

Sul Ross State University
College of Professional Studies
Department of Education

2017_Spring_PS_ED_ED_7311_W01

Practicum Syllabus

Information for the courses for Spring 2017

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Office Hours:

Alpine: Tuesday: 1:30 to 4:30 p.m.; Wednesday: 9:00 to Noon and 1:00 to 4:00; Thursday: 9:00 to 10:00 am

Abilene: Monday 9:00 to Noon and Friday 9:00 to Noon

Text Book: There is no text book required for the practicum. This will be an entirely hands-on exercise between you and your mentor.

Requirements:

These courses require you to fulfill a 160 clock hour Practicum with a school official who has Texas superintendent certification for the semester. It must involve tasks emphasizing school district leadership, general superintendent duties, finance, and school board relations, and should provide you with the opportunity to be placed in direct leadership situations in these areas to the greatest extent possible.

The following are required:

1. You must provide a letter from the superintendent of the district where you will be completing your practicum agreeing to supervise your practicum prior to establishing any credit for tasks completed. If you complete tasks associated with your practicum prior to

the submission of the letter of permission from the superintendent, they **will not count** toward your needed hours.

2. You must submit an internship plan outlining generally what you plan to do to gain your intern hours. The plan does not have to be particularly specific, but must be specific enough to provide insight to the instructor as to what you may be doing to earn your hours of credit.
3. You must submit a monthly report of your practicum activities throughout the semester. The monthly report submission will be due the first day of each month, beginning with October 1 and continuing through May 1. This is different from the logs! You will not need to specifically report every minute you spend each month, but rather a **narrative** of what you have been doing and how that is helping you to better understand the Superintendentcy. You must submit a completed log of all the hours you have earned in your Leadership, Superintendentcy, Superintendent/Board Relations and Finance practicum. It is **all one practicum...I cannot emphasize this enough: you are in one semester-long practicum.** I have attached a sample log form for you to use. The final Practicum Logs submitted at the end of the semester **must be signed by both you and your practicum supervisor.**
4. You must submit a practicum log, signed by both you and your mentor which clearly demonstrates that you have completed all time requirements for your practicum.
5. You MUST carefully read the Program Handbook which is found under the resources tab of this course in Blackboard.

Superintendent Standards and Competencies for this Course

- Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- Learner-Centered Leadership and School District Culture. A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Learner-Centered Human Resources Leadership and Management. A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.
- Learner-Centered Policy and Governance. A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.
- Learner-Centered Communications and Community Relations. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- **Learner-Centered Organizational Leadership and Management.** A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- **Learner-Centered Curriculum Planning and Development.** A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.
- **Learner-Centered Instructional Leadership and Management.** A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Goals

As a result of the practicum, students will be able to:

- Demonstrate an understanding of the day to day operations of the office of the superintendent.
- Demonstrate the ability to deal with the problems of finance, board relations, leadership and general practices which a superintendent faces on a regular basis.
- Demonstrate an understanding of the principles of ethics inherent in the Superintendency.

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Grades:

Grades are derived using a 100 point scale according to the following:

A=90 to 100 points

B=80 to 89 points

C=70 to 79 points

D=60 to 69 points

F=below 60 points

Grades are earned as follows in the practicum:

- Superintendent Supervisor letter=10 points
- Internship plan=20 points
- Monthly reports=3 @ 10 points each= 30 points
- Student Information Sheet=10 points
- Practicum Service log= 30 points

Grading Policy:

1. Any late assignment, without prior permission from the instructor, could result in a loss of **10% of the assignment's original value for each day it is late.**
2. As papers should be typewritten according to the American Psychological Association (APA 6th Edition) manual, **APA errors will cause a loss of points from the grade on that paper.**
3. **Extra credit points are not available in any form in this class!!!!**
4. **There are no I's (incompletes) for this class apart from some major emergency which prohibited on-time completion.**
5. Any assignment submitted **after 12:00 am** on the date it is due is considered late and could result in points being deducted from the grade for that assignment.
6. There are no optional assignments in this course.
7. **You are expected to use professional language in this course, especially relating to the use of grammar and quality of writing.** Poor writing and significant grammatical errors are considered by most people to be an absence of intelligence, which as a superintendent is something you cannot afford!

Conduct:

Academic honesty is expected in all work. Violations will result in course failure. Use of good "Netiquette" is essential in an online environment. Please observe the following rules of common courtesy:

- a) Check the course website frequently and respond appropriately and on subject.
- b) Focus on one subject per message and use pertinent subject titles
- c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
- d) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.

- e) Cite all quotes, references and sources.
- f) Never forward someone else's messages without their permission as this is considered to be extremely rude and a violation of confidence.
- g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
- h) All discussion postings should be of top quality, on time, and rich in text. This means no comments such as "at a boy", "you go girl", "I agree with that", "couldn't have said it better myself", etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in instructional leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality as set forth in this syllabus. (The above "netiquette guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom).

SRSU Disabilities Services:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disabilities Services Coordinator, Mary Schwartze, located in the University Center, Room 211. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8724.



Sul Ross State University

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Department of Education

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COMPLAINTS	In this policy, the terms “complaint” and “grievance” shall have the same meaning.
GUIDING PRINCIPLES	SUL ROSS STATE UNIVERSITY encourages interns to discuss their concerns and complaints through informal conferences with their program staff.
INFORMAL PROCESS	Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.
FORMAL PROCESS	<p>If an informal conference regarding a complaint fails to reach the outcome requested by the candidate, he or she may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, a candidate is encouraged to seek informal resolution of his or her concerns. A candidate, whose concerns are resolved, may withdraw a formal complaint at any time.</p>
GENERAL PROVISIONS FILING	Complaint forms and appeal notices may be filed by hand-delivery, email, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Emails shall be timely filed if they are date and time marked on or before the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
RESPONSE	At Levels One and Two, “response” shall mean a written communication to the candidate from the appropriate EPP staff. Responses may be hand-delivered or sent by U.S. Mail or emailed to the candidate’s email or mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on the deadline and received by the candidate no more than three days after the response deadline.
DAYS	“Days” shall mean program business days. In calculating time lines under this policy, the day a document is filed is “day zero,” and all deadlines shall be determined by counting the following day as “day one.”

GENERAL
PROVISIONS

Complaints arising out of an event or a series of related events shall be addressed in one complaint. Candidates shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the program may consolidate the complaints.

UNTIMELY
FILINGS

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the candidate, at any point during the complaint process. The candidate may appeal the dismissal by seeking review in writing within ten business days, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

COSTS
INCURRED

Each party shall pay its own costs incurred in the course of the complaint.

COMPLAINT
FORM

Complaints under this policy shall be submitted in writing on a form provided by the program.

Copies of any documents that support the complaint should be attached to the complaint form. If the candidate does not have copies of these documents, he/she may be presented at the Level One conference. After the Level One conference, no new documents may be submitted unless the candidate did not know the documents existed before the Level One conference.

A complaint form that is incomplete in any material aspect may be dismissed, but it may be refiled with all the requested information if the refiling is within the designated time for filing a complaint.

AUDIO
RECORDING

As provided by law, a candidate shall be permitted to make an audio recording of a conference under this policy at which the substance of the candidate's complaint is discussed. The candidate shall notify all attendees present that an audio recording is taking place.

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the candidate first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the direct supervisor.

The direct supervisor shall hold a conference with the candidate within ten days after receipt of the written complaint.

The direct supervisor shall have ten days following the conference to provide the candidate a written response.

LEVEL TWO

If the candidate did not receive the relief requested at Level One or if the time for a response has expired, the candidate may appeal the decision to the program's legal authority.

The appeal notice must be filed in writing, on a form provided by the program, within ten days after receipt of a response or, if no response was received, within ten days of the response deadline at Level One.

The program's legal authority or designee shall inform the candidate of the date, time, and place of the meeting at which the complaint will be discussed.

The direct supervisor shall provide the program's legal authority with copies of the complaint form, the response at Level One, the appeal notice, and all written documentation previously submitted by candidate. The program's legal authority shall consider only those issues and documents presented at the preceding level and identified in the appeal notice.

The program's legal authority must provide written notice of the decision to the candidate. The EPP must retain information concerning the complaint for a minimum of three years.

After the candidate has exhausted all attempts at the program level to resolve a complaint that occurred within the past two years and has not received the relief sought, information on how to file a complaint with TEA can be secured from the EPP by information posted at their physical facility, on their website or, upon request, directions in writing.

LEVEL THREE

The official TEA complaint process can be found at www.tea.texas.gov in the banner located at the bottom of the page and then select "Educator Preparation Programs".

The complaint process allows for an applicant or a candidate in an educator preparation program to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the candidate feels are wrong. Educator preparation programs may also file a complaint about the actions of other programs when it involves a candidate transferring into a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in Chapters 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227,232) and certification (TAC §§230, 231, 232, 239, 241, 242)

All complaints filed with the TEA must be in writing. We do not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the [complaint form](#) online or by mailing or faxing a hard copy to the address on the form. You may fax your submission to (512) 463-9008 or email it to generalinquiry@tea.texas.gov.

To adequately review and address a complaint, TEA needs specific details. We must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following:

- The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter. Remember that TEA cannot assist you in understanding your contractual arrangement with the educator preparation program, arranging for a refund, obtaining a higher grade or credit for training, or seeking reinstatement to an educator preparation program.
- Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or e-mails exchanged between the parties.

Texas Education Agency staff will send confirmation of a complaint within 30 days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.

TEXAS ADMINISTRATIVE CODE §228. 70