opportunity to:

1. Participate in school and community activities under the direction of the direction of the local supervisory administrator
2. Maintain a journal/log of activities incorporating the SBEC Standards
3. Engage in cooperatively agreed upon leadership projects
4. Visit exemplary school programs
5. Attend school board and other professional meetings as agreed upon by the local supervisory administrator
6. Report on practicum activities as assigned
7. Provide analysis and evaluation of experiences in the practicum at the completion of the semester
8. Conduct and make use of significant research as a basis for problem solving and campus program planning of all kinds
9. Synthesize all skills and theories taught throughout the program by putting theory into actual practice

VI. COURSE TOPICS:
This capstone course will involve both on the job field experiences with principal as well as university meetings. During the semester the practicum student will be required to “shadow” the principal and other administrators, and maintain a log of activities that will show the following three techniques: Observing; Assisting; Full responsibility.

University Meetings:

- TExES Review Session
- Instructional Leadership
- Critical Issues in Special Education
- Presentations of projects and activity log

VII. INSTRUCTIONAL METHODS & ACTIVITIES:
This is a capstone field experience. Students will observe, assist and will often assume full responsibilities for administrative activities through the school day as mutually agreed upon by the practicum student, the local supervisor and the university supervisor.

A log of experiences and activities relating to the seven SBEC Standards will be maintained and reviewed by the university supervisor. Additionally the university supervisor will make campus site visits to discuss the practicum student’s progress, and practicum students will be required to return to the university for practicum meetings to hear guest speakers and to discuss campus experiences.
Each practicum student will be required to complete a project, which will be beneficial to the campus. This will be done following consultation with the campus administrator. This will be the culminating event and will be presented at the final university meeting.

VIII. EVALUATION & GRADE ASSIGNMENT:

The Practicum in Educational Administration is a Credit (CR) or No Credit (NC) class and the grade will be based upon the practicum student’s successful completion of the campus field experiences as determined by the local supervisory administrator (principal) and the university supervisor; the completion of the journal/log, attendance at the university meetings, and the successful presentation of the project.

IX. COURSE SCHEDULE AND POLICIES:

As part of the capstone experience, practicum students will be required to return to the university five times during the semester, as well as to “shadow” and assist the campus administrator on a daily basis.

Practicum students will maintain a “log” of experiences and will be expected to share experiences and concerns with other practicum students and the university supervision during university meetings. These meetings will also consist of speakers who will address relevant topics related to campus leadership.

Practicum students will meet with university supervisors and the campus principal at least two (2) times during the semester. Practicum students should provide a map to the campus, the campus telephone and fax numbers, and a schedule of the best time(s) to visit.

This is a graduate class. You are expected to work cooperatively with your campus administrator and university supervisor, and to complete all assignments in a timely fashion. If you are unable to meet with your supervisors at the appointed time, please be certain to call and reschedule the site visit. University meetings are important, and your attendance is expected. Should you be absent, please contact your university supervisor immediately.

X. REQUIRED TEXT(S):

Recommended Reading:


XI. BIBLIOGRAPHY:


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 accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

Academic integrity is fundamental to the activities and principles of Texas A&M University—Corpus Christi. Acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify will not be tolerated. Sanctions for transgressions against academic integrity may result in disciplinary actions ranging from course failure to expulsion from the department. When in doubt, consult your professor.

Students Needing Veterans Assistance:

Students needing assistance with the transition from military to academic life or with appropriate veteran’s benefits should contact the Veterans Affairs Office in Cubicle 101 of the Student Services Center or call them at 361-825-2331 or e-mail them.

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. Friday, November 5th, 2010 is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, 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 Rule13.02.99.C2, Student Grade Appeals, and 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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.