**EDA 8990 Internship in Administration  Winter 2016**

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**Course Number:** EDA 8990  
**Section:** 001  
**CRN:** 21052

**Section:** 002  
**CRN:** 28220

**Day:** Thursday  
**Time:** 5:00 PM

**Room:** 55 Education Building

**Website:** Go to the EDA 8990 link on your Blackboard website ([http://blackboard.wayne.edu](http://blackboard.wayne.edu))

**Credit:**  
- Masters - 3 credits (90 hours),  
- Educational Specialist – 4 credits (120 hours)  
- MDE State Certification 216 hours

**COURSE DESCRIPTION:** This course is a required field experience for students with practicing administrators who serve as mentors. The activities required in the internship are intended to provide the student with concrete examples of the types of situations faced by an administrator. The format and requirements for the internship are contained in the documentation accompanying this syllabus.

**COURSE OBJECTIVES:** The student will develop an understanding and appreciation for the role of the administrator. Through their experiences, the student will be able to begin to apply the theories and principles from the administrative course work to her/his educational setting. Additionally this class will provide an opportunity for the student to determine the professional direction she/he may desire to pursue.

**REQUIRED TEXT** None required

**COURSE REQUIREMENTS/ASSIGNMENTS:**

**Selection of a Mentor:** The student should immediately make contact with an administrator who will serve as the mentor. (Generally, your mentor will not be a person in your bargaining unit.) The mentor will probably be an administrator in your building or at your work location. When you meet with your mentor, you should have a list of objectives/activities you would like to accomplish. You should also be ready to respond to the areas of assistance suggested by the mentor. (Note: there may be instances when you select two mentors—in this case you will need a contract from each and collectively you will address all six mandatory areas.)
Mentor Agreement (Form Provided): Once a mentor has been selected, have them complete the Mentor Agreement. The Mentor Agreement provides information about the mentor and their willingness to serve as your mentor. Post to BlackBoard by January 21, 2016.

Signed Internship Contract (Form Provided):
The Internship Contract should be completed by the intern and signed by the intern and the mentor. The contract should be posted to BlackBoard. All parties involved should keep additional copies, and the ORIGINAL will be included in the final analysis project. Post to BlackBoard by January 28, 2016.

The contract will contain items suggested by both parties; however, specifics of each of the activities for the internship should be included in the contract. These are experiences outside of your teaching role and geared towards administration/leadership. You will have 6 objectives with a minimum of 3 activities listed under each objective on the contract. Also included in the Internship Contract should be the Special Project that you have selected to implement.

If the internship is to be successful it should be a two way street. The intern should make a contribution to the school or agency. The intern should also have some experiences that lead her/him to understand better the role of the leader. The student objectives and activities listed in the Internship Contract are not intended to be a comprehensive list of internship activities. Classic activities such as shadowing, lunchroom and bus duty (yes!) still have value since all administrators are involved in such activities. These activities will be outside of your assigned or contracted duties. Hours towards your internship officially begin when mentor and intern sign the contract.

Internship Contract Objectives: The Master’s, Education Specialist Certificate, and Michigan Administrative Certification program outcomes, knowledge, disposition, and performance areas are built on the Michigan Standards for the Preparation of School Principals and Central Office Administrators. Students who complete these programs will demonstrate the ability to:

1. Develop, articulate, implement, and oversee a vision of learning shared and supported by the school community.

2. Advocate, nurture and sustain a school instructional program and staff professional growth, including equity of educational opportunity for student growth and learning as an instructional leader.

3. Engage in activities that demonstrate organizational management skills in school safety, fiscal operations, management of school facilities, educational legal issues, resources and technologies that support student success.

4. Facilitate activities that demonstrate the collaboration of staff and community member to respond to diverse community needs.

5. Act with integrity, fairness, and in an ethical manner to promote student success.

6. Understand, and influence the political, economic, legal and cultural context of the school environment.
Objective Activities (Suggested Activities List Provided): The intern, in cooperation of their mentor, are to choose a minimum of three activities for each of the Objectives 1, 2, 3, 4 and 6. For objectives 5 select one activity. There will be a minimum total of 16 activities. You are not limited to the activities listed, you may choose an alternate activity. Activities should be selected reviewing the needs of the Intern’s leadership development; opportunities available; and the needs of the school and district.

Daily Logs (Form provided): The intern should complete the “log” on a daily basis. This will avoid trying to remember what happened and allow for comments regarding the activities for the day. Each log should be retained for future reference. Include any supporting documents regarding the activities. Each log will have the time invested in this experience with total hours included on a running basis. ALL LOGS SHOULD REFLECT EACH INDIVIDUAL EXPERIENCE. DO NOT CUT AND PASTE. DO NOT ADD SIMILAR EXPERIENCES TOGETHER UNDER ONE LOG (For example, if you do lunch duty, do not add all lunch duties entries together and write one entry with the total of hours; nor cut and paste so all lunch entries are the same.) Post a copy of your Daily Logs to BlackBoard on the following dates: February 4, February 18, March 3, March 24, April 7, April 21.

Mentor Evaluation of the Intern (Form provided): The evaluation should be a result of discussions between the mentor and the intern. Completing them in conjunction with each other allows for maximum learning. A written evaluation completed by the mentor highlighting the intern’s effectiveness is required. Examples should be included. It should also address which areas the mentor considers important for the intern’s future development. Include the original signed copy in your Final Analysis Project.

Intern Self Evaluation (Form provided): The evaluation should include the intern’s reflection on his/her strengths and also discuss areas of future development. Examples should be included. Include in your Final Analysis Project.

Final Analysis Project - Due: April 21, 2016  NO BINDERS PLEASE
The final project will contain the following sections:

1. Cover sheet
2. Introduction
3. Mentor Information Form
4. Internship Contract—signed copy or the original
5. Daily Logs
6. Mentor Evaluation of Intern
7. Intern Self Evaluation
8. Review of each Objective and Activity
9. Review of Special Project
10. Reflective Analysis
Cover Sheet should include:
Assignment Title
Student Name
Student ID Number
EDA 8990 Internship
Semester and Year student registered for class (not necessarily the term the student is turning in the project!)
Email address
Phone numbers (home and work)
Master’s or Ed Specialist

Introduction will provide an explanation of the setting of the internship. Describe the setting and mentor. This is generally a page in length.

Review of Each Objective/Activity: In this section of the project, the student will include a review of each objective and activity listed on the Internship Contract that corresponds with the six mandatory objectives/activities. How was the activity accomplished? Was it accomplished? If not, why not? Remember, your activities may change because circumstances change.

Review of Special Project: Provide a description of the Special Project and what need it met of the school/district. Describe how you implemented and managed the project. Was the project successful? Were you happy with the results? What changes would you make, if any in the project?

Reflection Analysis Project: This is one of the most important parts of the internship and will include your thoughts and feelings about these experiences. This is generally 3-5 pages in length (double spaced).

Class Policy:
  a) Students are required to attend the initial class meeting as well as any subsequent meetings that may be scheduled.
  b) If final project is not turned in by the due date on the syllabus, the student will be given a “Y” grade. This grade will be changed when course requirements have been completed. (The internship Final Analysis Project must be submitted by the end of Fall 2016 Semester.
  c) If you want the final document returned, please include a self-addressed envelope and the appropriate postage, or indicate your desire to pick up the document from the office. Otherwise the project will be graded and discarded.
  d) Deliver or mail ONE COPY of your Final Project to:
    Attention: Carla Harting
    Wayne State University
    Room 379 College of Education
    Detroit, MI 48202

Class Schedule: There will be an initial class. Other class sessions will be arranged if necessary.
**Time Requirements:** The internship should be completed in one semester or two consecutive semesters, depending upon the degree being pursued. The requirements are 30 hours of internship experience for each hour of credit. Therefore, the Educational Specialist student is expected to complete a minimum of **120 hours**. The Master’s student is to complete at least **90 hours**. To receive School Principal or Central Office Administration Certification **216 hours** are required.

**Grading System:** Grades for the project are either 'S' or 'U'. If a student has not turned in their Final Project by the due date, the grade of 'Y' will be given, meaning the final grade will be deferred until the project is completed. In this case, it is assumed that the student is making satisfactory progress but has not finished collecting the data for the project. This grade will be changed to ‘S’ upon successful completion of the course requirements. (Please note that WSU does not send out an updated grade sheeting noting the change in grade form ‘Y’ to “S. To confirm that your grade has been changed from a “Y”, you should view your grades on the Wayne web site.) Any student, whose project is determined to be unsatisfactory, in the opinion of the instructor, will be given the opportunity to correct the deficiencies.

**Course Drops and Withdrawals:**
In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at:  [http://reg.wayne.edu/pdf-policies/students.pdf](http://reg.wayne.edu/pdf-policies/students.pdf)

**Religious Holidays** (from the online Academic Calendar):
Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

**Student Disabilities Services** (edited statement from the SDS web site):
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.
Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

**Student Services**
The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit [www.success.wayne.edu](http://www.success.wayne.edu) for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit [http://clasweb.clas.wayne.edu/writing](http://clasweb.clas.wayne.edu/writing) to obtain information on tutors, appointments, and the type of help they can provide.

**Academic Dishonesty -- Plagiarism and Cheating** (edited statement from DOSO’s web site):
Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct ([http://www.doso.wayne.edu/student-conduct-services.html](http://www.doso.wayne.edu/student-conduct-services.html)). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating**: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

- **Fabrication**: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

- **Plagiarism**: To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

- **Other forms of academic misbehavior include, but are not limited to**: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.
**Class Recordings:**
Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student’s personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet or sharing with others. Students registered with Student Disabilities Services (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

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