

Niagara University
College of Education
Department of Educational Leadership and Counseling

A. Course Number and Title

EDU 695 - Administrative Internship Part 2 Ontario

B. Number of Credits

Three (3) Credit Hours

C. Course Description

This course provides the second half of the internship experience requirement for the Masters program in Ontario. Candidates will log 300 internship hours. The course includes seminar sessions throughout the internship. The internship experiences are aligned with the program standards from Educational Leadership Constituent Council

D. Method of Teaching

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open ended inquiry, critical thinking and reflection and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of Instruction videos, field experiences and research.

E. Philosophical Framework

The philosophical framework of the program includes the following:

ELCC STANDARDS	
Candidates who complete the program are educational leaders who promote the success of all students by:	
*	Standard 1: Facilitating the development, articulation, implementation and stewardship of a school or district vision of learning that is shared and supported by the school community.
*	Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
*	Standard 3: Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.
*	Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
*	Standard 5: Acting with integrity, fairness, and in an ethical manner
*	Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
*	Standard 7: The Internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
*	9. Leaders have the courage to take informed risks.
COLLEGE OF EDUCATION MISSION - ORIENTATIONS	
*	Candidate-Centering Through Constructivist Practice
*	Process-Product Orientation

*	Reflective Practice
EDUCATIONAL LEADERSHIP DEPARTMENT - DISPOSITIONS	
*	1. Professional Commitment and Responsibility
*	2. Professional Relationships
*	3. Critical Thinking and Reflective Practice
*	4. Knowledge Creation

F. Course Objective

The Internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in ELCC Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

G. Outline of Course Content

The internship program has been developed for the purpose of providing an administrative experience for the candidate that will merge theory and practice. It is an opportunity for the candidate to learn through direct work experience under the guidance and supervision of experienced professional administrators. The internship focuses on the concepts of leadership and the application of ELCC Standards to authentic tasks performed in the internship experience.

The Niagara University program affords the candidate the opportunity to participate, observe and analyze the administration of an education institution. In contrast to purely academic study the internship will provide the candidate experience with the satisfaction that comes from leadership as well as awareness of the potential pitfalls to avoid prior to assuming a position in educational leadership.

With the completion of the internship, a candidate will gain competence and confidence through participation as a functioning member of an administrative team. Theory can be related to or contrasted with fact in a relatively low-risk situation. The School/district Site Mentor and school system may well benefit from a fresh outlook and objective viewpoint of the intern.

H. Course Requirements

- To develop and implement an Internship Plan.
- To complete two (2) major projects, one for technology and the other regarding diversity.
- To complete a Learning Log for a selection of 15-20 entry level activities.
- To log an additional 300 hours (to be added to hours logged in 694 for a total of 600) of educational administration and supervision experience in the school setting
- To complete a program portfolio following the expected guidelines.
- To complete with the site mentor an evaluation assessing the quality of the candidate's performance regarding skill development. The evaluation will be completed once in the middle and at the end of the internship.
- To complete an Internship Report summarizing the Internship Experience.
- Attend seminar sessions throughout the internship.

I. Projects/Assignments

See attached chart

J. Attendance

Attendance is considered an indication of professional commitment and responsibility. Candidates are expected to attend all seminars. Absences are permitted only for illness or serious personal matters. Absences may jeopardize a candidate's course grade. A phone call, email message or note delivered to the instructor is required if you expect to miss a seminar.

K. Grading

Candidates will receive a Satisfactory or Unsatisfactory grade for the internship. Candidates will be evaluated in the internship using a rubric correlated with the ELCC Standards.

J. Student Disclosure

Academic Honest

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principal violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission.

Plagiarism is the presentation of ideas, words, and opinions of someone else as one's own work. Paraphrased material, even if rendered in the student's own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University's policy on cheating, plagiarism, procedures and penalties.

Students with disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Counseling Services and Academic Support

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).