

Syllabus for
GPED 793—Internship/Practicum in Secondary Administration
1-4 Credit Hours
Summer 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

Provides supervised, practical, and professional field experience in an area of secondary school administration for the advanced or graduate student. Subject matter varies within the department's field of study.

Prerequisites: None

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Gain a learning experience in educational leadership.
- B. Become familiar with laws, policies, and procedures involved in public school administration.
- C. Experience an individualized opportunity to be involved in the appropriate level.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

- A. As a result of successfully completing this course, the student will be able to do the following:
 - 1. Identify the various duties of the principal.
 - 2. List the organizations influential in the school's operation.
 - 3. Describe the process for change in local building policy with due regard for the law and school board policy.
 - 4. Document the activities of the principal by the use of a log of activities experienced and observed.
 - 5. Summarize the roles of boards and committees in which principals are involved.
 - 6. Discuss and explain the role of the school board (board of education).
 - 7. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education.

- B. Additional Objectives in the Administrator Preparation Program:
This course meets the competency-based standards for advanced programs in Educational Leadership as established by the National Policy Board for Educational Administration (2002):
1. **Standard 7.0: Internship:** The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
 2. **Standard 7.0: Narrative Explanation:** This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
1. Textbooks
None
 2. Other
None
- B. Optional Materials
1. Textbooks
None
 2. Other
Specific readings may be assigned by the university supervisor or the cooperating administrator (mentor).

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. College and/or Department Policies and Procedures
1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
 2. Assessment Requirements
Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
 3. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
 4. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy**

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C. Course Policies and Procedures

1. Evaluation Procedures

The intern is evaluated by the university supervisor, in consultation with the intern's cooperating administrator (mentor). The following criteria serve as evaluation guidelines:

- a. The timely submission of any required reports
- b. Attendance and participation in any required meetings
- c. Participation in meaningful experiences in all four Activity Areas
- d. Quality of the Internship Log with respect to thoroughness, completeness, readability, grammar, and punctuation
- e. Quality of the Internship Log with respect to activities participated in and personal reflections regarding those activities
- f. Quality of the final log entry assessing the overall internship experience
- g. Overall level of performance during the entire internship experience as determined by the university supervisor and the cooperating administrator
- h. Evidence from the log that the internship experiences permitted the intern to participate in a process that is reflective of the process described in standard 7.0 (Item III-B of this syllabus)

2. Whole Person Assessment Requirements

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.

3. Other Policies and/or Procedures

a. Internships:

- (1) The specific courses designed for internship programs at the master's level are:
 - (a) GPED 783—Internship in Elementary School Administration
 - (b) GPED 793—Internship in Secondary School, College, and Higher Education Administration
- (2) Each of these graduate internship courses requires a minimum of 120 hours of field experience in approved educational settings over the course of a 15-week semester for three semester hours credit. They cannot be taken together in the same semester. They are structured such that one course is normally taken during the first year in the program, and the second course is taken during the second year. The internships will be done at different school sites and with different levels of students under different cooperating administrators (mentors). Administrator

candidates completing the advanced program will have participated in a minimum of 240 supervised hours in the field in an array of school settings.

- (3) Enrollment in GPED 783 and GPED 793 requires the university supervisor's approval and the completion of an internship application. All relevant information pertaining to the internship is contained in a handbook and course syllabus.

b. Intern responsibilities:

- (1) Obtain and read the handbook for Internship in Educational Administration.
- (2) In consultation with the university supervisor, identify a cooperating administrator (mentor) who will agree to serve in a mentor capacity for the duration of the internship.
- (3) Complete the application form for Internship in Educational Leadership, have it signed by the cooperating administrator (mentor), and return it to the university supervisor.
- (4) Attend any designated internship meetings that may be required.
- (5) Submit any required internship reports in a timely manner.
- (6) Perform the internship in a satisfactory manner in the opinion of the university supervisor and the cooperating administrator (mentor), making sure to satisfy both the time requirement and the activities requirement.
- (7) Maintain an up-to-date log, identifying and describing your internship experiences. Log record-keeping requirements are listed in the handbook for Internship in Educational Administration.
- (8) Complete all requirements for the internship in a positive, professional manner, including the submission of the Internship Log.

c. Internship activities:

- (1) The intern is to actively participate in a broad array of real-world activities.
- (2) The activities are identified in the internship handbook and are consistent with appropriate standards for school leaders.

d. Internship log:

- (1) The intern is responsible for keeping a written record of activities participated in during the internship.
- (2) Log record-keeping requirements and the log entry forms are explained in the internship handbook.

e. Internship summary reflection:

- (1) Submit a written 1- to 2-page summary reflection of the internship experience.
- (2) Said summary should indicate that the intern has reflected on the entire internship process.

VI. COURSE CALENDAR

The internship is an individualized program designed around the needs of the individual intern. The actual schedule, calendar of events, and activities participated in may vary for each intern. The university supervisor and the cooperating administrator (mentor) will jointly develop the schedule for each intern.

Course Inventory for ORU's Student Learning Outcomes
GPED 793—Internship/Practicum in Secondary Administration
Summer 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| OUTCOMES & Proficiencies/Capacities | | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
|-------------------------------------|---|--------------------------|-----------------------|----------------------|-----------------|
| 1 | Outcome #1—Spiritually Alive Proficiencies/Capacities | | | | |
| 1A | Biblical knowledge | | | X | |
| 1B | Sensitivity to the Holy Spirit | | X | | |
| 1C | Evangelistic capability | | X | | |
| 1D | Ethical behavior | X | | | |
| 2 | Outcome #2—Intellectually Alert Proficiencies/Capacities | | | | |
| 2A | Critical thinking | | X | | |
| 2B | Information literacy | | X | | |
| 2C | Global & historical perspectives | | X | | |
| 2D | Aesthetic appreciation | | | | X |
| 2E | Intellectual creativity | | X | | |
| 3 | Outcome #3—Physically Disciplined Proficiencies/Capacities | | | | |
| 3A | Healthy lifestyle | | | X | |
| 3B | Physically disciplined lifestyle | | | X | |
| 4 | Outcome #4—Socially Adept Proficiencies/Capacities | | | | |
| 4A | Communication skills | X | | | |
| 4B | Interpersonal skills | X | | | |
| 4C | Appreciation of cultural & linguistic differences | | X | | |
| 4D | Responsible citizenship | | X | | |
| 4E | Leadership capacity | X | | | |

This course specifically addresses the ORU College of Education Institutional Standards: 2, 4, 5, and 13.