

**The College of Education and Behavioral Sciences**  
**School of Education**  
**Houston Baptist University**  
**Course Syllabus**  
**EDAD 6291/6292 Internship in the Principalship**  
**Spring/Summer/Fall 2014**

**COURSE DESCRIPTION:**

This course is a 2 semester practicum designed to provide field experiences in school administration at the campus level with emphasis on public relations, personnel administration, pupil behavior and discipline, curriculum development, instructional leadership, and facilities management. The candidate is assigned to work with an administrator for a minimum of 160 clock hours in the field in the time period of over 2 semesters. In the overall two-semester experience, the candidate is given experiences in applying management fundamentals to an on-going school program and in the summer school experience. Each of the topics in the contract and syllabus is developed by assignments, discussions, required reading, and reports. The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

**COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION:**

Enrollment in the course should follow completion of EDUC 6310, EDAD 6310, EDUC 6300, and EDAD 6301 and requires approval of the program director. This course should be taken near the conclusion of the principal preparation program with the courses listed above previously taken. The student must have completed at least 27 hours in the principal preparation program in order to take the course unless a waiver is granted.

**DATE AND TIME OF CLASS MEETINGS:**

Thursday 5:00-7:00 (**Summer**) and Monday 5:00-5:50 (**Fall**)

**ROOM NUMBER:**

Hinton 125 (**Summer**) Hinton 205 (**Fall**)

**INSTRUCTOR INFORMATION**

Name: Dr. Dianne Reed, Professor of Education

E-mail: [dreed@hbu.edu](mailto:dreed@hbu.edu)

Cell Phone: 832-606-8805

Office Phone: 281-649-3035

Office Location: 345 Hinton

Office Hours: By appointment Mon. - Fri.

## **LEARNING RESOURCES:**

Web address for state standards: SBEC/TEXES

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=241&rl=15](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15)

Web address for *specialty organization standards: ELCC*

[http://www.npbea.org/ELCC/ELCCStandards%20\\_5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf)

## **RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will provide a practical learning experience that will help to prepare the student for the position of assistant principal or principal through opportunities to interact with practicing school administrators and addressing tasks that school administrators address throughout the year (i.e.: understanding data to make decisions, communicating with parents and staff, addressing student discipline, observing teachers to provide feedback on how to improve instruction.

## **RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

The mission of The College of Education and Behavioral Sciences is to prepare students to be effective professional educators, administrators, counselors, researchers, and citizens who reflect Christ in their work and service.

To accomplish this mission we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in the art, science and practice of teaching;
- essential learning experiences that will provide a sure foundation of knowledge and wisdom; and,
- an understanding of their Christian mission and calling as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the College of Education, this course will provide learning experiences that are founded on current theoretical and practical knowledge to develop as a successful educational administrator. Learning experiences will provide knowledge and skills based on administrative theories and practical applications. Graduate students will develop a foundational understanding of the components and interactions of administration in the educational field all within a Christian perspective.

## **COURSE LEARNING OBJECTIVES**

Upon successful completion of this course, candidates will be able to demonstrate their skills, knowledge, and application of the Standards for Advanced Programs in Educational Leadership (National Policy Board for Educational Administration, 2002),

[http://www.npbea.org/ELCC/ELCCStandards%20\\_5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf). Also, candidates will demonstrate

general knowledge and competency related to the standard areas established by the State Board of Educator Certification (SBEC).

1. Candidates will participate in planned intern activities to allow for application of knowledge and skills on a full time basis (9-12 hrs/wk). (ELCC 7.1, 7.2)
2. Candidates will apply skills and knowledge articulated in the ELCC standards as well as the Texas standards for educational leaders. (ELCC 7.3)
3. Candidates will demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. (ELCC 7.1)
4. Candidates' experiences will occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. (ELCC 7.4)
5. Candidates will communicate with members of the school community. (ELCC 1.4, 6.2)
6. Candidates will utilize data-based research strategies and strategic planning processes that focus on student learning to understand how to inform the school's vision. (ELCC 1.2)
7. Candidates will utilize sources such as student assessment results, student and family demographic data, and an analysis of community needs. (ELCC 1.2)
8. Candidates will facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. (ELCC 2.2)
9. Candidates will prepare for the state certification examination (TExES) and complete the 100-item practice exam, unless they have already passed the exam.

#### **COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES REQUIREMENTS RELATED TO TExES AND ELCC STANDARDS**

- The course learning objectives acquired through the experiences in this course supports the TEA Standards for Pedagogy and Professional Responsibilities and Standards.
- A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlev1.asp>
- The following TExES and ELCC standards, and competencies are represented in this course:

## TE<sub>x</sub>ES Domains and Competencies

### DOMAIN I—School and Community Leadership (Competencies 001-003)

<b>Competency 001 – Vision</b>
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**Statement:** 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 (includes students, staff, parents/caregivers, and community members).

**Description**

*The principal knows how to:*

- 1.1. create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- 1.2. ensure that parents and other members of the community are an integral part of the campus culture.
- 1.3. implement strategies to ensure the development of collegial relationships and effective collaboration.
- 1.4. respond appropriately to diverse needs in shaping the campus culture.
- 1.5. use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- 1.6. use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- 1.7. facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- 1.8. align financial, human, and material resources to support implementation of a campus vision.
- 1.9. establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- 1.10. support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- 1.11. acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

<b>Competency 002 – Community/Communication</b>
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**Statement: 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.**

**Description:**

*The principal knows how to:*

- 2.1. communicate effectively with families and other community members in varied educational contexts.
- 2.2. apply skills for building consensus and managing conflict.
- 2.3. implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- 2.4. develop and implement strategies for effective internal and external communications.
- 2.5. develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- 2.6. provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- 2.7. establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- 2.8. communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- 2.9. respond to pertinent political, social, and economic issues in the internal and external environment.

<b>Competency 003 – Ethical/Legal</b>
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**Statement:** The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

**Description:**

*The principal knows how to:*

- 3.1. model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- 3.2. implement policies and procedures that promote professional educator compliance with *The Code of Ethics and Standard Practices for Texas Educators*.
- 3.3. apply knowledge of ethical issues affecting education.
- 3.4. apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- 3.5. apply laws, policies, and procedures in a fair and reasonable manner.
- 3.6. articulate the importance of education in a free democratic society.
- 3.7. serve as an advocate for all children.
- 3.8. promote the continuous and appropriate development of all students.
- 3.9. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

## DOMAIN II—Instructional Leadership (Competencies 004-007)

### Competency 004 – Implement Curriculum/Plans

**Statement:** 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.

**Description:**

The principal knows how to:

- 4.1. facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- 4.2. facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- 4.3. facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- 4.4. facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- 4.5. facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- 4.6. facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- 4.7. promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

## Competency 005 – Instructional Program

**Statement: 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.**

**Description:**

The principal knows how to:

- 5.1. facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- 5.2. facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- 5.3. create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- 5.4. ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- 5.5. use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- 5.6. facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- 5.7. facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- 5.8. facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- 5.9. analyze instructional needs and allocate resources effectively and equitably.
- 5.10. analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- 5.11. ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.



<b>Competency 006 –Personnel</b>
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**Statement: 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.**

**Description:**

The principal knows how to:

- 6.1. work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- 6.2. facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- 6.3. allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- 6.4. implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- 6.5. use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- 6.6. diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- 6.7. engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

<b>Competency 007 – Decision-making/Problem Solving</b>
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**Statement: The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.**

**Description:**

The principal knows how to:

- 7.1. implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- 7.2. implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- 7.3. frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- 7.4. use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- 7.5. encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- 7.6. apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

### **Domain III—Administrative Leadership (Competencies 008-009)**

<b>Competency 008 – Budgeting/Technology</b>
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**Statement: 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.**

**Description:**

The principal knows how to:

- 8.1. apply procedures for effective budget planning and management.
- 8.2. work collaboratively with stakeholders to develop campus budgets.
- 8.3. acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- 8.4. apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- 8.5. use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- 8.6. develop and implement plans for using technology and information systems to enhance school management.

<b>Competency 009 – Physical Plant/Safe Environment</b>
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**Statement: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.**

**Description:**

The principal knows how to:

- 9.1. implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- 9.2. apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- 9.3. develop and implement procedures for crisis planning and for responding to crises.
- 9.4. apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

## **ELCC Standards - Standards for Advanced Programs in Educational Leadership (ELCC)**

[http://www.npbea.org/ELCC/ELCCStandards%20\\_5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf)

**Standard 1.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

**Standard 2.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

**Standard 3.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

**Standard 4.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

**Standard 6.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**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 setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

## TOPICAL OUTLINE

### 1. Seminars

Scheduled to give interns an opportunity to share experiences with other interns and the university supervisor.

### 2. Demographic Study

A review of key findings about the characteristics of the school context.

### 3. School Improvement Project

Supports the campus/district vision and is approved by the campus administrator and the university instructor.

### 4. Leadership Framework, Resume, and 5 Year Goals

Tools useful for planning professional growth and career opportunities.

### 5. School Culture Audit

A “culture audit” is a tool for assessing school culture by examining policies, programs, practices, artifacts, history, traditions, events, quantitative data, etc. Like a financial audit, it can be used to reveal strengths and weaknesses in the way schools address the needs of diverse groups. Based on this data, school improvement action plans can be developed that can more effectively support the success of all students by enhancing organizational cultural proficiency.

### 6. Internship Activities ELCC Reflections

After completing the internship activities, complete a Reflection of each ELCC standards (1-7) to summarize learning in that area.

### 7. Activity Log

A record of a minimum of 160 hours of “on the job” activities related to building leadership. Hours spent on embedded activities may be counted.

### 8. TExES Practice

Examination is a 100-item released TExES given in a secure testing environment. Students who have passed the state TExES exam or who have made at least a 70% on the practice exam are exempt from this requirement.

*The content of this outline and schedule are subject to change at the discretion of the professor.*

## TEACHING STRATEGIES

1. Practice TExES exam
2. Class discussion
3. Student presentations

## ASSESSMENT OF LEARNING

### Course Requirements:

1. Candidates must be approved by the cooperating site administrator prior to beginning assignments. The University and Site Internship Principal Preparation Program Agreement form with the appropriate signatures must be returned to the university supervisor within two weeks of the semester beginning. This agreement acknowledges that the cooperating campus administrator agrees to assist and supervise you and to validate and certify that you have completed assigned activities.
2. Candidates must attend scheduled seminars during the semester the course is taken. Candidates should consult with the university supervisor in advance, if there is an unavoidable need for an absence.
3. Candidates must complete all assigned tasks described in the syllabus.
4. Candidates and the cooperating site administrator must agree that a minimum of 160 hours will be spent on internship activities at one or more school sites. The internship activities shall be completed in the last semester of the program. Hours completed before the semester begins but during the program can be included.
5. Candidates must have access to a reliable internet connection and be familiar with basic Microsoft software programs.
6. Candidates must communicate through the HBU email system only.
7. Candidates must complete the comprehensive examination required in the College of Education for receipt of the master's degree in education.
8. Candidates must complete the practice TExES examination required for principal certification.
9. Candidates must complete the TExES examination required for principal certification.

Objectives/Learning Outcomes	Activities(*indicates field-based activity)	Performance Assessment	Standards: State standards (SBEC) Specialty Organization Standards (ELCC)
1. Candidates will participate in planned intern activities to allow for application of knowledge and skills on a full-time basis (9-12 hrs/wk).	*Activity Log	Activity Log	ELCC 7.1, 7.2 SBEC 1-9
2. Candidates will apply skills and knowledge articulated in the ELCC standards as well as the Texas standards for educational leaders.	*Internship Activities	Internship Activities	ELCC 7.3 SBEC 1-9
3. Candidates will demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.	*Activity Log	Activity Log	ELCC 7.1 SBEC 5, 7

<b>Objectives/Learning Outcomes</b>	<b>Activities(*indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> State standards (SBEC) Specialty Organization Standards (ELCC)
4. Candidates' experiences will occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.	*Activity Log, *Internship Activities	Activity Log Internship Activities	ELCC 7.4 SBEC 1-9
5. Candidates will communicate with members of the school community.	*School Improvement Project	School Improvement Project	ELCC 1.4, 6.2 SBEC 2
6. Candidates will use data-based research strategies and strategic planning processes that focus on student learning to understand how to inform the school's vision.	*Demographic Study *School Improvement Project	Demographic Study &/or School Improvement Project	ELCC 1.2 SBEC 1, 7
7. Candidates will use sources such as student assessment results, student and family demographic data, and an analysis of community needs.	*Demographic Study *School Improvement Project	Demographic Study &/or School Improvement Project	ELCC 1.2 SBEC 7
8. Candidates will facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.	*School Improvement Project	School Improvement Project	ELCC 2.2 SBEC 4, 5, 7
9. Candidates will prepare for the state certification examination unless they have already passed the exam.	Review activities	TExES Practice Test	

1. See agenda at the end of the course syllabus for due dates.
2. Descriptions and rubrics for assignments are included at the end of this document.
3. These assignments/activities develop and/or assess State standards including TExES competencies and IDA reading standards.
4. Total points earned for all assignments will determine the student's percentage and letter grade for the course



## Grading Standards

Assignment	Possible Points
<b>Class Participation (Seminar attendance, comprehensive examination, practices TExES exam, TExES exam)</b>	40
<b>Resume</b>	10
<b>Five Year Goals</b>	10
<b>Leadership Framework</b>	25
<b>Demographic Study</b>	50
<b>School Culture Audit</b>	30
<b>Internship Activities</b>	85
<b>Program Improvement Project</b>	60
<b>Activity Log</b>	20

College of Ed. & Beh. Sci. Letter Grades	School of Ed. Percentages for Letter grades	Points Earned to Correlate with School of Ed. Grading Scale
A	94-100	330-307
A-	90-93	306-297
B+	87-89	296-287
B	83-86	286-274
B-	80-82	273-264
C+	77-79	263-254
C	73-76	253-242
C-	70-72	241-231
F	69 and below	230 and below

Assessments in this course are designed to correlate to the rigor and expectations addressed within the College of Education and Behavioral Sciences Graduate Comprehensive Examination.

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.

### Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

## CLASS POLICIES

### Absence and Tardy Policies

In the College of Education and Behavioral Sciences, any student who does not attend at least **75%** of the scheduled class sessions will receive a grade of "F" for the course, regardless of performance on other assessments such as tests, quizzes, papers, or projects. This means that more than 2 absences will result in a failing grade. "Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities."

- Attendance and participation is expected at every class session.
- Two tardies are permitted for all classes.
- Medical notes for excused absences will be accepted only one week after the absence.
- Absences, tardies, and early departure from class are strongly discouraged. It is very important to be on time for class and to stay for the entire class session. Your performance in this course will be better if you attend classes and participate in the discussions. This course will be highly interactive and you will need to be in class. If you **arrive late or leave early**, you will **NOT** receive full credit for participating or for attendance. If you do work not pertaining to this class during class time, you will not receive full credit for participating.

### **Academic Accommodations**

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties\_If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

### **Late Work**

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

All assignments are expected to be completed in their entirety by the beginning of class on the due date, even if the student is not in class. Late work is strongly discouraged. Work may be submitted late **ONLY** (with proper documentation for illness or other emergency situations) within the following **TWO** calendar days, including weekends, for a maximum grade value of 80. No work will be accepted after that deadline passes. As professionals it is imperative to complete responsibilities and tasks in a timely, effective manner. [If work is returned for revision, it is expected to be re-submitted as directed by the professor regarding the due date and the maximum grade value of the revised effort.]

### **Missed Tests**

All tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given **ONLY** when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness death in the family, etc. A make-up will then be completed at a time mutually agreed upon by both the professor and student-as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

### **Electronic Device Use in the Classroom**

- You must turn off all electronic devices in your possession to avoid distractions to the climate of the classroom. This includes cell phones. These should remain out of sight during instructional
- Answering cell phones, reading or responding to text messages during class will lower your participation grade. If this is a continuing distraction, the student will be asked to leave class and this will be reflected in the course grade.
- No cell phones will be allowed in the classroom for exams. Should you forget, you may leave any cell phones with the professor during the testing time. Any cell phone that goes off in a student's possession during an exam will be an automatic F on the exam.
- No recording devices will be allowed in the classroom.
- The use of personal laptop computers is only permitted at appropriate times when class note taking is beneficial, not during any activities and/or presentations.

- The use of the Internet and computer for personal means during class time will result in a reduction in the class participation grade and loss of class use of the computer for the remainder of the semester.

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- The use of the Internet and computer for personal means during class time will result in a reduction in the class participation grade and loss of class use of the computer for the remainder of the semester.

### **Academic Integrity**

HBU views any act of academic dishonesty as a violation of the very heart of the nature of the University as expressed in the catalogue. Academic dishonesty occurs when a student submits the work or record of someone else as his/her own or when a student has special information for use in an evaluation that is not available to other students in the same activity. It will result in a zero on the assignment in question and will be reported to the Dean of the School of Education. Appeal procedures and additional information are included in the HBU Online Catalogue. A tutorial has been created that explains behaviors you may engage in, but do not recognize as unethical. Its purpose is to inform and educate you to identify these practices and, therefore, avoid them. You will find the tutorial in a Blackboard class named *Academic Integrity*, and you are encouraged to complete the tutorial before priority registration for the next semester.

### **Children in Classroom**

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance. For safety reasons, children are prohibited from all laboratories.

### **Classroom Behavior Expectations**

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

#### ***\*Addendum: Classroom Behavior Expectations***

Working on or reading of other materials and/or projects during this designated class time will not be permitted and will result in the lowering of the class participation grade. Group work demands a high level of accountability and collaboration. Therefore, the professor reserves the right to adjust and/or remove group members from small group work, if needed. If a student is removed from a working group for any reason, the student is expected to complete all components of the task/assignment entirely on an individual basis on the original due date with a reduction in grading points as is warranted. Drinks and snack food are permitted in class as long as all trash is removed.

### **Early Alert**

To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an Academic Early Alert Referral System (EARS). Your professor will issue an Early Alert to your advisor if you he or she believes you struggling in the course. You should meet with you advisor and professor to discuss new strategies for successful completion of the course.

### **Email Policy**

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

### **Grievance Procedures**

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

### **Incomplete Course Request**

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

### **Learning Disabilities/Academic Accommodations**

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, [www.hbu.edu/504](http://www.hbu.edu/504) for all accommodation policies and procedures.

**Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes**

#### **PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS:**

Dr. Dianne Reed

Instructor's Signature: *Dr. Dianne Reed*

Date: May 2014

**EDAD 6291/6292 Internship in the Principalship  
TENTATIVE CLASS SCHEDULE  
Summer/Fall 2014**

<b>Due Dates: (subject to change by instructor)</b>	<b>Assignments (Maintain all assignments in electronic format.)</b>
June 12	Review the handbook/syllabus (review internship activities); arrange school visitations; review calendar, query about School Improvement Projects; set next meeting
TBA	Birds of Different Feathers (leadership style) complete/discuss TExES questions; query about School Improvement Projects
TBA	Leadership Framework; resume; 5 year goals; Demographic Study 1 a-g, 2 a-c, 3 a-c; TExES Questions; work on cultural audit; query about School Improvement Project
Sept. 8	Complete internship activities for ELCC standards 1 and 2 and reflections for the standards (discuss); Demographic Study 4 a-d, 5a, 6, 7; Discuss findings for ELCC Standards and Demographic Study; TExES questions; work on School Improvement Project and cultural audit; check activity log
Sept. 22	Complete internship activities for ELCC Standard 3 and reflections for the standards (discuss); students share information about their Demographic Study; Work on School Improvement Projects and ; TExES questions; check activity log
Oct. 13	Complete internship activities for ELCC standards 4 and 5 and reflections for the standards (discuss); <b>Demographic Study completed</b> ; Work on School Improvement Projects; TExES questions; check activity log
Oct. 27	Complete internship activities for ELCC standards 6 and 7 and reflection for the standards (discuss); Work on School Improvement Project; <b>Culture Audit completed</b> ; check on activity log; TExES questions
Nov. 3	TExES questions; check point of assignments due; Share Demographic Studies and Culture Audit
Nov. 17	TExES questions; continue to share Demographic Studies and Culture Audit
Dec. 1	Last face to face class meeting; check point for assignments due; continue sharing Projects; <b>School Improvement Project completed</b>
Dec. 5	<b>Completed portfolio due</b>

## COURSE ACKNOWLEDGEMENTS –EDAD 6191/6192

### Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

### Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

### DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies**. I understand that at any time during the course, I may request clarification, if needed.

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Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

