



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Instructor Information

Professor: Dr. Michael Bean

Office: 128 Marsh Hall

Phone: 304-384-5209

E-Mail: mbean@concord.edu

Department Website: <http://www.concord.edu/education/>

Office hours:

Monday: 9:00 am – 11:00 am

Tuesday: 10:00 am – 11:00 am

Wednesday: 9:00 am – 11:00 am

Thursday: 11:00 am – 12:00 pm * if there is no academic council meeting, office hours will be from 10:00 am – 11:00 am. Please email prior to stopping by

Friday: call or email for appointment

*Monday-Friday I will be available for appointments. If you are not able to make any of the times above, please contact me and I will work with your schedule. I am here to make sure you are successful in this course.

Course Title: EDEL 550, Educational Leadership-Internship I

Course CRN # and Section: 20534 Section 1AS

Credit Hours: 3

Semester Taught: Spring 2019

Course Management System: Blackboard

Hardware/Software Needed: The latest version of your preferred web browser for accessing Blackboard.

Prerequisites

- Formal admission into the Master's program in specializing in Formal admission into the Master's program in specializing in Educational Leadership
- EDUC 520
- Full time employment in a school system
- Successful completion of at least 21 semester hours of coursework (if seeking certification only 12 of the 18 hours need to be completed)
- Meeting with internship supervisor to review and approve ideas for a field research project/proposal
- Completed internship contract

Successful completion of this course will lead to the final internship course.

Text requirements: None

Course Description/Rationale: The internship is designed to accomplish two primary objectives within the program:

1. Field Action Research/ Internship I. Research projects/proposals should describe the role of an administrator transitioning from manager to instructional leader. The proposals will be assessed on the basis of the scope of work, and credit will be given as warranted. Your research should include a scholarly review of literature, using at least 7 scholarly sources.
2. On-the-job training and experience. The focus would be to provide students with realistic job specific experiences. Experiences could directly relate to the elementary school, the middle/junior high school, the high school or postsecondary levels. In addition, district level posts such as business manager, personnel director or federal programs administrator could be available to students seeking corresponding learning opportunities. In most instances, this type of administrative internship would become the practicum component serving as a complement to the unit administrator coursework.

***The 6-month concentrated (9-12 hours per week) internship experience is completed in the intern's home school in order to get a significant field experience with clinical internship practice that synthesizes and applies the content knowledge and develops professional skills through authentic, school-based leadership experiences. An on-site school supervisor (principal/administrator) who has demonstrated experience as an educational leader within a school is selected collaboratively by the intern and program faculty.**

The entire emphasis of the internship is to provide a well thought out, planned "hands-on" learning experience for students which bridges the gap between pedagogy and practice. Students need to be able to make sense of what they are learning and to connect the experiences in ways that lead to conceptual understanding of the roles and responsibilities of school administrators.

Concord University Educational Leadership Goals:

1. To provide prospective principals with practical experience in educational leadership task, issues and responsibilities under close supervision and direction of clinical affiliates in the field and university staff members.
2. Involve interns in an appropriate educational setting that will cause them to experience competencies necessary to become dynamic educational leaders.
3. Ensure appropriate field based experiences that will involve interns in the performance domains of the principalship (Vision, Learning, Climate,
4. Professional Ethics, Collaboration and Empowerment, School Operations, Human Relations, Development of Self and Others, Information Management, Evaluation, and Assessment, Continued Improvement and Board of Education Dynamics).
5. Provide a knowledge base for interns to enhance their writing skills.
6. Become involved in professional experiences at the local, district and national levels.
7. Provide a platform for interns to demonstrate acquired competencies through the use of oral, written and technological skills.

The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. Skills: Demonstrate advanced skills in a student's respective program of study.
2. Knowledge: Demonstrate advanced knowledge in a student's respective program of study.
3. Attitude: Demonstrate advanced ethical principles in a student's respective program of study.

National Standards The content of this course centers primarily on, but is not limited to the following ELCC/NCATE Educational Leadership Standards:

1. CONTENT KNOWLEDGE ESSAY EXAMINATION:

The Content Knowledge Examination addresses the following ELCC Standards:

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

1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
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5.1 Candidates understand and can act with integrity and fairness to ensure a school 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 school.
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
6.1 Candidates understand and can advocate for school students, families, and caregivers.

2. INTERNSHIP EXPERIENCE EVALUATION: The Internship Evaluation addresses the following ELCC standards/indicators:

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
1.3 Candidates understand and can promote continual and sustainable school improvement.
1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
2.1 Candidates understand and can sustain a school 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 school program.
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

3. 5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.
4. 1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
4. 3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
5. 1 Candidates understand and can act with integrity and fairness to ensure a school 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 school.
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
6.1 Candidates understand and can advocate for school students, families, and caregivers.
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

3. Action Research Project: ELCC Standards Addressed by Action Research Project:

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

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
1.3 Candidates understand and can promote continual and sustainable school improvement.
1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
2.1 Candidates understand and can sustain a school 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 school program.
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff
2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
3. 3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
3.4 Candidates understand and can develop school capacity for distributed leadership.
5. 2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

Praxis II Standards addressed:

- I. Vision and Goals
- II. Teaching and Learning
- III. Managing Organizational Systems and Safety
- IV. Collaborating with Key Stakeholders
- V. Ethics and Integrity
- VI. The Education System

Learning Outcomes

Students completing this course will be able to:

1. Exhibit the skills to work with faculty, staff, parents, students and stakeholder groups.
2. Utilize appropriate leadership styles under varying conditions and varying situations.
3. Exhibit appropriate leadership skills in recognizing, managing, and resolving situations.
4. Maximize individual and group efforts by posing challenges, providing and giving practical assistance.
5. Demonstrate effective communication skills in oral and written forms.
6. Effectively use technology in classroom presentations as a demonstration of their technological skills.

Course Requirements

Field Experience: To afford students with real world administrative experiences students will be required to complete half of the 215 clock hours during Internship I for three semester credit hours. In addition, students must complete all of the following activities by the end of EDEL560. At least 4 of these activities must be completed in this course (EDEL 500). Once an activity is completed, include 2-5 pages describing the activity and your experiences in your Journal of Internship Experiences.

1. Attend a school board meeting
2. Lead an all school faculty meeting
3. Lead a grade level meeting or Professional Learning Community Meeting
4. Sit in on a discipline hearing or with an administrator that handles student discipline
5. Interview an administrator who is responsible for a communications, expectations, culture, or staff satisfaction survey meeting and two or three staff members who attended the meeting.
6. Discuss how well the leader developed, communicated, and implemented the vision of learning from the leader's perspective, and the staff members' perspective.
7. Sit in on IEP meeting
8. Assist AP with facility management
 - i. Assist with distribution of materials (ex. Textbooks)
 - ii. Assist with fire drills

Action Research Project: Research projects/proposals should describe the role of an administrator transitioning from manager to instructional leader. The proposals will be assessed on the basis of the scope of work, and credit will be given as warranted. Your research should include a scholarly review of literature, using at least 7 scholarly sources.

Grading Scale (percentages)

A	93-100
B	85-92
C	78-84
D	70-77
F	Below 70

Grading Policy/Make-up Policy/Late Work

Any assignment not submitted via Blackboard/e-mail by the due date (date and time) is subject to a ten point deduction of the overall point value. No assignment will be accepted and no points will be awarded after five (5) calendar days from the due date (including weekends).

If there are technical problems submitting an assignment, email the professor through the regular email (mbean@concord.edu) immediately and explain the situation. Attach the assignment to the email (if applicable).

If email is not possible, call the professor's cell phone at (614) 419-7172 immediately and leave a detailed voicemail message explaining the situation.

It is suggested that students attempt to submit work early to avoid possible problems with the system or other problems. Any late work will be subjected to the terms of the above policy.

Of course all work is to be typed in Word. The format is as follows: double-spaced, 1-inch margins, 12 point font, Times New Roman.

Please grammar-check, spell-check, and proofread your work. It is also required that you get someone else to proofread your work, as the ability of a second reader to pick up on problems greatly enhances your chances of turning in an error-free paper, or at least something close to such a document.

You should be knowledgeable of APA format and it should be utilized in your paper. There is no excuse for not using APA, as the manual is a required text for this course, you

should have been exposed to it in prior courses, and it is the standard format in education and the social sciences. It is also important for you to understand APA format, as your 560 course, and perhaps other courses, will require that you use said format.

Students are expected to write on a graduate student level. Quality written work includes, but is not limited to: spelling, grammar, mechanics, etc. Work that, in the instructor's opinion, is not consistent with the student's level of academic placement will not be accepted. Said work will be returned to the student to be revised and turned in within 48 hours. The student's grade will reflect the need to revise. It is important to remember that just because a student works on something for a given amount of time does not mean that it is without flaws or meets the requirements.

It is the student's responsibility to be familiar with the policy on plagiarism set forth by Concord University. Reproduction of any work, in part or whole, without appropriate references will constitute plagiarism. Any paper, or section of a paper, that is reproduced for the class, from any source, with or without proper citation and/or permission, will be considered plagiarized. If the student has any question as to whether or not they are plagiarizing, they should consult the instructor. The APA Manual also defines plagiarism, and since it is a required text for this course, you have no reason for not understanding what constitutes plagiarism. Per Concord University's policy, any student who plagiarizes will either receive a failing grade on the assignment, receive a failing grade in the course, or be removed from the university.

Course Timeline and Assignment Due Dates

Assignment	Due Date
Introduction (Discussion Question)	1/16/19
Demographic Contract/Field Placement Contract (Discussion Question)	1/23/19
Informational Quiz (Discussion Question)	1/30/19
Myers Briggs (Discussion Question)	2/6/19
Content Knowledge Exam	2/13/19
Literature Review	2/20/19
Action Research Project Draft	2/27/19
E-Portfolio	4/24/19
Final Action Research Project	5/1/19

Assignment Descriptions

1. Discussion Questions:
 - Introduction
 - Informational Quiz
 - Submit your Demographic Contract
 - Myers Briggs
2. Content Knowledge Exam

This is an eight-question essay exam. Please use the word document provided. When the question asks for specifics, please provide specifics in order to receive full credit. Each essay should be a minimum of 1 page in length.
3. Literature Review relating to your action research project

You will review 7 scholarly sources that cover administrator transitioning from manager to instructional leader that you will later incorporate into your action research project.
4. Action Research Project Draft

The action research project draft is an outline of your final action research project.
5. Final Action Research Project

This is a combination of your literature review and your action research findings. Research projects/proposals should describe the role of an administrator transitioning from manager to instructional leader. The proposals will be assessed on the basis of the scope of work, and credit will be given as warranted. Your research should include a scholarly review of literature, using at least 7 scholarly sources.
6. E-Portfolio with the following components
 - a. Resume
 - b. LSIC Presentation (EDEL 500)
 - c. School-Wide Discipline Plan and Staff Development Proposal (EDEL 500)
 - d. Crisis Plan (EDEL 500)
 - e. Strategic Plan (EDEL 570)
 - f. School Improvement Plan (EDEL 590)
 - g. Literature Review and Action Research (EDEL 550 and 560)
 - h. Board of Ed. Meeting with Agenda and reaction paper (EDEL 550 or 560)
 - i. Evaluation of Peer-*Using your County obs/eval forms* (EDEL 550 or 560)
 - j. *Observation/Evaluation Forms* (EDEL 560)
 - k. Biographic Sketch (EDEL 580- School Law)
 - l. Field Placement Signature Page (EDEL 550 and 560)
 - m. Research Articles (Action Research Project Articles) (EDEL 550/560)
 - n. Other (Any projects or outcomes that are not from the above assignments that you would like to share)
 - o. Scanned time logs

p. Journal of Internship Experience

Accessibility/Accommodations

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and the instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located on the Athens campus Jean and Jerry Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled Students Do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired*

on area radio and television stations and are sent as text and email messages to those enrolled for this service. Announcements of campus closures and schedule delays are also posted on the CU webpage. Log on to <http://www.concord.edu> □ Everyday Access Emergency Alert System.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer "This syllabus is subject to change based on the needs of the class. Please check it regularly."