

Syllabus for  
**GADM 885 — Internship in Educational Leadership**  
(District Level Leadership)  
1-3 Credit Hours  
Spring 2014

*The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

**I. COURSE DESCRIPTION**

This course is specifically structured to permit interns to integrate theory and practice in a field-based setting under the guidance of an experienced cooperating administrator serving as a mentor. Provides the intern with a variety of meaningful leadership experiences in actual school-based settings. The experiences are coordinated by the university supervisor in consultation with the cooperating administrator.

**II. COURSE GOALS**

The purpose of this course is to enable the student to do the following:

- A. Experience a multitude of leadership responsibilities on a day-by-day basis in a field-based setting.
- B. Learn to apply administrative theory and classroom knowledge to the solving of real school problems in real school settings.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

**A. Objectives**

As the result of successfully completing this course, the student will be able to do the following:

1. Integrate theory and practice in a field-based setting.
2. Discuss how to apply administrative theory and classroom knowledge to educational issues in a real-world setting.
3. Demonstrate the use of problem-solving approaches and decision-making procedures to address critical incidents as they arise.
4. Display, in a field-based setting, the knowledge, disposition, and performance required of effective school leaders.
5. Display appropriate skills in the four broad areas of strategic leadership, organizational leadership, instructional leadership, and political and community leadership.
6. Describe the School of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education.

- B. Additional Objective in the Administrator Preparation Program:  
This course meets the following competency-based standard for Advanced programs in Educational Leadership as established by the National Policy Board for Educational Administration (2011) and addresses ELCC Standard 7:

**Standard 7.0:** A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

**7.1 Substantial Experience:** The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences

**7.2 Sustained Experience:** Candidates are provided a six-month concentrated (9-12 hours per week) internship that includes field experiences within a district environment.

**7.3 Qualified On-site Mentor:** An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks  
None
2. Other  
None

B. Optional Materials

1. Textbooks  
None
2. Other  
Specific readings may be assigned by the university supervisor or the cooperating administrator (mentor).

#### V. POLICIES AND PROCEDURES

A. University Policies and Procedures (may or may not be applicable)

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
3. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
  5. Students are to be in compliance with university, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
    - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
    - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. School and/or Department Policies and Procedures
1. Independent Study, Dissertations, or Internships
    - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition.
    - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
    - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
  2. In-Class Studies (or All Other Studies)
    - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
    - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
    - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition.

- d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
- C. Course Policies and Procedures
- 1. Evaluation Procedures
 

The intern is evaluated by the university supervisor, in consultation with the intern’s cooperating administrator (mentor). The following criteria serve as evaluation guidelines:

    - a. The timely submission of any required reports.
    - b. Attendance and participation in any required meetings.
    - c. Participation in meaningful experiences in all four Activity Areas.
    - d. Quality of the Internship Log with respect to thoroughness, completeness, readability, grammar, and punctuation.
    - e. Quality of the Internship Log with respect to activities participated in and personal reflections regarding those activities.
    - f. Quality of the final log entry assessing the overall internship experience.
    - g. Overall level of performance during the entire internship experience as determined by the university supervisor and the cooperating administrator.
    - h. Evidence from the log that the internship experiences permitted the intern to participate in a process that is reflective of the process described in standard 7.0 (Item III-B of this syllabus).
  - 2. ePortfolio Requirement
 

Each student prepares those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts are compiled in an ePortfolio format as prescribed by the School of Education.
  - 3. Other Policies and/or Procedures
    - a. ORU Graduate School of Education Internship Requirements:
      - (1) The specific course designed for the internship program is GADM 885: Internship in Educational Leadership. This is a 3-hour, variable credit, postmaster degree class that requires a minimum 150-hour internship. This course builds on both the classroom experiences of the students as well as the respective individual class requirements of a 15-hour field experience. The following courses are part of the postmaster course offerings for educational leadership preparation, including superintendent certification, and each of these required core courses contains a requirement for a 15-hour field experience (internship):
        - GADM 805 The Superintendency
        - GADM 830 Business Management Practices in Education
        - GADM 840 School Facility Planning
        - GADM 850 Legal, Political, and Ethical Issues in Education Administration
        - GADM 855 Instructional Theory and Practice
      - (2) Intern Responsibilities:
        - (a) Obtain and read the handbook for GADM 885: Internship in Educational Leadership.

- (b) In consultation with the university supervisor, identify a cooperating administrator (mentor) who will agree to serve in a mentor capacity for the duration of the internship.
  - (c) Complete the application form for Internship in Educational Leadership, have it signed by the cooperating administrator (mentor), and return it to the university supervisor.
  - (d) Attend any designated internship meetings that may be required.
  - (e) Submit any required internship reports in a timely manner.
  - (f) Perform the internship in a satisfactory manner in the opinion of the university supervisor and the cooperating administrator (mentor), making sure to satisfy both the time requirement and the activities requirement.
  - (g) Maintain an up-to-date log identifying and describing your internship experiences. Log record keeping requirements are listed in the handbook for GADM 885: Internship in Educational Administration.
  - (h) Complete all requirements for the internship in a positive professional manner including the submission of the Internship Log.
- (3) Internship Activities:
    - (a) The intern is to actively participate in a broad array of real-world activities.
    - (b) The activities are identified in the internship handbook and are consistent with appropriate standards for school leaders.
  - (4) Internship Log:
    - (a) The intern is responsible for keeping a written record of activities participated in during the internship.
    - (b) Log record keeping requirements and the log entry forms are explained in the internship handbook.
  - (5) Intern self-evaluations:
    - (a) The intern will complete a self-evaluation as specified in the handbook.
  - (6) Internship Summary Reflection:
    - (a) Submit a 1- to 2-page written summary reflection of the internship experience.
    - (b) Said summary should indicate that the intern has reflected on the entire internship process.
- b. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)

## VI. COURSE CALENDAR

The internship is an individualized program designed around the needs of the individual intern. The actual schedule, calendar of events, and activities participated in may vary for each intern.

The university supervisor and the cooperating administrator (mentor) will jointly develop the schedule for each intern.

**Course Inventory for ORU's Student Learning Outcomes  
GADM 885—Internship in Educational Leadership  
Spring 2014**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	<b>OUTCOMES &amp; Proficiencies/Capacities</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
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<b>1</b>	<b>Outcome #1 – Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior	X			

<b>2</b>	<b>Outcome #2 – Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking		X		
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation				X
2E	Intellectual creativity		X		

<b>3</b>	<b>Outcome #3 – Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	

<b>4</b>	<b>Outcome #4 – Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship		X		
4E	Leadership capacity	X			

This course addresses the following ORU College of Education Institutional Standards: 1, 2, 8, 10, and 18.