

 <p>University of Lethbridge Faculty of Education</p>	<p>University of Lethbridge, Faculty of Education</p> <p>EDUCATION 5635</p> <p>Educational Leadership Internship I</p> <p>September - December, 2019</p>
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Course Description: This course will allow students to synthesize and apply their knowledge, to practice and to develop the skills addressed in the leadership core and concentration courses. The field placement will provide a real leadership setting—planned and guided co-operatively by the Faculty of Education and the school district.

Please refer to the *Educational Leadership Internship Handbook*, Faculty of Education, Graduate Studies and Research in Education, for comprehensive expectations.

Course Objective: This course will provide a practicum to examine and experience the leader's role in a school or school system. The practicum will synthesize the student's understanding and implementation of leadership practices.

Students with Disabilities Policy: If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

Course Schedule: Course schedule is determined by each student in conversation with the instructor.

Course Materials: No mandatory materials required.

Course Evaluation: The Intern will submit for grading a 1000-word reflection paper. The reflection paper will provide a clear and concise answer to the Internship inquiry question and a description of the Internship activities. The paper will highlight the features of the Internship that went well, but also refer to the disappointments. The Intern will make observations about the professional practice competencies that came into play during the Internship and how well they informed practice. Appropriate literature that informed the Internship activity may be cited. The

paper will conclude with a summary of the key learning and some thoughts on how the Intern might approach specific leadership issues given another opportunity.

Sample Submission Schedule:

Assignment Summaries:	Value*	Due
Project Summary	Pass/Fail	Date to be negotiated between university instructor and student.

Ultimately the course is graded on a **Pass/Fail** basis.

*Each of the assignment topics and weighting are subject to negotiation between student and instructor. Linkage to leadership courses and leadership standards, and relevance with the intern’s context are the criteria for selecting and creating projects. *It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.*

Registration Process:

1. Students registering in the leadership internship program must be able to acquire volunteer services of an on-site leader-mentor who will advise and supervise the internship in consort with the university instructor.
2. Approval to conduct the internship is given by the district superintendent (or designate) with agreement from the school principal.
3. The intern formulates project proposals and submits these proposals to the university instructor for approval.
4. The university instructor will meet with the intern and mentor to discuss the projects and the deliverables.
5. The internship may comprise one major project or 5 smaller projects (or something in between those two alternatives).
6. Communication throughout the internship may be conducted via email, face-to-face video conferencing, or by on-site visits.

Student Conduct: Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs).

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

ATA Code of Professional Conduct

<https://www.teachers.ab.ca/The-Teaching-Profession/ProfessionalConduct/Pages/default.aspx>

Standards of Professional Conduct for Master of Education Students: <http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

Academic Honesty: The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

Privacy and Confidentiality: Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.

The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

References

Capusso, R. L., & Daresh, J. C. (2001). *The school administrator internship handbook: Leading, mentoring, and participating in the internship program*. Thousand Oaks, CA: Corwin Press.