Texas A&M University - Corpus Christi
EDAD 5399
School Administration Practicum
Course Syllabus – Fall 2015
Class Time: Thursdays: 7:00 pm – 9:30 pm
Room: OCNR 132
Instructor reserves the right to make changes to the syllabus as needed.

Dr. Lynn Hemmer
Office Phone: 361-825-3702
Cell Phone: 210-473-9199 (Texting allowed)
Email: lynn.hemmer@tamucc.edu

Office: Faculty Center 217
Office Hours:
Tuesdays: 2:30 - 5:30pm
Thursdays: 3:00 - 6:00 pm

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: School Administration Practicum

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 School Administration Practicum 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 practicum is for the student to gain leadership experience in organizing and carrying out a solution to a problem requiring administrative or instructional leadership. The practicum 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 aspiring campus administrator should be given and should take responsibility for diagnosing problems and for prescribing, implementing, and evaluating solutions to those problems. The problems the aspiring campus administrator 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

- **Learner-Centered Values and Ethics of Leadership.** A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.

- **Learner-Centered Leadership and Campus Culture.** A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school community.

- **Learner-Centered Human Resources Leadership and Management.** A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

- **Learner-Centered Communications and Community Relations.** A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- **Learner-Centered Organizational Leadership and Management.** A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- **Learned-Centered Curriculum Planning and Development.** A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.
IV. TExES Domains covered in this course.
   a. Domain I - School Community Leadership
   b. Domain II - Instructional Leadership
   c. Domain III - Administrative Leadership

V. Course Objectives and Outcomes

This course is designed to enable aspiring school administrators 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 Stated Adopted Standards and TExES proficiencies
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 Domains and Competencies
Pre-Assessment of Competency and Career Aspiration
Benefits of the Practicum
The Practicum Process

September 10
Thinking Reflectively
ISSLC Framework
Critical Issues
Reflection 1 due

October 15
Special Topics/Moral Imperative
Ethics
Professional Proximity
Unwritten Dispositions
Reflection 2 due

**November 4**
Confusion, Conclusion and Assessments
Reflection 3 due

**December 3**
Ignite Presentations
Portfolio due

**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 School Administration Practicum 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 Practicum 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.  
Attendance and participation in five (5) university setting class meetings.  
Project Presentation  
Completion of Practicum Portfolio (see below for details)  
  o Candidate Information  
  o Individual Practicum Plan
Personal and Professional Goals
Pre-Assessment of Competency and Career Aspirations
The Practicum Plan

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

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

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

- Major Project Presentation
  - Highlights
  - Report

- Post Assessment of Competency and Career Aspirations

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.
August 27

- Introductions
- Student Data Sheet
- TExES Principal Standards
- Pre-Assessment of Competency and Career aspiration
- Benefits of the practicum
- The practicum process
- Work logs
- Supervisor visits

September 10

- Thinking Reflectively
- ISSLC Framework
- Critical Issues
- Reflection #1 due

October 15

- Special Topics/Moral Imperative
- Ethics
- Professional Proximity
- Unwritten Dispositions
- Reflection #2 due

November 4

- Confusion, Conclusion and Assessments
- Reflection #3 due

December 3

- Ignite Project Presentation
- Portfolio due

XII. **Required Text:** School Administration Practicum Handbook (provided by the University)

XIII. **Bibliography**


IX. **University Policies**

**Academic Integrity/Plagiarism***

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

**Dropping a Class***

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to
do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 6, 2015 is the last day to drop a class with an automatic grade of “W” this term.

**Classroom/professional behavior**

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

**Statement of Civility (can be in place of classroom/professional behavior)**

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

**Grade Appeals***

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

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

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

**Statement of Academic Continuity***

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

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

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

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