SCHOOL OF EDUCATION

Preparing Competent Professional Educators
with a Christian Worldview

HANDBOOK
for Programs in
School Administration & Supervision

A Guide to Program Information, Field Experiences, and
Internship for the M.Ed., Ed.S., and Ed.D.
in School Administration & Supervision

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The contents of this handbook are relevant only for the three licensure Degree Completion Plans listed below:

M.Ed. in School Administration & Supervision
Ed.S. in School Administration & Supervision
Ed.D. in School Administration & Supervision

This handbook does not apply to non-licensure degree programs in Educational Leadership.

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CONCEPTUAL FRAMEWORK

The mission of School Administration and Supervision Programs at Liberty University is to develop competent professionals with a Biblical worldview for Christian, public, and private schools. For more information, click on this link to the School of Education Conceptual Framework.

OVERVIEW

General Information: Building-level School Administration Program

- Licensure in building-level school administration is earned through the M.Ed., Ed.S., or Ed.D. advanced licensure programs in School Administration and Supervision.
- The Degree Completion Plan outlines the program of study, number of credit hours, and required field experiences.
- Refer to the online Frequently Asked Questions for the School Administration Program.
- In order to earn a Virginia School Administration license at the end of the program, the candidate must have finished three years of teaching experience by the end of program completion. These three years must have been in a position requiring a standard renewable initial teaching license and in either a public school or an accredited private school.
- Log all field experience hours on the Field Experience Summary. A maximum of 120 hours of field experiences may be obtained in the EDAS 588 Practicum I and EDAS Practicum II courses prior to the EDAS 699 Internship. The internship requires a minimum of 200 hours for a cumulative total of 320 field experience hours throughout the program.
- Save all assignments and benchmark assignments throughout your courses, which will be needed to complete your Portfolio during the internship.
- Review the Degree Completion Plan and Suggested Course Sequencing on the Advising Guide.

Routes to Licensure in Building-level School Administration

The routes below are recognized nationally by the Educational Leadership Constituent Council (ELCC) and state approved by the Virginia Department of Education. Candidates from states other than Virginia should check with their own state’s Department of Education for their licensure reciprocity regulations and to ensure that individual candidates meet any particular requirements of their own states.

Master of Education (M.Ed.) in School Administration & Supervision: The M.Ed. degree is the most commonly chosen licensure route for building-level School Administration, especially for those who have a bachelor’s degree in education and a standard renewable initial teaching license.
Education Specialist (Ed.S.) and/or Doctor of Education (Ed.D.) in School Administration & Supervision: The Ed.S. and/or Ed.D. route to building-level School Administration licensure is commonly chosen by those who have already obtained an initial teaching license and a master’s degree.

Adding the License to Completed Degree: Alumni who have completed a graduate degree from LU’s SOE may return within five years of earning that degree in order to add the School Administration license. To add the license, the candidate must complete the following:

- Take additional coursework:
  - EDGT 689 Gate 1
  - EDGT 691 Gate 2
  - EDGT 691 Gate 3
  - EDAS 588 (corequisite with EDAS 640 or 741)
  - EDAS 640 or 741 (corequisite with EDAS 588)
  - EDAS 641 or 743
  - EDAS 645 or 740
  - EDAS 646 or 742 (corequisite with EDAS 688)
  - EDAS 647 or 747
  - EDAS 648 or 748
  - EDAS 688 (corequisite with EDAS 646 or 742)
  - EDAS 699 Internship

- Must hold a standard renewable initial license.
- Passing score on the SLLA and any other applicable state licensure exam. A minimum score of 146 is required for the SLLA-6990.
- Complete 3 years of experience in a licensed position in either a public or an accredited private school.

Licence in States Other Than Virginia: Candidates seeking licensure outside of the Commonwealth of Virginia are to review the licensure requirements for the state in which they plan to practice. Liberty University cannot advise candidates with regard to licensure in other states. However, LU’s licensure office will prepare the College Verification Form upon successful completion of LU’s program. In many states, the verification form is the only requirement for licensure. Candidates are encouraged to ask the following question of personnel from their state’s department of education: “If I complete a Virginia state-approved program at Liberty University, what will I need to do to qualify for licensure in the state of ___?”

Virginia Building-level School Administration Licensure: The candidate must have the following:

1. A master’s degree from a regionally accredited college or university.
2. Completed three years of successful, full-time experience in a public school or accredited private school in an instructional personnel position that requires licensure in Virginia.
3. Completed an approved program in administration and supervision from a regionally accredited college or university.

4. Completed a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, district/central office, and agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship must be focused on instructional leadership and learning for all students and must occur in a public school or accredited private school.

5. Satisfied the requirements for the school leaders licensure assessment prescribed by the Virginia Board of Education. Individuals seeking an administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

Virginia Division Superintendent Licensure: Candidates for Virginia Division Superintendent license must hold one of the following:
- Master’s degree from a regionally accredited college or university plus 30 completed hours beyond the master’s degree.
- Doctorate degree in educational administration or educational leadership from a regionally accredited college or university.

Educational experience must include five completed years in a public or accredited private school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision at the preK-12 level. Candidates must demonstrate proficiency in the Virginia Competencies for School Administration and Supervision. After meeting the requirements listed here, the Virginia Department of Education (VDOE) requires that candidates apply directly to the VDOE for the superintendent license.

GATE SYSTEM

A Gate system is implemented for transition points. Four Gates must be passed to complete all programs in the School of Education (SOE). Each gate is a checkpoint to ensure that candidates are ready to move to the next stage. At each of the Gates, assessment data are evaluated for advising individual candidates and for program improvement.

Gate 1: Program Acknowledgment
Gate 2: Program Status Check
Gate 3: Program Admission & Internship Application
Gate 4: Program Exit & Licensure Application

Click this link for more information regarding the Gate Process.

EARLY FIELD EXPERIENCE PROCEDURES
Of the cumulative 320 field experience hours required throughout the program, 120 of these hours are considered early field experiences prior to the 200-hour internship. The early hours are broken into two practicum courses of 60 hours each over a span of 16-week semesters. The two 60-hour practicums are taken in conjunction with corequisite courses that include performance-based benchmark assignments. Below is an outline of the three field experience courses.

<table>
<thead>
<tr>
<th>Field Experience Course</th>
<th>Corequisite Course</th>
<th>Benchmark Assignment</th>
<th>Hours Accumulated</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAS 588 Practicum I</td>
<td>EDAS 640 (M.Ed.) or EDAS 741 (Ed.S./Ed.D.)</td>
<td>School Improvement Plan</td>
<td>60</td>
</tr>
<tr>
<td>EDAS 688 Practicum II</td>
<td>EDAS 646 (M.Ed.) or EDAS 742 (Ed.S./Ed.D.)</td>
<td>Community Resources Alignment</td>
<td>60</td>
</tr>
<tr>
<td>EDAS 699 Internship</td>
<td>None</td>
<td>Accountability Protocol Project</td>
<td>200</td>
</tr>
</tbody>
</table>

**TOTAL CUMULATIVE HOURS 320**

Candidates are to read and download the **Field Experience Summary (FES)** form and to review the procedures for requesting field experiences at the Advising Guide website found at this link: [Requesting Procedures for Field Experiences](#).

**INTERNERNSHIP GUIDELINES**

**General Internship Guidelines**

Internship requirements at Liberty University meet Virginia regulations for licensure as well as for other states. The overall goal of the internship is to afford candidates an opportunity for supervised practice enabling the intern to get a performance-based understanding of educational leadership. Candidates may complete the internship during the fall, spring, or summer terms.

CAEP, one of LU’s accrediting bodies, states in its supporting explanations for candidate development that candidates are expected to study and practice in settings that include diverse populations, students with exceptionalities, and students of different ages. They are placed in clinical settings at grade levels and in the subjects or school roles (e.g., administrator) for which they are preparing. For the reasons noted above, candidates who cannot complete the Site and Supervision Requirements as outlined in this handbook may take EDUC 696 Capstone and graduate from the non-licensure school administration program.

Placements for licensure will be made **only** in accredited schools. Success of the internship program is dependent upon cooperation among the university, school system, and individual schools/districts. In order to be granted a placement from the field office, candidates must already be accepted into the licensure program.

Questions regarding the internship placements should be directed to the Graduate Gate 3 Office ([gate3@liberty.edu](mailto:gate3@liberty.edu)). Candidates will communicate plans for licensure and the number of hours
they intend to accrue with the Graduate Gate 3 Office as part of the Gate 3 application process. The internship is a 16-week course.

**Building-level Internship Guidelines**

State licensure requirements mandate that the *majority* of field experiences occur *during school hours while students are present*. Fewer than half of field experience hours may be before or after school hours conducting activities aligned with the standards for educational leadership.

Liberty University will not compromise the quality of the school administrator intern’s training to work around personal and work schedules. It is the candidate’s responsibility to begin early in the program making preparation to accommodate the program’s internship requirements.

Alternative settings (e.g., day care centers) that may be perceived as having similar duties and functions as a school administration program are not acceptable placement settings for the school administration internship. Liberty University is preparing school administrators for licensure in PreK-12 school settings. It is only in the school administration office/department that a school administrator intern will be exposed to the unique aspects of that setting, special programs, committees, activities, legal and ethical issues, and gain a greater understanding of the comprehensive roles and functions of a school administrator in relation to other school personnel.

Internship hours cannot be met during planning periods alone. If the intern is teaching full-time, support of the intern’s administrator will be required for release time to complete the internship. Usually administrators will arrange for interns to have 2-3 hours off each day over a period of 16 weeks and/or arrange for the internship during summer school. To count summer school toward internship hours, summer school must be in session, the placement must meet the internship placement requirements, and the opportunities must be available to meet the Advanced Internship Assessment (AIA) standards as well as the required internship hours and course content.

The following conditions will be arranged for building-level internships:

- The *cooperating school* must be either a public school or an accredited private school.
- Candidates will have two supervisors during internship: on-site mentor/supervisor and LU faculty member/university supervisor.
- The *on-site mentor/supervisor* must hold a license in school administration with a minimum of three years of experience.
- The *university supervisor* must be employed by Liberty University and hold licensure as a school administrator.
- *Five settings* are to be represented during the cumulative field experience hours throughout the program: elementary, middle, high school, district/central office, and agency.
  - The “agency” requirement may be met with an experience involving government agencies, social service groups, or businesses that partner with schools to serve...
students and their families. (Examples: Child Protective Services, Health and Human Services, judicial system, law enforcement, counseling services, tutorial services.)

Internship Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Settings</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAS 699 (3 hrs)</td>
<td>Experiences are required in all five of the following settings:</td>
<td>Minimum 320 cumulative hours of field experiences during the program. 120 hours will occur before the internship. EDAS 699 is an internship of 200 minimum hours. 3 years teaching experience in accredited school required.</td>
</tr>
<tr>
<td>Internship: Building-level</td>
<td>elementary, middle, high school, district/central office, and agency.</td>
<td></td>
</tr>
<tr>
<td>School Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course fee:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>($200 for On-site Mentor)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Building-level School Administration Internship Hours:** Building-level Administrator candidates are required to complete 320 cumulative hours of field experience in order to meet the requirements of Liberty University’s school administration program. Of those, 200 hours minimum will occur while enrolled in the EDAS 699 internship. Up to 120 hours of the field experience may be obtained from course-embedded field activities. Building-level interns must complete experiences in all five of the following settings: elementary, middle, high school, district/central office, and agency. The *majority* of hours must take place *during school hours while students are present.*

**Local and External Placement Procedures, Internship Timeframes, and Schedules**

Scheduled internship hours will be determined by the intern and the on-site mentor/supervisor. Regardless of how internship hours are structured during the semester, interns must participate in the course and complete class assignments, required paperwork, and adhere to designated deadlines throughout the 16-week course.

**Local Placements:** Local placements are considered private and public schools within the following locations: Amherst County, Appomattox County, Bedford County, Campbell County, Danville City, Lynchburg City, Nelson County, Pittsylvania County, Roanoke City, Roanoke County, and Salem City.

Interns seeking local placements may not contact schools directly, even those with whom interns have relationships with school personnel. Local placements must be made by the LU’s Local Field Office in accordance with local school division guidelines. The SOE cannot make guarantees, but the Local Field Office will make every effort to secure placements for the timeframe interns are requesting. The Local Field Office submits placement requests directly to the schools. It is at each school’s discretion to approve or deny any request that is made.
If there is a local school division with which interns will not accept an internship due to travel time, etc., this is to be communicated with LU’s Local Field Office at the time of initial contact for internship placement. LU’s placement staff will seek a local placement wherever one may be obtained. If after the placement is secured, interns decide for whatever reason that they do not want an established placement in that cooperating school/division, this decision may adversely impact LU’s relationship with the local school and division that has already made preparations for the internship. If LU cancels a placement under these circumstances, a new placement will not be arranged.

The intern is responsible for fulfilling the placement once it is confirmed by the school. While the intern and the on-site mentor/supervisor may adjust the intern’s schedule, the placements and timeframes as submitted to the school division for initial approval will NOT be changed or canceled.

External placements (non-local placements): External placements may be arranged in partnership with the candidate, the school system, and LU’s External Field Placement Office. Candidates are responsible to complete required paperwork by the established dates.

Placement Application Deadlines

Be prepared for placement application deadlines as outlined in detail in the “Gate Process” section of the LU Online Advising Guide at www.liberty.edu/advisingguide.

Internship Orientation

Interns, on-site mentors/supervisors, and university supervisors participate in an orientation/information session during the first few weeks of the internship course. This involves training videos that are followed up with a time to discuss internship expectations and for interns to ask questions pertaining to the internship. For local internships, the follow-up meeting is scheduled face-to-face during an initial visit. For external internships, the follow-up is arranged electronically via telephone or video conference.

Internship Assessment

Evaluation of intern performance is conducted by both the on-site mentor/supervisor and the university supervisor in consultation with each other. Although evaluation is conducted collaboratively, the on-site mentor/supervisor will be the primary evaluator of intern performance regarding performance-based activities and dispositions. The university supervisor will be the primary evaluator of portfolio evidence. Benchmark assessments during the internship involve the following:

- Preliminary Advanced Internship Assessment (AIA)
- Final AIA
• Accountability Protocol Project
• Portfolio
• Field Experience Summary

The university supervisor will be notified as early as possible concerning any prospective deficiencies in meeting particular standards/competencies. A conference will be scheduled with the intern, university supervisor, and mentor to develop a written Intervention Plan. (See the Intervention Plan form provided in this handbook). The intervention plan will include:

• Requirements that will be met by the intern in order to improve deficient performance (or an alternate plan for changing to a non-licensure track)
• Date of re-evaluation and person responsible for follow up
• Signatures: intern candidate, mentor, and university supervisor

Dress Code for Internship

**Philosophy of Dress Code:** Liberty University trains candidates from all walks of life for many different professions and, most importantly, for serving as Champions for Christ. For this reason, the University has established a standard of dress for the University community, which is conducive to a Christ-like environment. Cleanliness, neatness, appropriateness, and modesty are important as guiding factors. Candidates are expected to dress modestly at all times.

**Internship Dress Code for Men:** Neat slacks; dress shirt with tie or collared shirt, golf/polo shirt or turtleneck. All shirts must be tucked in (discreet logos acceptable, no large writing or logos); dress or dressy casual shoes (no sandal-type shoes or flip-flops), socks, no head coverings (e.g., hats, bandanas).

**Internship Dress Code for Women:** Dresses, skirts, dress pants (no jeans of any color, no overalls, no capri/cropped pants, no shorts), sweaters and/or shirts (no sweatshirts, no writing or graphics on shirts except discreet embroidered logos), dress or dressy casual shoes (no tennis, athletic, sport shoes or casual flip-flops), no head coverings (hats, bandanas).

**INTERNSHIP COURSE REQUIREMENTS**

Interns are required to complete all course assignments for the internship as outlined in the course syllabus.

**Internship Portfolio**

Throughout the internship course, interns will develop a portfolio, which will be due at the end of the internship. The portfolio will detail the intern’s experiences over the course of the program and the internship. It also documents how the intern has met competencies. The portfolio must be
developed using the online template in LiveText. Candidates are encouraged to review the entire portfolio rubric in LiveText before beginning their portfolios.

The portfolio is a reflection of content mastery and professional identity. It is the opportunity for interns to showcase their best work and exemplify knowledge, skills, and dispositions as a leader. There are nine sections to the portfolio:

- Introduction
- Part A: Worldview Essay
- Part B: Professional Resume
- Part C: Competency Activities
- Part D: Program Essay
- Part E: Course Benchmark Assignments
- Part F: Accountability Protocol Project
- Part G: Professional Memberships
- Part H: Licensure Test Score

**Activities: Part C Competencies**

Interns will collaborate with mentor and university supervisor to arrange activities for the internship. Evidence from activities must be provided in Part C of the portfolio and should align with ELCC Standards:

1. Vision
2. Instructional Leadership
3. Organizational Management
4. Community Relations
5. Ethics
6. Political and Legal Context

All standards must be covered at least once upon completion of internship activities. ELCC Standards may be covered multiple times and in any combination. For example, the activities might look like this:

- Activity Example One: covers ELCC Standard 2
- Activity Example Two: covers Standards 1, 2, and 4
- Activity Example Three: covers Standards 2 and 5

In the above scenario, the intern would need to ensure coverage of the remaining Standards 3 and 6 in other activities.

**ROLES, RESPONSIBILITIES, AND REQUIREMENTS DURING FIELD EXPERIENCES**
Unless already employed by the school or district and required to do so as part of employment, the intern is not required to attend overnight trips or activities requiring large expenditures, nor is LU responsible should the intern elect to participate. Consult both the mentor and university supervisor if this issue were to arise.

Role of the Intern

Intern Duties

- Consulting and collaborating with stakeholders (e.g., parents, teachers, community)
- Participate in the following types of meetings:
  - Parent–teacher conferences
  - Team/departmental
  - Faculty meetings
  - Administrator meetings and workshops
  - Child study, eligibility, and Individualized Education Program (IEP) meetings
  - 504 committee meetings
  - Response to intervention/early intervention team meetings
- Assist with testing program: interpreting tests/assessments
- Developing action plans and results reports
- Other activities/experiences as assigned which are appropriate to the role of the school administrator

General Intern Responsibilities

- Establish rapport with personnel of the school and/or district.
- Become acquainted with the facilities, materials, and policies of the school and/or district.
- Implement the mentor’s and university supervisor’s suggestions offered for professional growth.
- Complete all requirements in a timely fashion.
- Maintain professional appearance.
- Observe professional ethics.
- Conduct oneself in a professional manner, interacting professionally and effectively with all school and college personnel, parents, and with the community.
- Have knowledge of the law (federal and state).
- Confer with the university supervisor and mentor as needed.
- Fulfill all duties required for assignment area, including personnel meetings, conferences, committee meetings, etc.
- Gradually assume greater responsibility throughout the duration of the internship.

General Intern Requirements
• Attend meetings both formally and informally with school or district personnel including building administrators, teachers, school psychologist, social worker, educational diagnostician, district-wide school administrator meetings, etc.
• Attend a School Board meeting.
• Review the district policy and procedures manuals.
• Complete course assignments, projects, and portfolio.

Role of the Mentor

Mentor Duties

A significant aspect of the professional preparation of school and district leaders is actual on-the-job experience under the immediate supervision of a practicing educational leader. The internship is designed to provide such an experience. The on-site mentor provides the intern with an orientation to include the following:

• A tour of the facility
• Introduction to personnel
• History and mission of the school and/or district
• Overview of office routines and regulations
• Hours of operation
• Sick policies
• Use of equipment
• Available clerical personnel
• Access to student records
• Record keeping policies/practices
• Observation of classrooms

Mentor’s Supervision of the Internship

• Plan the internship projects in collaboration with the intern and university supervisor.
• Work with the intern to establish a work schedule and goals and to outline duties and responsibilities.
• Provide at least one hour of supervision at least once per week during the internship with respect to administration skills development and progress toward meeting the ELCC Standards.
• Provide opportunities for the candidate to obtain required internship hours.
• Verify at the conclusion of the internship that the candidate has completed the activities that were outlined in the guidelines.
• Evaluate the effectiveness with which the internship was accomplished.
• Contact the university supervisor at the beginning of the internship and during the semester as needed.
Role of the University Supervisor

The university supervisor serves as the primary point of contact for the on-site mentor and intern during the internship. The faculty supervisor communicates with the on-site mentor and candidate via telephone, e-mail, WebEx, and/or SKYPE. The faculty supervisor provides on-site visits to schools considered local to Liberty University.
**INTERVENTION PLAN**

<table>
<thead>
<tr>
<th>Intern:</th>
<th>Faculty Member:</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Site Mentor:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Describe the nature of the concern:**

<table>
<thead>
<tr>
<th>Summarize the discussion:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>State the action(s) to be taken:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Person(s) responsible:</th>
<th>Date for evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s signature (signature does not indicate agreement but acknowledges an understanding of the content of the form):</td>
<td>University or On-site Mentor's signature:</td>
</tr>
<tr>
<td>Mentor’s signature (if applicable):</td>
<td>Field Director's signature:</td>
</tr>
</tbody>
</table>
Liberty University offers Advanced Licensure Programs, including Reading and Math Specialist, and School Administration, which are regionally accredited and approved by the Virginia Department of Education. Candidates are required to complete field experiences as part of their degree programs. Field Experiences are completed throughout the program and culminate in an internship concentrated over a span of 15 weeks at the end of the degree program.

- **School Administration** candidates complete 120 course-embedded field experience hours throughout the program and 200 internship hours at the end of the program for a total of 320 cumulative hours by program completion.
- **District-level Administration** candidates complete 200 course-embedded field experience hours throughout the program and 550 internship hours at the end of the program for a total of 750 cumulative hours by program completion.
- **Program Specialists** complete a minimum of 100 internship hours.

To be placed for field experiences, a candidate must submit a completed application and meet all requirements prior to an application being approved. Once the candidate’s application is approved, LU contacts the P-12 school system to make the placement request. It is the P-12 school system’s decision whether to allow a placement for each applicant.

This ______________________________ [Liberty University program] Agreement made at Lynchburg, Virginia, this ____ day of ___________________ [month, year] between Liberty University (hereinafter called “LU”) and ______________________________ [name of P-12 school or school system] (hereinafter called “school”). This agreement will automatically renew unless canceled or revised by either party at least 30 days prior to the end of the term.

Witnesseth:

1. LU and the school accept joint responsibility in preparing qualified educators. It is the candidate’s responsibility to follow and abide by the rules and regulations of both LU and the school. If a candidate fails to do so, it may result in removal from the field experience placement program.
2. The school shall work with LU to identify properly qualified mentors who will serve as the candidate’s on-site mentor under whose direct supervision the candidate will complete the field placement. The mentor requirements are as follows:
   a. Has a Master’s Degree in Education or a related field.
   b. Holds licensure in the candidate’s endorsement area.
   c. Has at least three years of experience in the candidate’s endorsement area.
   d. Must not be a relative of the candidate.
3. The on-site mentor will evaluate the performance of the candidate.
4. A stipend will be offered to the on-site mentor. A stipend request form must be completed by the mentor at the beginning of the placement as all stipends are sent directly to the mentor at the end of the placement after all required paperwork has been completed.

5. LU shall assign one (1) representative to serve as liaison between LU and the school. That person, as a representative of LU, will communicate via e-mail with the mentor and candidate to facilitate communication and relationships between faculty and staff of the school.

6. The school and the on-site mentor shall notify the LU representative of any concerns or problems within 48 hours.

7. In an effort to provide school systems with information concerning the LU Advanced Licensure Programs, an online training guide is located at the bottom of the School of Education home page at www.liberty.edu/education. Within this guide, other requirements are provided, as well as duties and responsibilities of each person (candidate, mentor, and university representative).

8. Both LU and the school agree to collaborate with each other to accomplish the following:
   a. Create a program design that meets the needs of both LU and the school.
   b. Implement a performance-based field experience.
   c. Identify and encourage potential candidates to enroll in preparation programs.
   d. Prepare candidates to participate in collaborative research utilizing P-12 school student achievement data, faculty data, needs assessment data, and other pertinent school data with confidentiality and within the constraints of institutional policy, state and federal law, and for research purposes only.
   e. Pool and share resources to assure the candidates’ support during the preparation program. These may include, but are not limited to, providing coaches/mentors, flexible scheduling, and professional development materials, as needed.
   f. Strengthen and improve program design of preparation programs.
   g. Evaluate the preparation program to assure that it addresses both candidate and P-12 school needs.
   h. Monitor candidate’s progress and evaluate candidate’s work during the preparation program.
   i. Assure candidates are prepared to impact student achievement as a result of their preparation and experiences while enrolled in the preparation program.
   j. Assess the screening and admission process for potential candidates.

IN WITNESS WHEREOF, we the undersigned, duly authorize representatives of the parties to this agreement; have caused this Agreement to be executed as the date first above written.

Liberty University ____________________________ (P-12 School)

By: ____________________________  By: ____________________________
(Contracts Manager)

LU SOE Dean: ____________________________

Dept Chair: ____________________________
INTERNSHIP FORMS

To view/download internship forms go to the *LU Online Advising Guide* at this link:
www.liberty.edu/advisingguide