

EEA 642: Leadership Internship II

School of Education and Leadership

3 Credits

Effective Date: 4/1/2022

Grading Type: Pass/No Pass

Pre-requisites: EEA 641

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Prerequisite Courses: N/A

Faculty Information

Professional experience information for instructors is found under Faculty online at <https://www.cityuniversity.ca/our-faculty/>

Contact Information

Contact information for instructors is found under Faculty Information online at <https://www.cityuniversity.ca/our-faculty/>

Course Description

Students plan their second leadership internship with the support of the university supervisor and the district/school-based mentor. The students apply theory while learning the leadership roles and responsibilities of the principal, curriculum leader, or other school leader. Internship II engages the students to apply and practice the entry level knowledge, skills, and dispositions of educational leaders at the school and district levels. Students build capacity for leadership through activities in the school or district. The students maintain a daily log and weekly reflection and assesses progress toward mastery of entry level knowledge and skills. A total of 120 hours are required for completion of this internship.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

In this course, learners:

- Explain various leadership theories and approaches.
- Examine the roles and responsibilities of the school leaders, including legal and ethical issues.
- Evaluate data informed research, leadership strategies, and/or systems to support a significant educational issue/project relevant to leadership and continuous school improvement.
- Develop self reflection techniques and personal professional growth planning.
- Formulate with staff, students, families, and community regarding the implementation of educational initiatives and continuous school improvement that includes elements of Indigeneity and selected global sustainability goals.
- Develop their leadership capacity.

Additional Information

Declaration of Inclusion

The CityU Master’s in Educational Leadership program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that our program resides on the ceded and unceded territories of our First Nations and our programming acknowledges the First Nations, & many others whose histories, languages, & cultures continue to influence our vibrant Canadian communities. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC and diversely abled communities.

Indigeneity

City University philosophically and pragmatically supports the First Nations perspective of learning as being rooted in reciprocity, the relational, and the experiential. City University instructors are required to infuse into their curriculum the traditional teachings from many indigenous communities. This blend of indigenous knowledge allows for cultural uniqueness and practices that come from the reflections on the telling of stories, traditional teachings, and the understandings of ceremony.

Sustainable Development Goals

In 2015 the United Nations created 17 goals to achieve a sustainable world by the year 2030 ([THE 17 GOALS | Sustainable Development \(un.org\)](https://www.un.org/sustainabledevelopment/)). City University actively supports these goals and requires that each course syllabus articulate and include as part of its content, at least two of these goals that relate to the course's objectives and outcomes. Through these actions, City University hopes to inspire our students to help create a more inclusive, equitable, and safe world for the future.

Grading Scale

The grades earned for the course are calculated using CityU's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work to understand how it will be assessed.

Course Assignments and Grading

The grades earned for the course is either **PASS or FAIL**.

Students must achieve at least **82.00% to achieve a PASS**.

Overview of Required Assignments	% of Final Grade
Field Experience (including internship documents)	35%
Field Experience Reflections	35%
Professional Digital Portfolio	30%
TOTAL	100%

Course Assignment Details

Field Experience (35% of Final Grade)

The school or district-based mentor may be a principal, superintendent or designate. In addition to or as part of the duties that may be assigned by the mentor, students participate in activities in the assigned school or district that allow them to learn the leadership role. Students are to define clear and measurable learning outcomes and reflect on the connections between the leader, their beliefs, and interpretations of applicable provincial/territorial assessment standards. The leadership role has an emphasis on standards, competencies, and/or dimensions of leadership as outlined by the applicable Canadian provincial/territorial government regulations for K-12 education. In addition, students work with a City University faculty supervisor to fulfill the field experience requirements.

Components	% of Grade
Learning Outcomes	15%
Mentor (school or district based) Evaluation	55%
Supervisor (CityU faculty) Evaluation	30%
TOTAL	100%

Field Experience Reflections (35% of Final Grade)

Field experience reflections are a continuous record of student's experiences and growth during the internship that also includes indigenous and sustainability perspectives. Reflections are to be submitted to the City University supervisor at the end of the quarter. The journal consists of two parts:

1. The first is an activity log with daily or weekly entries to show the types of activities students are involved in and the amount of time given to each. The log includes the time and activities in schools, or other educational environments, and with diverse populations. This log is the official documentation of the required number of internship hours, a minimum of 40 hours for each internship credit hour (total 120 hours). Activities should be cross-referenced with the standard, competencies, and/or dimensions of leadership as outlined by the applicable Canadian provincial/territorial government regulations for K-12 education. This log can be used as a self-monitoring tool to help students assess the scope of intern activities and relative time committed to various components of the internship.
2. The second part is reflection; in writing, the student's observations indicate how the theory and skills from coursework were applied and what was learned from the experience. Reflections are not summaries. They require thoughtful analysis, insight, and synthesis based on academic learning and participation in leadership experiences in this internship. During the internship, students assess individual strengths and weaknesses related to their own leadership role and to transfer that analysis into a strong and insightful personal growth plan.

Components	% of Grade
Log organization	20%
Learning Outcomes	20%
Reflections	40%
Clarity of expression	20%
TOTAL	100%

Professional Digital Portfolio (30% of Final Grade)

The professional portfolio documents and validates the internship. It provides evidence of application of the internship proposal and reflections. The portfolio shows evidence of growth over time. Students can draw from this Portfolio as they prepare for leadership positions. From time-to-time students are provided with assessment instruments and other information to use in data collection, analysis, or planning which may become a part of the portfolio.

Integral components of the portfolio are:

1. A Growth Plan
2. A Vision/Mission Statement and Platform
3. Definitions of and Reflections on Leadership
4. Reflections on Communications
5. Reflections on Curriculum
6. Reflections on Supervision and Instructional Leadership
7. Reflections on Readings
8. Use of Innovations and Technology
9. Internship and Internship Projects
10. Research Project

Components	% of Grade
Quality and clarity in Portfolio	40%
Reflections	50%
Writing elements	10%
TOTAL	100%

Course Policies

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

You are responsible for meeting or exceeding the participation requirements as listed in the syllabus.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all CityU's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all its education programs and activities do not discriminate based on sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by CityU policy. CityU also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should always be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment, and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment, and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the **my.cityu.edu** student portal. Accommodations must be requested by the 20% mark of this course (e.g., day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception, and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request a username and password.