

Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE NUMBER: ADM 632

CREDIT HOURS: 3

I. TITLE: Principal Internship I

II. COURSE DESCRIPTION AND REQUIREMENTS:

This course will develop competencies and skills in the allocation of resources and structuring of the organization to improve student learning within the context of best practices and related Kentucky statute and regulation. Field experience required. This course is taken concurrent with ADM 631.

Prerequisite(s): Admission to the Program.

III. COURSE OBJECTIVES:

The purpose of this class is to develop competencies in the organization and operation of schools in a field-based setting. Candidates are assigned to schools during the summer months to assist in shutdown and start-up procedures and planning. The student will be able to:

- A.** lead the development of required and recommended policies and practices for the organization and implementation of site-based decision-making. (ISLLC I, III, IV, V & VI; KDF 3.1d; 3.3b; 4.1a; 4.2a,b,d; 4.3c,d; 5.1a,b,c,d; 5.2a,b,c; 5.3a,b; 5.4a; 6.1c;6.2a,b,c; TSSA I, III, IV & VI);
- B.** lead the site-based budgeting process with state and district guidelines (ISLLC III, V & VI; KDF 3.3a; 5.3a,b; 5.4a; 6.1c; 6.2a,b,c,d; TSSA III, IV);
- C.** lead the development of a school improvement plan (ISLLC I, II, III, V & VI; KDF 2.1c; 2.2a,d,e,f; 3.3a; 5.1a,b,c,d; 5.2a,b,c; 5.3a,b; 5.4a; 6.1c; 6.2a,b,c,d; TSSA I, III, IV, V);
- D.** use the Redbook to determine the appropriate procedures for the management of the school activity fund. (ISLLC III & V; KDF 4.3c,d; 5.3a; 5.4a; TSSA III, IV);
- E.** evaluate facilities based upon key standards and common “look fors” that impact instructional programs and the safety of students (ISLLC III; KDF 5.3a,b; 5.4a; TSSA III, IV);
- F.** evaluate the school/district technology plan (ISLLC I, II & III; KDF 1.2d; 5.1a,b,c,d; 5.2a,b,c; 5.3a,b; 5.4a; TSSA I, II, III, IV, V, VI);
- G.** evaluate response plans to crisis in the school community (ISLLC III; KDF 5.3a,b; 5.4a; TSSA III, IV, V);
- H.** articulate strategies for the use of community resources to assist students (ISLLC III, IV & VI; KDF 5.1c; 5.3a,b; 5.4a; 6.1c,i; 6.2a; 6.3a,b; TSSA III);
- I.** collaborate with site-councils to hire personnel within the context of the law (ISLLC III & V; KDF 3.1c,d; 4.1a; 4.2a,b; 4.3c; 5.2b; 5.3a; 5.4a; TSSA III);
- J.** evaluate school master schedules for each grade-level (ISLLC II & III; KDF 3.3a,b; 5.1c; 5.3a,b; TSSA III & IV);
- K.** evaluate resources allocated to address counseling and mental health needs of students (ISLLC III, V & VI; KDF 2.2f; 5.3a; 5.4a; 6.2b; TSSA III); and

- L. create a school-year management plan in accordance with the laws in Kentucky and best practice (ISLLC I, III, V & VI; KDF 4.3c; 5.1a,b,c,d; 5.2a,b,c; 5.3a,b; 5.4a; 6.1a,b,c; 6.2a,b,c,d; 6.3a,b; TSSA I, II, III, IV, V & VI).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning leadership.

The CAEP/EPBSB themes of diversity, assessment, and closing the gap are explored through internship activities related to best practices in the school operations.

IV. COURSE CONTENT OUTLINE:

Content will include but not be limited to:

- A. School master scheduling
- B. Student records
- C. Enrollment and transfer
- D. Basic attendance procedures
- E. Purchasing processes and procedures
- F. Directing facility usage and maintenance
- G. Evaluation and revision of faculty/staff and student handbooks
- H. Directing the purchase and inventory of technology
- I. Oversight of summer programs
- J. Funding, design and maintenance of education facilities
- K. Technology planning in Kentucky
- L. Crisis planning and organization
- M. Consolidated school health planning
- N. Personnel recruitment, selection and induction
- O. Leading collaborative planning
- P. Best practices in the allocation of time for student learning
- Q. Coordination of management functions across the school year.

V. INSTRUCTIONAL ACTIVITIES:

- A. Creation of school-year management plan in accordance with the laws in Kentucky and best practices. Students will create a working administrative calendar detailing instructional, personnel and management areas that can be used. Student may analyze existing plans that are pertinent to his/her school and/or district.
- B. One-hundred and fifty (150) hours of field experiences and structured seminar discussions. Students are assigned to a school site(s) where they will assist administration in organizational and operational tasks during the summer months. Field activities will include, but not be restricted to, the following:
 - 1. **Master schedule development:** Candidates will shadow their principal/guidance staff and assist a school principal in the development of a master schedule and will document the decision-making process.
 - 2. **Personnel Process:** Candidates will follow the progress of filling a position from the point of vacancy through the interview and then to induction. This includes all elements of the process, especially the actual interview of candidates. Candidates

will also participate in the induction program for new staff. After their participation, students will prepare an agenda that could be used for an induction day in the future.

3. **Student and Faculty Handbook** - Candidates will assist in the construction and or revision of the student and faculty handbooks, as well as the development of the agenda faculty will receive at the beginning of the year regarding the use of handbooks. Discussion of the actual ordering/printing/disseminating of the documents may be involved.
4. **Purchasing:** Candidates will collaborate with the bookkeeper to manage the flow of purchase orders and invoices. Candidates will examine and work with the bookkeeper to complete the school's protocol of ordering supplies from start to finish.
5. **Technology inventory** – Candidates will assist in the inventory of technology and the development of plans to renew existing and purchased additional technology. Candidates may participate in the inventory of technology materials for summer storage/maintenance.
6. **Organizational Planning of School Year** – Candidates will shadow the administration in the two week period after school dismisses to observe the strategies for closing down after the school year. Candidates will shadow the administration as they prepare for the opening of school including: discuss with the principal the rationale for room assignments being made for next year; will observe the locker assignment process that is established in their school. This may include the changing of combination/issue locks/assigning lockers to new students; candidates will participate in the planning of the first staff meeting and then prepare an agenda to be used for next year; and candidates will participate and observe new student orientation and parent orientation. After participating and observing the students will prepare an agenda for each event that could be used for next year.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

This course is taken with ADM 631, Organization and Operation of Schools. Students will complete *150 hours of instructor-approved field experiences that address Critical Success Factors 10 and 11. Students will submit to the instructor for approval a plan for field-experiences by the second session of the semester.

Field Experience Guidelines:

- A. One page summary/reflection is to be prepared after the completion of each activity. The first paragraph will include a brief summary of the activity including dates, personnel, and a description of your involvement with the activity.
- B. Your first paragraph should also reference the specific ISLLC Standard and Critical Success Factor when applicable.
- C. 3. The second paragraph will be a reflection of the activities.

*Students can use up to 15 hours for their Summary of SBDM Policy Requirements; 15 hours for their Financial Document Simulation presentation ; 20 hours for their Facility Standards presentation; 15 hours for their TPGES Domain 2 group presentation, and 10

hours for their creation of a school-year management plan in accordance with the laws in Kentucky and best practice. The remainder of the hours must be based on the field activities involving organizational and operational tasks of the school already described.

VII. TEXT and RESOURCES:

No textbooks are needed for this course. Assignment to a school and access to decision-making process and related resources.

VIII. EVALUATION AND GRADING PROCEDURES:

Your course grade will be determined using the following criteria:

- A.** * 150 hours of field experience hours based on field activities involving organizational and operational tasks of the school. (400 pts.)
- B.** Creation of school-year management plan in accordance with the laws in Kentucky and best practice. (200 pts.)

*Denotes Signature Assignments to be submitted on Livetext

A grade below B does not meet the Department of Educational Leadership and Counseling requirements for any degree or licensure program.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).