EAD879 The Superintendency Practicum  
Educational Leadership Department  
Eastern Kentucky University, College of Education  
(Master Syllabus Template)

A. DEPARTMENT & CREDITS: Educational Leadership: Three (3) Credits
   - Professor's Information:
     - Name:  
     - Email:  
     - Office Phone:  
     - Web:  

B. COURSE DESCRIPTION: An analysis of the role of the school district superintendent in practice with emphasis on changes in society and schools as well as with reference to job responsibilities of the position. Students enrolling in the practicum are expected to spend time interacting with practicing school administrators at school district locations.


D. COURSE OBJECTIVES & REQUIRED ACTIVITIES/TOPICS:
   - **Course Objectives:**
     1. Acquiring professional knowledge that undergirds school district leadership.  
     2. Observing superintendents for a year in field settings to help understand that nature, scope, and function of school district management and leadership.  
     3. Assuming a leadership role in planning, decision making, implementation, and evaluation of selected practicum experiences in a school district setting.  
     4. Synthesizing and applying formal and experiential knowledge in field settings.  
     5. Completing training required by the KDE for certification.  

   - **Required Activities/Topics:** The following activities/topics are required to be addressed by all faculty teaching this course.

E. PROFESSIONAL EDUCATION PROGRAM MODEL:

| EKU Professional Education Model:  
Effective Educators as Effective People |
|---------------------------------------|
| ![Diagram](Image)  
| Eastern Kentucky University, College of Education |
F. COURSE REQUIREMENTS & GRADING SCALE:

- Requirements:
  - Grading Scale:
    - 90% - 100% = A
    - 80% - 89.9% = B
    - 70% - 79.9% = C
    - 60% - 69.9% = D
    - < 60% = F

G. ADDITIONAL REQUIREMENTS:

H. COURSE OUTLINE:

I. EVALUATION METHOD:

J. STUDENT PROGRESS:

K. ATTENDANCE POLICY:

L. DISABILITIES STATEMENT: If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person on the first floor of Turley House or by telephone at 622-1500.

M. LAST DAY TO DROP: See course catalogue.

N. PROFESSIONAL STRANDS IN THE COLLEGE OF EDUCATION:

- Common Elements of All Professional Education Course Syllabi:
  - FIELD EXPERIENCES: When appropriate: Observation in public schools.
  - METACOGNITION SKILLS: Students will review and analyze research and summarize the thoughts of other researchers as well as analyze their research findings.
  - COMMUNICATION SKILLS: Communication skills will be displayed through speaking, writing, and class experience.
  - RESEARCH SKILLS/INDEPENDENT LEARNING: Students will be required to demonstrate research and independent learning skills specified by the instructor.
  - PLANNING SKILLS: Time management skills are needed in order to participate effectively in Educational Research.
  - TECHNOLOGY: All products/reports must be word processed and all presentation will be on-line. All tests will also be on-line. Students will be introduced to the Kentucky New Teacher Standards for using technology and relevant criteria including blackboard
experiences.

- **PROFESSIONAL/SOCIAL SKILLS**: Students will interact with college instructors, peers, cooperating teachers, and schools.

- **TEAMING/COLLABORATION**: Teaming and collaboration will be encouraged. In the case of Educational Research this requirement will be met through e-Learning teams.

- **CONTINUOUS AUTHENTIC ASSESSMENT**: Students are provided continuous feedback on each requirement. They also have opportunities for self-assessment.

- **DIVERSITY**: Awareness of the diverse characteristics of students and the types of school climates will be an integral component of course and field experiences.

- **INCLUSION/EXCEPTIONALITIES**: Awareness of EXCEPTIONALITIES and inclusive classrooms will be a part of course.