



LDR 752 Internship and Seminar III

Term: Fall 2019

Dates: October 21 – December 1, 2019

Time: Arranged

Professor Contact Information

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Office Hours: Monday through Friday, 8am to 4:30

Course Description

LDR 752 Internship and Seminar III

Courses LDR 750, LDR 751, and LDR 752 make up a 3 semester-long internship that is designed to assist the candidate in gaining a practical understanding of and experience in the variety of responsibilities held by a district superintendent, higher education administrator, or chief executive officer. The University supervisor, mentor, and candidate will work together to focus on an action research project related to a specific need in the organization. This research experience provides the candidate with a better understanding of the organization as a system by defining processes for gathering, analyzing, and processing data for decision making.

Opportunities will be made available for the candidate to frame and solve problems and to make quality decisions in order to meet both internal and external expectations.

The LDR 752 seminar will specifically involve the candidate in the culmination of the intern experience and the completion of all required documentation.

Prerequisite Studies

Prerequisite for LDR 730 and LDR 745, LDR 750, and LDR 751

Diversity in the Oakland City School of Education

The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;

- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

Course Objectives

This internship is designed to assist the candidate in gaining a practical understanding of and experience in the variety of responsibilities held by leaders in his/her discipline. The University supervisor, field mentor, and candidate will work together to focus the field experience toward the course objectives. By observing and assisting the field mentor, the candidate will better understand the processes used to gather, analyze and process data used in decision making in this field. Seminar sessions will be held throughout the internship.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Textbooks

No Text Book

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Assignments and Assessments	Grade Value
Internship (Logs and Mentor Visitation)	100 points
Action Research Project (part of portfolio)	100 points
Cultural Diversity Project (part of portfolio)	100 points
Portfolio	100 points
Total	400 points

Assignments

The following assignments and assessments must be completed to pass the course.

Internship

(100 points)

Submission of weekly logs of internship hours. Visitation with candidate, instructor, and mentor.

Action Research Project

(100 points)

Complete Action Research Project and report as part of your portfolio due at the end of the term. Your instructor will provide the URL and date to submit your portfolio.

Complete Cultural Diversity Project

(100 points)

Complete Cultural Diversity Project and report as part of your portfolio due at the end of the term. Your instructor will provide the URL and date to submit your portfolio

Complete Portfolio

(100 points)

Submit a completed internship portfolio at the end of the internship. The portfolio will provide specific information on practical application of Standards 1-7 which will include the following labeled items:

- a. Title page
- b. Table of contents
- c. Introductory statements
- d. Statement of leadership philosophy
- e. Professional information such as vita
- f. Listing of standards 1-7 that explain
 - i. Definition of standard
 - ii. Name of artifacts
 - iii. Rational for use of artifact
 - iv. Evidence exhibited for artifact
 - v. Intern role in the artifact (observer, facilitator, leader, etc.)
- g. Log sheet of internship
- h. Action Research Project – Summary (1-3 pages)
- i. Cultural Diversity Plan – Summary (1-3 pages)
- j. Reflection Summary (3-5 pages)

Learning Outcomes:

Through the internship experience the candidate will be able to:

1. learn what expectations are held by leaders in his/her field of expertise;
2. develop an understanding of the culture and environment surrounding work in this field;
3. gain knowledge of the inner workings of a leadership role in his/her field;
4. add both depth and breadth to his/her appreciation of the complexities of the roles of leadership and ethics in management, communication and collaboration; and
5. reflect on each area of learning involved in the internship experience.

Assessment Rubrics and Scoring Guides

The following rubrics and scoring guides are followed in the assessment of student performance with course learning activities.

Scoring Rubrics for LDR 752

Evaluation Rubric: Action Research Plan

(100 points)

Candidate Name: _____ Date: _____

Standard/Indicator	Minimal This is little to no evidence of addressing the indicator.	Basic The evidence address that the indicator is at an acceptable level	Proficient The evidence addresses that the indicator is at a high level.	Mastery The evidence addresses that the indicator is consistently at a high level.
Rating	.25-1.75	2.00-2.75	3.00-3.50	3.75-4.0
Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders				
1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.				
1.4 Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.				

<p>Standard 2.0: A district-level education leaders applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students’ creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning with the district</p>				
<p>2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.</p>				
<p>Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.</p>				
<p>5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.</p>				
<p>Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.</p>				
<p>7.1 Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences</p>				
<p>7.2 Sustained Experience: Candidates are provided a six-month concentrated (9-12 hours per week) internship that includes field experiences within a district environment.</p>				
<p>7.3 Qualified On-Site Mentor: An on- site district mentor who has demonstrated successful experience as an educational leader at the</p>				

district level and is selected collaboratively by the intern and program faculty with training by the supervising institution				
Content: Project provided a comprehensive, in-depth coverage of the assigned topic.				
Modeling: The candidate demonstrated the value of modeling personal and professional behavior that is reflected throughout the organization				
Culture: The candidate demonstrated understanding and knowledge to develop a culture representing the organization's vision for productivity.				
Writing: In the writings, the candidate used appropriate grammar, sentence structure, and spelling. The candidate's paper was organized, coherent, and well planned. The candidate's paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate by the instructor.				
Format: the in-text citations and reference page adhered to APA style and formatting.				
ARA Final Score				

Evaluation Rubric: Cultural Diversity Project

(100 points)

Candidate Name: _____ Date: _____

Standard/Indicator	Minimal This is little to no evidence of addressing the indicator.	Basic The evidence address that the indicator is at an acceptable level	Proficient The evidence addresses that the indicator is at a high level.	Mastery The evidence addresses that the indicator is consistently at a high level.
Rating	.25-1.75	2.00-2.75	3.00-3.50	3.75-4.0
Standard 2.0: A district-level education leaders applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students’ creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning with the district				
2.1 Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.				
Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.				
4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.				
4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.				
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and				

caregivers.				
4.5 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.				
<p>Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling</p>				
5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district				
<p>Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers: acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies</p>				
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment				
Content: Project outline provided a comprehensive, in-depth coverage of the assigned topic				
Organization: Project was organized, coherent, and well planned. The paper flowed smoothly and naturally. Transitions were logical and effective				
Professionalism: The project was presented in a professional manner. The narrative was free of punctuation, grammar, and spelling errors. Appropriate sentence structure and terminology were used				
Cultural Diversity Project Final Score				

Evaluation Rubric: Portfolio**(100 points)**

Candidate Name: _____ Date: _____

Standard/Indicator	Minimal This is little to no evidence of addressing the indicator.	Basic The evidence address that the indicator is at an acceptable level	Proficient The evidence addresses that the indicator is at a high level.	Mastery The evidence addresses that the indicator is consistently at a high level.
Rating	.25-1.75	2.00-2.75	3.00-3.50	3.75-4.0
Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders				
1.2 Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals				
Standard 2.0: A district-level education leaders applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students' creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning with the district				
2.1 Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.				
2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.				
2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.				

<p>Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational system; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.</p>				
3.1 Candidates understand and can monitor and evaluate district management and operational systems.				
3.2 Candidates understand and can effectively use human, fiscal, and technological resources within the district.				
3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.				
3.4 Candidates understand and can develop district capacity for distributed leadership.				
3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.				
<p>Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.</p>				
4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.				
4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.				
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district				

relationships with families and caregivers.				
4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.				
4.5 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.				
<p>Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling</p>				
5.1 Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success				
5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district				
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.				
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district				
5.5 Candidates understand and can promote social justice within the district to ensure individual student needs in all aspects of schooling.				
<p>Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.</p>				
7.1 Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and				

develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences				
Content: Project narrative provided comprehensive, in-depth coverage of the assigned topic				
Reflection: Conclusions and recommendations were logical and relevant. Reflection was multifaceted.				
Organization: Project was organized, coherent, and well planned. The paper flowed smoothly and naturally. Transitions were logical and effective.				
Professionalism: The project was presented in a professional manner. The narrative was free of punctuation, grammar, and spelling errors. Appropriate sentence structure and terminology were used				
Portfolio Final Score				

Internship

(100 points)

Candidate Name: _____ Date: _____

Standard/Indicator	Minimal This is little to no evidence of addressing the indicator.	Basic The evidence address that the indicator is at an acceptable level	Proficient The evidence addresses that the indicator is at a high level.	Mastery The evidence addresses that the indicator is consistently at a high level.
Rating	.25-1.75	2.00-2.75	3.00-3.50	3.75-4.0
Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.				
7.1 Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences				
7.2 Sustained Experience: Candidates are provided a six-month concentrated (9-12 hours per week) internship that includes field experiences within a district environment.				
7.3 Qualified On-Site Mentor: An on- site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution				
Content: Candidate completed all required material for the development of the Internship Portfolio				
Organization: Project was organized, coherent, and well planned.				
Professionalism: The final project was presented in a professional manner.				
Internship Final Score				

Doctoral Internship Evaluation

(To be completed by the mentor)

Intern _____

Year of internship _____ Date: _____

Mentor _____

Throughout the clinical experience, candidates must apply the ELCC standards as outlined below. The mentor should evaluate the internship experience utilizing the rubric provided. A score of 1, 2, 3, or 4 should be circled at the end of each standard to demonstrate the mentor’s evaluation of the intern candidate. Comments may be made in the space provided at the end of the form.

Standard/Indicator	Minimal This is little to no evidence of addressing the indicator.	Basic The evidence address that the indicator is at an acceptable level	Proficient The evidence addresses that the indicator is at a high level.	Mastery The evidence addresses that the indicator is consistently at a high level.
Rating	1	2	3	4
Standard 1 (Visionary Leader) – vision, mission, and strategic planning				1 2 3 4
Standard 2 (Instructional Leader) – organizational culture and professional development				1 2 3 4
Standard 3 (Organizational Leader) – organization, operation, and resource management				1 2 3 4
Standard 4 (Collaborative Leader) – collaboration with community stakeholders				1 2 3 4
Standard 5 (Ethical Leader) --professional standards of conduct				1 2 3 4
Standard 6 (Systemic Leader) -- pro-active organizational leader and change agent				1 2 3 4
Standard 7 (Internship) --practicum of standards-based work in real setting				1 2 3 4
Comments: 				

**Candidate Disposition Audit
(To be completed by Internship Mentor)**

**Candidate Disposition Audit
(To be completed by Internship Mentor)**

Candidate _____

Date _____

Evaluator _____

SCORING GUIDE					
Not Applicable or Not Observed	Serious Concerns	Needs Improvement	Acceptable	Exemplary	
NA	1	2	3	4	
	Behaviors displayed are contrary to those expected	Expected behaviors are occasionally displayed	Expected behaviors are often displayed, but not consistently	Expected behaviors are consistently displayed	
REGARD FOR OTHERS					
1.1 Empathy and Compassion: Ability to identify with the perspective of others and demonstrate a desire to relieve their distress.			Circle the Choice		
	NA	1	2	3	4
1.2 Rapport and Respect: Ability to develop appropriate relationships with others while showing regard for the needs, ideas, and experience of all involved.					
	NA	1	2	3	4
1.3 Passion: Demonstrates interest, enthusiasm, and optimism for the people, content, and responsibilities of the profession.					
	NA	1	2	3	4
COMMUNICATION					
2.1 Responsiveness: Attentive to the needs of others, while mindful of the best interests of all.					
	NA	1	2	3	4
2.2 Authenticity: Genuineness in interpersonal relationships and interactions with others.					
	NA	1	2	3	4
2.3 Collaborativeness: Active involvement in responsibly working other in planning, problems solving, and learning.					
	NA	1	2	3	4
CREATIVITY					
3.1 Flexibility: Adapts, adjusts, and modifies as needed; responds to needed change quickly; is comfortable with change.					
	NA	1	2	3	4
3.2 Inventiveness: Visualizes and implements novel ways; and varied practices.					
	NA	1	2	3	4
3.3 Resourcefulness: Utilizes resources in effective ways; is able to seek additional, alternative resources.					
	NA	1	2	3	4

3.4 Resilience: Endures stress and remains stable in chaotic circumstances; recovers poise, enabling progress.	NA	1	2	3	4
3.5 Data: Utilizes data to draw conclusions to & make responsible decisions; evaluates success and failures honestly.	NA	1	2	3	4
REFLECTION & PERSONAL GROWTH					
4.1 Reflectiveness: Evaluates larger goals in education; reflects on own growth and accountability.	NA	1	2	3	4
4.2 Initiative: Exhibits willingness to pursue solutions in a persistent effort to improve situations.	NA	1	2	3	4
4.3 Efficacy: Nurtures high expectations; demonstrates self-direction and confidence.	NA	1	2	3	4
4.4 Values: An advocate in education; shows enthusiasm for teaching; and is a role-model for students	NA	1	2	3	4
4.5 Committed: To accepting and seeking critical feedback; and continuous learning	NA	1	2	3	4
PROFESSIONALISM					
5.1 Professionalism: Endeavors to meet the standards expected of an administrator: appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, and maturity.	NA	1	2	3	4
5.2 Work Ethic/Responsibility: Is cognizant of the importance of attendance; completes related tasks in a thorough, organized, timely, and efficient manner.	NA	1	2	3	4
5.3 Oral and Written Communication: Uses correct voice modulation, grammar, and clarify of delivery; uses correct format, spelling, and grammar.	NA	1	2	3	4
5.4 Cultural Competence: Appreciates and capitalizes on diversity; is aware of and acts to reduce own biases; employs culturally sensitive pedagogy.	NA	1	2	3	4
COMMENTS:					

Doctoral Internship Evaluation

(To be completed by the Oakland City University Supervisor)

Intern _____

Year of internship _____ Date: _____

Mentor _____

Throughout the clinical experience, candidates must apply the ELCC standards as outlined below. The mentor should evaluate the internship experience utilizing the rubric provided. A score of 1, 2, 3, or 4 should be circled at the end of each standard to demonstrate the mentor’s evaluation of the intern candidate. Comments may be made in the space provided at the end of the form.

Standard/Indicator	Minimal This is little to no evidence of addressing the indicator.	Basic The evidence address that the indicator is at an acceptable level	Proficient The evidence addresses that the indicator is at a high level.	Mastery The evidence addresses that the indicator is consistently at a high level.
Rating	1	2	3	4
Standard 1 (Visionary Leader) – vision, mission, and strategic planning				1 2 3 4
Standard 2 (Instructional Leader) – organizational culture and professional development				1 2 3 4
Standard 3 (Organizational Leader) – organization, operation, and resource management				1 2 3 4
Standard 4 (Collaborative Leader) – collaboration with community stakeholders				1 2 3 4
Standard 5 (Ethical Leader) --professional standards of conduct				1 2 3 4
Standard 6 (Systemic Leader) -- pro-active organizational leader and change agent				1 2 3 4
Standard 7 (Internship) --practicum of standards-based work in real setting				1 2 3 4
Comments: 				

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for graduate programs is as follows:

Graduate Grading System			
Points	Grade	Value	Definition
388+	A	4.0	Superior
372-387	A-	3.7	Excellent
355-371	B+	3.3	High Average
340-355	B	3.0	Average
324-339	B-	2.7	Low Average
308-323	C+	2.3	Below Average, Counting as Graduate Credit
292-307	C	2.0	Below Average, Counting as Graduate Credit
00-291	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	W		

Course Policies

The following policies apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.
- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancellations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter ([@ocu47660](https://twitter.com/ocu47660)). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.
- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:
 - * Use correct spelling and grammar.
 - * Some assignments require a specific form or format—use as directed.
 - * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
 - * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.
 - * Use your name, course number, and assignment name as the file name of a document when submitted electronically.

- * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following standards are applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Vision Statement

To become a leading faith-based university that provides a Christian learning environment preparing students for service.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

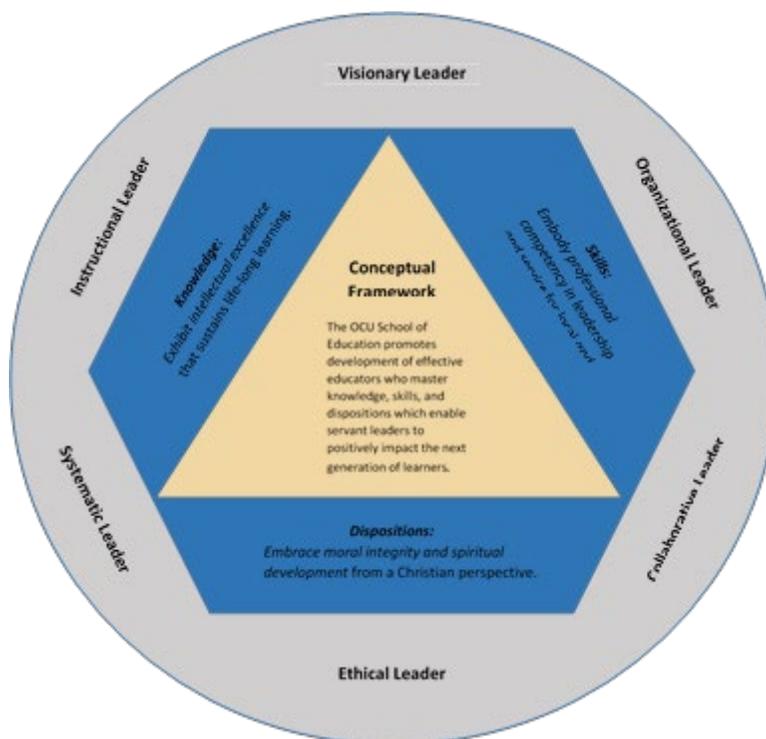
This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;

- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

Conceptual Framework OCU School of Education Advanced Programs



Below is a complete list of the School Leader-District Level Educator Standards as provided by the Indiana Department of Education:

School Leader-District Level Educator Standards

(Adapted from Indiana Department of Education, Indiana Content Standards for Educators, and School Leader-District Level)

Standard 1: Human Capital Management

School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.

Standard 2: Instructional Leadership

School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

Standard 3: Personal Behavior

School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.

Standard 4: Building Relationships

School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Standard 5: Culture of Achievement

School district leaders develop a district wide culture of achievement aligned to the district's vision of success for every student.

Standard 6: Organizational, Operational, and Resource Management

School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.

Below is a complete list of the Educational Leadership Constituent Council (ELCC):

Educational Leadership Constituent Council (ELCC) Standards

- *Educational Vision* – An educational leader who guides, facilitates, and supports the success of all learners by developing, articulating, implementing, and evaluating an educational vision that is shared and supported by the greater school community.
- *School Culture* – An educational leader who guides, facilitates, and supports the success of all learners by advocating, nurturing, and sustain a school culture that is shared and supported b the greater school community.
- *Management* – An educational leader who guides, facilitates, and supports the success of all learners by managing operations and resources to provide a safe, efficient, and effective learning environment.

- *Communication and Collaboration with Communities* – An educational leader who guides, facilitates, and supports the success of learners by practicing open, two-way communication and using collaborative strategies that respond to diverse community interests and needs.
- *Acting with Honesty, Fairness, and Professional Ethics* – An educational leader who guides, facilitates, and supports the success of all learners by personally demonstrating and promoting honesty, fairness, and professional ethics.
- *The Political, Social, Legal, Economic, and Cultural Environments* – An educational leader who guides, facilitates, and supports the success of all learners by understanding, responding to, and influencing larger political, social, legal, economic, and cultural environments and by recommending and implementing policy that guides district operations.
- *Internship Practicum (Field Experience) of Standards-based Work in Real Settings* – An educational leader synthesizes and applies the knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work that is planned and guided cooperatively by the institution and school district personnel (or university, college, or business personnel as appropriate).

ELCC District Level Standards

Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders

ELCC STANDARD ELEMENTS:

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.

ELCC 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement.

ELCC 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

ELCC STANDARD ELEMENTS:

ELCC 2.1: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

ELCC STANDARD ELEMENTS:

ELCC 3.1: Candidates understand and can monitor and evaluate district management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

ELCC 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

ELCC 3.4: Candidates understand and can develop district capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information

pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

ELCC STANDARD ELEMENTS:

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

ELCC Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

ELCC STANDARD ELEMENTS:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.

ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

ELCC STANDARD ELEMENTS:

ELCC 6.1: Candidates understand and can advocate for district students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

ELCC Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

ELCC STANDARD ELEMENTS:

ELCC 7.1: Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership District-Level Program Standards* through authentic, district-based leadership experiences.

ELCC 7.2: Sustained Experience: Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.

ELCC 7.3: Qualified On-site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.

IDOE STANDARDS specifically applied in this course:**Standard 1: Human Capital Management**

Note: Option II and option III candidates should substitute the term “school district level leader” with “Deanship” and “Manager/CEO” respectively for their program goals as applied to this course.

School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement, including:

- 1.1 recruiting, hiring, assigning, retaining, and supporting effective building leaders who share the district’s vision/mission.
- 1.6 delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed.

Standard 2: Instructional Leadership

School district leaders are acutely focused on effective teaching and learning, possess a deep

and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including:

- 2.1 cultivating commitment to and ownership of the district’s instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision.
- 2.2 planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding curriculum, instruction, and assessment.
- 2.3 using student performance data to evaluate instructional quality and regularly providing school leaders and staff with prompt, high-quality feedback aimed at improving student outcomes.
- 2.4 establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities.
- 2.5 ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students.
- 2.6 promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement.

Standard 5: Culture of Achievement

School district leaders develop a district-wide culture of achievement aligned to the district’s vision of success for every student, including:

- 5.1 empowering building leaders, teachers, and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning.
- 5.2 establishing rigorous academic goals and priorities that are accepted as fixed and immovable.
- 5.3 orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation.
- 5.4 implementing systems to promote and enforce individual accountability for results.
- 5.5 ensuring all students full and equitable access to educational programs, curricula, and available supports.
- 5.6 ensuring the use of positive and equitable behavior management systems and the consistent implementation of rules and routines.
- 5.7 guiding building-level staff to build productive and respectful relationship with

parents/guardians and engage them in their children's learning.

- 5.8 developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the district's goals for student growth and achievement.

SPA (ELCC) STANDARDS specifically applied in this course:

An educational leader who guides, facilitates, and supports the success of all learners by:

- understanding, responding to, and influencing larger political, social, legal, economic, and cultural environments and by recommending and implementing policy that guides district operations. ELCC Standard 1: The Political, Social, Legal, Economic, and Cultural Environments
- advocating, nurturing, and sustain a school culture that is shared and supported by the greater school community. ELCC Standard 2: School Culture
- managing operations and resources to provide a safe, efficient, and effective learning environment.

ELCC Standard 3: Management

- practicing open, two-way communication and using collaborative strategies that respond to diverse community interests and needs. ELCC Standard 4: Communication and Collaboration with Communities
- personally demonstrating and promoting honesty, fairness, and professional ethics. ELCC Standard 5: Acting with Honesty, Fairness, and Professional Ethics
- understanding, responding to, and influencing larger political, social, legal, economic, and cultural environments and by recommending and implementing policy that guides district operations. Standard 6: The Political, Social, Legal, Economic, and Cultural Environments
- An educational leader synthesizes and applies the knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work that is planned and guided cooperatively by the institution and school district personnel (or university, college, or business personnel as appropriate). ELCC Standard 7: Internship Practicum (Field Experience) of Standards-based Work in Real Settings

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