Matching Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [ ] Graduate credit [X] Professional credit [ ]

1. School/Division: Education
2. Academic Subject Code: EDUC
3. Course Number: A695 (must be cleared with University Enrollment Services)
4. Instructor: Staff
5. Course Title: Practicum in Educational Leadership
   Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Fall 2009
7. Credit Hours: Fixed at [ ] 3 [X] or Variable from _______ to _______
8. Is this course to be graded S-F (only)? Yes [ ] No [X]
9. Is variable title approval being requested? Yes [ ] No [X]
10. Course description (not to exceed 50 words) for Bulletin publication: This course provides for closely supervised field experience in various areas of educational leadership.

11. Lecture Contact Hours: Fixed at [X] 3 [ ] or Variable from _______ to _______
12. Non-Lecture Contact Hours: Fixed at [X] n/a [ ] or Variable from _______ to _______
13. Estimated enrollment: 200, of which 100 percent are expected to be graduate students.
14. Frequency of scheduling: [X] 1/year Will this course be required for majors?
15. Justification for new course: This course is necessary to stay current with developments in the field
16. Are the necessary reading materials currently available in the appropriate library? Yes [ ]
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date: 3/31/2010
Department Chairman/Division Director

[Signature] Date: 3/31/09
Dean of Graduate School

[Signature] Date: 11/2/10
Education Council

Approved by: [Signature] Date: 3/14/10
Dean of Graduate School

[Signature] Date: 1/27/11
Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UNIVERSITY ENROLLMENT SERVICES

Submitted: 3/14/09

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White

ENTERED MAY 28, 2010
Course Title: Practicum in Educational Leadership  
Course Number: EDUC-A695  
Section: (required each semester)  
Credit Hours: 3 Semester Hours

SCHOOL OF EDUCATION MISSION STATEMENT:  
The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision-makers, researchers, and partners in school and community settings.

Instructor:  
Phone:  
Office:  
Office Hours:  
E-mail:

COURSE DESCRIPTION:  
This course provides for closely supervised field experience in various areas of educational leadership. S/F grading.

COURSE PREREQUISITES: Permission of Instructor; Graduate Student Standing.

COURSE TEXT:  
N/A

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Please notify the instructor within the first week of class if a reasonable accommodation for a disability is needed for this course. The instructor will require a letter from the Office of Disabled Student Services.

Commitment to Professionalism  
All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at http://www.dsa.indiana.edu/Code/.

Commitment to Diversity  
The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms. One example from this class is to develop Individualized Education Programs.
Commitment to Technology
The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences. One example from this class is including assistive technology in the lesson plan.

COURSE OBJECTIVES (CEC Standards)
*By the completion of the course, students should be able to:*
1. Apply administrative and/or organizational theory to practical situations.
2. Practice administrative techniques that enhance an effective teaching/learning environment.
3. Employ a working knowledge of statutory law, school board policies, and school regulations.
4. Participate in administrative tasks related to curricular and extra-curricular activities.
5. Observe and/or participate in a variety of administrative tasks as deemed appropriate by the principal.

COURSE ASSIGNMENTS:
Since each student brings to this program a different professional background, the plan of study will be individualized for each student enrolled and should provide experiences different from what the student engages in on a daily, work-related basis. Note: the student may engage in any administrative or supervisory activity the principal assigns.

It is the student's responsibility to identify and secure a principal who will serve in the mentorship role as the field supervisor. All placements must be approved by the instructor. The administrator may be the principal at the student's place of employment or may be a principal in another building. The total hours completed in this practicum should be 80 or above; however, the breadth and depth of the experiences are more important than the time. Identify and secure a school principal who will serve as your mentor and field supervisor. This should be done with the approval of the instructor.

1. Be present or participate in all class sessions.

2. Write summaries of three incidents that have occurred during the A695 Spring experience. The outline provided below will be used in writing the summaries. The critical incidents may be any topic related to the work of the principal. The writer should be very careful in protecting the identity of the school and persons involved. Confidential situations must be avoided. Our purpose is not to expose a school's problem areas, but rather to discuss real situations facing administrators and to work toward possible solutions.
Critical incidents will be used in discussion groups for this course.

Title
Description of activity
Key questions
Possible solutions
Personal reactions
Conclusion of activity
What administrative skills were used?
What would I do differently?
What did I learn as a result of this experience?

3. In preparation for your supervisory task, prepare one classroom observation to share with the class. The observation should follow the Seven Steps of Instruction (M. Hunter). The assignment will be addressed in class. If you are unclear of your assignment, be sure to confer with the instructor.

4. Observe and record levels of questions used in instruction in at least two classrooms. Share this with the class.

5. Keep an accurate log of time spent on various activities. The principal should verify these entries by signing each. Students should plan to complete or discuss all activities in each of the categories listed. The following activities are to be covered. The list is by no means inclusive. Some are appropriate for only the elementary or secondary level. The principal may make other suggestions. All activities should be presented to the principal for approval in advance.

6. Student will need to submit their completed portfolio and present highlights to the class.

7. Students will need to submit electronic copies of internship evaluations by the field supervisors and course instructors using required forms.

8. An internship journal is a record of the researcher's administrative involvement in the school setting. While the contents of the journal are sometimes used as data, they are different from the information, observations, records and other data that are collected because it is your reflection about your internship. The main reasons to keep a internship journal are to (1) generate a history of the internship experiences, your thinking and concerns; (2) provide material for reflection;(3) provide data on the research process; and (4) record the development of your administrative skills. It is important to write in the journal regularly. You should write something at regular intervals, especially when you are involved in administrative projects. The internship journal does not need to be "perfect". Instead, record your developing thoughts and actions towards your project. Keep your journal in a style that you find useful and will help you to reflect on what you are doing. You must electronically submit your journal entries weekly on
OnCourse.

CATEGORIES OF ADMINISTRATIVE EXPERIENCES: (Based on the Gary Community Schools Administrative Activity Checklist for Interns and the requirements for the Administrative Practicum of Governors State University.) Additional items have been added.

a. School organization: program and policy-making

1. Help design the master schedule.
2. Schedule specials for the building.
3. Assign pupils to classes.
4. Plan teacher extra-duty assignments.
5. Assign pupils to homerooms, if applicable.
6. Design and implement a student activity program.
7. Organize individual teacher planning for substitutes.
9. Plan changes in staff utilization.
10. Conduct staff orientation and school opening activities.
11. Review and plan the library services.
12. Review and plan nursing services.
13. Review and plan pupil personnel services.
14. Develop/review a student handbook.
15. Develop/review a faculty handbook.
17. Review curriculum documents for necessary revisions.
18. Attend a School Board Meeting.
19. Serve on/participate with a school committee.
20. Attend faculty meetings.
21. Attend Principal meetings.
22. Other

b. School managerial, business and clerical functions

1. Plan new instructional facilities, (if scheduled).
2. Manage instructional supplies budget.
3. Inventory instructional equipment.
4. Manage equipment budget.
5. Obtain information on an available grant, write, and submit the grant application.
6. Determine specification for instructional supplies and equipment.
7. Keep state attendance records and reports.
8. Supervise district and/or state annual reports.
9. Administer the state textbook program.
10. Analyze the work of the school secretary.
11. Review and revise the schedule of the maintenance employees.
12. Process new student admissions and/or withdrawals.
13. Review and revise the attendance/tardy policies.
14. Explore programs and ideas to improve student attendance.
15. Coordinate an in-service for secretaries, cafeteria workers, etc.
17. Obtain substitutes.
18. Other

c. Pupil personnel activities and services

1. Mediate teacher-student conflicts.
2. Mediate student-student conflicts.
3. Work with Protective Services in reporting and following up on suspected child abuse.
4. Work with juvenile authorities.
5. Deal with attendance issues.
6. Clarify and interpret attendance policies.
7. Make home visits.
9. Investigate disciplinary cases.
10. Investigate suspected truancies.
11. Conduct a study of drop-outs.
12. Process a student suspension according to Public Law 218.
13. Arrange for consult services for exceptional children.
14. Supervise student transportation to and from school.
15. Conduct a study of pupil retention or course failures.
17. Review and implement guidelines required for disabled students, staff and others under American With Disabilities Act (ADA).
18. Work with student government and other co-curricular activities.
19. Administer student driving and parking privileges, (if applicable).
20. Supervise students in the cafeteria.
22. Plan and/or supervise fire drills, tornado drills, or school evacuations.
23. Develop, review and monitor a school safety program.
24. Conduct a building and grounds safety inspection.
25. Review and improve upon policies for field trips.
26. Supervise student social activities.
27. Supervise athletic events.
28. Coordinate school-community recreation.
29. Implement a school-community relations program.
30. Form a parent advisory group and hold regular meetings.
31. Develop and coordinate a parent volunteer program in your school.
32. Investigate and supervise the student course selection process, if applicable.
33. Check course titles used in your school with the approved list of titles provided by the state and found in the Administrative Rules handbook.
34. Other

d. Supervision of instruction, professional personnel

1. Assist teachers with daily, weekly program and instructional plans.
2. Advise teachers regarding classroom management.
3. Work with teachers on proper and effective documentation of events.
4. Interpret a school policy to staff members at a meeting.
5. Review for and conduct grade level meetings.
6. Revise the school testing program.
7. Interpret test results to teachers.
8. Help teachers use test results when planning for instruction.
9. Plan a career day.
10. Develop instructional guides and/or resource materials.
11. Evaluate texts in view of Indiana State Proficiency guidelines.
12. Check curriculum documents with Indiana State Proficiency guides.
13. Check teacher instruction against curriculum guidelines and documents.
14. Conduct a pre-conference, observation, and post-conference with a willing teacher. (This is not to become part of the teacher's record.)
15. Videotape instruction and review it with the teacher.
16. Observe and record levels of questions used in instruction. (Give this information to the teacher.)
17. Observe and record teacher-student interaction during instruction. Give this information to the teacher.
18. Observe and record "class traffic patterns" used by the teacher during instruction. Give this information to the teacher.
19. Develop a weekly or monthly bulletin on effective instruction and effective schools for staff members.
21. Investigate how instruction and achievement is celebrated in this school. Improve upon it.
22. Other

e. Community relations functions

1. Plan a parent visitation program or open house.
2. Prepare special written reports to parents.
3. Prepare news material of pupil and staff accomplishments.
4. Participate in a PTA meeting.
5. Participate in the observance of pupil special occasions.
6. Assist in making a community survey.
7. Develop a program of community volunteers for classrooms.
8. Other
Evaluation of school operation activities

1. Inspect and evaluate the maintenance of the building grounds.
2. Investigate and evaluate the work of classified employees.
3. Develop a means to communicate to all employees how every school employee
   supports instruction.
5. Evaluate how attendance records are maintained.
6. Review the permanent record and make suggestions for improvement.
7. Conduct a school climate audit.
8. Review the program of athletics and student activities and make suggestions for
   improvement.
9. Other

UNIVERSITY AND SCHOOL OF EDUCATION POLICIES:

Electronic Mail: Electronic mail (email) is the official means of communication
with students at Indiana University South Bend.

For this course, that e-mail should be routed through Oncourse. All assignments,
sent as attachments, questions and requests must be sent via Oncourse.

A student’s failure to receive or read official university communications sent to the
student’s official email address does not absolve the student from knowing and
complying with the content of the official communication. It is recommended that
students check email messages at least once daily. The university provides a simple
mechanism for students to forward email from the official university email address to
another email address of the student’s choice. However, students who choose to have
email forwarded to another email address do so at their own risk.

Accommodations for Religious Observances Statement: If any student will require
academic accommodations for a religious observance, please provide me with a
written request to consider a reasonable modification for that observance by the end
of the second week of the course. Contact me after class, during my office hours, or
by individual appointment to discuss the issue. If after discussion we reach no
consensus, either party or both should seek the advice of the Department Head or the
Dean, and if no consensus is reached, then the advice of the Vice Chancellor of
Academic Affairs (“VCAA”). Either the instructor or the student may appeal the
VCAA’s decision to the Office of Affirmative Action within ten business days of the
determination.

Disability Statement: If you have a disability and need assistance, special
arrangements can be made to accommodate most needs. Contact the Director of
Disabled Student Services (Administration Building, room 149, telephone number
574-520-4832), as soon as possible to work out the details. Once the Director has
provided you with a letter attesting to your needs for modification, bring the letter to
me. For more information, please visit the web site for Office of Disabled Student
Services www.iusb.edu/~sbdss/services.shtml
**Academic Honesty Statement:** It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

**Plagiarism**
Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   (1) directly quoting another person’s actual words, whether oral or written;
   (2) using another person’s ideas, opinions, or theories;
   (3) paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   (4) borrowing facts, statistics, or illustrative material; or
   (5) offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to $100,000 and imprisonment.

**Field Experience Note:** You may be required to provide a criminal history check to school districts before participating in field placements and/or student teaching. School districts may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

**Please Note:** Students in the School of Education are required to post select artifacts as required by the Unit Assessment System. The instructor will notify you if you are required to post assignments.
STUDENT EVALUATION: Students must attain a grade of C or better in all required education courses.
1. Class assignments
2. Class participation
3. Mentor (principal) appraisal
4. Instructor's Appraisal - Based upon participation, attitude, attendance, professional growth, and level of responsibility.

Course Assessment Summary
Demonstration of Required Standards Through Course Activities.
EDUC-A695 - Practicum in Educational Leadership

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unsatisfactory 1</th>
<th>Below Average 2</th>
<th>Average 3</th>
<th>Above Average 4</th>
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<tr>
<td>Standard 1: Facilitating a Vision for Learning</td>
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<td>Standard 2: School Culture and Instructional Program</td>
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<td>Standard 3: Management</td>
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<td>Standard 4: Collaboration with Families and Communities</td>
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<td>Standard 5: Acting with Integrity, Fairness, and in an Ethical Manner</td>
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<td>Standard 6: The Political, Social, Economic, Legal, and Cultural Context</td>
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## Course Assessment Summary
### Professional Portfolio

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<tr>
<th>Professional Portfolio</th>
<th>Unsatisfactory 1</th>
<th>Below Average 2</th>
<th>Average 3</th>
<th>Above Average 4</th>
<th>Comments</th>
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<tr>
<td>Resume</td>
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<td>Philosophy of Education</td>
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<td>Standards Overview</td>
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<td>Annotated Bibliography</td>
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<td>Artifact Aligned with the Standard Selected</td>
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<td>Rationale for Selecting Artifact</td>
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<td>Overall Assessment of Professional Portfolio</td>
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In order to earn a grade of Satisfactory for A695 students must earn the following. Student enrolled in A695 must receive a rating of 3 or higher in all areas of on the Professionalism Assessment. Students enrolled in A695 must receive a rating of 3 or higher on all ELLC standards. Students must earn a satisfactory on the activity log and summary by completed the requirements on the above list.
TENTATIVE CLASS SCHEDULE:
January Introduction/Overview of Program
February Critical Incidents
March Classroom Observation/Levels Observations
April & May Individual Conferences

BIBLIOGRAPHY:


Hencley, Stephen P., Editor. The Internship in Administrative Preparation, Columbus: The University Council for Educational Administration, 1963.


Slate, Virginia S. A Program to Train the Middle School Principal. NASSP Bulletin 59:75-81, November, 1975.


