Course Syllabus

Administration 5503

Mid-Management Internship Spring 2013

Professors:
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Arthur L. Petterway, Ph.D.
Prairie View A&M University
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COURSE DESCRIPTION

Field-based and seminar experiences designed to provide on-site school-related activities, and the analysis of actual administrative situations and problems

RATIONALE AND OVERVIEW

The Mid-Management Internship is a specifically planned program of activities designed to develop a comprehensive set of competencies needed in public school administration. Practical application of these activities provides experience and insight through the analysis of administrative problems. A set of instructions and the specifically required activities are provided for the intern and for his/her local school district.

The Internship is a program designed to develop competence in mid-management administrative duties and responsibilities. It should be considered as on-the-job training. The Internship is an applied administrative theory course; actual working administrative experiences are required.

The student is assigned to and supervised by a practicing mid-level administrator. A minimum of an average of 160 hours must be devoted to performance of duties normally performed by the administrator while under his/her supervision.
Academic Calendar – Spring 2013
January 9, Wednesday
New Student Orientation

January 10 - 11, Thursday – Friday
Regular Registration for Returning Students

January 12, Saturday
Regular Registration for Graduate Students (UG students if advised and issued alternate pin)

January 14, Monday
Instruction Begins
Late Registration and Drop/Add Begins

January 18, Friday
Late Registration, Add Courses, Change Major/Certification or any Matriculation Change Ends for Undergraduate Students – Student Web Registration Access Closed

January 19, Saturday
Late Registration, Add Courses, Change Major/Certification or any Matriculation Change Ends for Graduate Students – Student Web Registration Access Closed

January 21, Monday
Dr. Martin Luther King Jr. Day (University Closed)

January 24, Thursday
General Student Assembly-All Students Attend

January 30, Wednesday
12th Class Day (Census Date)
Last Day to Withdraw from Course(s) without Academic Record
Late Deadline to apply for Spring 2013 graduation

January 31, Thursday
Withdrawal from courses with Academic record ("W") Begins

February 11, Monday
20th Class Day

March 7 – 9, Thursday – Saturday
Mid-Semester Examination Period

March 11 - 16, Monday – Saturday
Spring Break

March 12, Tuesday
Mid-Semester Grades Due
March 15, Friday  
Spring Break (University Closed)

March 18, Monday  
Instruction Resumes

March 27, Wednesday  
Founders Day/Honors Convocation

March 29 - 30, Friday - Saturday  
Good Friday/Easter (Student Holiday)

April 1, Monday  
Withdrawal from Course(s) with Academic record ("W") Ends

April 9, Tuesday  
Priority Registration Begins for Summer/Fall 2013

April 12, Friday  
Graduation Application Deadline for SUMMER 2013 AND FALL 2013

April 29-30, Monday-Tuesday  
Course Review Day [Classes must convene and instructors will prepare students for Final Exams]  

April 30, Tuesday  
Last Class Day for Spring Semester  
Last Day to Withdraw from the University (From All Courses) for the Spring 2013 Semester

May 1 - 7, Wednesday-Tuesday  
Final Examination Period

May 7, Tuesday  
Final Grades due for Graduating Candidates

May 11, Saturday  
Commencement

May 14, Tuesday  
Final Grades Due for All Other Students
REQUIRED TEXTS

All materials listed below may be ordered from Barnes and Noble or Amazon.


THE INTERN'S ROLE

The intern is to plan and execute the leadership activities agreed on by the intern, the cooperating administrator, and the University supervisor. The intern is also to maintain a daily log of the activities in which he/she is involved. In addition, the intern participates in on-campus meetings and on-site conferences. Additional responsibilities include leadership activities and a leadership project.

COOPERATING ADMINISTRATOR’S ROLE

The cooperating administrator is to provide an environment in which the intern can develop the latitude of administrative/supervisory competencies. The cooperating administrator interacts with the university in supervising the intern’s activities and assessing his/her progress.
UNIVERSITY SUPERVISOR’S ROLE

Collaborating with the intern and cooperating administrator, the University supervisor approves a sequence of learning-by-doing activities that will assist in the development of the leadership competencies of the intern. The University supervisor has a major responsibility for assessment of the intern’s progress by meeting with the intern and cooperating administrator during the semester for at least one on-site conference. The University supervisor assigns a final grade.

COURSE OBJECTIVES

1. To provide participants with a laboratory experience and to test their administrative skills under supervised controlled conditions.
2. To provide for exchange of ideas related to possible solutions encountered in the experience.
3. To provide participants the opportunity and challenge of relating and responding to simulated administrative problems.
4. To develop insight into the relationship of school policies and procedures, laws, and standards to problem solutions at the administrative level.
5. To provide participants with a variety of experiences essential in the development of minimum administrative skills and leadership techniques.
6. To assist participants in gaining realistic perspectives of school administration as a result of working with experienced career administrators.
7. To assist participants in making the transition from teacher to administrator.
8. To assist the cooperating school in training prospective administrators.

STATE BOARD FOR EDUCATOR CERTIFICATION PRINCIPAL COMPETENCIES:

Domain I – School Community Leadership
Domain II – Instructional Leadership
Domain III – Administrative Leadership

NCATE STANDARDS MET
At the end of this course, the student will

1. Be able to…/NCATE Standard… 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 vision of learning supported by the school community.

2. Be able to…/NCATE Standard… 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.

3. Demonstrate the ability to/NCATE Standard… 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.

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

5. Be able to…/NCATE Standard…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.

6. Identify…/NCATE Standard… 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.

7. 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.

NCATE E-FOLD-P (CONCEPTUAL FRAMEWORK)

Educator as Facilitator of Learning for Diverse Populations

1. 5.0 To prepare beginning administrators as problem solvers, critical thinkers and decision makers.

2. 6.0 To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.

3. 7.0 To provide beginning administrators with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.

4. 8.0 To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.

REQUIREMENTS FOR THE INTERNSHIP IN MID-MANAGEMENT

Interns must have met the academic and experience requirements necessary for admittance into the Mid-Management certification program at Prairie View A&M University. Specifically, the following requirements must also be met.
GENERAL REQUIREMENTS

1. The intern must have completed all of the PVAMU coursework required for the mid-management certificate or must be enrolled in last coursework needed during the semester of the internship.

2. The intern must be approved by the local school district for assignment. An agreement form with the appropriate signatures must be returned to the University supervisor.

3. The intern must attend ALL scheduled seminars. Failure to do so will result in an automatic grade of C or lower, which will require the intern repeat the course.

4. The intern must complete all assigned tasks and submit a final report of his/her activities to the University professor for evaluation.

5. The intern must exhibit a willingness to make scheduled adjustments for observation and conference purposes during periodic visits by the University professor.

6. The intern and local school supervisor must agree that a minimum of ten hours per week will be spent on internship activities. The internship activities shall be completed in one semester unless approval is received from the University supervisor for additional time to complete the requirements.

7. The intern shall complete any additional requirements outlined by the local school supervisor or University supervisor.

PREREQUISITE: Good standing in the graduate program.

MOODLE

Moodle is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into eCourses. The assignment(s) to be used as artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors.

UNIVERSITY RULES AND PROCEDURES

Students must familiarize themselves with the university rules and procedures pertaining to disability, academic misconduct and dishonesty, non-academic misconduct, sexual misconduct, attendance policy, and student academic appeals process.

Academic Appeals Process
Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has the right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within 30 days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Note: the first step in the process is to contact the instructor to discuss the grade.
ADA Statements:
Students with disabilities who believe they may need an adjustment in this class are encouraged to contact the Office of Disabilities Services as soon as possible. Once you receive a letter of adjustment from the office, make an appointment with me to discuss appropriate adjustments for this class (note takers, extended time for in-class essays, etc.).

Definition of Cheating and Plagiarism:
PVAMU is dedicated to a high standard of academic integrity among its faculty and students. In becoming part of the PVAMU academic community, students are responsible for honesty and independent effort. Penalties will be assessed for any student who alone or with others engages in any act of academic fraud or deceit. If you have any questions about the use you are making of sources for your assignments, see me before you turn in the project. You may feel these measures are harsh, but plagiarism is serious business.

Forms of academic dishonesty

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Student Responsibilities

The student is expected to be fully knowledgeable of the contents of this syllabus and his/her rights as a PVAMU student as stated in the University Catalog and the Schedule.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Attendance Policy: Prairie View A&M University requires regular class attendance. Excessive absences and tardies will result in a lowered grade. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in the assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.
UNIVERSITY ATTENDANCE POLICY

NOTE: Students cannot have an unexcused absence (20 points deducted) without risk of having overall grade in course reduced. Instructor is not required to accept any late assignments. Students have the right to appeal any adverse decisions in writing. Also, tardiness (10 points deducted) will be monitored.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bits
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0/plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

ARTIFACTS/ASSIGNMENTS

I. Leadership Seminars

Each group will be responsible for conducting a state-of-the-art seminar. The theme of the seminar will be the title of the Domain (for example, Domain I - School Community Leadership; Domain II - Instructional Leadership; Domain III - Administrative Leadership). The seminar must be presented in a professional manner and must include the latest technology (i.e., PowerPoint, Corel Presentation, etc.). There should be handouts to include goals, objectives, etc. Three seminars are scheduled in order to give interns an opportunity to share experiences and concerns with the interns and the university faculty. Attendance is required at all seminars for full credit for the internship.
II. Logs

Each intern will maintain a detailed log of daily activities describing the task(s) involved, date, beginning and ending time, and experience area (standard/competency). A minimum of 160 hours must be devoted to intern work. Student supervision, such as bus duty, cafeteria duty, duty at athletic events, etc., is limited to 50 hours toward the 150-hour semester requirement. Logs are due into True Outcomes at regular intervals—usually per week. The intern’s cooperating administrator must certify the logs. This is done by signing the original logs. The intern then submits the signed logs at the end of the semester. (See Appendix).

III. Demographic Study

Early in the internship semester, the intern will complete a demographic study of the school and community where his/her internship is being conducted. The demographic study enables the supervisor and intern to better understand the school and community. A listing of the areas to be addressed in the demographic study is found in the Appendix under the Demographic Study section of this handbook. The format of the demographic study used should address the elements in the order given and be numbered in the order listed in the form found in the Appendix.

IV. Action Activities

Each intern (including assistant principals) must complete each activity in its entirety and attend and participate in all meetings (see Appendix). Action Activities should be outlined in the format that is given. (A.1.2.3; B.1.2.3, etc.)

V. Projects/Problems

This section is for you to enter projects and/or problems that you work on at school. If you are in charge of a project or heavily participate in a project give yourself credit by documenting it. Give a description, rationale, implementation, evaluation, etc. If you want to work on a problem at your school (example, communication, low teacher morale, teacher turnover, excessive new teachers need orientation, parking lot, etc.) define the problem, give possible solutions, consequences of such solutions, choose a solution, implement and evaluate. In other words, I want you to give yourself credit for the work you do.

Your total document on projects and problems must be uploaded into your field experience. The individualized projects are designed to give you an opportunity to address a particular assignment in depth. They will also give you the freedom to be innovative and creative in your proposal. However, you need to be sure that they also be feasible and workable in their entirety. In each case, consider that you are a newly appointed assistant principal in charge of the project and you will present your plan to the staff.

The projects or problems presented are very real aspects of an administrator’s daily routine. They are very practical in nature, so please address them in that vein.
VI. Philosophy of Educational Leadership

The intern will write a paper, which describes his/her philosophy of education. This paper must include his/her philosophy about leadership and school administration. Paper format: 1-inch margins on all four sides, Times New Roman Font, 12 point. Name, Assignment Title, Date, Semester Year, Class Time (8 am or 11am) need to be in the Header Section. NO COVER SHEETS or PLASTIC COVERINGS.

VII. Reflection Paper or Critique of Internship Experience

The intern will write a paper reflecting on the internship experience. This (2) two-page critique should provide the university with the intern’s personal assessment of the internship experience; suggestions for improvement should be included. This critique is submitted by the intern through eCourses. Paper format: 1-inch margins on all four sides, Times New Roman Font, 12 point. Name, Assignment Title, Date, Semester and Year, Class Time (8 am or 11am) need to be in the Header Section. COVER SHEETS and SHEET PROTECTORS (2 sheets per sheet protector) are required for your hard copied portfolio.

VIII. Electronic Portfolio (eCourses)

Each intern must develop and submit a Leadership Field Experience. The field experience must be at the school level of the internship. At the end of the internship, the cooperating administrator will complete the evaluation form and return to the University supervisor. The intern will submit the field experience to the University supervisor which will include the following:

1. The Demographic Study
2. Philosophy of Education
3. All Activity logs
4. Projects and Problems
5. Resume
6. Reflection
7. Portfolio

XI. Other Requirements

1. Survey for Completers –

The intern must complete the Survey for Completers of the Internship Program within True Outcomes

2. Internship Assessment

The internship assessment should be given by the Cooperating Administrator near the end of the semester (see Appendix). It is considered a confidential communication to the University, but the Cooperating Administrator must share it with the intern. The completed form must be given to the University supervisor by the intern in a signed and sealed envelope. It must be received by the last day of the semester. Additionally, the University Supervisor must receive the original logs signed by the cooperating administrator.
EVALUATION

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>25</td>
</tr>
<tr>
<td>Student led seminar</td>
<td>25</td>
</tr>
<tr>
<td>Logs (160 hours) and Administrator’s Assessment</td>
<td>20</td>
</tr>
<tr>
<td>Field Experience/Portfolio</td>
<td>10</td>
</tr>
<tr>
<td>Philosophy, 1-pagers, Demographic Study, Projects/Problems</td>
<td>20</td>
</tr>
</tbody>
</table>

GRADING POINTS

<table>
<thead>
<tr>
<th>Grading Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>85-94</td>
<td>B</td>
</tr>
<tr>
<td>75-84</td>
<td>C</td>
</tr>
<tr>
<td>74 and below</td>
<td>F</td>
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</tbody>
</table>

Completion of Internship and Certification Requirements

All Mid-Management students must meet the following requirements to complete the requirements in the Mid-Management Internship certification program:

1. **Master’s Degree**
2. **Complete **ALL** certification course work with no grade less than a B**
3. **Hold a valid Texas Teacher's Certificate**
4. **Have two (2) years of Teaching Experience**
5. **Passing score on the TExES Examination ~ Principal 068**
Mid-Management Internship
Group Presentations
(Professor’s Discretion)

- The professional development seminar should be approximately 30-45 minutes and consists of student presentations, use of media and technology, collaborative learning (i.e. group activities), which result in the sharing of research and materials concerning the domain assigned.

- Each group must prepare and disseminate to class members a professional development packet. This packet should contain reference materials (i.e., articles, web-sites, charts, diagrams, etc.) that support the domain and each competency within the domain.

- Each group must present a log of the work done by group members to prove that the project was a collaborative effort.

- Each group must transform the classroom into a setting that is aesthetically pleasing and stimulates active participation.

- Each member of the group will dress and conduct themselves in a professional manner.

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Given prior notice, the contents of this handbook/syllabus and class assignments are subject to change at my discretion. If you have any questions or need assistance, please feel free to contact:

William H. Parker, Ed.D  
whparker@pvamu.edu

Arthur L. Petterway, Ph.D.  
alpetterway@pvamu.edu
TRUE OUTCOMES
True Outcomes was a tool used by the University for Assessment Purposes. Currently, PVAMU is transitioning from it to another assessment tool for students. The new assessment tool. Artifacts that will be uploaded will be announced during the course of the semester.

eCourses (Moodle)
PVAMU is moving to a new course management system (CMS) for online and web-assisted courses. Starting in the 2011 Fall semester, eCourses will use the Moodle System.

Course Procedures

Submission of Assignments:
Assignments, Papers, and Exercises will be distributed and submitted in class or via eCourses. Hard copies and CDs of all assignments will be submitted to Dr. Petterway. Please use APA guidelines (6th edition, double spaced that includes citations and references).

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies and at the professor’s discretion. (See Student Handbook).

Professional Organizations and Journals
Education Law Association
National Association of Elementary School Principals
National Association of Secondary School Principals
Phi Delta Kappa
Texas Elementary Principals and Supervisors Association
Texas Association of Secondary School Principals
American Journal of Education
American School Board Journal
Education Administration Abstracts
Education Administration Quarterly
Education Week
Educational Leadership
NASSP Bulletin
National FORUM Journals (www.nationalforum.com)
Phi Delta Kappan
TASSP News Highlights
TEPSA Journal
Texas Study
Theory Into Practice
Today’s Education
West Education Reporter

Resources and References
http://www.uni.edu/stdteach/TWS/BloomRevisedTaxonomy_KeyWords-1-1.pdf
http://www.texas.ets.org/assets/pdf/test_descriptions/te_facmanappendixc_fld068_r.pdf
http://www.apastyle.org/
University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive tardies and absences will result in lowered grades and count against the student’s participation grade. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.
Two “C” Rule
Please Note: Continual matriculation at PVAMU requires that no more than two C’s shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

NOTE: No grade of “C” or below will be accepted toward certification.

TEA ID Number Requirements and Process:
Prairie View A&M University, County-District # 237501, will receive an Oversight visit by the Texas Education Agency (TEA), Division of Educator Standards during the academic year 2011-2012. This visit is to comply with the Texas Administrative Code (TAC) 229.6(a)-the continuing approval of an educator preparation program.

State Ethics Law:
Texas Educators’ Code of Ethics-TAC 247.2

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bits
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  · Sending and receiving email
  · A working knowledge of the Internet
  · Proficiency in Microsoft Word
  · Proficiency in the Acrobat PDF Reader
  · Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): Students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
All emails will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.
NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams  
Title: Equal Opportunity Compliance Officer/Title IX Coordinator  
Institution: Prairie View A&M University  
Office of Student Affairs & Institutional Relations  
Address: P.O. Box 519: MS 1107  
A.I. Thomas Building, St 013  
Prairie View, Texas 77446  
Telephone: 936-261-2123  
Fax: 936-261-2138  
Email: rrwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman  
Title: Administrator for Diagnostic Testing and Disability Services  
Institution: Prairie View A&M University  
Email: kfnorman@pvamu.edu

### TExES Principal 2012-2013 Schedule (Paper-Based Tests)

<table>
<thead>
<tr>
<th>TExES Test Dates</th>
<th>Regular Registration Date</th>
<th>Late Registration Date</th>
<th>Emergency Registration Date</th>
<th>Score Reporting Date for Tests w/ Multiple Choice Questions Only*</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/03/2012</td>
<td>10/05/2012</td>
<td>10/12/2012</td>
<td>10/26/2012</td>
<td>11/19/2012</td>
</tr>
<tr>
<td>06/08/2013</td>
<td>05/10/2013</td>
<td>05/17/2013</td>
<td>05/31/2013</td>
<td>06/24/2013</td>
</tr>
</tbody>
</table>

Computer Based Test Dates:  
Seven days a week in some areas
New University Policies and Regulations

*Effective fall 2011

**New Policy: Withdrawal from the University (Undergraduates Only):**
When an Undergraduate student withdraws from all classes...
- A registration hold will be placed on the student’s record.
- Consultation with the respective department for advisement is **REQUIRED** to have hold lifted to allow future registration at the University.

**New Policy: +/-Transfer Grades Regulation (Undergraduate and Graduate):**
- The + and/or – **WILL NOT** be considered in the evaluation. The grade transferred will report as grade earned, for example C- will transfer as a C.
- This regulation **IS NOT** retroactive.
- This regulation applies only to courses that are being reviewed for transfer credit effective fall 2011.

**Grade Replacement Regulation (Undergraduate Students Only):**
- Students will have the option to replace up to 12 semester credit hours of courses where a C, D or F is earned in a course, effective with courses taken fall 2011.
- Students would have to request to replace the course by the Census Date (12th class date) of the following semester.
- Grades repeated but not replaced will be averaged in the cumulative grade point average.

**Administrative Drop (All Students):**
- Students who do not attend "at least one day" of class by **February 14, 2012**, will be administratively dropped from that course. **PLEASE NOTE THIS MAY AFFECT THE FINANCIAL AID AWARD.**
- If a student is subsequently dropped from **ALL** of their courses; they will automatically be **WITHDRAWN** from the university.
- Students will be notified of their Administrative Drop via email.

**QUESTIONS OR CONCERNS, PLEASE CONTACT THE OFFICE FOR ACADEMIC AFFAIRS AT (936) 261-2175 OR THE REGISTRAR’S OFFICE AT (936) 261-1049.**
APPENDIX

Certification Information

Demographic Study

Action Activities

Log of Activities

Cooperating Administrator Evaluation of Student Intern
PRINCIPAL STANDARD CERTIFICATION

REQUIREMENTS

A Master's Degree
Two Years Teaching Experience
Successfully pass TExES Examination #68
Applicant must apply for their certificate through the
Office of Teacher Certification, 302 Delco Bldg

Completing courses listed below does not grant automatic admission into the Principal Certification Program All entrance requirements must be met.

COMMON CORE (21 Semester Hours)

ADMN 5003 Fundamentals
ADMN 5023 Public School Law
ADMN 5033 School Business Management
*ADMN 5043 The Principalship
ADMN 5073 School Curriculum Leadership
SUPV 5113 Principles of Supervision
ADMN 5083 Special Topics

*In order to qualify for the one (1) year Probationary Certification, 12 semester hours (including ADMN 5043) must be completed from the Common Core.

ACADEMIC AREA (9 Hours)

ADMN 5093 Educational Statistics
ADMN 5163 Research
CNSL 5153 Cross-Cultural Issues

SPECIALIZED PREPARATION (3 Hours)

ADMN 5133 School Community Relations
ADMN 5013 Theory Practice and Research
ADMN 5103 School Personnel Administration
ADMN 5533 Decision Making
ADMN 5053 Special Programs
ADMN 5173 Computer Applications

INTERNSHIP (3 Hours)

ADMN 5503 Principal Internship (Must be taken at PVAMU)
The following courses must have been taken within the last ten (10) years in order to receive credit toward certification: ADMN 5003, ADMN 5023, ADMN 5033, ADMN 5043, ADMN 5073, ADMN 5103, ADMN 5053, ADMN 5133, OR ADMN 5013, SUPV 5113.
At least 15 hours toward certification **must be taken** at Prairie View A&M University. No grade of "C" will be accepted toward certification.

**PRAIRIE VIEW A&M UNIVERSITY**  
**WITLOWE R. GREEN COLLEGE OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP and COUNSELING**  
P.O. BOX 519; MS 2420  
PRAIRIE VIEW, TEXAS 77446  
Ofc: (936) 261-3530 Fax: (936) 261-3617

**SUGGESTED DEGREE PROGRAM**

**MASTER OF EDUCATION (M.ED) ADMINISTRATION**

**COMMON CORE**  
18 Hours

ADMN 5003 Fundamentals of School Administration  
ADMN 5023 Public School Law  
ADMN 5033 School Business Management  
ADMN 5043 The Principalship  
ADMN 5073 School Curriculum Leadership  
SUPV 5113 Principles of Supervision

**ACADEMIC AREA**  
12 Hours

ADMN/CNSL 5093 Educational Statistics  
ADMN/CNSL 5163 Research  
CNSL 5143 Human Growth and Development  
CNSL 5153 Cross-Cultural Issues

**SPECIALIZED PREPARATION**  
6 Hours

ADMN 5133 School Community Relations  
ADMN 5013 Theory Practice and Research  
ADMN 5103 School Personnel Administration  
ADMN 5533 Decision Making  
ADMN 5053 Special Programs  
ADMN 5083 Special Topics  
ADMN 5173 Computer Applications
DEMOGRAPHIC STUDY

During the first four weeks of the semester the student will complete a demographic study of the school and community where his/her internship is being conducted. The demographic study enables the supervisor and student to better understand the school and community. The study should be very specific/detailed and include all of the following elements. The format of the demographic study should follow each of these elements in order and the elements should be numbered as follows:

1. Historical background of the school and community.
2. Socio-economic characteristics of the district, school and community.
3. Ethnic composition of the district, school and community.
4. Geographical characteristics of the district and school attendance area.
5. Political characteristics of the district and school community.
6. Professional staff for the district and school including the number of nurses, counselors, psychologists, teachers, secretaries, etc. and number holding bachelors, masters, and doctorate degrees.
7. District and school’s organizational charts.
8. District and school’s enrollment and ethnic composition of student body.
9. Number of students receiving free and/or reduced lunches for both district and school.
10. Number and nature of school and support facilities in school district.
11. Number of students in Alternative School from district and school. Procedure for sending students to Alternative School or Center.
12. Describe the physical plant of the school.
13. Number of students in Special Education classes. Policy and procedures for enrolling students in Special Education classes.
15. Number of students attending college for previous academic year for school and district.
17. Type of School.
18. Outstanding Characteristics (Strengths) and Innovative Programs (Overview of Each Program)
19. TAKS pass rate for school (each grade level) and for district.
20. School’s Greatest Problems. District’s Greatest Problems. What is being done?
ACTION ACTIVITIES

1. ADMISSION, REVIEW AND DISMISSAL (ARD) MEETING

List the etiquette and procedures for the assistant principal chairing the ARD
List some circumstances involved in tabling an ARD
Document attendance
Write a brief summary of meeting

2. MEETING/SPECIAL ASSIGNMENTS/PARENT’S/ PTA/PTO MEETING.

Attend a PTA/PTO meeting
Document attendance
Write a brief summary of meeting

3. SCHOOL BOARD MEETING

Attend two school board meetings
Document attendance
Write a brief summary of meeting

4. STUDENT GOVERNMENT MEETING

Attend and participate in a student government meeting
Document attendance
Write a brief summary of meeting
Attach a copy of meeting agenda

5. PRINCIPAL’S MEETING

Attend a principal's meeting
Document attendance
Write a brief summary of meeting
Attach a copy of meeting agenda

6. TEACHER OBSERVATION AND CONFERENCE.

Attend a teacher observation and conference
Document attendance
Write a brief summary of the conference

7. FOOTBALL/BASEBALL/BASKETBALL GAME

Attend a football/baseball/basketball game
Write a brief summary of the activities
What did you observe the administrators in attendance doing?
What recommendations do you have for monitoring the game, considering all students’ safety?

8. BUS RIDE
Ride a school bus
Document the ride
Write a brief summary of the trip

9. PERSONNEL PACKET
Obtain a complete personnel packet of your school district including salary scale
Describe complete contents of the personnel packet.

10. ORGANIZATIONAL CHARTS
Provide a district organizational chart
Provide a school organizational chart and indicate by an asterisk your location

11. CURRICULUM
What is the process at your school for adapting and/or modifying curriculum and/or instruction to meet the needs of special education students?
What is the procedure at your school for selecting textbooks?
Describe the District's process for developing curriculum at the elementary and secondary levels. How is the curriculum evaluated and updated? What recommendations do you have?
Discuss in-service program planning and implementation procedures in your school.

12. PLANNING
Discuss your school's plan and develop a plan for the collection of funds and/or fees.
List step by step procedures and show forms where appropriate.
Conduct a space needs assessment and record your findings.
Discuss the procedures for preparing a schedule of classes in the elementary and secondary school.
How often are faculty meetings called? For what purpose? Evaluate the effectiveness.
List at least three objectives for your school, describe how you are going to implement the objectives, and specify how you plan to evaluate the objectives.
Describe how you would involve the faculty and district personnel
in preparing and fulfilling your objectives.

13. ADMINISTRATION OF AUXILIARY SERVICES
Describe the execution of a work order through to completion.
What are the regulations for community use of the buildings?
Describe the procedure for handling bus discipline?
What is the supervisory role of the principal for support personnel? Do custodians, cafeteria workers, maintenance personnel or others report to the principals? What other special arrangements may exist in these supervisory relationships?
Tour the building with the principal and note needed repairs.

14. PUPIL PERSONNEL
What is the role of the school nurse in the school?
What is the role of the guidance counselor in the school?
Discuss the procedure for the orientation of new students to the school.
Discuss the disciplinary policies and due process procedures for students in the school.
What efforts have been made in the last four years to increase student participation in co-curricular activities? To what degree have these efforts been helpful?

15. OFFICE MANAGEMENT
Describe the role of the school secretary.
Review the procedure for conducting the inventory of supplies and equipment.

Mid-Management Internship - Evaluation of Student Intern

Practicum-Internship Field Experience Evaluation Form for Educational Administrator Licensure (PPA)

Principal: PreK-6, 5-8, and 9-12; Administrator of Special Education, all levels; and Supervisor/Director, all levels.
One hundred sixty (160) logged hours required
This report is completed by the supervisor and cooperating practitioner to serve as a discussion focus for initial, mid-term and final conferences among the educational administration candidate, cooperating practitioner and college supervisor.

Licensure Candidate: ___________________ PVAMU ID#:____________________
Field of Licensure:__________________________ Level: _______________
Mediator (only if needed): _________________________________________

<table>
<thead>
<tr>
<th>CODE</th>
<th>4pts.</th>
<th>Distinguished: Exceeds expectation for standard; consistently superior performance; needs little, if any, support/guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3pts.</td>
<td>Target/Exemplary: Meets expectations for standard: is confident and consistently meets the standard.</td>
<td></td>
</tr>
<tr>
<td>2pts.</td>
<td>Acceptable: Meets minimal expectation for standard; needs occasional support to perform at acceptable level.</td>
<td></td>
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</tbody>
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ADMIN 5503 MID-MANAGEMENT INTERNSHIP
Standards for School Administration (TAC 228.35(d)(3)/TAC 241.15):

(a) Leadership

1. Articulates the purposes of education and the place of public schools in the United States of America. 1 2 3 4
2. Can articulate the schools vision and mission. (ELCC –1:2) 1 2 3 4
3. Reviews, evaluates, and revises instructional programs on the basis of sound information, data analysis, and can apply principles of effective instruction. (ELCC –2:2) 1 2 3 4
4. Facilitates activities that promote a positive school culture. (ELCC –2.1) 1 2 3 4
5. Promotes activities that honor academic excellence. 1 2 3 4
6. Interacts with teachers in preparing and implementing professional development plans that are related to improved administrator candidate learning. (ELCC –2.4) 1 2 3 4
7. Helps staff align their curriculum with the state’s curriculum Frameworks. 1 2 3 4
8. Understands principles of mentoring and provides new teachers with best practices to improve student learning (ELCC – 2.3) 1 2 3 4
9. Encourages experimentation and rigorous evaluation of new pedagogical approaches. 1 2 3 4
10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs. (ELCC –3:3) 1 2 3 4

Overall Rating for Standard (a) 1 2 3 4

(b) Administration

1. Demonstrates effective oral and written communication skills. 1 2 3 4
2. Uses effective methods of personnel selection, supervision, and evaluation. (ELCC –3.2) 1 2 3 4
3. Demonstrates a respect for the rights of others with regard to confidentiality, dignity, and engages in honest interactions. (ELCC 5.1) 1 2 3 4
4. Practices relevant fiscal management policies and procedures. (ELCC –3.1) 1 2 3 4
5. Demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in the interactions with others. (ELCC – 5.2) 1 2 3 4
6. Makes and explains decisions based on ethical and legal principles (ELCC – 5.3) 1 2 3 4
7. Uses problem solving skills and operational planning in use of resource allocation can apply and assess technologies for school management, business procedures, and scheduling. (ELCC –3.3) 1 2 3 4

Overall Rating for Standard (b) 1 2 3 4
Standards for School Administration (TAC 228.35(d)(3)/TAC 241.15):

(c) Equity
1. Assures presence and quality of educational programs that address the needs, interests, and abilities of all administrator candidates. ELCC – S2:1
2. Provides programs or activities that help all administrator candidates acquire a Positive civic identity and See themselves as integral members of our civic communities. ELCC – S2:1
3. Fosters understanding that effort is a key factor in achievement. ELCC – S2:3
4. Helps all administrator candidates see themselves as unique individuals responsible For their own actions. ELCC – S2:3
5. Assures high academic expectations for all administrator candidates. ELCC – S2:2-3
6. Holds teachers, administrator candidates, and self to high standards of performance and behavior. ELCC – S2:4

Overall Rating for Standard (c) 1 2 3 4

(d) Community Relationships
1. Involves families and other community members in developing the vision, goals, improvement plans, and programs for the school/district. ELCC – S4:1
2. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction. ELCC – S4:1-3

Overall Rating for Standard (d) 1 2 3 4

(e) Professional Responsibilities
1. Meets his or her legal and moral responsibilities. ELCC – S5:1-3
2. Maintains interest in current developments in the professional discipline. ELCC – S6:1
3. Knows educational principles and research that promote sound practice. ELCC – S2:3
4. Studies educational research of relevance to professional responsibilities. ELCC – S6:1
5. Is familiar with the range of instructional programs and policies that can promote academic learning for all administrator candidates. ELCC – S6:2-3
6. Is familiar with the range of administrator candidate support services. ELCC – S4:3
7. Is familiar with the range of professional training programs and providers for prospective teachers. ELCC – S2:4
8. Knows multiple strategies to assess administrator candidate performance. ELCC – S2:2
9. Understands approaches to organizational change, school-based management, and school restructuring. ELCC – S1:1-5
10. Understands federal, state, and municipal laws and regulations affecting schools, staff and administrator candidates, including laws on disability, civil rights and responsibilities, issues of liability, and the requirements of due process. ELCC-S6:1
11. Demonstrates understanding of current issues in American education. ELCC-S6:1

Overall Rating for Standard (e) 1 2 3 4

Candidate’s Signature: ________________________________

College Supervisor’s Signature: __________________________

Administrative Cooperating Practitioner’s Signature: ________________________

Meeting Dates: 1st ___________________________ 2nd ___________________________ 3rd ___________________________

Evidence Code: P: _______ = Portfolio  Jp: _______ = Practicum Journal/Log

Date ___________________________  Date ___________________________  Date ___________________________

R/A # _______ = Report or Assignment Number for Standard

Please MAIL the copy of final form to Arthur L. Petterway, PhD, Program Coordinator for Administration, Department of Educational Leadership and Counseling, Prairie View A&M University, P. O. Box 519, Prairie View, Texas 77446-0519
COOPERATING ADMINISTRATOR
STATEMENT OF ACCEPTANCE FOR
INTERNSHIP IN EDUCATIONAL LEADERSHIP

I ______________________ hereby approve ____________________________
for an internship during ______ semester, and agree to assist with his/her field experiences. I understand that the internship involves a variety of administrative and supervisory experiences on-site in a school or central office setting.

I am willing to work with this intern and the Prairie View A&M University supervising professor from the Department of Educational Leadership and Counseling in developing an appropriate set of experiences and a school improvement project.

______________________________
Signature of Cooperating Administrator

COOPERATING ADMINISTRATOR INFORMATION

Name of Cooperating Administrator: ________________________________

Name of School: _________________________________________________

School Address: ________________________________________________

Phone: ________________________ E-Mail: ___________________________

Degree Held: ______________________ Certification: _________________

Current Position: ______________________ Years of Experience: _______

Type of Teacher and/or Leadership Evaluation Preparation: __________

Have you had Mentor Preparation? : _____Yes _____No
Things To Do List

I. Log into eCourses and upload your professional resume

II. Turn in COOPERATING ADMINISTRATOR AGREEMENT with two manila FILE Folders

III. Each group coordinator will turn in a typed list of members of their group, including phone number and e-mail address. This list may be e-mailed.

IV. Each intern will read the entire handbook/syllabus.