

Syllabus for
GPED 783/784—Internship (Building Level Administration)
3 Credit Hours
Spring 2014

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

I. COURSE DESCRIPTION

Provides opportunities to observe Christian school educational programs and to integrate theories of administration with administrative practices. Each student is assigned to a practicing administrator in a model Christian school.

Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to gain learning experiences in educational leadership. The experiences range from an introduction to administration for the person new to the role to an in-depth project for the person with years of administration experience.

Individualization of the program is enhanced by these types of administrative experiences.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

After successfully completing this course, the student will be able to do the following:

- A. Discuss the various roles and responsibilities relative to the administrative positions in a Christian school.
 - 1. Identify the delicate balances between the role of the Christian school, the church, and the parents in education.
 - 2. Demonstrate leadership skills in all areas of authority in the Christian school setting.
 - 3. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education and as it applies to educational issues.
- B. Additional Objectives in the Administrator Preparation Program:

This course meets the competency-based standards for Advanced Programs in Educational Leadership as established by the National Policy Board for Educational Administration (2002) and addresses ELCC Standard 7:

 - 1. **Standard 7.0: Internship:** The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

2. **Standard 7.0: Narrative Explanation:** This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
None
2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures (may or may not be applicable)

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

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

C. Course Policies and Procedures

1. Evaluation Procedures

- a. The letter grade for the internship is based upon the following:
 - (1) Timeliness and completeness of the progress reports.
 - (2) Punctuality, dependability, resourcefulness, camaraderie, and problem solving in the internship.
 - (3) Adherence to the style manual regarding format, punctuation, etc., in the written report.
 - (4) Adequacy and relevance of bibliography and references.
 - (5) A log of time spent on the internship. List by date, hours spent, and description of activity.
- b. At least 40 hours of activity are expected of the student for each credit hour enrolled. A three-semester credit internship entails at least 120 clock hours of a student's time for the semester.
- c. After an internship has been established, the student needs to develop an activity schedule, which may include research, project development, and activity experiences.
- d. The student intern is assigned by the faculty advisor to a variety of work experiences under the daily supervision of another individual.
- e. The student intern needs to keep an activity log as well as a written report or project that culminate the internship experience.
- f. Activity and written report:
 - (1) Activity
Gaining useful administrative/leadership experience is a key ingredient in the internship. This should, however, be planned in such a way as to give some breadth and depth of experiences. A work schedule and a plan should be developed before the internship begins.
 - (2) Written report
 - (a) The following outline should be followed in developing documentation of the internship:
 - I. Title Page
 - II. Outline or Table of Contents
 - III. The Report
 - A. Purpose of the Internship
 - B. Written Description of Activity
 - C. Outcomes
 - IV. Bibliography and References
 - V. Work Schedule and Activity Log
 - (b) Format
All reports will be typed, double spaced, and placed in a presentation folder or notebook.
 - (3) Formatting and style will conform to that outlined in the *Publication Manual for the American Psychological Association*, 6th Edition. Exceptions should be noted in the ORU School of Education publication handbook.
 - (4) Enrollment in GCSE 683 and GCSE 684 requires the university supervisor's approval and the completion of an internship application. All relevant information pertaining to the internship is contained in a handbook and course syllabus.

2. Whole Person Assessment Requirements
The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.
3. Other Policies and/or Procedures
 - a. Enrollment:
 - (1) The admission information needs to be completed and returned before deadline.
 - (2) One to three hours of graduate credit may be selected by the student.
 - b. An area of leadership activity will be agreed upon by the student and the faculty supervisor of the internship.
 - c. Telephone conversations, letters, or personal visits by the student with the faculty advisor are encouraged in order that the internship activity proceed in a timely fashion and for the benefit of the student.
 - d. Students enrolling in an internship do so at the beginning of a semester at the usual time of enrollment and complete the work within the semester. Only upon petition and unusual circumstances may a student be given an incomplete and allowed to finish the course work in the subsequent semester.

VI. COURSE CALENDAR

Session	Topic
1	Begin practicum at assigned location
2	Progress report No. 1 to faculty advisor due
3	Progress report No. 2 to faculty advisor due
4	Progress report No. 3 due
5	Activity log and report due

**Course Inventory for ORU's Student Learning Outcomes
GCSE 683/684—Internship (Building Level Administration)
Spring 2014**

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

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

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

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

No Contribution – Does not address the outcome.

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

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
--	--	-------------------------------------	----------------------------------	---------------------------------	----------------------------

1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit				
1C	Evangelistic capability				
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation				
2E	Intellectual creativity	X			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				
3B	Physically disciplined lifestyle				

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences				
4D	Responsible citizenship				
4E	Leadership capacity	X			

This course specifically addresses the ORU College of Education Institutional Standards: 1, 3, 5, 10, and 11.