



Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP **EEA 672: Internship IB**

2 Credits
Effective: Spring 2017-2018

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.

FACULTY

Faculty Name: [Instructor Name]

Contact Information: Email:

Phone:

COURSE DESCRIPTION

In Internship IB, the intern applies and practices entry-level knowledge, skills, dispositions, and cultural competence of a P-12 principal and/or program administrator. The intern increases capacity for leadership by acquiring an expanding range of experiences in the field as assigned by the mentor and field supervisor and as guided by the Formative and Summative Report. The intern maintains a daily log and weekly reflection, prepares a collection of evidence, and demonstrates progress toward meeting or exceeding residency-level educational leadership standards for Washington State certification as a principal or program administrator.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

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 at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Facilitate collaborative partnerships
- Manage instructional supervision processes
- Develop leadership capacity
- Exhibit leadership integrity
- Ensure a school environment conducive to student learning
- Influence political and social environments
- Demonstrate visionary and strategic leadership

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Academic achievement
- Accountability
- AWSP Leadership Framework
- Budget

- Building leadership capacity
- CEL 5D+ Teacher Evaluation Framework
- Celebrating success
- Closing of school
- Community involvement
- Continual improvement
- Cultural competence
- Danielson Teacher Evaluation Framework
- Data analysis
- Data-informed decision making
- Diverse student populations
- Efficient management
- Equity and Equality
- Evidence
- Evidence collection and presentation
- Human resource management
- Inclusiveness
- Law and compliance
- Learning environment
- Logging, reflecting upon, and sharing leadership activities
- Marzano, Danielson, and/or CEL 5D Teacher Evaluation Frameworks
- Multi-tiered systems of support
- Navigating the socio-political context
- Opening of school
- Opportunity gap and achievement gap
- P-12 out-of-level (ES-MS-HS) experiences
- Paraeducator supervision and evaluation
- Parent involvement
- Policy and procedures
- Professional associations
- Professional certification standards, including cultural competence
- Professional growth
- Professional growth team roles and responsibilities
- Recognition
- Relationships
- Resourcing
- Restorative justice
- Scheduling
- School climate
- School leadership team
- School safety
- Social justice
- Social-emotional learning
- Staffing
- Student growth
- Systemic inequities
- Teacher/Principal Evaluation Program (TPEP)
- Whole-school vision

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Internship IB ePortfolio	100%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

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

Internship IB ePortfolio NELP Standards

Throughout the yearlong internship, the intern builds an ePortfolio that shows progress toward meeting or exceeding **National Educational Leadership Preparation (NELP) Standards** and other program completion requirements. The intern uses the ePortfolio format to present the eJournal addressing internship experiences and leadership development, Common Performance Tasks, leadership activities listed in the Formative and Summative Evaluation Report, evidence and reflections on the standards, and evaluations from mentor and field supervisor. This internship is graded Pass/No Pass. Pass for Internship IB and Internship II require Approaching Standard or higher on each component of the ePortfolio rubric. Pass for Internship III requires At Standard or higher scores on all rubric components, including Program Completion.

<i>Components</i>	<i>% of Grade</i>
eJournal	10%
Common Performance Tasks (CPTs)	10%
Evidence and Reflection: Standard 1 – Mission, Vision, and Improvement	10%
Evidence and Reflection: Standard 2 – Ethics and Professional Norms	10%
Evidence and Reflection: Standard 3 – Equity, Inclusiveness, and cultural Responsiveness	10%
Evidence and Reflection: Standard 4 – Learning and Instruction	10%
Evidence and Reflection: Standard 5 – Community and External Leadership	10%
Evidence and Reflection: Standard 6 – Operations and Management	10%
Evidence and Reflection: Standard 7 – Building Professional Capacity	10%
Mentor and Field Supervisor Evaluations & Quarterly Reflections	10%
Program Completion – Internship III Only	0%
TOTAL	100%

COURSE POLICIES

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard 22-item survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle'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 Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

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 City University of Seattle policy. City University of Seattle 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 at all times 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 in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

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 Assignments 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 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 206.2369.4752 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 your 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 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.