Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
**COURSE SYLLABUS**

EDUC 699-1
INTERNSHIP — SCHOOL ADMINISTRATION

**COURSE DESCRIPTION**

Requires completion of the projects and minimum number of hours as specified in proposal. May be repeated to a maximum of six hours.

**RATIONALE**

Because experiential learning is one of the most effective means to develop professionally, an internship is required of all candidates seeking a state license in education. Jesus modeled with His disciples the value of a mentoring relationship. Following His example, both a university instructor and an on-site supervisor will mentor the intern through this 16-week internship.

I. **PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](http://bookstore.mbsdirect.net/liberty.htm).

II. **REQUIRED RESOURCE PURCHASES**

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. **ADDITIONAL MATERIALS FOR LEARNING**

A. Computer with Internet access (broadband recommended)
B. Microsoft Word
C. [Internship Handbook of Liberty University’s School of Education](http://bookstore.mbsdirect.net/liberty.htm)
D. ISLLC Standards

IV. **MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the candidate will be able to:

**Standard 1—Vision:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a *vision of learning* that is shared and supported by all stakeholders. Functions:

A. Collaboratively develop and implement a shared vision and mission.
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
C. Create and implement plans to achieve goals.
D. Promote continuous and sustainable improvement.
E. Monitor and evaluate progress and revise plans.

**Standard 2—Instructional Leadership:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and *instructional program* conducive to student learning and staff professional growth. Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
B. Create a comprehensive, rigorous, and coherent curricular program.
C. Create a personalized and motivating learning environment for students.
D. Supervise instruction.
E. Develop assessment and accountability systems to monitor student progress.
F. Develop the instructional and leadership capacity of staff.
G. Maximize time spent on quality instruction.
H. Promote the use of the most effective and appropriate technologies to support teaching and learning.
I. Monitor and evaluate the impact of the instructional program.

**Standard 3—Organizational Management:** An education leader promotes the success of every student by ensuring *management of the organization*, operation, and resources for a safe, efficient, and effective learning environment. Functions:

A. Monitor and evaluate the management and operational systems.
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
C. Promote and protect the welfare and safety of students and staff.
D. Develop the capacity for distributed leadership.
E. Ensure teacher and organizational time is focused to support quality instruction and student learning.

**Standard 4—Community Relations:** An education leader promotes the success of every student by collaborating with faculty and *community* members, responding to diverse community interests and needs, and mobilizing community resources. Functions:

A. Collect and analyze data and information pertinent to the educational environment.
B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.
C. Build and sustain positive relationships with families and caregivers.
D. Build and sustain productive relationships with community partners.

**Standard 5—Ethics:** An education leader promotes the success of every student by acting with integrity, fairness, and in an *ethical manner*. Functions:
A. Ensure a system of accountability for every student’s academic and social success.
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
C. Safeguard the values of democracy, equity, and diversity.
D. Consider and evaluate the potential moral and legal consequences of decision-making.
E. Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard 6—Political and Legal Context: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Functions:
A. Advocate for children, families, and caregivers.
B. Act to influence local, district, state, and national decisions affecting student learning.
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

V. COURSE REQUIREMENTS AND ASSIGNMENTS
A. Textbook readings and lecture presentations/notes
B. Course Requirements Checklist
   After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.
C. Discussion Board Forums (4)
   There are 4 Discussion Board Forums throughout the course. Discussion boards are collaborative learning experiences. Therefore, the purpose of Discussion Board Forums is to generate interaction among candidates in regards to relevant current course topics. The candidate is required to post 1 thread of 400–500 words. The candidate must post 2 substantive replies of 200–250 words.
D. Intern Information Assignment
   The candidate will complete an information form available in the course and submit it along with a scanned copy of his/her onsite supervisor’s license in school administration. Those interning in a private school will also scan and submit a copy of the school’s accreditation certificate.
E. Licensure Exam Score
   The candidate will submit evidence of a passing score on the state licensure exam into 2 locations: (1) Blackboard and (2) the LiveText portfolio template in Part H. This assignment must be completed to receive a passing grade for the course.
F. Child Abuse Training
Complete the training at this website: [http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html](http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html). Upload the certificate of completion into 2 locations: (1) Blackboard and (2) the LiveText portfolio template in Part C as evidence for Competency 6 – Political and Legal Context.

G. Advanced Competency Assessment (ACA) – Preliminary and Final

The on-site supervisor/mentor will complete both the Preliminary and Final ACA in LiveText.

H. Portfolio Progress Check

Portfolio progress will be submitted to be checked.

I. Field Experience Summary

The candidate will prepare and document a minimum of the following field experience hours: 120 hours of “early field experience” and 200 hours of internship (320 total field experience hours). The form is submitted in LiveText as a separate assignment.

J. Portfolio

The candidate will complete his/her Portfolio using the template provided at www.LiveText.com. A passing grade on the portfolio is required in order to pass the course.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (4 at 20 pts ea)</td>
<td>80</td>
</tr>
<tr>
<td>Intern Information Assignment</td>
<td>10</td>
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<tr>
<td>Licensure Exam Score</td>
<td>50</td>
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<tr>
<td>Child Abuse Training</td>
<td>10</td>
</tr>
<tr>
<td>Advanced Competency Assessment:</td>
<td></td>
</tr>
<tr>
<td>Preliminary</td>
<td>50</td>
</tr>
<tr>
<td>Final</td>
<td>50</td>
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<tr>
<td>Portfolio Progress Check</td>
<td>50</td>
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<tr>
<td>Field Experience Summary</td>
<td>50</td>
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<tr>
<td>Portfolio</td>
<td>650</td>
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<tr>
<td><strong>Total</strong></td>
<td>1010</td>
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</table>

B. Scale

- A = 960–1010
- A- = 940–959
- B+ = 920–939
- B = 890–919
- B- = 870–889
- C+ = 850–869
- C = 820–849
- C- = 800–819
- D+ = 780–799
- D = 750–779
- D- = 730–749
- F = 0–729

C. LiveText Submission Policy
Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy:

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Assignments

All assignments must be completed in order to pass the course.

F. Licensure Requirements

All licensure requirements must be met in order for Liberty University to approve a candidate for a state license in school administration. It is possible to complete EDUC 699 with a passing grade without having met all licensure requirements. Therefore, a passing grade in EDUC does not ensure state licensure. Only by meeting all the state licensure requirements will the teacher candidate be approved for that credential.

G. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
# COURSE SCHEDULE

**EDUC 699-1**

<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 presentation</td>
<td>Course Requirements Checklist</td>
<td>10</td>
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<tr>
<td></td>
<td>1 lecture note</td>
<td>Stipend Form</td>
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<td></td>
<td>2 websites</td>
<td>Intern Information Assignment</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>ISLLC Standards</td>
<td>DB Forum 1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>1 presentation</td>
<td>Licensure Exam Score</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>1 lecture note</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Review materials from Modules/Weeks 1 &amp; 2</td>
<td>Child Abuse Training</td>
<td>10</td>
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<tr>
<td></td>
<td>1 presentation</td>
<td>Sharing Permission</td>
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<tr>
<td>4</td>
<td>Review materials from Modules/Weeks 1 &amp; 2</td>
<td>Portfolio Part A – Worldview Essay</td>
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<tr>
<td></td>
<td>1 presentation</td>
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<tr>
<td>5</td>
<td>1 presentation</td>
<td>DB Forum 2</td>
<td>20</td>
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<td></td>
<td>1 lecture note</td>
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<td></td>
<td>1 website</td>
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<td>Review materials from Modules/Weeks 4 &amp; 5</td>
<td>Portfolio Part B – Resume</td>
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<tr>
<td></td>
<td>1 presentation</td>
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<td>7</td>
<td>Review the Portfolio Instructions</td>
<td>Portfolio Part C – Competencies</td>
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<tr>
<td>8</td>
<td>Review Portfolio Template Directions</td>
<td>ACA – Preliminary (Live Text)</td>
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<td></td>
<td></td>
<td>Portfolio Progress Check</td>
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<td>Portfolio Part D – Professional Growth</td>
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<tr>
<td></td>
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<td>Portfolio Part F – Projects</td>
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<td>9</td>
<td>1 lecture note</td>
<td>DB Forum 3</td>
<td>20</td>
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<td>Review the materials in Module/Week 9</td>
<td>Portfolio Part E – Course Benchmarks</td>
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<td>MODULE/WEEK</td>
<td>READING &amp; STUDY</td>
<td>ASSIGNMENTS</td>
<td>POINTS</td>
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<tr>
<td>11</td>
<td>Review Portfolio Template Directions</td>
<td>Portfolio Part F – Projects</td>
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<tr>
<td>12</td>
<td>Review Portfolio Template Directions</td>
<td>Portfolio Part H – Licensure Test Score</td>
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<td>13</td>
<td>Review Portfolio Template 1 lecture note</td>
<td>DB Forum 4 20</td>
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<tr>
<td>14</td>
<td>Review Portfolio Template Directions</td>
<td>Develop Portfolio</td>
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<tr>
<td>15</td>
<td>Review the Portfolio Instructions Review ISLLC Standards 1 presentation 1 lecture note</td>
<td>Develop Portfolio</td>
<td>*</td>
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<tr>
<td>16</td>
<td>Proofread Portfolio</td>
<td>ACA – Final (Live Text) Field Experience Summary (LiveText) Portfolio (LiveText) 50 50 650</td>
<td></td>
</tr>
</tbody>
</table>

DB = Discussion Board   ACA = Advanced Competency Assessment
* = No points assigned. Work on these assignments to progress toward portfolio completion.

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.