

***READ THIS HANDBOOK CAREFULLY
VIEW INTERNSHIP ORIENTATION***

A student and mentor guide for the **Master's Higher Education**
Internship.

Educational Leadership Mentor & Intern Handbook

EDLD

**HE Administration
Effective Fall Semester 2010**



**Eastern Michigan University
Department of Leadership and Counseling
Ypsilanti, MI**

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Introduction

The Educational Leadership Department faculty at Eastern Michigan University advocates the "tri-dimensional model" of leadership development articulated by John Daresh in 1988. The three dimensions included are academic preparation, field-based learning/internship and the professional formation. Daresh (1988) states:

People must be prepared for leadership roles through equal attention to strong academic programs, realistic guided practice, and perhaps most importantly, through the formation of individual candidates as aspiring administrators who need to be able to cope personally and professionally with the ambiguities associated with school leadership. (p. 184)

As students approach the final stage of their academic preparation, attention is placed on their field-based learning/internship experience. The internship experience provides an opportunity to synthesize and apply acquired knowledge in the workplace, and to develop and refine skills included in the program's standards-based curriculum of the program.

Interns are placed with cooperating university or college departments, other educational institutions, or related agencies, under the direct supervision of an educational leader. Ideally the internship experience would require the intern to leave their full-time job and immerse themselves in the internship role for one year. Because this option is not available for everyone the student is asked to dedicate a minimum of 12 hours per week for a minimum of 16 weeks for the 2 graduate credit hour experience. This time commitment is equivalent to full time graduate student status (9 credit hours). The number of credit hours required for the internship will be determined by your academic advisor and recorded on the student's program of study. Each credit hour requires 100 hours of immersion in the internship experiences. (1 credit = 100 hours, 2 credits = 200 hours, 3 credits = 300 hours, and 4 credits = 400 hours).

Internship experiences will vary in degree of responsibility, focus on a variety of leadership styles, and allow the intern to explore different levels of administration in a myriad of diverse settings. The intern must also complete various reflective activities throughout the semester and submit an internship handbook at the culmination of the experience. Two to four semester hours of credit may be earned for the internship experience. (One hour options are available to augment the 2-4 hour requirement if needed).

Administrative internships are available in a variety of settings, including institutions of higher education, community education agencies, and other institutions offering educational programs. Selection and placement for the internship is determined by the intern and the university internship program director and will focus on the intern's career goals.

This packet of materials has been prepared to guide the prospective intern in planning and completing the internship experience. It is imperative that these materials be reviewed at the beginning of the internship experience. Each stage is carefully explained and all interns are expected to follow the identified steps.

IMPORTANT

Students are required to obtain a subscription to **LiveText**

Purpose of the Internship Experience

The overall purpose of the educational leadership internship at Eastern Michigan University is to provide significant opportunities for candidates to synthesize and apply the knowledge and skills necessary for leadership in higher education through substantial, sustained work in real settings, planned and guided cooperatively by practicing higher education administrators

More specifically, the goals of the educational leadership internship are:

1. Substantial:

- a) Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with university faculty, staff, and students.
- b) Each candidate should have a minimum of six-months (or equivalent, see note below) of internship experience.

2. Sustained:

- a) Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.
- b) Experiences are designed to accommodate candidates' individual needs.

4. Real Settings:

- a) Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.

5. Planned and Guided Cooperatively:

- a) Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills and knowledge. These three individuals work together to meet candidate and program needs.

6. Credit

- a) Candidates earn graduate credit for their intern experience.

Note: Length Equivalency: A full-time experience is defined as the number of hours per week required for attendance by a full-time student, receiving federal financial assistance (generally 10-12 hours per week).

Procedures for Internship Enrollment

1. Prospective interns need to contact and/or meet with the university internship director one full semester (or two short terms) before enrollment is anticipated. The purpose of this meeting is to obtain the necessary internship materials (application, checklist & handbook) and discuss potential internship placement. The internship is designed as a capstone activity and should be completed toward the end of the student's academic program. Prerequisites: Admissions to the Educational Leadership program and the completion of the following courses: EDLD 509, EDLD 551, EDLD 613, EDLD 614 or 636, and EDLD 622.
2. Tentative placement for the internship will be arranged by the intern with assistance from the university internship director. Specific placement may be designated inside or outside the intern's place of employment. The intern may select placement in dual sites, in any case however, the intern can expect to have varied experiences at different levels in the organization depending upon the individual career goals of the intern. Final placement is dependent upon a favorable interview of the prospective intern and site mentor, and official confirmation by the university internship director.
3. Prospective interns must complete and return the application form (along with program of study), resume, self-assessment (see Appendix A), and internship plan (see p. 10 and Appendix B) to the university internship director. These **MUST** be submitted and approved **BEFORE** you begin logging hours for your internship.

These can be mailed to:

Attention: Director of Internships
Eastern Michigan University
John W. Porter Building, Suite 304
Ypsilanti, MI 48197

4. Following receipt of the internship application, resume, self-assessment, and internship plan the university internship director will submit permission for the prospective intern to register for the internship. Students are required to do their own registration and utilize the university registration process, unless they are registering for a continuing education section of internship.
5. At the end of the internship experience you are required to post your internship plan on LiveText and complete a brief survey.

LiveText Subscription

LiveText is an Internet-based subscription service that allows students and instructors to "create, share, and collaborate on educational curriculum."

If you have not obtained a LiveText subscription for other classes you have taken in your Educational Leadership Program you will need to purchase a subscription.

To purchase a LiveText subscription go to the following website:

http://www.emich.edu/coe/livetext/students/how/obtain_keycode.html

Select the: "For **EMU Student** LiveText information, click here."

When you select "Click here" you will be taken to a help page. This page contains information on how to use LiveText. To obtain information on how to purchase a subscription select "Getting you LiveText keycode and account." This page will provide you instructions on how to set up your LiveText account.

If you have questions about acquiring your LiveText account you can email:

coe.livetext@emich.edu

Using LiveText for your Internship

The College of Education has created an easy to use LiveText Users Guide, which can be found at

http://www.emich.edu/coe/livetext/students/docs/livetext_c1_for_students_guide.pdf

The only thing you need to post on LiveText is your internship plan and complete the demographic survey.

Roles and Responsibilities

The Intern will:

1. Download the Internship Handbook, Application, and Check List. View *Internship Orientation*. (These can be found at the internship website: http://www.emich.edu/coe/lc/internships/k12_higher.html) These are .pdf files and require Adobe Reader.
2. Complete and return the internship application form, resume, self-assessment, and internship plan either by mail, fax, or email (Fax:734.487.4608).
3. Discuss potential placement options with the university internship director. Email is the preferred method of communication to start this process.
4. Engage in all self-assessment activities described in this handbook (See "Preparing for the Internship" p. 9).
5. Initiate a meeting with the site mentor to discuss the development of the internship plan (See "Internship Plan" p. 10 and Appendix B).
6. Schedule a conference call at the internship site with the site mentor and the university internship director to review the internship plan.
7. Engage in all tasks that are written in the internship plan.
8. Prepare all materials described in the "Written Requirements" (p. 13) section of this handbook.
9. Schedule an "e-conference" after each 50 hours of the internship with the university internship director to discuss the progress of the internship. The reflective journal and progression toward the student's goals will be discussed with the university internship director at this meeting.
10. Schedule an "e-conference" at the culmination of the internship with the university internship director and the site mentor to review and reflect on the attainment of goals in the internship plan and the intern's professional growth
11. Submit one type-written copy of the written materials described in the "Evaluation" (p. 16) section of this handbook to the university internship director at the culmination of this meeting. In addition, the intern will submit designated elements of the internship Notebook using their LiveText account.

The Site Mentor will:

1. Agree verbally and in writing (See internship plan, p. 10 and Appendix B) to accept the intern for the designated semester and time.
2. Meet with the intern to develop the goals that make up the internship plan
3. Provide needed guidance and assistance in the accomplishment of the goals cited in the internship plan.
4. Hold a conference call and e-conferences with the intern and university internship director at a mutually arranged times to discuss the progress of the intern.
5. Complete the evaluation checklist at the culmination of the internship.

The University Internship Director will:

1. Communicate with the on-site mentor regarding placement of the intern.
2. Meet at the internship site or participate in a conference call(s) with the site mentor and the intern to review the internship plan.
3. Provide assistance to the intern and site mentor as needed.
4. Hold regular conferences (e-conferences) during the internship experience and ascertain the intern's progress toward the accomplishment of his/her internship goals.
5. Consult with the site mentor and intern at the culmination of the internship to determine the quality of the internship experience and the intern's accomplishment of the goals set forth in the internship plan.
6. Read and assess the written materials prepared by the intern in the internship Notebook and those portions of the notebook also submitted using LiveText.

Preparing For Your Internship

Students begin the internship process with a self-assessment comprised of three components. The first component consists of preparation of the student's resume. The resume will be used to familiarize the site mentor with the intern's background and experience, and be included in the internship notebook.

The second component of the self-assessment process is a careful review of one's professional portfolio. The professional portfolio has evolved throughout one's career and academic training process and may be reflected upon as the intern engages in this stage of their current professional development. Potential strengths and weaknesses may be identified.

Lastly, the student completes the self-assessment instrument presented in Appendix A. This instrument has been developed from the knowledge, skills and dispositions reflected in the curriculum of the Educational Leadership Program at Eastern Michigan University.

Careful reflection upon these three pieces of information shall serve as a foundation for the development of the internship plan. The internship plan is constructed around the identified needs of the student and potential needs at the internship site.

Internship Plan

This needs be posted on LiveText at the **END** of your internship.

After the intern has completed the self-assessment process, the intern shall schedule a meeting with the site mentor. The purpose of this meeting is to establish the internship plan. The intern should discuss his/her background reflecting on both his/her personal strengths and identified needs. Secondly, the site mentor and intern need to brainstorm potential activities and experiences that will enhance and support the intern's continued growth and development as an educational leader.

The plan must be developed collaboratively by the student and site mentor. The internship plan is made up of three stages: reactive, interactive, and active (LaCost & Pounder, 1988). These areas provide the student with the opportunity to progressively develop and apply their skills and knowledge at the internship site. A description of each stage is provided below.

Internship Plan

- 1) Reactive:** This phase consists of observation and shadowing experiences. The student has the opportunity to observe a variety of leaders in multiple situations working with diverse populations and reflects on the varied components of the leadership role. This phase increases student understanding of effective leadership skills and their impact on universities. The student observes the behavior of practicing leaders at different levels in the organization and notes the actions taken. Students are expected to question, analyze, and integrate the observed leadership behaviors into a reflective journal.

- 2) Interactive:** This phase includes coordinated interaction between leadership coursework and the internship experience. The student is involved in a specific project or a series of projects related to a specific leadership positions. This interaction focuses on application of espoused theory and theory-in-use. The student is involved in collaboratively selecting and designing the leadership activities thus, augmenting their coursework training while in the field. Students are expected to develop linkages between theory and practice, and to actively discuss and analyze the leadership strategies utilized in each setting.

3) Active: A culminating activity characterizes this phase of the internship. Students are engaged in an intensive, comprehensive, long-term experience. The intern assumes full or nearly full responsibility for a given role or task. Students are expected to engage other interns, the site mentor and/or university representative in actively and collegially reflecting and assessing theory, research and practice appropriate to the project.

(See example page 20)

IMPORTANT:

THE INTERN WILL THEN CONTACT THE UNIVERSITY INTERNSHIP DIRECTOR AND SCHEDULE A CONFERENCE CALL WITH ALL THREE PARTIES (INTERN, SITE SUPERVISOR, AND INTERNSHIP DIRECTOR), PRIOR TO BEGINNING THE INTERNSHIP, TO CONFIRM SUPPORT FOR THE AFOREMENTIONED GOALS. HOURS MAY NOT BE ACCUMULATED TOWARD THE INTERNSHIP UNTIL THIS MEETING/CONFERENCE CALL TAKES PLACE.

Initial Internship Conference Call or Meeting

The following items will be covered in the initial conference between the intern, site mentor, and university supervisor:

- Review of Internship Plan / Mentor Confirmation
- Review of Requirements for the Internship
- Subsequent E-conferences
- Internship Time-line
- Internship Log – Journal – Documentation
- LiveText
- Internship Notebook

Written Requirements/Timelines

The following are the written requirements to be incorporated in the internship notebook. Begin with logging all hours in the **internship log**. (See Appendix C).

Reactive Goals

- a) Maintain a **reflective journal** (Appendix E) in which the intern recounts the significant experiences of the internship and reflects on those experiences. This would incorporate the deliberate, analytical analysis of the actions of educational leaders. It would compare actions to intentions and offer thoughts regarding strategies for strengthening or refining actions in the future. A suggested format to be used for the reflective journal is included as Appendix E. The intern is encouraged to make a minimum of two journal entries per week throughout the internship.
- b) Prepare one **critical incident report** (Appendix D) for every 100 hours of internship service. The student should reflect on the action of another educational leader, and analyze and provide a critical assessment of the professional action. A suggested format to be used for the critical incident report is included in Appendix D.

Interactive

- a) Engage in interactive experiences with other educational stakeholders in the internship setting. Observe the behaviors, attitudes and styles of leadership utilized by these individuals as well as yourself. Reflect on these observations in your **journal** and submit any **supporting documentation** that represents the efforts of those engaged in these processes.

Active

- b) In conjunction with the site mentor select a long-term project for which the intern has full or nearly full responsibility. At the conclusion of the project submit **relevant documents** developed during the project and make necessary **journal** entries which describe the leadership theory, research and practice utilized during the project. Prepare your **professional formation paper**. (See page 15)

Summary of Written Requirements

- a) These following items should be organized into a professional Notebook that reflects the totality of the internship experience:
1. Student's Resume
 2. Completed Self Assessment Instrument (Appendix A)
 3. Internship Plan (p. 10 and Appendix B) [LiveText]
 4. Reflective Journal (Appendix E)
 5. Relevant Supporting Documentation
 6. Critical Incident Report(s) (Appendix D)
 7. Internship Log (Appendix C)
 8. Professional Formation (p. 15)
 9. Mentor Feedback Form (Appendix F)
- b) These items should be organized in such a way that I can follow and evaluate the quality of your internship experience. I should be able to easily connect your internship plan to the reflective journal and documentation.

C) DIVIDERS MUST BE USED FOR YOUR NOTEBOOK.

Timelines

In order to facilitate a meaningful internship experience, the university internship director will work collaboratively with the intern and site mentor to create timelines that will benefit all parties. It is recommended that the intern dedicate 9-12 hours a week to the internship process. This allows the student to have realistic, sustained access to the real work of school administration. Because the internship experience(s) normally spans across more than one semester the intern will receive an incomplete "IP" grade for the internship. The "IP" grade will be removed following completion of all internship requirements.

Unless prior permission is received from the internship director, all students should complete the internship within **one** calendar year.

Professional Formation

At the conclusion of the internship the intern is to review his/her self-assessment journal, critical incident report(s), interview notes, and any supporting material in order to synthesize learning. As a result of this reflection the intern is to develop a personalized understanding of "what it means to be an administrator."

Students are to prepare a 3-4 page paper, to be incorporated into the student's Notebook, that contains the elements of their reflection and details the current state of their professional thinking. It should deal with questions such as:

- What are the skills, attitudes and feelings you would want to promote as an educational leader? Why are they important?
- What is your philosophy of education?
- What are the standards against which you would evaluate your own actions?
- What experiences in the internship shaped your beliefs? How have they changed as a result of the internship?
- What additional skills, attitudes, values do you feel you need to continue your development as an educational leader?
- After a review of your self-assessment what other experiences do you need to engage in as you continue your professional development?

Evaluation

1. A total of 100 - 400 hours of contact time related to the internship and its activities are required for completion of the experience. The time requirement is determined by the number of credit hours elected by the student, i.e., 1 credit = 100 hours, 2 credits = 200 hours, 3 credits = 300 hours, and 4 credits = 400 hours.
2. Students are required to submit to the university internship director one typewritten copy of the **internship notebook** which includes the following:
 - a. Student's Resume
 - b. Completed Self-Assessment Instrument
 - c. Internship Plan [LiveText]
 - d. Reflective Journal
 - e. Relevant Supporting Documentation
 - f. Critical Incident Report(s)
 - g. Internship Log
 - h. Professional Formation
 - i. Mentor Feedback Form
 - j. This should be professionally organized with dividers.
3. Your internship plan is the only document that you must post to LiveText. It is recommended that these documents be created for your Notebook using a word processing program and then, using the cut and paste function, be placed in LiveText. This is not posted on LiveText until the end of your internship
4. Evaluation of the internship will be the responsibility of the university internship director. Such evaluation will be based upon: (A complete rubric for the evaluation of your internship notebook can be found in the course syllabus on page 29.)
 - a. degree of completion of the goals outlined at the beginning of the internship;
 - b. degree of leadership skill, insight and development, as shown in the reflective journal, critical incident reports and professional formation;
 - c. degree of leadership skill exhibited, as noted in observations of site mentor and university internship director. The mentor feedback

form will be used by the site mentor (See Appendix F). In addition the site mentor will be encouraged to prepare a narrative recommendation on behalf of the intern.

5. Following the submission of your internship notebook, the posting of your internship plan and the completion of the demographic survey on LiveText, the intern will receive a credit or no-credit grade for the internship experience.

APPENDIX A

Self-Assessment

Name _____ Present Position _____

Date _____ University _____

Directions

On the right side of the goals statement indicate your present skill level in effectively performing tasks related to this statement.

Use the following scale:

5 = Highly skilled

4 = Skilled

3 = Somewhat skilled

2 = Marginal skills

1 = No skills

Goals	5	4	3	2	1
Goal 1: To foster educational leaders who know and understand the leadership and administration of student affairs and higher education (e.g., purpose of post-secondary education; role of leadership and administration; governance; national and global issues affecting higher education) and can apply these concepts in practice					
Goal 2: To foster educational leaders who know and understand the organization of higher education (e.g, history and philosophy of higher education; public policy; finance; assessment; political, social, cultural and economic systems) and can apply these concepts in practice.					
Goal 3: To foster educational leaders who know and understand law and ethics (e.g., professional codes of ethics; philosophy of higher education and/or student affairs; law related to student affairs and/or higher education) and can apply these concepts in practice.					
Goal 4: To foster educational leaders who know and understand human relations and cultural diversity (e.g., importance of diversity and equity in a Democratic society; understanding human relations; role of education in sustaining a democratic society) and can apply these concepts in practice.					

<p>Goal 5: To foster educational leaders who know and understand college student development and student characteristics (e.g., college student and adult development; college student characteristics related to institutional practice) and can apply these concepts in practice</p>					
<p>Goal 6: To foster educational leaders who know and understand the concepts of conducting and evaluating research (e.g., research design) and can apply these concepts in practice</p>					
<p>Goal 7: To foster educational leaders who know and understand professional practice (e.g., program planning and execution, advising; group dynamic, evaluation, staff training and supervision, policy development, planning, and budgeting) and can apply these concepts in practice.</p>					

APPENDIX B

Eastern Michigan University
Department of Leadership & Counseling

*This is an **Example**, you will need to develop your own plan*

Internship Plan

Intern's Name:
Site Mentor:
Location:

Student Number: E

Reactive: This phase consists of observation and shadowing experiences. The student has the opportunity to observe a variety of leaders in multiple situations working with diverse populations and reflects on the varied components of the leadership role. This phase increases student understanding of effective leadership skills and their impact on universities. The student observes the behavior of practicing leaders at different levels in the organization and notes the actions taken. Students are expected to question, analyze, and integrate the observed leadership behaviors into a reflective journal.

For Example:

The intern will demonstrate an understanding of the complexity of the role of leadership by shadowing three university leaders at a variety of levels in the organization for a minimum of three hours, charting the range of activities dealt with by the leaders, and preparing notes that specifically address the linkages between the observed behaviors and the theoretical understanding of the role of the leader. Notes included in the reflective journal.

The intern will observe 3 different kinds of meetings chaired by university leaders in diverse settings. He/she will prepare notes describing the audiences for each meeting, the leadership strategies used by the leaders and the perceived advantages and disadvantages of each strategy.

Interactive: This phase includes coordinated interaction between leadership coursework and the internship experience. The student is involved in a specific project or a series of projects related to a specific leadership positions. This interaction focuses on application of espoused theory and theory-in-use. The student is involved in collaboratively selecting and designing the leadership activities thus, augmenting their coursework training while in the field. Students are expected to develop linkages between theory and practice, and to actively discuss and analyze the leadership strategies utilized in each setting.

For Example:

The intern will conduct a focus group involving faculty, staff, students, and residents from the local community to assess the library for a report that will be given to the Higher Learning Commission (formerly North Central Accreditation). This involvement will help the intern understand what higher education administrators have to accomplish in order to excel at the accreditation requirements of their regional accrediting organization.

Active: A culminating activity characterizes this phase of the internship. Students are engaged in an intensive, comprehensive, long-term experience. The intern assumes full or nearly full responsibility for a given role or task. Students are expected to engage other interns, the site

mentor, and/or university representative in actively and collegially reflecting and assessing theory research and practice appropriate to the project.

For Example:

The intern will evaluate the results of a survey that has been given to the Spring 2008 EN 111 class concerning the effectiveness and usefulness of the KJS Library. She will then present the results to the KJS Library administration.

EXAMPLE

APPENDIX D

CRITICAL INCIDENT REPORT

Often in our lives some event occurs that makes a significant difference in the way we function: our perception of individuals, our sense of purpose, our view of a job responsibility.

Please think about such a critical event (a transaction, a turning point, a life altering event) that you experienced during your internship and which altered the way in you see the leadership role.

Describe the critical incident in some detail providing information about what happened, the issues with which you struggled, and the resolution of the incident.

You may wish to consider the following questions:

How did you feel about the issue at the time?

What were the issues with which you struggled?

What did you do as a result of the incident?

How did the issue impact the formation and development of your personal view of what "it means to be an educational leader"?

What issues did this incident raise about the role of the educational leader?

As you look back upon the incident how do you assess its significance as it relates to you as an educational leader? How will it shape your work as a leader?

You should have 1 critical incident report for each 100 hours of field work

APPENDIX E

FORMAT FOR REFLECTIVE JOURNAL

Date:

Goal:

Brief Description of Activity:

Reflection on the Leadership Behaviors Observed During the Activity:

Suggestions for Refining or Strengthening Leadership Actions:

APPENDIX F

MENTOR FEEDBACK FORM

Student Name:

School/District

Mentor Name:

Date:

Directions: Please take a few minutes to provide feedback regarding the experience of your administrative internship. Rate their experiences in each area and then provide some specific comments that illustrate the types of experiences and success they have had in this setting.

1. How reliable and efficient was the intern in meeting her/his responsibilities for the field experience?

5	4	3	2	1	N/O
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

2. How effective was the intern in fulfilling the goals identified in their internship plan?

5	4	3	2	1	N/O
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Goal 1: To foster educational leaders who know and understand the leadership and administration of student affairs and higher education (e.g., purpose of post-secondary education; role of leadership and administration; governance; national and global issues affecting higher education) and can apply these concepts in practice

5	4	3	2	1	N/O
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Goal 2: To foster educational leaders who know and understand the organization of higher education (e.g, history and philosophy of higher education; public policy; finance; assessment; political, social, cultural and economic systems) and can apply these concepts in practice.

5	4	3	2	1	N/O
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Goal 3: To foster educational leaders who know and understand law and ethics (e.g., professional codes of ethics; philosophy of higher education and/or student affairs; law related to student affairs and/or higher education) and can apply these concepts in practice.

5	4	3	2	1	N/O
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Goal 4: To foster educational leaders who know and understand human relations and cultural diversity (e.g., importance of diversity and equity in a Democratic society; understanding human relations; role of education in sustaining a democratic society) and can apply these concepts in practice.

5	4	3	2	1	N/O
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Goal 5: To foster educational leaders who know and understand college student development and student characteristics (e.g., college student and adult development; college student characteristics related to institutional practice) and can apply these concepts in practice.

5	4	3	2	1	N/O
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Goal 6: To foster educational leaders who know and understand the concepts of conducting and evaluating research (e.g., research design) and can apply these concepts in practice.

5	4	3	2	1	N/O
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Goal 7: To foster educational leaders who know and understand professional practice (e.g., program planning and execution, advising; group dynamic, evaluation, staff training and supervision, policy development, planning, and budgeting) and can apply these concepts in practice.

5	4	3	2	1	N/O
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Mentor Signature:

Date:

APPENDIX G

Master Syllabus

The Mission of the Educational Leadership Program is as follows:

The development of leaders with the knowledge, skills, and attitudes for helping to build learning communities within a culturally diverse society.

EDLD 686, 687, 688, and 689 -

1, 2, 3 and 4 Semester Hours

Master's Internship/Educational Leadership

CATALOG DESCRIPTION: Training in administration through actual supervised experience. Arrangements must be approved by advisor and Director of the Intern Program prior to registration. Enrollment limited. Credit/No Credit

PURPOSE OF THE COURSE: The overall purpose of the educational leadership internship at Eastern Michigan University is to provide an opportunity for the advanced graduate student to engage in sustained real work-life experiences that allow the student to progressively develop and apply their knowledge and skills in university administration. The experience is planned and guided cooperatively between the student, supervising mentor and university internship director and focuses on the application of standards-based experiences.

COURSE OUTCOMES:

1. To allow the intern the opportunity to observe, over time, a variety of leadership styles practiced by experienced administrators in various situations at multiple levels in the organization.
2. To help the intern gain self-confidence in administrative decision making through progressive opportunities to test knowledge and skills in diverse clinical settings.
3. To provide the intern with the opportunity to interface with diverse publics in carrying out the day-to-day responsibilities inherent in higher education administration.
4. To help the sponsoring educational agency maintain a dynamic, viable administrative staff who are stimulated to continue their own professional growth through their association with the internship process and program at EMU
5. To provide cooperative training experiences that utilize the strengths of both the university and the specific leadership setting in the development of educational leaders.
6. To provide students the opportunity to explore and receive authentic work experience to position them for the next stage of their professional development.

COURSE GOALS:

- Goal 1:** To foster educational leaders who know and understand the leadership and administration of student affairs and higher education (e.g., purpose of post-secondary education; role of leadership and administration; governance; national and global issues affecting higher education) and can apply these concepts in practice
- Goal 2:** To foster educational leaders who know and understand the organization of higher education (e.g, history and philosophy of higher education; public policy; finance; assessment; political, social, cultural and economic systems) and can apply these concepts in practice.
- Goal 3:** To foster educational leaders who know and understand law and ethics (e.g., professional codes of ethics; philosophy of higher education and/or student affairs; law related to student affairs and/or higher education) and can apply these concepts in practice.
- Goal 4:** To foster educational leaders who know and understand human relations and cultural diversity (e.g., importance of diversity and equity in a Democratic society; understanding human relations; role of education in sustaining a democratic society) and can apply these concepts in practice.
- Goal 5:** To foster educational leaders who know and understand college student development and student characteristics (e.g., college student and adult development; college student characteristics related to institutional practice) and can apply these concepts in practice.
- Goal 6:** To foster educational leaders who know and understand the concepts of conducting and evaluating research (e.g., research design) and can apply these concepts in practice.
- Goal 7:** To foster educational leaders who know and understand professional practice (e.g., program planning and execution, advising; group dynamic, evaluation, staff training and supervision, policy development, planning, and budgeting) and can apply these concepts in practice.

COURSE MATERIALS:

Textbook:

There is no specific textbook required for this course. This is a supervised, clinical experience, conducted on-site in a variety of educational settings. The University Internship Director and the field supervisor may recommend particular readings, depending on the intern's skill level and needs. Interns are required to read and follow the administrative internship handbook.

See the bibliography for readings specifically focused on the administrative internship experience.

ACADEMIC INTEGRITY: Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the Office of Student Judicial Services for discipline that can result in either a suspension or permanent dismissal. The Student Conduct Code contains detailed definitions of what constitutes academic dishonesty, but if you are not sure about whether something you're doing would be considered academic dishonesty, consult with your instructor.

INTERNSHIP CALENDAR: The intern is expected to adhere to the calendar of the district in which they are completing their internship.

PROFESSIONAL STANDARDS: The internship is part of a professional preparation program for school administrators. Therefore, students are expected to adhere to the highest standards of ethical and professional behavior. It is also essential that during any school observations or visits that the intern conduct themselves in a manner which reflects positively on the student and Eastern Michigan University. If you have any questions about the propriety of an action, please do not hesitate to discuss it with me.

ACCOMMODATION: I will make all reasonable efforts to accommodate any handicap or disability in teaching and evaluating students. Please talk with me at the beginning of your internship regarding any specific needs and what I may do to accommodate them.

STUDENTS WITH DISABILITIES: If you wish to be accommodated for your disability EMU Board of Regents Policy #8.3 requires that you first register with the Access Services Office (ASO) in 203 King Hall. You may contact ASO at 734.487.2470. Students with disabilities are encouraged to register with ASO promptly as you will only be accommodated from the date you register. No retroactive accommodations are possible.

F AND J VISA STUDENTS: The Student Exchange Visitor System (SEVIS) requires F and J students to report the following to the Office of International Students, 229 King Hall within ten (10) days of the event:

- Changes in your name, local address, major field of study, or source of funding
- Changes in your degree-completion date
- Changes in your degree-level (ex. Bachelors to Masters)
- Intent to transfer to another university.

Prior permission from OIS is needed for the following:

- Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours
- Employment on or off-campus
- Registering for more than one ONLINE course per term (F-visa only)
- Endorsing I-20 or DS-2019 for re-entry into the USA.

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the OIS at 734.487.3116, not your instructor.

COURSE REQUIREMENTS:

The internship handbook fully describes how the administrative internship plan is collaboratively developed, the range of developmental experiences required and the processes recommended for students to synthesize and apply their knowledge and skills throughout the clinical experience. Students are required to complete the administrative notebook. The notebook must contain a variety of artifacts/supportive documentation representing the student's administrative experiences. The internship notebook must include the following:

The completed self-assessment instrument derived from the program standards described in the internship handbook.)

An internship plan reflective of standards-based goals and objectives agreed upon by the intern, site supervisor, and internship director.

A reflective journal and critical incident report(s) prepared by the student describing the internship experience.

A professional formation paper reflecting upon significant internship activities that have shaped the intern's beliefs, the personal development experienced, and identification of the intern's continuing need for professional growth. See the internship handbook for more explicit directions.

An updated resume reflecting significant leadership experiences that have prepared the student for the next stage in their career.

Completed mentor feedback form.

WRITING STYLE: All writing assignments are to be submitted in typing/word processing format. As aspiring school leaders I expect that you will write clearly, minimize the use of educational jargon, use appropriate references and citations and developed in conformity with the *Style Manual of the American Psychological Association* (5th Ed.). Electronic references are acceptable and must be cited using appropriate APA style (www.apa.org/journals/webref.html).

PERFORMANCE TASK SCORING RUBRIC – Internship

Exceeds Standards	Meets Standards	Does Not Meet Standards
Exceeds the goals outlined in the internship plan.	Completes all of the goals outlined in the internship plan.	Completes some of the goals outlined in the internship plan.
Demonstrates a significant degree of leadership skill (leading, facilitating, and making decisions typical of	Demonstrates leadership skill (leading, facilitating, and making decisions typical of those made by educational	Demonstrates little leadership skill (leading, facilitating, and making decisions typical of those made by educational

those made by educational leaders), insight and development, as shown in the reflective journal, critical incident reports and professional formation.	leaders), insight and development, as shown in the reflective journal, critical incident reports and professional formation	leaders), insight or development, as shown in the reflective journal, critical incident reports and professional formation
Significant leadership skill (leading, facilitating, and making decisions typical of those made by educational leaders) exhibited, as noted in observations of site mentor and university internship director.	Some leadership skill (leading, facilitating, and making decisions typical of those made by educational leaders) exhibited, as noted in observations of site mentor and university internship director.	Little leadership skill (leading, facilitating, and making decisions typical of those made by educational leaders) exhibited, as noted in observations of site mentor and university internship director
The experience provided the intern with substantial responsibilities that increased over time in amount and complexity and involved direct interaction and involvement with staff, students, parents, and community leaders.	The experience provided the intern with responsibilities that increased over time in amount and complexity and involved direct interaction and involvement with staff, students, parents, and community leaders.	The experience provided the intern with few responsibilities that increased over time in amount and complexity and involved direct interaction and involvement with staff, students, parents, and community leaders.
Intern exceeded the required hours for the internship.	Intern completed the required hours for the internship.	Intern did not complete the required hours for the internship
Intern participated in planned intern activities that allowed for the application of knowledge and skills on a full-time basis.	Intern participated in planned intern activities that allowed for the application of knowledge and skills on nearly a full-time basis.	Intern participated in planned intern activities that allowed for the application of knowledge and skills on less than a full-time basis.
Intern had significant experiences in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.	Intern's experiences occurred in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.	Intern's experiences did not occur in multiple settings that allowed for the demonstration of a wide range of relevant knowledge and skills.
Intern provided significant documentation of the activities they participated in during the internship.	Intern provided documentation of the activities they participated in during the internship.	Intern provided some documentation of the activities they participated in during the internship.

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