Texas A&M University, Corpus Christi
EDAD 5399
Internship in Educational Administration
Course Syllabus – Spring 2013
Class Time: Thursdays: 7:00 pm – 9:30 pm

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Office Hours: If these arrangements do not meet your needs, please let me know so that we can establish a mutual time to meet. If you are having problems with assignments and readings, please call my office. When you call, please leave me a number of where to reach you.

I. Course Description

EDAD 5399 Internship in Educational Administration

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 Internship 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.

The purpose of the internship is for the student to gain leadership experience in organizing and carrying out a solution to a problem requiring administrative or instructional leadership. The internship should directly involve the student in integrated problem-solving experiences that are central to the functioning of the school or school district. This is accomplished under the direction of an administrator from the school district and with the assistance and feedback from the university supervisor.
The intern should be given and should take responsibility for diagnosing problems and for prescribing, implementing, and evaluating solutions to those problems. The problems the intern addresses and resolves should not be peripheral or merely routine operational items, but should be central to the operation of the school or school district and should enhance the intern’s understanding of the context in which the educational enterprise operates.

III. State Adopted Proficiencies Domains

   a. Domain I - School Community Leadership  
   b. Domain II - Instructional Leadership  
   c. Domain III - 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.
   • 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.
   • 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 and Outcomes

This course is designed to enable students to:

1. Participate in school and community activities under 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

University Meetings:

August 27
TExES Principal Standards
Pre-Assessment of Competency and Career Aspiration
Benefits of Internship
The Internship Process

September 20
Thinking Reflectively
ISSLC Framework
Critical Issues

October 18
Special Topics/Moral Imperative
Ethics
Professional Proximity
Unwritten Dispositions

November 8
Confusion, Conclusion and Assessments

December 6
Project Presentations
VII. Instructional Methods and Activities

*Methods and activities for instruction include:*
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 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 discuss campus experiences.

Each candidate will be required to complete one major project and two minor projects, which will be beneficial to the campus. This will be done following consultation with the campus administrator. The major project will be the culminating event and will be presented at the final university meeting.

VIII. Evaluation and Grade Assignment
The Internship 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 160 hours of campus field experiences as determined by the local supervisory administrator (principal) and the university supervisor, the completion of the Internship Portfolio, attendance at the university meetings, and the successful presentation of the project.

X. Course Requirements
Completion of 160 clock-hours of practicum field based experiences.
Completion of Internship Portfolio
Attendance and participation in five (5) university setting class meetings.
Project Presentation

XI. Course Schedule and Policies
For candidates seeking a principal certification a minimum of 160 clock-hours of practicum experiences are required. 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.

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. This class will meet five times throughout the semester from 7:00 pm – 9:30 pm. on the following days.

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 29</td>
<td>Introductions</td>
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<td>Student Data Sheet</td>
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<td>TExES Principal Standards</td>
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<td>Pre-Assessment of Competency and Career Aspiration</td>
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<td>Benefits of Internship</td>
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<td>The Internship Process</td>
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<td>Work Logs</td>
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<td>Supervisors Visits</td>
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<td>February 19</td>
<td>Reflection #1 Due via email</td>
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<td>March 25</td>
<td>Special Topics/Moral Imperative Ethics</td>
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<td>Professional Proximity</td>
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<td>Unwritten Dispositions</td>
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<td>Reflection #2 due</td>
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<td>April 16</td>
<td>Reflection #3 due</td>
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<td>May 7</td>
<td>Project Presentations</td>
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<td>All Documents Due</td>
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XIII. **Bibliography**


XIV. **Policies**

**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 Rule 13.02.99.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.

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 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

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 2, 2012 is the last day to drop a class with an automatic grade of “W” this term.

XV. Course Expectations

Students are expected to participate and share the initiation of intellectual dialogue and to guide themselves, and their classmates, in the dissemination, analysis, and creation of course relevant information. They must not rely on others to carry classroom dialogue. Everyone must proactively contribute to these discussions.

Internship Portfolio

Intern Information

Individual Internship Plan
- Personal and Professional Goals
- Pre-Assessment of Competency and Career Aspiration
- The Internship Plan

Campus Narrative
- Intern Site Diversity
- Demographics
  - Students
  - Teachers
- Special populations
- Accountability trends

Field Services Projects
- Major Project Description
- Mini Project 1
- Mini Project 2

Monthly Evaluation of Internship
- Reflective Essays (3)
- Integration of Projects/Activities
- Artifacts
- Weekly Logs

Major Project Presentation
- Highlights
- Report
Post Assessment