

EEA 644: Leadership Internship III

School of Education and Leadership

3 Credits
Effective Date ()
Course Dates:()

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 are mentored, integrated, and involved in this sequential field experience as planned by the student, the university field supervisor, and the district mentor. The student applies theory to the real life of the school while learning the leadership roles and responsibilities of the principal, curriculum leader or other school leader. Internship III engages the student in applying and practicing 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 field assigned by the mentor and feedback on those activities. The student maintains a daily log and weekly reflection and assesses progress toward mastery of entry level knowledge and skills.

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:

- Demonstrate visionary and strategic leadership
- Utilize assessment and appraisal techniques for students and staff in school settings.
- Apply data driven research to develop and evaluate strategies and/or systems to support a significant educational issue/project relevant to leadership and continuous school improvement.
- Analyze self within the concepts of reflection and personal professional growth.
- Analyze the roles and responsibilities of the school leaders.
- Develop with staff, students, families, and community in the implementation of educational initiatives and continuous school improvement that includes indigenous and sustainability perspectives.

Additional Information

Declaration of Inclusion

The CityU Master 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)). 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 will be 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 in order to understand how it will be assessed.

Course Assignments and Grading

The grades earned for the course will be PASS or FAIL.

Overview of Required Assignments	% of Final Grade
Preparedness and Participation	20%
Field Experience	25%
Field Experience Reflections	25%
Professional Portfolio	30%
TOTAL	100%

Course Assignment Details

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Preparedness and Participation

Preparedness and participation is essential because the information, knowledge, skills and expertise students exchange with peers and instructors contributes toward a strong learning community.

Components	% of Grade
Required activities/readings/coursework completed	35%
Preparation	30%
Participation	35%
TOTAL	100%

Field Experience

The mentor may be a principal, vice-principal, superintendent or designate, or professor of the leadership dimensions. In addition to or as part of the duties that may be assigned by the mentor, students will participate in activities in the assigned school or district that allow them to learn the leadership role. The leadership role has an emphasis on the standard, competencies,

and/or dimensions of leadership as outlined by the applicable Canadian provincial/territory government regulations for K-12 education.

Components	% of Grade
Mentor Evaluation	70%
Supervisor Evaluation	30%
TOTAL	100%

Field Experience Reflections

Field experience reflections are a continuous record of student's experiences and growth during the internship. It is highly important that students be prepared and actively participate in the school communities cultural, educational, and sustainability initiatives.

Reflections will be submitted to the supervisor at the end of each 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 will include 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. Activities should be cross-referenced against 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, on the student's observations, 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. In the course of the internship, students will grow in their ability to 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%
Reflections	60%
Clarity of expression	20%
TOTAL	100%

Professional Portfolio

The professional portfolio documents and validates the internship. It provides evidence of application of the internship proposal and reflections. The portfolio will show evidence of growth over time. Students will be able to draw from this portfolio as they prepare for leadership positions. From time to time students will be 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

The final exit portfolio will include the action research project.

Components	% of Grade
Quality and clarity in portfolio presentation	35%
Issue Analysis: critical examination of contemporary assessment issues with a diverse school setting.	25%
Reflections	30%
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 and in the Learning Management System classroom.

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 of 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 of its education programs and activities do not discriminate on the basis of sex/gender. Sex include 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 mycityusupport@cityu.edu to request a user name and password.

