




COLLEGE OF EDUCATION (COE) EDUCATIONAL LEADERSHIP PROGRAM MANUAL

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Department of Education and Human Services
 College of Education
 Lehigh University
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 Bethlehem, PA 18105
 Ed Leadership: (csd219@lehigh.edu or 610-758-3250)

Lehigh University Non-Discrimination Statement

Lehigh University does not discriminate on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status in any area, including: student admissions; scholarship or loan awards; athletic, co-curricular, recreational, or social programs; academic programs, policies, or activities; and employment and employment development. Questions and complaints about this policy should be directed to: The Provost or The Vice President for Finance and Administration, Alumni Memorial Building, Lehigh University, Bethlehem, PA 18015.

Educational Leadership Program Mission

Our mission in the Educational Leadership (EDL) program is to develop and support effective leaders for high-quality elementary/secondary education. In partnership with the global community, we identify and enhance individuals through degree and certification programs and support their lifelong learning through our conferences and publications. Our vision of effective leaders is working collaboratively as scholar-practitioners who foster the cognitive and affective development of all learners both through technological, managerial, and interpersonal skills as well as through agile and creative habits-of-mind.

Educational Leadership Faculty and Staff

Full Time Faculty

Dr. Kaitlin Anderson, Assistant Professor

Dr. Floyd Beachum, Professor

Jon Drescher, Professor of Practice and Program Director of the Urban Principals Academy @
Lehigh University (U*PAL)

Dr. Craig Hochbein, Associate Professor

Dr. Brian Osborne, Program Director and Professor of Practice

Adjunct Faculty

Dr. Ray Bocutti

Dr. Gregory Brunton

Dr. Julie Fogt

Dr. William Haberl

Dr. Karen Hendershot

Dr. Mark Klein

Dr. Christina Lutz-Doemling

Dr. Abby Mahone

Dr. Beverly Martin

Dr. Joseph Masgai

Dr. Carlos McCray

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Dr. Bridget O'Connell

Ms. Alison Saeger

Mr. Adam Schmucker

Dr. William Seng

Dr. Maryanne Wright

Staff:

Cindi Deutsch, Program Coordinator, Educational Leadership

Additional Staff Supporting EDL and the College:

Lisa Collins, Director, Office of Professional Certification (Act 48, TIMS, PDE certification)

Melanie Contreras, Dean's Office (Dissertation/graduation paperwork)

Carla Kologie, Office of Professional Certification (Clearances)

Shannon Weber, Admissions Office (PA Educator Tuition Incentive)

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Educational Leadership Program Features

Developing and supporting effective leaders in the field of education who are committed to improving the lives of every student.

Welcome to the Educational Leadership (EDL) Program at Lehigh's College of Education. We offer graduate degree programs for those interested in furthering their studies in leadership within academic institutions.

Our Educational Leadership program offers a Master's in Educational Leadership and a Doctoral degree in Educational Leadership. We also offer PK-12 principal certification, director of curriculum and instruction certification, and superintendent of schools certification. We focus on K-12 education at both the national and international levels.

Our alums are known for going above and beyond management and administrative tasks; they are trained to lead, advance, and improve educational systems. According to the U.S. Department of Labor Employment, the educational leadership job market is projected to grow by 6% through 2024 and we are committed to producing the best.

The Master's in Ed Leadership serves as an entry into the broad study of how K-12 educational organizations function. The Master's program can be combined with our principal certification program thus providing even greater flexibility.

Our doctoral program in Educational Leadership (Ed.D.) is designed to develop the abilities of individuals who want to lead within educational institutions and agencies in the U.S. and around the globe in international schools.

We offer a Pennsylvania Department of Education approved PK-12 Principal Certification program designed for educators who are interested in leading schools. Lehigh knows that it takes great leaders to build and lead outstanding schools and communities.

The Urban Principals Academy @ Lehigh (U*PAL) is a focused 13-month Master's (M.Ed.) + PA PK-12 Principal Certification for individuals who work within educational environments in urban public schools (traditional and charter). It incorporates a hybrid model of delivery with two intensive summer sessions (five weeks each) that emphasizes themes of Creativity, Innovation, issues of bias and privilege, organizational culture and community building to provide a foundation for future urban school leaders to think differently about leading school communities. During the academic year, course work is offered using real time online learning delivery methods.

Individuals who are looking to direct the curriculum and instruction on a large scale within the school district can enroll in the Pennsylvania Supervisor of Curriculum and Instruction Certification program. Individuals who graduate from our program are district-wide specialists in curriculum and instruction and are responsible for supervising instruction and evaluating staff; designing and developing curriculum, learning materials and innovative educational programs; conducting experimental instructional programs, and directing and conducting basic or applied educational research.

For those who are looking to lead entire school districts we offer the Superintendent of Schools Certification program. This program is designed for educators who are interested in assuming a position as a Superintendent and leading, advancing and improving entire communities.

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Our mission in the Educational Leadership program is to develop and support effective leaders for high-quality elementary/secondary education. In partnership with the global community, we identify and enhance individuals through degree and certification programs and support their lifelong learning through our conferences and publications.

Our vision of effective leaders is working collaboratively as scholar-practitioners who foster the cognitive and affective development of all learners both through technological, managerial, and interpersonal skills as well as through agile and creative habits-of-mind.

Features of the Educational Leadership program include:

- Personalized advisement and attention
- Excellent instruction by full-time faculty
- Balance of theory and practice
- Earned reputation for quality
- Proven placement record

Special Activities

- [Lehigh University School Study Council](#)
- [Special Education Law Symposium](#)
- Special summer workshops and seminars

Educational Leadership Program Requirements

Degrees:

- Ed.D. in Educational Leadership
- M.Ed. in Educational Leadership
- M.Ed. in Educational Leadership - Urban Principals Academy @ Lehigh (U*PAL)

Certifications**:

- PK-12 Principal Certification
- Superintendent PK-12 Letter of Eligibility Certification
- Supervisor of Curriculum & Instruction PK-12 Certification

All courses are on campus, except U*PAL (Fall and Spring are online/Summer on campus).

**If you are a degree seeking student and wish to enroll in a certification program, please contact your advisor and program coordinator. Certifications must be added to enrollment after matriculation.

Minimum Requirements for Consideration for Admission/Application Deadlines

Master's Degree and Certification Programs

- Completed online application
- \$65 Non refundable Application Fee
- GPA Minimum: 3.0 undergraduate for regular admission
- GPA minimum: 3.6 (graduate)
- Official transcript(s) from each post-secondary institution attended
- 2 letters of recommendation
- Acknowledgement of College of Education Policy on Clearances
- Personal statement

Doctoral Degree

- Completed online application
- \$65 Non refundable Application Fee
- GPA Minimum: 3.0 undergraduate
- GPA minimum: 3.6 (graduate)
- Official transcript(s) from each post-secondary institution attended
- 2 letters of recommendation
- Acknowledgement of College of Education Policy on Clearances
- Personal statement
- GRE or MAT test scores
- Application Deadline: January 15 for summer or fall semester start

Application Deadlines

- Summer semester start: April 15; 1 June for U*PAL
- Spring Semester start: December 15
- Fall semester start: July 15

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College of Education Student Clearance Policy

****It is important to review the Office of Professional Certification (OPC) [Clearances](#) page for the full clearance policy and detailed instructions.****

Summary of Clearance Policy and Requirements:

All COE students who are enrolled in academic programs must obtain and present three no-incident criminal clearances and a negative TB test. Beginning in fall 2021, COVID-19 vaccination cards also are part of the clearance file. EDL students should check with their program for guidance on the frequency of required updates.

Per the Pennsylvania Department of Education, all College of Education students who come into contact with children either through field-based or research experience in school settings must obtain and present to the Program Coordinator of the Office of Professional Certification the following, up-to-date (not more than one year old) clearances upon matriculation into their academic program*:

- FBI Federal Criminal History Record (Act 114)
- Pennsylvania State Police Criminal Records Check (Act 34)
- Pennsylvania Child Abuse History Clearance (Act 151)
- Mantoux Tuberculosis Screening or the results of a chest X-ray
- Arrest/Conviction Report and Certification Form (Act 24)

*Teacher candidates, Educational Leader candidates, and others who are employed by a school or district may submit the Lehigh University College of Education **Clearances Waiver** in lieu of presenting individual clearances. The original document must be on file in the OPC. The waiver is valid for as long as the teacher candidate is employed by the school or district and until the employer requires updates; however, all field work for courses must be completed at said school/district. Should there be a situation in which the candidate cannot complete field work in his/her school, the OPC will help to find a placement in another school once all clearances have been updated. (ex. Candidates' home district do not offer summer programming compatible with summer course fieldwork.)

If you are employed out of state or in another country and have your current clearances on file with your employer, please contact the OPC for a form.

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EDUCATIONAL LEADERSHIP PROGRAM

College of Education, Lehigh University

[Doctoral Degree \(Ed.D.\) in Educational Leadership](#)

This program is designed to develop the leadership abilities of administrators in educational institutions and agencies that support significant educational programs. Through a combination of regular coursework and special seminars, the program stresses the integration of the theoretical and applied aspects of educational leadership. This planning sheet provides direction for the sequencing of courses but allows flexibility to meet the unique needs of students with different backgrounds and career goals.

The program requires a minimum of 60 credit hours (post Master's) earned at Lehigh and the completion and defense of a dissertation in a maximum of seven years for the various applicable requirements.

See the “**Doctoral Program Requirements and Procedures**” document on the program web site <https://ed.lehigh.edu/insidecoe/students/doctoral-procedures-guidelines>

**If you are eligible and wish to enroll in a [certification](#) program in addition to the Ed.D., please contact your advisor and program coordinator. Certifications must be added to enrollment after matriculation.

Program sheet is currently under revision.

Please work with your advisor to review program requirements and develop a plan for coursework.

COURSES TAKEN	COURSES RECOMMENDED	COURSE WORK (60 credit hours minimum)
AREA I – ADMINISTRATION AND LEADERSHIP		
		<u>Section A Organization and Leadership (9 cr. hrs.)</u>
		<u>Section B Leadership Functions (21 cr. hrs.)</u>
		<u>Section C Curriculum and Supervision (12 cr. hrs.)</u>
		<u>Section D Addressing the Needs of Diverse Learners (6 cr. hrs. min.)</u>
		<u>Section E Research and Measurement (6 cr. hrs.)</u>
AREA II—RESIDENT STUDIES (12 credit hours)		
AREA III—SPECIALIZATION ELECTIVES		
		May be selected from courses offered in the College of Education, as well as other related disciplines. (Approval of advisor required.)
AREA IV—COMPREHENSIVE EXAM, DISSERTATION, CONCENTRATED LEARNING EXPERIENCE		
		Please see “Doctoral Program Requirements and Procedures”

Ed.D. COMPREHENSIVE EXAMINATION

Please consult with your advisor. The comprehensive examination for Educational Leadership consists of a take-home exam requiring students to conduct a comprehensive review of the literature on a critical issue facing school leaders and policy makers. With three months to respond, students will submit a paper no longer than 12 pages excluding references. The exam is typically offered in the Summer semester. In order to qualify to sit for the exam, students must have successfully completed Doc Sems 1

and 2, approximately 30 credits. No open incompletes other than for EdL489 or Educ496, and must also have passed EdL470 with grades of B- or better.

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Department of Education and Human Services
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MASTER'S DEGREE PROGRAM EDUCATIONAL
LEADERSHIP

(EFFECTIVE SUMMER 2010)

The Master's degree is designed to provide a core foundation of understanding in the areas of leadership, organizational development, and change management.

Students are required to complete the Core Requirements prior to taking other courses in the program. The student and the academic advisor should design the elective portion of the program jointly. A minimum of 30 credits are required to complete the Masters degree in Educational Leadership.

Courses Taken	Course Guide
	<u>Core Requirements (15 credits)</u>
	EdL 400 Organizational Leadership & Change Management (F, SP, SU)
	EdL 424 Leadership: Self and Groups (F, SU)
	EDUC 471 Diversity (F, SP, SU)
	EdL420 Data Based Decision Making (SU, SP)
	EDUC 403 Research (F, SP, SU)
	<u>Leadership & Management Skills (15 credits, approved by advisor)</u>

KEY: F = FALL, SP = SPRING, SU = SUMMER

If you are eligible and wish to enroll in a [certification program](#), please contact your advisor and program coordinator. Certifications must be added to enrollment after matriculation.

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Department of Education and Human Services
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MASTER'S DEGREE PROGRAM

[URBAN PRINCIPALS ACADEMY@LEHIGH](mailto:URBAN_PRINCIPALS_ACADEMY@LEHIGH)
[\(U*PAL\)](#)

In the Urban Principals Academy @ Lehigh, known as U*PAL, vital lessons on innovative and effective leadership are baked into the curriculum through experiential learning and creative classes. Students earn their Master's in Educational Leadership during a program that takes approximately 13 months.

The program is geared toward working professionals, enrolling mostly teachers and school administrators. Students take courses online during the fall and spring semesters and then gather on Lehigh University's campus in Bethlehem, Pennsylvania for five weeks of face-to-face classes during two summers. The 37-credit program focuses on developing visionary, creative urban school leaders through team projects and special seminars and workshops. U*PAL students enter the program as a cohort, usually starting in a summer session, and go through it together so they learn from each other as well as from Lehigh's noted faculty.

Course Guide	Credits
Semester 1 Summer	
EdL424 Leadership, Self and Groups	3
EdL400 Organizational Development	3
EdL420 Data Based Decision Making	3
EdL421 Instructional Leadership	3
Semester 2 Fall	
EdL404 Principalship I	3
EdL422 Curriculum Management for the School Executive	3
EDUC493 Internship in Educational Leadership	1
Semester 3 Spring	
EDUC493 Internship in Educational Administration	3
EdL479 School Law and Ethics	3
Semester 4 Summer	
EdL467 Supervision and Professional Development	3
EdL476 Resource Management	3
EdL423 Leading Inclusive Learning Systems	3
EdL405 Principalship II	3

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Educational Leadership Certifications

NOTE: IF YOU ARE A DEGREE SEEKING STUDENT AND WISH TO ENROLL IN A CERTIFICATION PROGRAM, PLEASE CONTACT YOUR ADVISOR AND PROGRAM COORDINATOR. CERTIFICATIONS MUST BE ADDED TO ENROLLMENT AFTER MATRICULATION.

[THE OFFICE OF PROFESSIONAL CERTIFICATION](#) IS AVAILABLE TO HELP ADDRESS ANY QUESTIONS REGARDING **PDE CERTIFICATION.**

Department of Education and Human Services
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[PK-12 PRINCIPAL CERTIFICATION PROGRAM](#)

The requirements for the PK-12 Principal Certification program include an earned Master's* along with completion of the specific requirements outlined below. These course requirements are designed to align with the Pennsylvania Inspired Leaders Standards and with the nationally recognized International School Leaders Licensure Consortium (ISLLIC) standards.

In addition to the requirements below, the Pennsylvania Department of Education requires that a candidate have completed a minimum of three years of successful teaching experience at a state approved school, and be a United States citizen in order to receive the PK-12 Principal Certification. The Pennsylvania Department of Education requires that a certification test is passed prior to review of a certification application. Please review the [PDE website](#) under "Certification Testing" for exact tests and links to testing companies.

COURSES TAKEN	Course Guide
	<u>Core Requirements - 12 credits (a minimum of 9 core credits must be completed BEFORE proceeding on courses in the Leadership & Management Skills area)</u>
	EdL400 Organizational Leadership & Change Management (F, SP, SU)
	EdL424 Leadership: Self and Groups (F, SU)
	EdL421 Instructional Leadership (SP, SU)
	EdL420 Data-Based Decision Making (SU)
	<u>Leadership & Management Skills - 15 credits</u>
	EdL422 Curriculum Management for the School Executive (SU)
	EdL467 Supervision and Professional Development (SP)
	EdL476 School Resource Management (F)
	EdL479 School Law and Ethics (SP)
	EdL423 Leading Inclusive Learning Systems (F)
	<u>Apprenticeship - 10 credits (All Core Requirements & Leadership & Management Skills coursework must be completed before proceeding to this section)</u>
	EdL404 The Principalship I (F)
	EdL405 the Principalship II (SP)
	EdL414 Internship I 2 credits (SU, F)
	EdL415 Internship II 2 credits (SP, SU)

*For those pursuing the MED EDL, EDUC403, AND EDUC471 ARE ALSO REQUIRED

Please see the [Office of Professional Certification](#) website—"PDE Professional Certification Requirements" and "PDE Certification Test Information."

KEY: F = FALL, SP = SPRING, SU = SUMMER

**Department of Education and Human Services
College of Education
Lehigh University**

[SUPERINTENDENT PK-12 LETTER OF
ELIGIBILITY CERTIFICATION PROGRAM](#)

(EFFECTIVE SUMMER 2010)

The requirements for the Superintendent Letter of Eligibility program include an earned Master's* along with completion of the specific requirements outlined below. These course requirements are designed to align with the Pennsylvania Inspired Leaders Standards and with the nationally recognized International School Leaders Licensure Consortium (ISLLIC) standards.

In addition to these requirements, the Pennsylvania Department of Education requires that a candidate have completed a minimum of six years of successful administrative experience at a state approved school or district and be a United States citizen in order to receive a Pennsylvania Superintendent Letter of Eligibility. The Pennsylvania Department of Education requires that a certification test is passed prior to review of a certification application. Please review the [PDE website](#) under "Certification Testing" for exact tests and links to testing companies.

COURSE S TAKEN	COURSE GUIDE (SEE NOTE BELOW)
	<u>Core Requirements</u>
	EdL421 Instructional Leadership (SP, SU)
	EdL423 Leading Inclusive Learning Systems (F)
	EdL426 Intro to Relational Leadership: Theory and Practice (SU)
	EdL436 School District Governance; Planning, Policy, Ethics and Law (Alt. Fall beginning Fall 2011)
	EdL437 School District Resource Management (Alt. SP beginning SP 2011)
	EdL488 Program Evaluation (SP)
	<u>Apprenticeship (All Core Requirements coursework must be completed before proceeding to this section.)</u>
	EdL425 Leading and Managing Change (F)
	EdL485 The Superintendency (Alt SP beginning Sp 2012)
	EdL408 Central Office Internship I 2 Credits (SU & F)
	EdL409 Central Office Internship II 2 Credits (SP & SU)

NOTE: Individuals who have not completed a principal certification program must also complete the following courses prior to taking any of the core courses in the program: EdL 400 Organizational Leadership and Change Management, EdL 479 School Law & Ethics, EdL 420 Data Based Decision Making, EdL 422 Curriculum Management for the School Executive, Educ 471 Diversity and Multicultural Issues. *[SEE MASTER'S DEGREE REQUIREMENTS](#)

Please see the [Office of Professional Certification](#) website—"PDE Professional Certification Requirements" and "PDE Certification Test Information."

KEY: F = FALL, SP = SPRING, SU = SUMMER

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**Department of Education and Human Services
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[Supervisor of Curriculum and Instruction
Certification Program](#)

All candidates must have an earned Master's degree in an educationally related area (e.g., Elementary/Secondary Education, Educational Leadership, Curriculum and Instruction, or Teaching, Learning & Technology). In addition, the candidate must have a minimum of five years of elementary and or secondary school teaching experience.

The Pennsylvania Department of Education requires that a certification test is passed prior to review of a certification application. Please review the [PDE website](#) under "Certification Testing" for exact tests and links to testing companies.

COURSE S TAKEN	COURSE GUIDE RECOMMENDED SEQUENCE (MINIMUM 19 CREDIT HOURS)
	<u>Summer 1 (6 cr. hrs.)</u> <i>*For Fall matriculation, work with an advisor to determine recommended sequence</i>
	EdL421 Instructional Leadership
	EdL422 Curriculum Management for the School Executive
	<u>Fall (5 cr. hrs.)</u>
	EdL400 Organizational Leadership and Change Management AND EdL428 Practicum in Supervision of Curriculum and Instruction I
	<u>Spring (5 cr. hrs.)</u>
	EdL467 Supervision and Professional Development AND EdL429 Practicum in Supervision of Curriculum and Instruction II
	<u>Summer 2 (3 cr. hrs.)</u>
	EdL420 Data-Based Decision Making

Please see the [Office of Professional Certification](#) website—"PDE Professional Certification Requirements" and "PDE Certification Test Information."

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**Department of Education and Human Services
College of Education
Lehigh University**

**Supervisor of Curriculum and Instruction
Certification Program**

EXIT REQUIREMENTS:

At the completion of the program students are required to submit a portfolio demonstrating evidence of competency in each of the PA State Standards for Supervisors of Curriculum and Instruction and demonstrate evidence of proficiency in the following core Supervisory competencies.

The supervisory candidate:

- a) Understands the central concepts of organizational leadership, tools of research and inquiry, and principles of teaching and learning that make supervision effective and efficient.
- b) Understands how children learn and develop and configures resources to support the intellectual, social and personal growth of students.
- c) Know and understand effective instructional strategies and encourage and facilitate employment of them by teachers.
- d) Uses an understanding of individual and group motivation to create a professional development environment that engages teachers to develop and apply effective instructional techniques for all students.
- e) Is an effective communicator with various school communities.
- f) Organizes resources and manages programs effectively.
- g) Understands and uses formative and summative assessment strategies to gauge effectiveness of people and programs on student learning.
- h) Understands the process of curriculum development, implementation and evaluation and uses this understanding to develop high quality curricula for student learning in collaboration with teachers, administrators, parents and community members.
- i) Possesses knowledge and skills in observation of instruction and conducting conferences with professional staff that are intended to improve their performance and enhance the quality of learning experiences for students.
- j) Thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.
- k) Contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

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EDUCATIONAL LEADERSHIP INTERNSHIP GUIDELINES

This policy covers the requirements for the field-based “internship” placement for all candidates in the Educational Leadership program. For the purposes of this policy, an internship includes any educational leadership student enrolled in a practicum or internship course in the educational leadership program. They will be referred to as “interns” if they are placed and candidates if they are seeking to complete an internship.

ELIGIBILITY

All candidates seeking certification as a Pennsylvania PK-12 principal, Supervisor of Curriculum and Instruction, or Superintendent of Schools must complete an internship experience in a public school/school district or a Pennsylvania-approved, publicly funded private school, or educational organization (e.g., Intermediate Unit). Eligibility requirements are established by the Pennsylvania State Standards for certification as a PK-12 Principal, Supervisor of Curriculum and Instruction, or a Superintendent of Schools. The requirements for certification are listed below:

Certification	Requirements
PK-12 Principal	The requirements for the PK-12 Principal Certification program include an earned Master’s along with completion of the specific requirements outlined in the course program sheet . These course requirements are designed to align with the Pennsylvania Inspired Leaders Standards and with the nationally recognized International School Leaders Licensure Consortium (ISLLC) standards. In addition to these requirements, the Pennsylvania Department of Education requires that a candidate have completed a minimum of three years of successful teaching experience at a state approved school and be a United States citizen. The Pennsylvania Department of Education requires that a certification test is passed prior to review of a certification application. Please review the PDE website under "Certification Testing" for exact tests and links to testing companies.
Supervisor of Curriculum and Instruction	All candidates must have an earned Master’s degree in an educationally related area (e.g., Elementary/Secondary Education, Educational Leadership, Curriculum and Instruction, or Teaching, Learning & Technology). In addition, the candidate must have a minimum of five years of elementary and or secondary school teaching experience. Link to course course program sheet . The Pennsylvania Department of Education requires that a certification test is passed prior to review of a certification application. Please review the PDE website under "Certification Testing" for exact tests and links to testing companies.
Superintendent of Schools	The requirements for the Superintendent Letter of Eligibility program include an earned Master’s along with completion of the specific requirements outlined in the sequence of course program sheet . These course requirements are designed to align with the Pennsylvania Inspired Leaders Standards and with the nationally recognized International School Leaders Licensure Consortium (ISLLIC) standards. In addition to these requirements, the Pennsylvania Department of Education requires that a candidate have completed a minimum of six years of successful administrative experience at a state approved school or district and be a United States citizen in order to receive a Pennsylvania Superintendent Letter of Eligibility. The Pennsylvania Department of Education requires that a certification test is passed prior to review of a certification application. Please review the PDE website under "Certification Testing" for exact tests and links to testing companies.

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EDUCATIONAL LEADERSHIP INTERNSHIP GUIDELINES

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Eligibility for internship requires (1) completion of, and adequate performance in, all required coursework; (2) demonstrated professionalism; (3) updated clearances and (4) formal approval by the appropriate program faculty. In order to be considered for placement, an intern must attain all three.

Coursework. All coursework required for certification must be completed prior to internship. Specific courses are to be taken while completing an internship (see *Courses of Study in the Educational Leadership Program Handbook*) In addition, intern candidates must have a final course grade of B- or better in all coursework required for certification. Candidates who receive a final course grade below B- will be required to re-take that course before being eligible for internship. Candidates are permitted to retake a course only one time. If candidates do not receive a grade of B- or better the second time a course is taken, they will not be eligible for internship.

Professionalism. In addition to coursework, internship eligibility requires demonstration of professionalism. The Pennsylvania Code of Professional Conduct and Practice for Educators (<http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>) describes professional conduct and practice for educators. Throughout the program and prior to internship, potential interns must have demonstrated that they are able to exhibit professional behaviors aligned with the Code.

Clearances. Instructions and frequently asked questions can be found on the [Office of Professional Certification website under clearances](#). Prior to internship placement, candidates must have updated clearances. Students should check with their advisers for guidance on when to update clearances. If clearances are not current, internship placement will be delayed until updated documentation is on file with the Office of Professional Certification. If anything other than "negative" or "no record exists" is reported on a student's documentation, the exact nature of the reported health or criminal record issue will be reviewed by the OPC Director in accordance with the *College of Education Policy on Clearances*. Depending on the outcome of that review, the student may not be placed in an internship until all documentation is clear. If any action is needed in response to any clearance check, that action is solely the responsibility of the student, not the College of Education faculty or staff.

Faculty Approval. Placement into an administrative internship is not automatic. The three conditions above are necessary, but not sufficient. Candidates who apply for internship and meet the above conditions will be brought forward for consideration by the appropriate educational leadership faculty. The program faculty will consider the candidate's request and vote on whether they believe the candidate is ready for an internship. A majority of the appropriate educational leadership faculty must vote in favor of approval. If the faculty question the candidate's academic skills –regardless of his or her course marks - or the candidate's professionalism, or they are uncertain whether the candidate is ready temperamentally or emotionally for the demands of internship, the program faculty may vote to delay internship or to counsel the candidate to pursue paths other than professional certification. Regardless, approvals of placements for internship are based on the program faculty's perception of the preparedness and suitability of the candidate for leadership responsibility, since they must consider the well-being of children and ability to work with adults during the internship.

Candidates who have previously been pulled from internship (see *Termination of Internship* below) are not eligible to repeat internship. Students who were unable to complete internship for reasons other than termination (see *Deferment of Internship* below) are eligible to be reconsidered for placement in internship, but must first be reapproved by the faculty following these same procedures in order to restart internship.

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EDUCATIONAL LEADERSHIP INTERNSHIP GUIDELINES

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INTERNSHIP PLACEMENT DECISION APPEAL PROCESS

Candidates who fail to receive program faculty approval for internship may appeal the program faculty decision using the *Course-related Non-Grade Grievance* process (see the *Grievances* section of the Education and Human Services Department Manual).

PHILOSOPHY

The internship is an integral part of the graduate level preparation programs for aspiring Pennsylvania school leaders. The year-long internship is designed to provide a broad range of realistic and practical training experiences as required by the Pennsylvania Department of Education. The internship offers the opportunity to develop leadership skills in curriculum and instruction by combining knowledge and theory from the classroom with real-world experiences of school and/or district leaders in those fields. Through the internship, the intern will gain awareness, insight, and competence in supervisory and administrative operations, will better understand how “best practice” is implemented in the field, and will begin to develop the necessary leadership skills.

STRUCTURE

The internship is a clinical field experience consisting of opportunities for the intern to observe, study, analyze, and actively participate in a variety of tasks pertinent to his/her area of specialized training. The intern is responsible, in cooperation with the Education Leadership Program faculty, for making arrangements for the internship to take place in a public or private school, or a district or intermediate unit office, and for obtaining an appropriately certified **mentor** at that site. Because the interaction between the intern and the mentor is essential to the internship success, every effort should be made to match the intern’s needs with the on-site mentor’s ability to provide experiences and to guide and support the intern’s growth into administrative roles.

Additionally, the intern will be supported and supervised by a professor from the Lehigh Education Leadership Program. The university **supervisor** will oversee the internship requirements, monitor the intern’s progress, and offer support throughout the internship.

INTERNSHIP HOURS

The internship requires hours of experience that demonstrate knowledge and expertise in the Pennsylvania State Standards for certification as a Superintendent of Schools, PK-12 Principal, or Supervisor of Curriculum and Instruction. Experiences will represent a broad range across the standards as well a range of levels of involvement, from observer to participant to leader.

The required number of hours for each area of certification is listed below:

Area of Certification	Required Hours
Superintendent of Schools	360
PK-12 Principal	360
Supervisor of Curriculum and Instruction	300

-Continued-

EDUCATIONAL LEADERSHIP INTERNSHIP GUIDELINES

- Continued -

EXPECTATIONS DURING INTERNSHIP

Since the internship requirements are hours-based, interns **can hold outside employment** while completing their internship experience. Interns are expected to acclimate themselves to the total school program and exhibit characteristics of professional educators as outlined in the Pennsylvania's Code of Professional Practice and Conduct for Educators (<http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>). Specifically, all interns should exhibit professional behavior, including wearing attire appropriate for a school setting; arriving and leaving promptly at designated times; interacting with school personnel in a productive, and collegial and appropriate manner; completing competencies as designated; responding appropriately to feedback; and engaging in ethical practices as outlined in the Code.

ASSESSMENT OF PERFORMANCE

Each intern, working with his/her mentor and university professor/supervisor, develops an Individualized Leadership Plan (ILP). The ILP identifies areas of strength and needs related to the PA Inspired Leaders standards, upon which the internship is based. In order to address the elements of the ILP, each intern will work through identified assigned tasks and will be given responsibility for designing, implementing, and evaluating projects and programs specific to the internship site.

The mentor, in consultation with the university internship supervisor and the intern, arranges the appropriate experiences, observations and tasks. The mentor meets with the intern on a regular basis to discuss the intern's activities. Weekly meetings are advisable for the mentor and intern to discuss supervisory and administrative issues and reflect on events, and for the mentor to provide feedback on the performance of the intern. These meetings provide significant opportunities for the mentor to coach the intern on both practical and theoretical aspects of educational supervision and administration.

The intern, the mentor, and the university supervisor typically meet a minimum of three times during the two-semester internship experience. Each meeting will last approximately one hour.

- The first meeting is devoted to clarifying the requirements and mutual expectations for the internship, discussing specific goals, and agreeing on the projects to be pursued by the intern.
- At the end of the first semester, a second meeting is held to assess the progress of the intern and to identify areas or experiences that require additional attention or time.
- A third and final meeting is held near the end of the second semester to reflect upon the entire internship experience and assess the intern's progress and achievements.

Additional meetings may be scheduled during the year as needed.

-Continued-

EDUCATIONAL LEADERSHIP INTERNSHIP GUIDELINES

- Continued -

PERFORMANCE PROBLEMS DURING INTERNSHIP

If an intern's performance during internship is not satisfactory, there are two possible courses of action: (1) If, in the judgment of the university supervisor and mentor, the intern is capable of remediating his/her performance deficits, they will develop and implement a remediation plan; (2) If, however, in the judgment of the university supervisor and mentor, the intern is incapable of remediating his/her performance deficits or there is reason to believe that having the intern continue in internship would have a substantially negative effect on students, faculty, or staff at the placement site, that intern shall be pulled from internship (termination). Each of these courses of action is addressed below.

Remediation Plan. The university supervisor and mentor will collaborate to design and implement a suitable remediation plan, with clearly stated actions and deadlines for improved intern performance. If the intern's performance does not improve, he or she will be withdrawn from internship (termination) and assigned a W, WP, WF, or F, as appropriate.

Termination of Internship. Interns who are pulled from internship prior to completion will not be recommended for certification, regardless of their grades in other courses and they may not re-take internship.

TERMINATION/SUBSEQUENT INELIGIBILITY APPEAL PROCESS

Interns whose internship experience was terminated and/or who have been ruled ineligible for a subsequent internship have the right to appeal this decision. To do so, they should follow the *Course-related Non-Grade Grievance* process (see the *Grievances* section of the Education and Human Services department manual).

A majority of the appropriate educational leadership program faculty members must vote to approve placing the candidate in a subsequent placement. The comments of the program director(s) on the grievance form shall reflect what occurred in that meeting and the program faculty's decision. If a subsequent internship placement is authorized, the candidate will most likely be required to complete a formal remediation plan with clearly stated actions and deadlines. If the candidate fails to complete this plan adequately and on time, he or she will be deemed ineligible for an internship.

DEFERMENT OF INTERNSHIP

Candidates are not typically allowed to withdraw from an internship or to suspend their completion of the internship. If, however, an intern who is otherwise performing well in the internship finds himself or herself unable to complete the internship due to some force outside his or her control, that intern may request a deferment. Outside forces might include such things as family emergencies, illness and accident or other non-academic forces that would prevent the intern from completing internship within the prescribed time. Deferments will not be granted automatically; the appropriate faculty will be informed of the situation and must vote to approve the deferment.

DEFERMENT DENIAL APPEAL PROCESS

Interns whose requests to suspend internship placement were denied have the right to appeal this decision. To do so, they follow the *Course-related Non-Grade Grievance* process (see the *Grievances* section of the Education and Human Services department manual). As part of that process, the meeting with the program director will be preceded by a meeting with the appropriate program faculty in which the candidate presents his/her case for deferring internship.

A majority of the appropriate program faculty members must vote in favor of placing the candidate in a subsequent internship placement. The comments of the program director(s) on the grievance form shall reflect what occurred in that meeting and the program faculty's decision.

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