I. Instructor: Dr. Ted Kaniuka  
Office Location: Butler 254  
Office Phone: 910 672 1636  
Email address: tkaniuka@uncfsu.edu  
Office Hours: Tu/Th 10-3:00  
Day and Time Class Meets: Monthly Th 3pm-6 pm

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II (a). COURSE DESCRIPTION: EDLE 731 (3-3-0) Research Internship Seminar in Educational Leadership: In this course, candidates engage in a series of field-based clinical experiences with a focus on sharing their research, writing, and communication of expertise as related to their dissertation area of focus. Candidates present a preliminary research proposal (chapters 1, 2, and 3) that addresses a need identified as part of their internship experience. Successfully completing this seminar course prepares candidates to formally enroll in dissertation study under the supervision of a faculty chair and committee. The candidate will continue to work on those goals identified in EDLE 730 and submit a leadership portfolio.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct: Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:
Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

IV (b). PURPOSE OF THE INTERNSHIP: The importance of the internship was documented as a result of research during the 1980's and later (see Lawrence, 2008; Osterman, & Fishbein, 2001). The research found that the primary source of learning and development of potential leaders was to be engaged in the internship experiences. Therefore, this internship is consistent with that research in that it provides each intern with school based field experiences and an opportunity to reflect on the impact of leadership. It is expected that upon successful completion of the internship, an intern will be prepared to assume a school leadership position.

The overall purpose of EDLE 731 Research Internship Seminar in Educational Leadership is to (a) provide the intern with those experiences outlined in the internship plan and activities aligned with the Fayetteville State Department of Educational Leadership Superintendent Licensure process at the assigned internship site; (b) work closely with the site administrator and university supervisor in fully implementing the internship plan; (c) provide the intern with district-based field experience and an opportunity to reflect on the impact of leadership; and (d) provide the intern with an opportunity to develop a research proposal aligned with their internship site needs. The internship will provide a realistic view of district administration with unlimited learning opportunities. The internship experiences will be designed to prepare students to be recommended for superintendent licensure to the North Carolina State Department of Public Instruction.

V. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

VI. TEXTBOOK:


VII. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK: School OF Education's Conceptual Framework: The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in PK-12 schools and higher education. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program.
<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
</tr>
<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
</tr>
</tbody>
</table>

**VIII. STUDENT LEARNING OUTCOMES**

EDLE 731 is designed to:

1. Demonstrate understanding and interpretation of North Carolina Pre-Service Superintendent Standards (NC DPI Standards 1-6)
2. Interns engage in activities aligned to fulfillment of the six electronic evidences required for superintendent licensure in North Carolina (NC DPI Standards 1-6)
3. Practice role-specific behavior in a clinical setting. (NC DPI Standards 1-6, ELLC 7)
4. Provide field based and performance-based clinical experiences and interaction with government, professional, and private role models for training in quality control and to ensure quality assurance through the design of experiences relevant to job needs, integrated learning with the needs of schools and emergent problems of practice. (NC DPI Standards 1-6, ELLC 7)
5. Combine theoretical knowledge, practice, and formal scholarly research and clinical writing through continuous and joint inquiry of needs and emergent problems of schools. (Electronic Evidences and Field Experiences)
6. Provide program enhancement activities and experiences for cohort building and professional networking for the improvement of educational leadership and student achievement. (Class Presentations)
Department of Educational Leadership Program Learning Outcomes

1. Demonstrate the knowledge and ability to facilitate the development, articulation, implementation, and stewardship of a school’s or district’s vision of learning for diverse schools that is grounded in social justice concepts.

2. Promote a positive school culture, and provide an effective instructional program that is culturally responsive to the needs of diverse students.

3. Demonstrate expertise in building a school community that promotes a safe, efficient, and effective learning environment that leads to effective management, operations, and resources.

4. Demonstrate the ability to use a wide range of data to develop culturally appropriate strategies to collaborate with families and other community members in order to respond to diverse community interests and needs.

5. Demonstrate a strong theoretical understanding of leadership to promote the success of all students by acting with integrity and in an ethical manner.

6. Demonstrate the ability to apply theoretical knowledge in the five aforementioned learning outcomes with a specific focus on leadership theory, multicultural education, culturally responsive teaching, social justice leadership, student learning and achievement, and organizational theory to transform school so that all students can achieve and learn at high levels.

a. Matrix Aligning ELCC, NCDPI, and SLO/SOE/PLO

<table>
<thead>
<tr>
<th>ELCC</th>
<th>NCDPI</th>
<th>SLO/ (SOE)/PLO</th>
<th>Assessment – All Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 a Field experiences and clinical internship demonstrate a wide range of opportunities for candidate responsibility in leading, facilitating, and making decisions typical of those made by educational leaders within a district environment</td>
<td>Standards 1, 3, 6</td>
<td>SLO- I, VII SOE - (4) PLO - 6</td>
<td>EdD Internship Logic Model Portfolio Evidence – Leadership for Strategic Improvement processes – Leadership Plan</td>
</tr>
<tr>
<td>7.1 b Field experiences and clinical internship involve candidates in many direct interactions with district staff, students, parents, and school community leaders</td>
<td>Standard 6</td>
<td>SLO - I, IV SOE - (7) PLO - 3</td>
<td>The intern will work with district staff to develop a research proposal. Portfolio Evidence – Research Proposal</td>
</tr>
<tr>
<td>7.1 c Candidates are provided with opportunities to gain experiences in two or more types of district settings to practice a wider range of tasks that are district based knowledge and leadership skills</td>
<td>Standards 1, 2, 6</td>
<td>SLO - I, II SOE - (1-7), PLO- 1</td>
<td>Educational Leadership Internship Professional Development Plan – intern will document the proposed departments and leadership activities Portfolio Evidence – Research Proposal</td>
</tr>
<tr>
<td>7.1 d Candidates are provided with many opportunities to interact with a variety of district-wide community organizations, (e.g., community and business groups, community and social service agencies, and parent groups)</td>
<td>Standards 5, 6 &amp; 7</td>
<td>SLO - I, IV SOE - (5), (7) PLO -3</td>
<td>Portfolio Evidence – membership on community-based and district-wide committees</td>
</tr>
<tr>
<td>7.1 e Candidates are able to take a leadership role in more than one capstone leadership activity (as identified in the other ELCC District-Level Standards) with supervised</td>
<td>Standards 1, 5, IV, V</td>
<td>SLO - I, III, IV, V PLO - 5</td>
<td>Educational Leadership Internship Professional Development Plan – intern will document the</td>
</tr>
</tbody>
</table>
assistance from an On-Site Mentor that maximizes their leadership practice and refines their leadership skills.

<table>
<thead>
<tr>
<th>proposed departments and leadership activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2 a and 7.3 a Candidates are provided a sustained internship with field experiences over an extended period of time with a qualified site mentor.</td>
</tr>
<tr>
<td>Standards 1-7</td>
</tr>
<tr>
<td>SLO-I SOE-I (1-7)</td>
</tr>
<tr>
<td>Activity log with reflections Portfolio Sheet – will document the varied experiences</td>
</tr>
</tbody>
</table>

b. Specific Learning Activities and Program Learning Outcomes

<table>
<thead>
<tr>
<th>Program learning Outcome</th>
<th>Demonstrate the ability to apply theoretical knowledge in the five aforementioned learning outcomes with a specific focus on leadership theory, multicultural education, culturally responsive teaching, social justice leadership, student learning and achievement, and organizational theory to transform school so that all students can achieve and learn at high levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relation of PLO to Engagement Indicator</td>
<td>Internship or Field Experience</td>
</tr>
<tr>
<td>Relation to Degree Qualifications profile</td>
<td>Applied Learning- Creates, designs, and implements a project in an out-of-class setting that requires the application of advanced knowledge gained in the program to a practical challenge</td>
</tr>
<tr>
<td>How is PLO Assessed</td>
<td>Candidate develops a portfolio that contains a leadership development plan and the Doctoral Internship Assessment Rubric is used to evaluate the candidates work and development</td>
</tr>
<tr>
<td>Relation to High Impact Practice</td>
<td>Participate in an internship, co-op, field experience, student teaching, or clinical placement, and develop a research proposal aligned to district needs and expectations</td>
</tr>
</tbody>
</table>

IX. District Administrator Standards

A. NCDPI Pre-service Superintendent Candidate Standards

Standard 1: Strategic Leadership - Superintendents create conditions that result in strategically re-imaging the district’s vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district’s core values and beliefs about the preferred future and then developing a pathway to reach it.

Standard 2: Instructional Leadership - Superintendents set high standards for the professional practice of 21st Century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

Standard 3: Cultural Leadership Superintendents understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to “reculture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.
Standard 4: Human Resource Leadership - Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

Standard 5: Managerial Leadership - Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st Century needs of the district.

Standard 6: External Development Leadership - A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

Standard 7: Micro-political Leadership - The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.

B. Standards for Advanced programs in Educational Leadership

Information concerning ELLC can be retrieved at this website: http://www.ncate.org/LinkClick.aspx?fileticket=tFmaPVlwMMo%3D&tabid=676

X. COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A. Examinations/Assessments

It is the student’s responsibility to complete all the assignments and to submit them on or before the due dates. Your course grade will depend on several factors and completion of an assignment does not guarantee that you will receive the maximum number of points.

All interns will experience the dynamics of management and leadership functions through shadowing and observing site-based mentors in assigned settings tailored to individual professional development plans. Understand the need to conduct research by developing a research proposal.

All interns will be expected to complete the following:

- Demonstrate a working understanding of the Doctoral Internship Assessment Rubric
- Demonstrate an understanding of the internship evidence requirements
- Complete internship with a 120 hours requirement
- Complete field experiences and the associated internship evidences and submit a portfolio that contains the leadership development plan, associated evidences documenting goal attainment, and reflections on the internship.
- Develop a research proposal that is aligned with district needs – CITI training.

B. Evaluation Criteria and Requirements:

Student assessment and evaluation in the course will be based on the following components and weights:

Interns will be evaluated on the quantity and quality of field-based internship experiences, feedback and assessment by the collaborating supervising mentor, attendance and active participation in
scheduled seminars with university faculty supervisor and the quality of the required Action Research Project.

University Graduate Grading will be utilized as:

“S” Satisfactory (Superior work with all assigned tasks completed). (800-1000)

“U” Unsatisfactory (marginal work - Not of high quality). (0-799)

“I” Incomplete (passing average but all course requirements have not been completed).

C. Grade Distribution

The maximum points for each required activity will be:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance and participation</td>
<td>100</td>
</tr>
<tr>
<td>Research Proposal – CITI Training, Logic Model, Proposal – Includes all</td>
<td>600</td>
</tr>
<tr>
<td>instruments</td>
<td></td>
</tr>
<tr>
<td>Internship – Submit all required Taskstream documents</td>
<td>300</td>
</tr>
</tbody>
</table>

XI. STUDENT OUTCOMES/RESPONSIBILITIES

The following criteria will be used in judging the quality of a student's work and in determining a student's grade in this course.

1) Class Attendance and Participation – this course will follow the university’ attendance policy. Therefore, students are required to attend class. Students missing three or more class meetings will be dropped from the class and required to have a conference with the professor before being allowed to return to class. Time in class is important, since learning is not an independent process. By its very nature, learning is collective and each student’s learning and synthesis of material is enriched through the class’ discourse and analysis. Your attendance and participation as readers, thinkers, and learners will enable all to make meaning together. Therefore you need to attend each class session unless an emergency or serious illness prevents you from attending. Likewise, you are expected to be punctual in your attendance. If you are going to be late or absent, you need to contact me by phone or email. If absent, the student is responsible for securing information and materials missed due to absence.

2) Neatness and promptness: All assigned work is to be typed (12 pts.), double-spaced, and free of errors, and adheres to APA 6th edition guidelines. Each assignment is to be stapled and to include a cover sheet with the student’s name, date, professor and course information, plus the assignment title. Do not use binders of any sort. You are encouraged to maintain a copy for your record. All work is due at the beginning of the class period of the assigned day. No work will be accepted late, unless the circumstance is extremely extenuating in my opinion. If you are absent on the day an assignment is due and I choose to accept your late paper, the assigned grade shall be reduced by 10% for each day the paper/assignment is late (this includes weekends). There is to be no negotiation over this policy.

3) Originality and substance: Classroom and written work is to reflect original, creative and substantive thought appropriate for graduate students. It is to be concise and free of ambiguity and verbosity.

4) Academic integrity: Graduate students are expected to complete all assignments in conformation to the ethics of scholarly standards. As such, students are responsible and obligated to be familiar with the university statements on academic honesty and to conduct themselves in accordance with the standards set forth in the Fayetteville State University Code of Student Conduct, found at http://www.uncfsu.edu/handbook/pdf/Web%20pdf/Codeofconduct.pdf. Students must also follow the guidelines found in the Publication Manual of the American Psychological Association, (6th ed.) regarding the conventions of scholarly citation, which requires acknowledgement of the writings of another author.
5) **Electronic devices:** While I understand that your professional position may require that you be available 24 hours a day, I ask that if necessary, please use the vibrate or silent mode for any electronic devices, such as cell phones or pagers. My preference is that they be turned off all together but I will make allowances for professional emergencies.

**XII. TEACHING STRATEGIES**

EDLE 731 will engage interns in structured experiences that focus on the individual and professional needs of the intern through 1) a strong and focused review of performance expectations, 2) use of technology, during the district-based internship that emphasizes licensure requirements, 3) engage in realistic research activities.

**XII. PLANNED COURSE TIMELINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1: 1-15</td>
<td>General Orientation, Site Updates, Intern Expectations, and Submission of work</td>
<td>Interns will review syllabus, discuss plans to develop a research proposal, and review internship requirements</td>
</tr>
<tr>
<td>Class 2: 2-19</td>
<td>Research Proposal</td>
<td>Intern will present Logic Model for Research Proposal – Logic Model submitted to Taskstream 2-26-15</td>
</tr>
<tr>
<td>Class 3: 3-19</td>
<td>Research Proposal</td>
<td>Intern will present outline of Research proposal – CITI must be submitted to Taskstream</td>
</tr>
<tr>
<td>Class 4: 4-23</td>
<td>Reflections and Work Products</td>
<td>Present Internship Experiences – Internship Portfolios submitted 5-1</td>
</tr>
<tr>
<td>Class 5 – 5-7</td>
<td>Present Research Proposals</td>
<td>Interns will present research proposals</td>
</tr>
</tbody>
</table>

**XIII. REFERENCES** (Suggested Readings, Internet and/or Multi-media Resources)


Lawrence, S. E. (2008). An analysis of various university-based superintendent preparation programs and their alignment with research findings, scholars' opinions, and practitioners' experience. ProQuest.


