



SCHOOL LEADERSHIP PROGRAM

Student Handbook

27 September 2012

**Department of
Educational Leadership & Foundations
Brigham Young University
306 MCKB
Provo, UT 84602**

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Program Overview

The BYU School Leadership Program is provided through the Department of Educational Leadership and Foundations (EDLF) in the McKay School of Education.

EDLF Vision & Mission

Our vision is to improve life conditions and opportunities for individuals, families and communities worldwide.

As educational leaders, our mission is to improve the equity and quality of teaching and learning environments throughout the world. We accomplish this mission through the integration of research, teaching, and service to strengthen educational opportunities for all people worldwide. This integrated mission is threefold:

- Explore and expand the knowledge of educational theory, policy, practice, and leadership.
- Foster the growth of educational leaders of faith and character who possess the requisite knowledge, skills, and dispositions.
- Build the capacity of individuals, families, communities, states and nations to identify and solve educational problems.

School Leadership Vision & Mission

Guided by the vision of the Department of Educational Leadership and Foundations that we influence the field and practice of school leadership to improve learning, the specific mission of the BYU School Leadership Program is to prepare individuals to be competent, caring and qualified educational leaders who have a vision and a compelling sense of purpose for the continuous improvement of schools and learning for all students.

Within the graduate program, students will acquire the knowledge and skills to facilitate, motivate, and lead high levels of learning for all students and teachers.

The curriculum offered to our students focuses on developing effective school leaders based on current research. The EDLF faculty works to align this curriculum with local priorities and accreditation standards and prepares students to pass the state-required Administrative Praxis exam (ETS 0411).

Program Aims

The School Leadership Program seeks three aims to accomplish its mission and vision:

- Prepare Effective School Leaders
- Pursue Dynamic Stability and Responsiveness in Program Improvement
- Provide a Graduate Program of Excellence

Key Dynamic Program Features

The dynamic features that drive our program are as follows:

- *Clear Focus on Leadership for Learning.* The program prepares instructional leaders of learning communities who work collaboratively to ensure that all students receive a high quality education.
- *Standards-based Curricula.* Leadership preparation integrates theory and practice of instructional leadership, balancing university course work, and on-site school application.
- *Real Life Application.* Faculty provides active, student-centered instruction that uses real-world problems to integrate theory and practice and stimulate reflection.
- *Collaborative Engagement with Area Schools.* On-site experience involves students with accomplished educational leaders on campus and on site in model schools.
- *Mentored On-site Internships.* The program offers internships with exemplary school leaders, as mentor principals, who work alongside students to demonstrate leadership competencies essential for solving school problems, improving curriculum and instructional practices, and increasing student academic achievement.
- *Highly Qualified, Invested Faculty.* Faculty provides expertise in areas of curriculum and practice, including first-hand experience in providing leadership to improve learning in schools.

School Leadership Program Tracks

The School Leadership Program is available through two different tracks. The Leadership Preparation Program (LPP) track is for students who can attend school full-time. The Executive School Leadership Program (ExSL) track is for students who work full-time and can attend school only part-time. Both tracks have the same faculty, curriculum and internship requirements. The key difference between the tracks is found in the structure of their course and internship schedules.

Upon completion of either track, graduates will receive a Master's Degree in Educational Leadership (M.Ed.) and be recommended for Administrative Licensure in the State of Utah. They will also be prepared to take the State-required Administrative Praxis examination (ETS 0411) for administrative licensure.

LPP Track

The LPP track offers a full-time schedule and the opportunity for a more intensive internship experience. This track is designed for students who are able to be a full-time student. The LPP Track requires 14 months (3½ semesters) to complete. Students can do an administrative internship for 9 months.

The LPP track operates with a Full-time Model in which one cohort of 12-15 students is admitted for full-time study each year. Students may not be employed full-time while in the LPP track. Full time study may be supported by the student's district through an LPP sabbatical, a regular sabbatical or a one-year leave of absence as well as by student loans and other personal resources.

The LPP track requires one school year to complete. Students begin part-time in Spring Term and then attend fulltime from Summer Term through the remainder of the program. During Fall, Winter and the second Spring Term, students have the opportunity to participate in an intensive internship experience within BYU/Public School Partnership districts. Students intern for four days per week and attend classes on campus with their cohort one day a week (Wednesday). Students experience three different residential internship sites (generally 12 weeks each), including one internship in a district other than their current district. While 450 internship hours are required by the State, students may complete approximately 1,200 hours on the LPP track. With either a June or August graduation, students can apply and be ready for an administrative position to begin that same school year.

More information about the LPP track is available in this handbook in the sections on Program of Study and on Administrative Internship and on the [School Leadership website](#).

ExSL Track

The ExSL track offers a part-time schedule and the opportunity for more flexibility in program design and pacing. This track is designed for students who are still teaching full time. The ExSL Track generally requires 22 months (6 semesters) to complete. Students may negotiate and design their program pace and internship opportunities.

The ExSL Track admits a cohort of 12-15 students each year for part-time study. Students may continue with full-time employment while on the ExSL track. The cohort is hosted by one or more of the BYU/Public School Partnership districts for two years of study. District hosting includes providing off-campus facilities for courses, teaching partners in some courses, and support for part-time internships (as negotiated with each individual district).

The ExSL Track is designed to be completed in two school years. Students have the flexibility to either slow down or speed up this pace. Students begin in Summer Term. Courses are held two evenings a week during Fall and Winter semesters and during Spring terms, and four evenings a week during Summer terms. Students begin part-time internships beginning in Fall Semester. Part-time internships can be completed in the student's resident school (where they are currently teaching), in lab schools (other schools), and at the district and State office to complete the state-required 450 internship hours.

Students on the ExSL track generally graduate in April or August and can apply and be ready for administrative positions to begin that same school year.

More information about the ExSL track is available in this handbook in the sections on Program of Study, Administrative Internship and on the [School Leadership website](#).

Program Governance

The School Leadership Program resides in the Department of Educational Leadership and Foundations. Within the Departmental, the program is managed by the School Leadership Program Committee, under the direction of the Department Chair. The School Leadership Committee is led a program chair with the support of faculty committee members. The School Leadership Committee is also supported by the Department Secretary, two part-time faculty internship supervisors and a part-time program assistant. In addition, support is available from part-time student secretaries and a public relation assistant (see Table 1).

Table 1. School Leadership Program Team

Role	Name	Telephone	Email
Department Chair	Sterling Hilton	801-422-6666	Sterling_hilton@byu.edu
Department Secretary	Bonnie Bennett	801-422-3813	Bonnie_bennett@byu.edu
SL Program Committee Chair	Pamela Hallam	801-422-3600	Pam_hallam@byu.edu
Committee Member	Julie Hite	801-422-5039	Julie_hite@byu.edu
Committee Member	Shannon Dulaney	801-422-6388	Shannon_dulaney@byu.edu
Committee Member	Mike Pratt	801-422-1709	Michael_pratt@byu.edu
LPP Internship Supervisor	Denis Poulsen	801-422-1360	Denis_poulsen@byu.edu
ExSL Internship Supervisor	Chris Sorensen	801-319-6597	Chris_sorensen@byu.edu
Graduate Secretary	Alex Morley	801-422-6070	edlfsec@byu.edu
Graduate Secretary	Adrian Henke	801-422-6070	edlfsec@byu.edu
Graduate Secretary	Nancy Linford	801-422-6070	edlfsec@byu.edu
Public Relations Assistant	Amy Harrison	801-422-1257	McKayPRTeam@byu.edu

Program Application & Admission

This section provides information about the application and admission process for the School Leadership Program. Program admission entails application to both the BYU Graduate School (online) and the School Leadership Program (will be available online 1 Nov 2012). Further information may be found on our website at [School Leadership website](#).

Program Information Meetings

Each fall, several Program Information meetings are held at schools and/or district offices to inform potential students about the School Leadership Program. This meeting provides information regarding:

- Program Description
- Program Curriculum
- Administrative Internships
- Application Processes

Information regarding the dates for these information meetings is sent out to districts and schools, and can also be found on the [School Leadership website](#). The power point presentation from the most recent Information Meeting can also be found on [School Leadership website](#).

Application Deadlines

Table 2 provides the application deadlines and beginning terms for each program track. See the [School Leadership website](#) for specific dates. Applicants may apply for both tracks. However, acceptance in one track does not guarantee acceptance in the other track as each applicant pool is considered separately.

Table 2. Track Application Deadlines & Beginning Terms

School Leadership Track	Application Deadline	Beginning Term
LPP Track	Mid December	Spring Term (April)
ExSL Track	Mid February	Summer Term (June)

BYU Graduate Studies Requirements & Application

The [BYU Graduate Studies application](#) must be completed online before you can be considered for the School Leadership Program. When this application is complete, BYU Graduate Studies forwards it to the EDLF Department to be considered with your School Leadership Program application materials.

BYU Graduate Studies requirements include:

1. Completed Graduate School Application & application fee (\$50)
2. Completed Baccalaureate degree
3. TOEFL score of at least 580 for students for whom English is a second language
4. Graduate Exam (within 5 years): GRE, GMAT, LSAT, or MAT (Praxis examinations do not qualify as an appropriate graduate level examination)
5. One official transcript from all college/universities attended. Minimum GPA of 3.0 required for on last 60 credit hours
6. Ecclesiastical Endorsement
7. 3 letters of recommendation
 - a. One letter must be from your current principal or director
 - b. One letter must be from a department chair or team leader
 - c. One letter may be someone of applicant's choice

Ecclesiastical Endorsement

Graduate School applications require an Ecclesiastical Endorsement. LDS students must be endorsed by the bishop of the ward in which they live and which holds their current Church membership records. Non-LDS students may be endorsed by the local leader of their preferred religious denomination, the bishop of the LDS ward in which they live, or the nondenominational BYU chaplain.

For each academic year in which students wish to register for any university credit, including thesis hours, internship, or off-campus programs, they are required to have obtained a Continuing Student Ecclesiastical Endorsement. Continuing student ecclesiastical endorsements are due March 15 of each year.

Letters of Recommendation

Applicants must submit 3 letters of recommendation. One of these letters needs to be from your current school principal or director. Applicants are encouraged to request recommendations from persons with a knowledge of the applicant's leadership capability and experience in the school setting.

BYU Honor Code

Each applicant must be endorsed by his or her ecclesiastical leader as one who is worthy to attend BYU and is living in harmony with the [Honor Code and the Dress and Grooming Standards](#). Specific policies embodied in the Honor Code include (1) the Academic Honesty Policy, (2) the Dress and Grooming Standards, (3) the Residential Living Standards, and (4) the Continuing Student Ecclesiastical Endorsement.

School Leadership Program Application Requirements

In addition to the BYU Graduate School Application, applications must also complete the School Leadership Program Application. Beginning with applications for 2013, this program application will be completed online (link will be available on the website on 1 Nov 2012).

- The [School Leadership Program Application](#) (you can download the application to prepare your information; this information will need to be entered online)
- PDF resume ([Resume Instructions](#))
- PDF letter of intent
- PDF copy of current State of Utah Level II Teaching License (or equivalent)

Letter of Intent & Resume

In the letter of intent, applicants should clearly explain their purposes for seeking the BYU M.Ed. degree in Educational Leadership. Given that this program is designed to prepare students for Administrative Licensure in the State of Utah, admission criteria include an applicant's preparation and desire to become a school leader. Letters of intent should address applicants' philosophy of education, academic preparation, future career plans and describe their experience in the following areas:

- Scholarship & Continuous Learning
- Leadership & Change
- Improvement of Teaching & Learning
- Learning Communities
- Data-Driven Decision Making
- Service to Children and Youth

In the resume, applications should also include information that demonstrates their experience relevant to the above six areas.

State of Utah Level II Teaching License

Applicants must upload a PDF copy of their current State of Utah Level II Teaching License (or equivalent) (<http://www.schools.utah.gov/cert/>). This license is provided by the State of Utah, and not by BYU or the School Leadership Program. Applicants are responsible to procure this license and provide a copy of their current license for their application.

- If applicants have been working in a non-teaching function, such as a school counselor, they may contact the State Office of Education (Linda Alder, Coordinator, Phone: (801- 538-7923) to determine the process and what they may need to do to obtain a Level II Teaching License from the State of Utah.
- If applicants have been working in a different state, they may provide a copy of their current teaching license and evidence of three years of teaching experience in lieu of a Utah State Level II Teaching license.
- If applicants are applying for the JD/M.Ed., they will also need a current State of Utah Level II Teaching License (or equivalent).

Prior to applying for Utah State Administrative Licensure, the State of Utah requires applicants to have Utah State Level II Teaching License. If the applicant has a teaching license from a different state, they may contact the State Office of Education (Linda Alder, Coordinator, Phone: (801- 538-7923) to determine the process and what they may need to do to obtain a Level II Teaching License from the State of Utah.

Each program track also has specific requirements. Please submit the following depending upon which track to which you are applying:

Joint JD/M.Ed. Application Requirements

Students applying for the Joint JD/M.Ed. must meet all application and program requirements for the School Leadership Program, including a current State of Utah Level II Teaching License (or equivalent).

Admissions Decisions

The BYU School Leadership Program (M.Ed.) evaluates candidates in several key areas:

- Scholarship
- Leadership Experience
- Teaching Experience

Competitive applicants will have a Level II Teaching License (or equivalent), more years of teaching experience, more administrative experience (e.g. TSA, literacy coach, etc.) at the school or district level, higher GPAs and higher graduate exam scores (or sub-scores above the 50th percentile).

Competitive applicants will be invited to participate in the Campus Screening process which provides additional information for the program application. The screening provides the Program the opportunity to meet applicants in person and applicants have the opportunity to meet with faculty. The screening is held during an evening approximately one month after the application deadline, and consists of a brief orientation, interviews with faculty and practicing school leaders, and a group interaction discussion. Given that this screening provides information for the admission decision, if applicants are out of state and unable to attend the screening, they should negotiate an alternative opportunity to meet with faculty via telephone, conference call or video chat. Applicants applying to both tracks are welcome to participate in the screening for both the LPP and ExSL tracks to potentially improve their screening scores for consideration for the ExSL track.

After the screening, applications will be notified of the admissions decision within two weeks after the screening. Applicants must notify the program of their admission acceptance in a timely manner. Applicants may be placed on a waiting list pending an open slot. Applicants applying to both tracks may wait for the ExSL track admission decision before finalizing their admission acceptance.

Program Orientation

A Program orientation meeting will be held prior to starting the program. Dates for program orientation will be included in the admission notification letter.

Financial Aid Opportunities

The EDLF Department has very limited financial aid funding for its students . Students interested in financial aid should submit the School Leadership Program Application for Financial Aid (available on the website) by September 30th for funding. Students may submit their application anytime prior to the deadline; however, the decision the School Leadership Program Committee reviews applications and allocates the financial aid funding in October to help support tuition for the following Winter semester. Students should be aware that receiving funding for one year does not guarantee you will receive the funding the next year.

Students are encouraged to seek other sources of funding, such as :

- [McKay School of Education Scholarships](#) – Limited scholarship funding is available based on financial need through the McKay School of Education. The online application deadline is the end of March for the following Fall semester. For more information, see the webpage or contact Education Support Services - 801-422-3426 or ess@byu.edu .
- [District Sabbaticals](#) – Contact your district to learn about sabbatical opportunities, criteria and applications, and deadlines.
- [Federal Student Loans](#)
- [Personal Loans](#)

Program of Study

This section describes the graduate program and its policies for students after they have been admitted to the School Leadership Program and provides information related to the program of study. The administrative internship, a critical part of the program of study, is described in the next section.

Program Orientation

After students are admitted to the program, they will be invited to attend the Program Orientation Dinner about 4-6 weeks prior to their beginning term. Program orientation will provide information regarding:

- The School Leadership Program
- University Policies and Campus Information
- Program Study List
- Administrative Internships
- Educator Background Checks

Academic Advisement

Upon admission, students will be assigned a Faculty Academic Chair and committee (two additional faculty members). Students should consult with this advisor regarding the successful completion of academic curriculum and administrative internship. All program paperwork will need to be approved and signed by the faculty academic advisor.

Students will work with the Faculty Academic Chair to submit their Graduate Study List which outlines the courses that they will take to complete the program. This study list will be made available during program orientation (see below). Students may request changes to their study list or to their committee with the approval of their Faculty Academic Chair. To submit changes, the student must obtain the necessary signatures from the academic committee on a Study List Change Form. If committee membership changes are requested, the committee member being removed must be notified and sign the form as well as the member being added. It is inappropriate to remove a committee member without his or her knowledge.

Students also have an Internship Supervisor that will help to facilitate the coordination and supervision of their administrative internships.

- LPP Track: Denis Poulsen (denis_poulsen@byu.edu)
- ExSL Track: Chris Sorensen (chris_sorensen@byu.edu)

BYU Badges & Fingerprinting

According to BYU McKay School of Education policy, all School Leadership students must be properly identified with a BYU Educator Preparation Program (EPP) ID badge (aka BYU ID Badge) and provide evidence of fingerprint background clearance before accessing public/private K-12 schools in both partnership and non-partnership schools.

Students completing administrative internships will need to have a BYU ID badge to complete administrative internships in any school within the State. Even if the student is issued a "school" or "district" identification badge from the district, the student still needs to have a BYU ID badge to complete an internship at any school in the district. Students must always have a EPP ID identification badge when completing internship hours in any school. Students should obtain their BYU ID badge before the end of summer term.

All students engaged in BYU administrative internships or research requiring observation of and/or interaction with school children will complete their LiveScan fingerprint background check through the McKay School's Education Student Services (ESS), 120 MCKB. LiveScan fingerprint processing is conducted from 8:30 am to 4:30 pm, Monday through Friday. If needed, the BCI/FBI background check costs \$40**. Upon clearance, they will be issued an BYU ID badge. The fingerprint background clearance and EPP ID card will expire in 3 years. (**fee established by BCI/FBI and is subject to change.) For more information, see: <http://education.byu.edu/ess/fingerprint.html>.

Graduate students with a current teaching license from the State of Utah may not need to complete a LiveScan and background clearance if their fingerprinting is current with the State of Utah. However, these students will still need to obtain an BYU ID badge from ESS (120 MCKB). The expiration date on their current teaching license will become the expiration date on their BYU ID badge.

BYU ID badge recipients will be required to sign a document acknowledging the following:

1. The BYU ID badge is the property of BYU and will only be used for BYU-approved activities in the schools.
2. The BYU ID badge will be returned to the ESS when a student is no longer part of a course or program that requires access to K-12 classrooms.
3. The BYU ID badge and the authority to enter the classroom as BYU student, faculty, or staff can be revoked by BYU at any time, if:
 - the student fails to live up to BYU policy, or
 - the student fails a background check, or
 - BYU, in its sole discretion, determines it is inadvisable for the student to have a BYU ID badge.

Program Study List

The BYU Graduate School requires that every student submit a Study List by the end of their first semester in the program. A study list will be prepared for students based on the required curriculum. Students will have the opportunity to sign and submit their Study List at the Program Orientation.

- University Policy: The department can place a hold on a graduate student for failure to create a study list in a timely manner, which may block registration.

Students may negotiate changes to their study list during the course of the program with the approval of their Academic Advisor. All study list changes must be submitted using the Study List Change Form. Signatures must be obtained from the student's Faculty Academic Chair and the Department Chair before the change is approved.

Program Curriculum

The School Leadership Program curriculum is organized around four curricular themes and the administrative internship. The required curriculum consists of 13 courses (see Tables 3 and 4), an administrative internship and a reflective internship seminar (41-43 credit hours).

All courses are the same for both tracks, except that a different number of Reflective Internship Seminar credit hours are required given the structural differences in the administrative internships. LPP Track takes 3 credits, and ExSL Track takes 1 credit.

Table 3. School Leadership Program: Study List of Required Program Curriculum

Leadership for Learning		
601	Leadership for Learning Communities	2 Credits
602	Strategic Leadership for School Improvement	3 Credits
627	Instructional Leadership 1: Principal's Role in Leading a Learning Community	3 Credits
629	Instructional Leadership 2: Supervisor's Role in Improving Teaching & Learning	3 Credits
668	Philosophical Foundations of Western Education	2 Credits
Equity and Social Justice		
614	Education of Diverse Populations	2 Credits
622	The Law and Education	3 Credits
650	Education Policy	3 Credits
Leading and Managing School Operations and Resources		
610	Human Resource Administration in Education	3 Credits
620	Education Finance	3 Credits
631	The Curriculum: Theory and Practice	3 Credits
Informed Decision-Making		
676	Data-Driven Decision Making I: Concepts and Processes	3 Credits
677	Data-Driven Decision Making II: Assessing Outcomes at Multiple Levels	3 Credits
Internship, Reflective Seminar, and Project		
632R	Administrative Internship (3)	2 Credits
635R	Reflective Internship Seminar (1-2)	
	• LPP Track (2 credits)	1-2 Credits
	• ExSL Track (1 credit)	
695R	Internship Leadership Project (1)	1 Credit
TOTAL		41-42 Credits

Table 4. School Leadership Program: Course Descriptions

Course	Course Title	Course Description
EDLF 601	Leadership for Learning Communities (2 cr.)	Understanding leadership elements that help schools become high-functioning communities of learning
EDLF 602	Strategic Leadership for School Improvement (3 cr.)	Theoretical foundations of leadership, organizational theory, strategy, and change. Applying strategic leadership and decision making to effectively align school organizational systems of vision/mission, internal organization, and external environment to facilitate school improvement.
EDLF 610	Human Resource Administration in Education (3 cr.)	Introduction to human resource management in educational organizations. Emphasizes issues related to working with people, policies, laws, and procedures for sound personnel administration practices: including job analysis, recruitment, selection, professional development supervision, and performance appraisal.
EDLF 614	Education of Diverse Populations (2 cr.)	Multicultural issues in educational theory and practice, with special reference to race, ethnicity, gender and socioeconomic status.
EDLF 620	Educational Finance (3 cr.)	Theory, principles, and general practices of public school finance; equalization and finance problems.
EDLF 622	The Law and Education (3 cr.)	Evolution of American law and its application to American educational systems. Fundamental sources and principles of the law, judicial structure, language policy issues, and key court cases effecting education at the state and federal levels.
EDLF 627	Instructional Leadership 1: Principal's Role in Leading a Learning Community (3 cr.) (Pre-req: 601)	Eight principalship roles in creating and maintaining professional learning communities, including principal as learner, culture builder, advocate, leader, mentor, supervisor, manager, and politician. Also includes role conception, socialization and innovation in a learning community.
EDLF 629	Instructional Leadership 2: Supervisor's Role in Improving Teaching & Learning (3 cr.) (Pre-req: 601, 627)	Instructional leadership and school improvement processes in creating and sustaining successful learning communities to improve teaching and learning, including formative instructional supervision, professional development, and action research for school improvement.
EDLF 631	The Curriculum: Theory & Practice (3 cr.)	Theory and practice of curriculum in its various psychological, social, historical, and philosophical contexts.
EDLF 632R	Administrative Internship (3 cr.)	Working with a school administrator as a supervised intern.
EDLF 635R	Reflective Internship Seminar (1-2 cr.)	Reflecting individually and collectively on internship experiences; thinking critically about and relating reflections to school leadership theory and best practice.
EDLF 650	Education Policy (3 cr.)	Introduction to development and evaluation of educational policy in such domains as governance, resource allocation, productivity, assessment, and curriculum.
EDLF 668	Philosophical Foundations of Western Education (2 cr.)	Major philosophies of education and their influence on educational theory and practice.
EDLF 676	Data-Driven Decision Making: Concepts and Processes (3 cr.)	Identifying problems. Using educational research. Collecting, analyzing, and interpreting data in order to solve problems, to establish fair, collaborative decision-making processes, and to inform continuous school and student improvement.
EDLF 677	Data-Driven Decision Making 2: Assessing Outcomes at Multiple Levels (3 cr.) (Pre-req: 676)	Applying data-driven decision making process to assess outcomes at multiple levels, including student assessment and learning; program and evaluation; school performance; community needs and expectations, assessment and evaluation.
EDLF 695R	Internship Leadership Project (1 cr.)	Required project completed in the field during the internship.

Pre-Program Course Credit

Students may be able to use previous coursework to meet some of the curriculum requirements within the following University policies:

- Post-Baccalaureate Studies (PBS): Credit taken after the baccalaureate degree has been received, but before the semester of formal admission to a graduate program, is defined as PBS credit. Such credit can be considered as part of a graduate degree program only with department approval. PBS credit cannot exceed 10 semester hours of a graduate program.
- Transfer Credit: Up to 10 semester hours of graduate credit taken at other accredited universities in the United States or in Canada may, with Program approval, count toward a graduate degree at BYU if the following conditions are met:
 - Courses to be transferred must be clearly graduate level.
 - The grade for such courses must be B or better (pass/fail courses are not transferable).
 - Home study, correspondence, and extension courses are not transferable.
 - Courses taken before a student begins graduate work at BYU must be approved during a student's first semester of study at BYU.
 - Courses taken at another university after the student has begun studies at BYU must be pre-approved by graduate committee members and graduate coordinators, and Graduate Studies must be notified.
 - Credit has not already been applied to another degree.
- Outdated Courses: A course (both BYU and transfer credits) may not be more than 5 years old at the time of graduation.

Program Schedule

The recommended program schedule for coursework is indicated below for each of the two tracks. The LPP track provides a full-time schedule that begins in Spring Term and can be completed in 14 months (3 ½ semesters). The ExSL track provides a part-time schedule that begins in Summer Term and can be completed in (20 months) 6½ semesters.

The following program schedule information can be found on the [Program Schedules & Curriculum](#) website.

- [School Leadership Student Learning Outcomes](#)
- [Links to BYU Graduate Catalog, BYU Class Schedule, & Academic Calendars](#)
- [Master School Leadership Schedule](#) provides the anticipated schedule of course offerings by semester/term for the next two years to facilitate student planning.
- The [School Leadership Class Schedules](#) for a given semester/term are posted when registration opens and provide specific days and times that courses are offered.

LPP Track Schedule

The LPP schedule is designed to be completed within 14 months (3½ semesters) (see Table 5). Students attend part-time during their first Spring term and full time for the duration of the program. During Fall, Winter and Spring 2, students on the LPP track enroll for both internship hours (EDLF 632R) and the Reflective Internship Seminar (EDLF 635R).

Table 5. LPP Track Schedule

	Spring 1	Summer	Fall	Winter	Spring 2
Required Courses	638	601	602	620	610
	631	614	627	622	650
		676	677	629	695R
			632R	632R	632R
			635R	635R	
Credits	5	7	11	11	8

ExSL Track Schedule

The ExSL schedule is designed to be completed in 20 months (6 semesters) (see Table 6). Students on the ExSL track have the flexibility to slow down or speed up their program pace, with the advisement and approval of their Faculty Academic Chair.

Cohorts alternate which days most courses are offered. If a cohort meets mainly on Monday and Wednesday evenings (4-7 pm), then the next cohort (entering the next year) meets mainly on Tuesday and Thursday evenings (4:30-7:30 pm). Thus, the first year curriculum and the second year curriculum are offered on different evenings allowing for students increased flexibility to design their curricular path.

Table 6. ExSL Track Schedule

	Summer 1	Fall 1	Winter 1	Spring 1	Summer 2	Fall 2	Winter 2
Required Courses	601	627	620	610	631	602	614
	676	677	629	668		650	622
		632R	632R	632R	632R	632R	632R
			635R			635R	695R
Credits	5	6.5	7	5.5	3.5	7	6.5

*Only one 635R is required. Register for either summer or fall.

Registration Requirements & Processes

Semester/Term Credit Hours and Working Status

Given the graduate course load, students in the School Leadership Program who are working full time may not register for full-time credit hours (8.5 hours per semester / 4.5 hours per term). Students working full time are required to register for less than full-time credit hours in a given semester or term. Students working part-time may register for full-time credit hours.

University Registration Policies

In addition to the above Program policies, the following university policies provide additional registration requirements.

- **First Semester:** Because acceptance is granted for a specific semester, students are required to register for at least 2 hours in the semester or term for which acceptance has been granted, or the acceptance is forfeit. New students who do not enroll in the semester or term for which they are accepted and who wish to enroll in a subsequent semester must inform Graduate Studies immediately (B-356 ASB, telephone [801]422-4091). Acceptance in one semester or term does not guarantee acceptance in a subsequent semester or term.
- **U.S. Students -- 2 credit requirement:** Graduate students are required to register for at least 2 credit hours during any semester or term in which they use any university facilities, consult with faculty, or take comprehensive or oral examinations.
- **U.S. Students -- Academic year requirement:** To retain active status and to qualify for subsequent registration, U.S. graduate students ***must register for at least 6 semester hours each school year*** (Fall, Winter, Spring, Summer) and receive acceptable grades (no D, E, W, UW, NS, or I grades are allowed, nor are audits or correspondence courses). Students who do not fulfill this yearly requirement are dropped from their graduate programs; they lose their graduate status and must apply for readmission if they wish to continue.
- **International Students – full time status:** Nine credit hours has been determined to constitute a full course of study at BYU. Therefore, international students must register for at least 9 semester hours each fall and winter semester to satisfy U.S. Immigration regulations.
- Questions regarding international requirements should be directed to International Services (1351 WSC, Provo, UT 84602-7917, telephone (801) 422-2695).
- **Resuming Graduate Study:** Graduate students who did not complete their programs (either through withdrawal or by being dropped) and who wish to resume their graduate studies in the Program must:
 - Print and fill out a Recommendation to Resume Graduate Study (available online at <http://www.byu.edu/gradstudies/> or from Graduate Studies)
 - Obtain Department approval and signatures on the Recommendation to resume Graduate Study (above)
 - Submit a Recommendation to Resume Graduate Study (available online at <http://www.byu.edu/gradstudies/> or from Graduate Studies)
 - Upon approval, a nonrefundable \$600 fee will be required
 - Submit a Reapplication Honor Code Commitment Form (use online ecclesiastical endorsement)
 - International students will also need to submit new Financial Certification forms (Form I1 and/or I2).

Online Registration

Students register online through MyBYU based on the priority registration dates given by the Registration Office. Graduate Students will have the earliest dates for registration. The dates will vary from year to year, so to see exact dates visit <http://saas.byu.edu/depts/registration>.

It is the responsibility of the student to register on time, not the responsibility of the Department secretaries or professors. Please check to ensure your registration shows up. If there is a problem in the registration office (such as a hold), the department will not be notified. You will be notified and it is your responsibility to take care of the hold to ensure you get registered.

Registration for 'R' Courses

To register for an 'R' class, you will need to register through the Department by completing a *Contract Form for Department 'R' Courses* and obtaining an add code from the Graduate Secretary. The *Contract Form for Department 'R' Courses* must include a description of the course contract for requirements, be approved and signed by the student's Faculty Academic Advisor and the Department Chair. Please be aware that this process may take several days depending on the schedule of the Department Chair, so you should plan accordingly and not submit add cards on the add/drop deadline.

The *Contract Form for Department 'R' Courses* is not required for EDLF 632R as this course requires university-level approval (see Registration for Administrative Internship) or for EDLF 635R.

Registration for Administrative Internship

Students must be registered for the Administrative Internship (EDLF 632R) for *every semester or term* in which they plan to complete internship hours. Failure to register for the internship course means that you cannot accrue internship hours during that term/semester. The program requires 3 credits of internship and the completion of the state-required 450 internship hours. Thus, one credit of 632R aligns approximately with 150 internship hours. However, students may complete more or less than this number of hours for a given credit. ExSL students register for .5 credits each semester or term in the program, beginning the first Fall semester. Students may register for more than .5 credits with the permission of the Internship Coordinator.

Registration for Administrative Internship is a three-step process *every semester/term* in which the student plans to complete internship hours:

1. University Internship Application. Students must complete the online University Internship Application every semester or term in which they plan to complete internship hours. To fill out the application, go to the University Internship Office (<http://saas.byu.edu/intern/html/StrutYourStuffRequirements.html>) and fill out the student application by following the link on the left-hand side of the page. Students are responsible to turn this in at least one week before the tuition deadline.
2. School Leadership Program Approval. The School Leadership Internship Coordinator must approve the University internship application prior to a student being allowed to enroll in EDLF 632R. An email will be sent to the student when the application is approved.
3. Registration for 632R. Once you receive the email notice that your internship application has been improved, you may then register for 632R.

Full-Time Status & Deferring Student Loans

Students desiring full-time status in order to defer student loans need to be registered for full-time credits (8.5 hours per semester or 4.5 hours per term).

Graduate students registering for less than full time credits hours may petition for full time status if they meet the following three requirements:

- Have completed all required course work for their degree and are working on the dissertation, thesis, project, or internship;
- Are contributing 40 or more hours per week in pursuit of the degree and are showing satisfactory progress; and
- Are enrolled in at least 2 approved credit hours per semester (or at least 1 approved credit hour for a Spring or Summer term);

However, students are NOT eligible to petition for full-time status if they:

- Are employed full-time;
- Are newly admitted (unless your department limits your enrollment);
- Are requesting certification for future semesters for which registration is not yet possible;
- Do not have an approved committee and program of study; or
- Are an international student on an F-1 or J-1 visa and do not have the approval of the International Services Office.

Requests for an exception are made using the [Petition for Graduate Full-Time Status](#). This petition needs to be completed each semester or term for which students requires full-time status. The *Petition for Graduate Full-Time Status*, which needs to be submitted by the Department, can be found at: http://www.byu.edu/gradstudies/images/forms/ADV_Form_2a.pdf.

Once the Graduate Studies Office has approved the petition, the student may obtain official verification of full-time status by contacting the BYU Records Office (B-150 ASB, 422-4470).

Registration during Semester of Graduation

Students must register for 2 credit hours the semester they intend to graduate to meet the University's 2-credit registration requirement during the semester of graduation. This requirement may be met by registering for courses, internship hours, electives, independent readings or independent research. Students should plan accordingly. If the student plans to graduate in August, registering for 1-credit in the Spring term and 1-credit in the Summer term meets this requirement.

Program Resources and Activities

Program Website

The program website is an important resource for students. Please see the website for additional information, access to program forms, and other useful information. The website can be found at:

http://education.byu.edu/edlf/programs/school_leadership/index.html.

In addition, students may find the following websites helpful:

EDLF Department	http://education.byu.edu/edlf/
McKay School of Education	http://education.byu.edu/
BYU Library – Education Page:	http://guides.lib.byu.edu/education

Student Socials and Activities

Students in both the LPP and ExSL tracks are invited to participate in program and track socials and activities. Student cohorts may design and organize student socials. In addition, each track also organizes specific socials.

- In the LPP Track, students are invited to participate in internship transition dinners, cohort activities, and graduation dinner.
- In the ExSL Track, students are invited to participate in a pot-luck dinner social each year (with students and families), cohort activities and graduation dinner.

Student Council

Each School Leadership cohort (LPP and ExSL) will elect two student council representatives. (In the ExSL Track, new cohort representatives will be elected for the second year.) Each year, these six Student Council Representatives serve as cohort leaders and are responsible for:

- representing the needs and interests of the cohort to the program committee
- facilitating clear and effective feedback and communication between the program committee and cohort
- helping to organize student socials and activities.

Student Council Representatives are also invited to participate in School Leadership Advisory Board meetings. A student from each of LPP and ExSL will be invited to represent their cohorts at the BYU Graduate Council. Student Council meetings are scheduled based on the needs of the program and/or cohort.

Graduate Lab Carrels

The EDLF Department has graduate lab carrels available for student use. Students must submit an application for a carrel each semester (spring/summer terms count as one semester). Students working on projects, thesis or dissertations are generally given first priority for the carrels. The completed application must be signed by your Faculty Academic Chair and submitted to the Department secretary.

Once granted a carrel space, you will be given the key code for the graduate lab. This code is confidential and should not be shared with anyone, not even spouses, given that students leave computers and other valuable materials in the lab. Only students who have been granted a carrel space, and the secretaries in the Department, know the code to the lab. The code will be changed at the beginning of each semester when new applications are due. You will not be given the new code until your application has been approved.

Praxis Workshops

Students must pass the State-required Administrative Praxis exam (ETS 0411) prior to obtaining a Recommendation for Administrative Licensure. The Praxis exam is not an official part of the School Leadership Program; however, the program is designed to prepare students to successfully pass this exam. The School Leadership Program often offers Praxis workshops to help students become familiar with the Praxis requirements and processes.

Administrative Internships

The administrative internship is required for all students in the BYU School Leadership Program. The State of Utah also requires the completion of an administrative internship of 450 hours to obtain administrative licensure. The School Leadership Program internship fulfills the practicum requirements for the State of Utah Administrative/Supervisory credential.

The requirements, roles, standards, learning outcomes and core assessments for the Administrative Internship are the same for both tracks. However, given the structural differences between the two tracks (e.g. full-time vs. part-time), some of the structures, schedules and processes for completing the internship have distinct track differences.

Goals of the Administrative Internship

The following goals guide administrative internships in the School Leadership program. Administrative internships will facilitate and assist interns to:

1. Develop knowledge, skills, and dispositions to promote learning and achievement for all students.
2. Apply theory and coursework to find practical solutions for problems.
3. Understand both the leadership and management aspects of the principalship.
4. Have a variety of experiences to develop leadership skills.
5. Develop confidence in leadership skills
6. Develop a professional career orientation,
7. Develop confidence in performing leadership tasks.
8. Develop a realistic perspective of school leadership as a result of working with and being mentored by experienced school administrators.
9. Gain a realistic perspective of how educational policy is developed, implemented, and evaluated.
10. Make professional career choices based upon an analysis of his/her demonstrated competencies.
11. Make a smooth transition from student to practicing school leader
12. Develop a professional network of administrators in the field.

Internship Policies and Requirements

State of Utah Requirements for Administrative Internships

The State of Utah requirements for Administrative Licensure are found in Utah Administrative Code [R277-505-4](#). These requirements include the completion of an Administrative Internship. All BYU School Leadership administrative interns must meet State requirements and complete an internship that:

1. consists of a minimum of 450 hours of supervised clinical experiences (not including time spent in the Internship Reflective Seminar).
2. includes a minimum of 200 of the required hours in a school setting offering the opportunity of working with a licensed principal, students, faculty, classified employees, parents and patrons.
3. includes the remainder of the required internship hours in school district offices, the USOE or other USOE-approved and appropriate agencies or school settings.

4. includes the majority of the school-level supervised experience during the regular school day in concentrated blocks of a minimum of three hours each when students are present.
5. presumes interns' involvement in extracurricular activities.
6. includes experiences at both elementary and secondary school levels.
7. has clinical experience in a different school than where the intern may be employed as a teacher.
8. provides opportunities for the intern to demonstrate application of knowledge and skills gained through the higher education experience in school settings, including the opportunity to:
 - (a) understand the school community;
 - (b) understand the school culture and its importance to the student;
 - (c) experience managing a safe, efficient learning environment;
 - (d) collaborate with families of diverse students;
 - (e) support ethics and fairness in the school setting; and
 - (f) participate in the larger political, social, economic, legal and cultural school context.

National Standards for Administrative Internships

All BYU School Leadership administrative interns will experience administrative internships that are structured to provide substantial, sustained, standards-based work in real settings and is also planned and guided cooperatively by trained university, school and district personnel (based on the national ISSLC standards).

- **Substantial**: Interns are required to be in the field for 450 hours (state requirement). Students in both tracks may opt for more extensive/longer internship experiences.
- **Sustained**: Interns apply their learned knowledge and skills over an extended period of time. LPP interns spend 4 days per week in schools for at least 14 weeks. Although not required, most LPP students choose to complete a full-time, nine-month internship in each of elementary, mid-level, and high school settings. ExSL interns complete internship hours over two years: two school years in their resident school and part-time in other school settings.
- **Standards-based**: Interns apply standards-based skills and knowledge in the field. The BYU program meets or exceeds both ISSLC and State of Utah internship standards.
- **Real Settings**: Interns experience multiple settings that allow for the application of a wide range of relevant knowledge and skills. All candidates have internship experiences in both elementary and secondary schools and a district office experience with substantial responsibilities that increase over time and involve direct interaction with staff, students, parents, and community leaders.
- **Trained Mentors**: Interns work directly with a mentor principal in each internship setting. All mentor principals are trained to be the intern's primary internship supervisor in the field. The program only approves internships in schools with approved mentor principals. A well-qualified mentor principal is the key to a successful administrative internship experience. The program works with school districts to select the best mentor principals possible.
- **Internship Supervision**: Interns are supervised by program faculty who function in the roles of Internship Coordinator and Internship Supervisor.

BYU School Leadership Internships

All School Leadership administrative internships must meet the following criteria to accrue hours toward meeting the State internship requirements. All BYU School Leadership internships must:

1. Meet State requirements.
2. Complete university internship application and receive prior approval from Internship Coordinator.
3. Receive prior approval of the participating district.
4. Be in the capacity of a school, district or state administrator.
5. Include experiences at elementary and secondary (middle/junior high school and high schools).
6. Include a minimum of 300 hours in school settings.
7. Include 40 hours for internship leadership project.
8. Be supervised on-site by a trained mentor principal or administrative leader with a current State Administrative license. (Exceptions only for ExSL interns currently working in private or charter schools with a resident mentor principal not required to have State administrative licensure.)
9. Provide the majority of hours in a school other than the one in which the intern is currently employed as a teacher.
10. Be generally be completed in a minimum of 3-hour blocks of time.
11. Be supervised by a BYU School Leadership Internship Supervisor that visits internship locations on-site twice each semester or per internship location. (Upon approval, Internship Supervisor may visit only once for internships shorter than 4 week duration.)
12. Provide opportunities to bridge coursework and field experience.
13. Provide opportunities to develop skills that promote student learning (e.g. attending PLC meetings, using data-making decision skills, designing and monitoring student intervention, etc.).
14. Minimize supervisory activities (e.g. taking tickets at plays, supervising lunch, supervising sporting events, etc.), such that these activities are not the bulk of the internship hours.
15. Include the completion of the ILP. Students may count up to 40 internship hours (toward the minimum 450-hour requirement) for completion of the ILP.

Roles, Responsibilities & Policies

School Leadership Administrative Internships are coordinated under the direction of the Internship Coordinator, Internship Supervisors, and trained mentor principals in the schools. The Internship Supervisor is critical to the intern's successful internship experience. Within this framework of support, the intern is responsible for the completion of all internship requirements and for the success of their internship.

Internship Coordinator

The Internship Coordinator is a member of the School Leadership Program Committee assigned to provide both University- and Program-level oversight for the administrative internship. Responsibilities include:

1. Develop strategic relationships with districts
2. Develop and deliver mentor principal training
3. Approve BYU Internship Applications each semester/term
4. Approve final internship assignments
5. Monitor overall progress of all interns
6. Train and coordinate Internship Supervisor
7. Receive and make decisions on any petitions for internship exceptions
8. Approve BYU's University Internship Applications

Internship Supervisor

The Internship Supervisor is a member of the School Leadership Program Committee who is assigned to supervise all aspects of the interns experience on the administrative internship. Responsibilities include:

1. Coordinate internship needs with Internship Coordinator
2. Set up, assign and coordinate all internship and mentor principal assignments sites, in coordination with the Internship Coordinator and track directors.
3. Develop a network of relationships with district and school administrators
4. Interact and negotiate with district and school administrators
5. Help develop and deliver mentor principal training
6. Develop relationships of trust and support with interns
7. Make regular field visits (as defined by track) for all interns at internship sites to engage in reflective dialogue, trouble shoot any problems, and connect with their mentor principals
8. Facilitate the implementation of the Internship Leadership Project (ILP)
9. Supervise, monitor and track specific progress of all interns, including all internship binder requirements. Provide grade recommendation to Internship Coordinator
10. Answer all Internship 911 calls
11. Facilitate Learning Walks
12. Make final grade assignments for interns
13. Plan and deliver Reflective Internship Seminars
14. Prepare interns to interview successfully for administrative positions

In addition to the above general descriptions, the intern and Internship Supervisor will review the intern's *Internship Leadership Project (ILP)* as well as the internship notebook to affirm that the internship objectives are obtainable, make any necessary modifications and evaluate student progress. The ILP instruction and forms are available, along with other internship forms, on the [School Leadership website](#).

- ***LPP Internship Supervisor.*** The Internship Supervisor visits LPP interns onsite a minimum of *three* times at each of their three internship locations.
- ***ExSL Internship Supervisor.*** The ExSL Internship Supervisor visits ExSL interns onsite a minimum of *twice* each semester (and once per term).

Mentor Principals

All interns work directly with a trained mentor principal. The School Leadership Program selects only district-approved mentor principals. Principals selected to mentor interns are effective instructional leaders who are able and willing (or show potential) to be effective mentors.

Mentor Principal Standards. The following standards guide the responsibilities of mentor principals:

1. A mentor principal is an effective leader who engages in reflective practices and provides thoughtful, candid and constructive feedback in a manner that supports individual mentee learning. The mentor must be organized and have the ability to assess the mentee's strengths and needs in thoughtful ways and target opportunities for growth, by:
 - Providing immediate supervision, training, advice and support for interns
 - Reflecting with interns regularly on, for, and in practice
 - Monitoring plans and progress of interns and provide formative intern evaluations

2. A mentor principal is an educational leader who builds and maintains a learning relationship with an individual mentee that involves respect, trust, support, and effective communication by:
 - Orienting and integrate interns into the culture of the school
 - Introducing interns to the faculty and student body as part of the administrative team
 - Providing a place for interns to work that enables their observation and co-participation in formal and informal leadership tasks, activities, and interactions
3. A mentor principal is an educational leader who allows the mentee to assume a real leadership role by:
 - Helping the intern to make independent decisions and own the responsibility for the results
 - Providing opportunities for interns to shadow the mentor principal and other administrators as they function in their roles with teachers, students, and parents.
 - Engaging interns in the full range of leadership practice, using the gradual release process to increase the level of responsibility as the interns' experience and skill develops, until the intern bears full responsibility for carrying out tasks and assignments that are significant to effective school leadership
 - Attending mentor principal functions (e.g. trainings, transition dinners, pot luck socials, etc.)
4. A mentor principal is an educational leader with passion for learning and believes that mentoring is a mutually enhancing professional development opportunity in which both partners benefit, by:
 - Providing interns with networking opportunities with other school administrators who may be influential in furthering the interns' administrative careers as school leaders
 - Introducing interns, bringing interns to meetings, engaging interns in problem solving activities and showcasing interns' work.
5. A mentor principal is an educational leader who displays emotional maturity as evidenced by personal and professional interactions both with mentees and the school community.

Mentor principals acquire essential mentoring knowledge and skills through an all-day Summer Training. During the Summer Training, mentors and interns meet and interact with each other as they learn the above outlined mentoring knowledge, skills and standards from principals who have served as effective LPP mentors and BYU faculty who work with the LPP track. Reflective interaction is encouraged in the way principals and interns are organized for learning and during informal instances such as the evening and during meal times.

LPP Mentor Principals. The LPP mentor principals meet with their interns for two transition dinners. A transition dinner is held between each internship and provides an opportunity for interns to debrief with their current mentors and have a planning conversation with their next mentors. As part of the transition dinner, mentoring tips are given to mentors to help them refine their mentoring practice. Interns have the opportunity to observe, interact with and learn from three different mentor principals over the course of the school year.

ExSL Mentor Principals. ExSL mentor principals play a critical role in the leadership preparation of the ExSL intern within a part-time internship structure. ExSL mentor principals participate in a half-day December training with their interns each year. ExSL mentor principals need to develop and maintain good communication with their intern. Given that ExSL interns may have two mentor principals (resident school mentor principal and lab school mentor principal), mentor principals are encouraged to collaborate together and with the intern to identify and negotiate internship opportunities.

The resident mentor principal is a particularly important advocate for the ExSL intern throughout the program. Resident school mentor principals are expected to make a two-year commitment to their interns (or until intern completes the ExSL track), serve as the mentor principal as long as the intern teaches in their school.

While ExSL interns are required to be supervised by a mentor principal with a current State Administrative licensure, one exception exists in that ExSL interns who currently working in private or charter schools with a resident mentor principal are not required to have State administrative licensure.

Administrative Interns

Prior to the Internship. Students must meet the following requirements prior to beginning any internship hours in a given semester/term that accrue hours toward the State internship requirement. Prior to being placed in an administrative internship, each intern must:

1. Have a State of Utah Level II teaching license.
2. Be in good academic standing as defined in the BYU Student Code of Conduct.
3. Represent the BYU, the EDLF Department and the School Leadership Program by being professional at all times.
4. Be formally admitted into the School Leadership Program (see exception for EDLF alumni returning within 5 years of graduation and current EDLF doctoral students).
5. Obtain the BYU ID badge (requires current teaching license and fingerprinting).
6. Complete the BYU Internship Application (online) and register for at least .5 credit hours of EDLF 632R each semester they plan to complete internship hour. Completing the application form does NOT constitute registration for internship credits. Once the Internship Application has been approved, students will receive an email indicating that they can now register for EDLF 632R.

During the Internship. During the administrative internship, each intern must:

1. Intern/Mentor Training -- Summer Retreat. Attend the Intern/Mentor Training Retreat during summer term.
2. Be fully present and co-participate in the leadership practices and activities under the mentorship of their mentor principal.
3. Meet regularly and engage with the Internship Supervisor during onsite visits.
4. Enroll, attend and participate in the track-specific Internship Reflective Seminar (EDLF 635R).
5. Bear any and all remaining financial costs of internships after any negotiated agreements with participating district (e.g. personal leave days, travel, etc.).
6. Complete any internship assignments given by the Internship Supervisor.
7. Actively engage with their mentor(s) in observing, co-participating, or individually completing internship activities and responsibilities.
8. Document their experiences by maintaining the *Internship Notebook* and documenting completed assignments and activities with the Notebook structure.
9. Keep a journal included under Tab 9 in the *Internship Notebook* which they reflect on their experiences as they relate to their current and future practice as a school leader.
10. Make connections between theory learned in the classroom and experiences in practice.
11. Complete the Internship Leadership Project (ILP).
12. Fulfill *Internship Notebook* requirements. Interns are responsible for keeping their *Internship Notebook* updated and having the *Internship Notebook* available for all meetings with the Internship Supervisor. Submit the *Internship Notebook* to the Internship Supervisor at the end of each semester and/or upon request. After completing the School Leadership Internship, students submit their completed *Internship Notebooks* so that an electronic PDF copy of the binder can be made.

LPP Interns. LPP Interns are also responsible to:

1. **LPP Internship Application.** Before beginning Spring Term, complete the LPP Internship Application (available from the department secretaries) and submit it to LPP Internship Supervisor to communicate internship needs and preferences and to suggest potential internship sites. Students may work with the School Leadership Internship Supervisor to identify internship opportunities that best meets their goals.
2. **Internship Sites.** Maintain the same working hours as their mentor principals at their internship sites every day except Wednesday during which they attend classes on campus. Interns must also notify their mentor principal if they are unable to be at internship site. If the intern is unable to be at the internship site for more than a few days, they must also notify the Internship Supervisor.
3. **Mentor Principals.** Foster and develop the relationship with their mentor principals at each internship site and actively participate in collaborative negotiation to identify and fulfill internship activities.
4. **Transition Dinners.** Attend two transition dinners, one between each internship assignment. The transition dinners represent a critical opportunity to meet your new mentor principal.
5. **Reflective Internship Seminar.** Enroll in 1 credit of Reflective Internship Seminars (EDLF 635R) during Fall and Winter semesters, for a total of two program credits. The seminar is taught by the Internship Supervisor and provides interns the opportunity to reflect and to share experiences, learning and concerns with other interns and the Internship Supervisor.

ExSL Interns. ExSL Interns are also responsible to:

1. **ExSL Internship Application.** Before the end of Spring Term, complete the ExSL Internship Application and submit it to the ExSL Internship Supervisor to communicate internship needs and preferences and to suggest potential internship sites. Students may work with the School Leadership Internship Supervisor to identify internship opportunities that best meets their goals.
2. **Mentor Principals.** Foster and develop the relationship between their resident and lab school mentor principals and actively participate in collaborative negotiation to identify and fulfill internship activities within a part-time structure.
3. **Intern/Mentor Training – December Training.** Attend the Intern/Mentor Training in December with resident and lab school mentors.
4. **Reflective Internship Seminar.** Enroll in .5 credits of Reflective Internship Seminar (EDLF 635R) during the first Winter and second Fall semesters. The seminar is taught by the Internship Supervisor and provides interns the opportunity to reflect and to share experiences, learning and concerns with other interns and the Internship Supervisor.

Internship Structure and Schedule

Given that each School Leadership Program track has a different structure, e.g. full-time and part-time, each track has a specific internship structure and schedule designed to meet the needs of both the intern and the administrative internship.

LPP Internship Structure

The opportunity for an LPP residential internship is the key feature of the LPP track. Nine months of internship provides students multiple opportunities to observe and apply leadership theory, which they learn through weekly coursework, in the action of practice for four-days each week. The LPP internship enables interns to work over a sustained period of time under the direction of a mentor principal. The LPP Internship provides interns with a comprehensive view of, and first-hand experience co-participating in, the dynamic roles in which school leaders function as they work with their faculties to help all students learn at high levels.

The LPP internship ranges from the beginning to the end of the school year and enables LPP interns to complete a three-month residential internship at three different schools in two different districts, each at one of three education levels: elementary, middle/junior high school, and high school (see Table 7). During summer term, LPP interns participate in an Intern/Mentor Principal Training Retreat with their mentors. From Fall semester through Spring term, LPP interns work in schools four days a week and attend formal classes on campus one day each work. Interns participate with their mentor principals in two transition dinners, one at each internship shift.

Table 7. LPP Internship Schedule

Summer Term	Intern/Mentor Principal Training Summer Retreat
Fall Semester	Begin 1 st Internship Location
	Finish 1 st Internship Location
	Transition Dinner
	Begin 2 nd Internship Location
Winter Semester	Finish 2 nd Internship Location
	Transition Dinner
	Begin 3 rd Internship Location
Spring Term	Finish 3 rd Internship Location

While LPP students are required to complete only 450 internship hours (about fourteen weeks full-time), they may choose to participate in the intensive LPP internship schedule to obtain the benefits of completing additional hours and experiencing a nine-month internship.

A key feature of the LPP internship is that interns reflect on their experience daily. Toward that end, interns:

- Maintain a daily reflective journal in which they reflect on the major experiences of that day,
- Participate in dialogic reflection on site, and
- Engage in collective reflection in the Reflective Internship Seminar with the Internship Supervisor and key practitioners from the field.

ExSL Internship Structure

The ExSL Track internships are specifically designed for part-time students. ExSL students begin their administrative internship in the first Fall semester in their resident school. Beginning Winter semester, interns will be assigned a Lab School. Students may provide feedback to the ExSL Internship Supervisor regarding their preferences, ideas and suggestions for internship locations. During Spring and Summer terms, interns may complete internship hours in a variety of different locations (see Types of Internships below).

During their second year, ExSL interns continue with both the resident and lab school internships. ExSL interns negotiate their internship hours with their resident and lab school mentor principals. The current principal serves as their resident school mentor principal during the course of the program. Interns are encouraged to communicate well, be creative and seek available opportunities.

Types of ExSL Internships. Students may participate in the several types of internships to complete the required 450 administrative internship hours and to accrue additional internship hours. The intern is responsible to negotiate with the Internship Supervisor to design the specific ExSL internship experiences that best fulfill the internship requirements while meeting professional development and personal needs.

1. **Resident School Internship.** ExSL interns may complete approved administrative internships (up to 100 hours) at their current resident teaching school during their program. They may also accrue an additional 40 hours by completing the ILP at their resident school. The principal at the student's resident school becomes their resident school mentor principal. ExSL interns are encouraged to attend all regularly scheduled district principal meetings with their mentor principal for an opportunity to observe and to network with district administrators. The intern may also assume responsibility for the school while the principal is out of the building. Intern hours may also be taken during the student's preparation period, lunch, before or directly after school, and during other released time.

2. **Lab School Internship.** ExSL interns can be assigned to lab schools at a different level than they are currently teaching, generally beginning their second semester of internship. The principal at each lab school serves as the intern's lab school mentor principal for the duration of the assignment. Lab schools will be assigned based on providing each intern with exposure and experience in all three levels of schools. Interns are encouraged to complete a one week, full-time mini-sabbatical each year in their lab school (40 hours each year) (or as many full-time days as possible). Interns will negotiate with both the resident and lab school mentor principals to choose the best time for the mini-sabbatical.
3. **District Office Internship.** ExSL interns may participate in a district office internship during the summer. A specific week in which all ExSL interns would complete their district internship experience will be negotiated by the Host District and the ExSL Track. ExSL interns will engage in at least five days of internship, each day with a different district program director (e. g. Human Resources, Business Services, Curriculum, Special Education, Technology, etc.) with whom to work to better understand that area of administration. The ExSL Internship Supervisor will facilitate the district assignments to meet district, ExSL and intern needs. This district experience may include orientation to the program area, shadowing the program director, participating in program-related tasks networking with other directors, and/or attending school board or district community council meetings.
4. **Summer School Internship.** ExSL interns may engage in a summer internship experience for 3-6 weeks, beginning their second summer. The ExSL Internship Supervisor negotiates with districts regarding potential summer internship options, including summer programs, such as the two extended-year high school programs, middle school credit recovery programs, elementary programs, and/or alternative/adult education programs. ExSL interns are also invited to help identify potential summer school internship opportunities. Options for summer school internship locations are negotiated between the intern and the Internship Supervisor, with final assignments made by the Internship Supervisor. Summer internships must include a trained mentor principal or administrator.
5. **Internship Leadership Project.** ExSL interns may accrue 40 hours for successful completion of the Internship Leadership Project in their resident school.
6. **Other Negotiated Internship Options.** ExSL interns are encouraged to explore other internship options that meet State and School Leadership internship requirements. ExSL interns work with the ExSL Internship Supervisor, and the Coordinator when necessary, to receive approvals from the Internship Coordinator and the participating district. ExSL internships are available in public, charter and private schools as well as in education policy-making settings.
7. **Additional Internship Hours.** The ExSL Internship Supervisor can facilitate interns who wish to complete additional internship hours to expand their administrative experience (beyond the required 450 hours). Interns are responsible to participate in the design and arrangements for additional internship hours. All intern and internship requirements (above) apply to extra internship hours, including enrollment in EDLF 632R and all documentation and supervision requirements. One additional credit hour of internship can be earned for each 150 hours of internship.
8. ***Internship Hours.*** ExSL interns must follow the policies in Table 8 for completing the minimum requirement of 450 internship hours. ExSL Interns may accrue additional internship hours beyond the required 450 hours. For additional hours, the interns must complete the same documentation and supervision requirements as for the required 450 hours. ExSL interns may count up to 40 hours for the internship leadership project (ILP) completion.

Table 8. Policies for ExSL Internship Hours

# Hours		Internship Location
300	Minimum	Must be completed in a school setting, including 150 hours in an elementary school and 150 in a secondary school (junior high or high school)
100	Maximum*	May be completed in the intern's resident school (upon approval)
40	Maximum*	May be completed with administrative hours (when students are not in school), including data analysis, preparing for school to open, etc.
40	Maximum	Internship Leadership Project (40 hours successful completion)
40	Maximum*	May be completed in other internship locations, e.g. district office, state legislature, state office
100	Maximum*	Maybe completed with a non-certified administrator for intern's with charter or private resident school (upon approval)
Unlimited		Additional hours may be completed at elementary or secondary schools.
Unlimited		Additional hours may be completed at district or State offices, above the required 450 hours.

* This maximum applies only to the required 450 internship hours. Additional hours beyond 450 are not restricted by this maximum.

Reflective Internship Seminar

The Reflective Internship Seminar provides interns the opportunity to share experiences and concerns with other interns and university faculty.

- LPP interns enroll in 2 credits of Reflective Internship Seminar (EDLF 635R) during their internship – 1 credit in each of Fall and Winter. The seminar is taught weekly each semester by the Internship Supervisor and provides interns the opportunity to share experiences, learning and concerns with other interns.
- ExSL interns enroll in .5 credits of Reflective Internship Seminar (EDLF 635R) during their first Winter and second Fall semester. The seminar is taught bi-weekly (every other week) for the semester by the Internship Supervisor and provides interns the opportunity to share experiences, learning and concerns with other interns.

District Internship Support

The School Leadership Program works directly with the BYU/Public School Partnership school districts (Alpine, Jordan, Provo, Nebo, Wasatch) to facilitate and negotiate district support for administrative internships prior to student placement as an intern in the district. District support for internships may provide sabbaticals, locations for approved internship sites and access to approved mentor principals.

Districts may also tailor their internship support for a given year or for a given intern through a combination of strategies to provide direct funding or other facilitation, such as full-time sabbaticals, leaves of absence, partial sabbaticals (e.g. one-quarter sabbatical over two years), release time, professional development options, partially-paid personal leave days and other strategies negotiated with mentor principals. While the School Leadership Program may engage in program-level negotiations for internship support, the actual support by any district is at their own discretion and approval.

Assessment of Administrative Internships

The primary avenue for assessment of administrative interns is through regular field visits by the Internship Supervisor. The Internship Supervisor observes the intern, meets with the Mentor Principal, monitors the internship site, and tracks the completion of the Internship Notebook and Activities.

The Administrative Internship is also guided by the Internship Notebook and the internship book entitled, *School Leadership Internship: Developing, Monitoring and Evaluating Your Leadership Experience*.¹

Specific assessments of interns include:

- **Field Observation of Intern:** The Internship Supervisor makes regular visits to each intern at the internship site. This visit includes intern observation, meeting with the Mentor Principal, and monitoring the intern's progress on the Internship Activities and Internship Leadership Project.
- **Internship Notebook:** Interns compile an *Internship Notebook*. Instructions for this notebook will be provided at the Intern/Mentor Summer Training. The *Internship Notebook* includes an internship log, a reflection journal, and the tracking of the internship activities. This notebook is reviewed by the Internship Supervisor on a regular basis.
- **Internship Activities:** The Internship Activities to be completed during the internships are organized by ISSLC standards and aligned with the program's student learning outcomes. These activities are outlined in the internship book.¹ Students provide artifacts, as indicated in the book¹ for the completion of these activities in the Internship Notebook.
- **Internship Supervisor's Evaluation:** At the end of each semester or term, the Internship Supervisor makes a recommendation to the Internship Coordinator regarding whether the intern has successfully passed the internship requirements for that semester or term.
- **Mentor Principal Evaluation of Interns:** At the end of each semester, each of the intern's Mentor Principals provides a formative evaluation of the intern's progress. Interns and Mentor Principals are encouraged to utilize this opportunity for formative development. The student is responsible to obtain this evaluation and place it in their *Internship Notebook*.

In addition, the internship site and mentor principals are also informally evaluated on an on-going basis:

- **Internship Site Evaluation:** Internship sites must be approved by their districts and by the Internship Coordinator. Internship sites are regularly evaluated for continued participation as locations for BYU School Leadership internships. Internship Supervisors regularly visit and monitor internship sites.
- **Evaluation of Mentor Principals:** Mentor principals must be district approved. They meet regularly with the Internship Supervisor to review the intern's progress. Through these visits, and through discussions with the intern, the Internship Supervisor is able to continuously and informally assess and provide feedback to support the Mentor Principal's engagement with the intern.

Letter of Internship Status and Completion

Students may request a Letter of Internship Status and Completion for school administrator job applications. In most cases, job applications are due prior to the completion of the internship. To request a letter, the student should contact their Internship Supervisor. The Letter of Internship Status and Completion will identify the internship locations, mentor principals and the number of administrative internship hours that the intern has completed. The letter will also indicate the student's anticipated graduation date.

Administrative Internship Exceptions Policy

Students wishing to pursue an exception to any of the above internship requirements must submit a written petition to the School Leadership Internship Coordinator.

¹ Martin, Gary E., Danzig, Arnold B., Wright, William F., Flanary, Richard A., & Brown, F. (2012). *School Leadership Internship: Developing, Monitoring, and Evaluating Your Leadership Experience* (3rd ed..) Larchmont, NY: Eye on Education.

Internship Leadership Project

Students will complete an Internship Leadership Project (ILP) during their internship. The ILP provides the opportunity for students to apply theory to practice and facilitate the improvement of student learning in a school where they are working as an administrative intern. The ILP is aligned with student learning outcomes and provides an opportunity for students to examine leadership, learning communities and strategic decision making and change within an authentic school context. ExSL Interns may count 40 internship hours upon completion of the ILP in their resident or lab school. For more information, see the ILP Description available on the website.

For the ILP, students will confer with their mentor principal to identify an Internship Leadership Project (ILP) targeting the improvement of student achievement in their internship school and lightening the load for their mentor principal. The ILP is to be a significant administrative effort that will support lasting, systemic improvements at the school. The ILP may build upon or connect to a course project. The mentor principal, the internship supervisor and the intern's faculty advisor will all need to approve the project proposal and final report.

The project proposal includes a description of the purpose of the project, the action plan and a rationale for the project. Students register for (695R) during the semester in which the bulk of the project work will be completed. All students will complete their project and final report by the end of the semester before their anticipated graduation.

The project's final report will include an updated action plan, project results, a discussion of the project and a personal reflection of the student's learning experience.

- Students in the ExSL 2011 cohort may use their EDLF 677 course presentations as filling the requirement for the project proposal. They will need to obtain a signature from Dr. Steven Hite indicating their participation in this presentation.
- Beginning with the 2012 cohorts, the ILP description will be found in your *Internship Notebook* and will soon be located on the [School Leadership Program website](#).

Comprehensive Exam Experience

The University-required Comprehensive Exam experience provides the opportunity for students to demonstrate their integrated knowledge of school leadership prior to graduation from the program. The comprehensive exam requirements must be completed with faculty approval about 2 months prior to graduation. Deadlines will be posted on the website (see [Program Schedules and Curriculum](#)); however, the student is responsible to be aware of all deadlines.

The Comprehensive Exam experience is an oral presentation and report of the student's school leadership experience made to the faculty advisor and internship supervisor. The oral presentation must be a professional presentation, similar to reporting to the school board, using a power point presentation.

The following items are required to be addressed in the Comprehensive Exam presentation:

- Summary of individual skill assessment (TELSA) and how it was used during the internship experience
- Summary of other assessments and evaluations
- Three-year professional development plan
- Summary of future position and leadership goals

- Summary of school/district goals and/or improvement plans from each internship placement
- Internship activities summaries
- Summary and evaluation of internship experiences supported by the internship journal and other relevant documents
- Summary of the internship leadership project (ILP)
- Summary of reflective practice

- Updated vita

Upon completion, the Comprehensive Exam approval form will be signed by the faculty advisor, the internship supervisor, the School Leadership Program Chair and the EDLF Department Chair. This approval form must have a copy of the power point slides attached and will be placed in each student's file.

Student Assessment

Student assessment occurs continuously throughout the School Leadership Program and is guided by University, Department and program policies and the program's four student learning outcomes. Student assessment is used for the improvement of both student learning and the School Leadership Program.

Grading Policies

Students are assessed in their coursework based on the course objectives and the relevant program student learning outcomes. Each course syllabus specifies its specific grading policies.

Based on University policy, to retain active graduate student status and to qualify for subsequent registration, graduate students must receive acceptable grades. Any course receiving D, E, W, UW, NS, or I grades will not qualify to meet the program course requirements (nor will audits or correspondence courses).

GPA Requirements

Students must have a 3.0 program GPA (and no grade lower than a C-) in order to graduate with their degree. Graduate students whose graduate (program of study) GPA falls below 3.0 (prerequisites and skill courses are exempt) will not be allowed to graduate and may be dismissed from their graduate programs. Students whose grades frequently fall in the C range or below should consult with their committees about the advisability of continuing graduate study. No D credit may be applied toward a graduate degree.

Additional Student Assessments

Students are assessed during their administrative internships, based on internship criteria and requirements, by the Internship Supervisor and mentor principals. A final internship assessment will be made prior to providing a *Recommendation for Administrative Licensure*.

Students may also be invited to participate in additional student assessments (or pilot student assessments) for purposes of program improvement. These assessments may include online surveys, specific requests for feedback, focus groups, etc.

University Graduate Student Evaluations

BYU Departments formally evaluate each graduate student's progress three times during the calendar year, at the end of Fall semester, Winter and Summer terms. The School Leadership Program follows the University policy for graduate student evaluations.

The student's Faculty Academic Chair monitors student progress and provides a recommendation for the formal evaluation to the School Leadership Committee. The School Leadership Committee discusses the progress of and recommendation for each student that receives marginal or unsatisfactory rating. The committee submits the formal evaluation to the Graduate Studies Office and informs the student in writing of any marginal or unsatisfactory progress status.

Written Notification

In the case of a marginal or unsatisfactory progress rating, the student will receive communication by certified letter with return receipt. The letter will list requirements that the student must fulfill to make satisfactory progress, the time deadlines for meeting those requirements, the faculty whom the student should contact for information or help, and what will happen if requirements are not accomplished (e.g., an unsatisfactory rating for the next semester, termination from the program, etc.)

Consequences

If a student receives a marginal or unsatisfactory rating in one semester and is not making satisfactory progress in the next semester, the student will be rated as making unsatisfactory progress. In other words, a student will not be rated as making marginal progress in two sequential semesters. Failing to correct marginal progress is unsatisfactory.

If a student receives a marginal and an unsatisfactory, or two marginal ratings in succession, the Department will either terminate the student's program at the conclusion of the semester or submit a petition to Graduate Studies making a convincing case that the student be given another semester to demonstrate satisfactory progress. A petition will include a copy of a contract listing student and faculty responsibilities and a time line for completing all requirements for satisfactory progress.

Students who receive an unsatisfactory ranking or do not receive an evaluation will not be eligible to obtain financial aid.

Evaluation Criteria

Marginal progress in the School Leadership Program may include the following:

- failure to submit Program of Study form (study list)
- registering for project hours yet little or no work has been done
- poor performance in project research
- lack of requested contact with Faculty Academic Chair or committee members
- has not made marked progress toward courses and requirements on Program of Study
- poor performance in administrative internship experience

Unsatisfactory progress in the School Leadership Program may include the following:

- continued marginal progress
- continuing failure to complete Program of Study form
- grade in a course falling below B-
- failing a course
- failure of comprehensive exams (culminating project)
- minimal or no contact with chair or advisory committee members
- prospectus or thesis draft not approved
- has not made marked progress toward courses and requirements on study list
- poor performance in administrative internship experience
- was rated as marginal in previous review and has not remediated weak areas
- concerns about ethical or professional behavior
- poor performance in research
- failure to resolve any problems or fulfill any requirements indicated in a previous marginal or unsatisfactory review

Program Assessment

Given the School Leadership Program's aims to pursue *dynamic stability and responsiveness* for program improvement, the program engages in a variety of program assessment and evaluation activities.

Student Learning Outcomes

The School Leadership program has four core student learning outcomes that guide the program and its assessment and evaluation. You may have opportunities to evaluate your experience in terms of these learning outcomes. They are:

1. **Lead with Professional Knowledge:** Understand and apply the following disciplinary knowledge in the graduate program coursework to the practice of school leadership.
2. **Lead Learning Communities:** Engage in, facilitate and lead collaborative learning communities to improve teaching and learning of all students.
3. **Lead Strategic Decision Making & Systemic Change:** Engage in, facilitate and lead strategic inquiry, data-driven decision making and systemic change, for school and student improvement.
4. **Lead with Effective & Caring Leadership:** Effectively lead with integrity and act on their knowledge in a caring and professional manner with all school stakeholders.

Many courses have relevant assessments to be completed in the field during internships that align with the course and student learning outcomes.

Student Feedback

Given the program aim of *dynamic stability and responsiveness for program improvement*, students will have many opportunities to provide feedback about their experience in the program. These opportunities may include focus groups, online surveys, interviews and email responses. Student feedback is greatly valued and appreciated.

Course Evaluations

Each semester/term students are asked to complete course evaluations. These evaluations rate the course as well as the instructor. They are extremely important to the future of the professor, class and Department. We ask that you please take the time at the end of each semester/term to complete these. They can be found on MyBYU under "Student Ratings." Your responses will be confidential and the professors will not see any of the responses until after grades have been submitted.

Other Program-Related University Policies

Sexual Harassment & Gender Discrimination

Unlawful discrimination on the basis of gender will not be tolerated whether initiated by university faculty, administrative or staff personnel, students or by third parties on the campus. The university prohibits unlawful sexual harassment against all persons involved in the campus community, including administrators, faculty, staff, students, visitors, vendors, contractors and other third parties. The university also prohibits inappropriate gender-based behavior in the workplace or in the academic setting directed at another due to that person's gender and which violates the Church Educational System Honor Code or the individual dignity of university personnel, students or campus visitors, but which does not rise to the level of unlawful sexual harassment.

For further explanation see: <http://policy.byu.edu/view/index.php?p=155> or contact Equal Employment Opportunity Office (D-282 ASB, 801-422-0306) or the Honor Code Office (4440 WSC, 801-422-0299).

Students with Disabilities

BYU is committed to providing a working and learning atmosphere which reasonably accommodates persons with disabilities who are otherwise qualified to participate in BYU's programs and activities. It is the policy of BYU to prohibit unlawful discrimination against persons with disabilities and to provide reasonable assistance in bringing them into the mainstream of campus life. To accomplish this, BYU complies with all applicable disability laws.

For further explanation see: <http://policy.byu.edu/view/index.php?p=174> Or contact SSD Office (1520 WSC, 801-422-2767) or Equal Employment Opportunity Office (D-282 ASB, 801-422-0306)

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, although not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law (see examples of plagiarism below).

Intentional Plagiarism: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism: Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include:

Direct Plagiarism: The verbatim copying of an original source without acknowledging the source.

Paraphrased Plagiarism: The paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for your own.

Plagiarism Mosaic: The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.

Insufficient Acknowledgment: The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism. Violations of the Honor Code and any of its policies will be dealt with according to the policy and procedure of the University Honor Code Office. For more information please visit the Honor Code Office webpage at <http://honorcode.byu.edu/>.

Graduation

Time Limit

The Master's degree program is designed to be completed within two years. All students must complete their programs within five years of the first semester of enrollment in the program. All courses (both BYU and transfer credits) may not be more than 5 years old at the time of graduation. Matriculation in a program may be terminated at any time for failure to make satisfactory progress toward the degree.

Application for Graduation

The Graduate Office sets the exact dates and deadlines for application for graduation and they vary from year to year. Students should check with [Graduate Studies](#) for exact dates and deadlines for the semester/term they wish to graduate.

- December graduation—September
- April graduation—January
- August graduation—May

Applications for Graduation can be obtained from the Graduate Secretary in 306 MCKB. They need to be filled out and returned to the Graduate Secretary for approval by the student's Faculty Academic Chair and the Department Chair. Students may also apply for graduation online in AIM ([Apply for Graduation](#) - https://y.byu.edu/ry/ae/prod/acad_plan/cgi/stdGraduationApp.cgi).

Graduation-Related Deadlines

Students must apply for graduation by the first few weeks of the semester they intend to graduate. Please see the University website for [graduation deadlines](#).

Students are responsible to meet all requirements and deadlines for graduation. Students may also contact the Graduate Secretary (801-422-6070) for graduation information.

Graduation & Convocation

Students can find information about graduation at [BYU's Graduation website](#).

Administrative Licensure & Job Placement

State of Utah Requirements for Administrative Licensure

The State of Utah requirements for Administrative Licensure are found in Utah Administrative Code [R277-505-4](#). These requirements include the completion of an Administrative Internship.

To receive administrative licensure, candidates must meet the following requirements:

1. A Level 2 teaching license or equivalent from another state with area of concentration;
2. A master's degree or more advanced degree;
3. Completion of an education administrative program; and
4. Passing the Administrative Praxis, a State Board-approved administrative test
5. Three (3) years of acceptable full-time professional experience in an education- related area in a public or accredited private or parochial school.
6. A recommendation from a Utah institution whose program of preparation has been accredited by the National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council (TEAC).
7. Completion of an administrative internship.

Recommendation for Administrative Licensure

The 6th requirement, in the list above, is a recommendation from a Utah institution whose program has been accredited. The BYU School Leadership Program is under accreditation by TEAC and can provide this recommendation for students for students that completed all program requirements within the past 5 years. After five years, a licensure candidate may need to meet additional program requirements to meet the equivalent of our currently accredited program.

The student must make application and submit a money order in the amount of \$75 (subject to change) made out to the Utah Office of Education. To apply for this recommendation, contact the Graduate Secretary or their Faculty Academic Chair for an application. Students are responsible to ensure that they have met all the requirements for recommendation. The Internship Coordinator will review the student's records and complete the *Checklist for Recommendation for Administrative Licensure*. If all requirements have been met, the School Leadership Program will submit the recommendation for administrative licensure and the \$75 check to the MSE Advisement Office. Upon completion of the Praxis exam, the MSE Advisement Office forwards this recommendation to the State.

Petition for Internships and Licensure Recommendation by non-School Leadership Students

Under certain circumstances, students who are not currently in the School Leadership Program, or graduated without completing the internship requirement, may petition the program committee for the opportunity to complete the administrative internship and be recommended for administrative licensure. Given that recommendations for licensure include that the student has completed an accredited educational leadership program, the School Leadership Committee can only recommend students that have met all program requirements. As a result, this petition will only be considered for ELDF alumni returning within 5 years and for current EDLF doctoral students.

Returning EDLF M.Ed. Alumni

M.Ed. alumni, who graduated within the last five years with an EDLF M.Ed. degree but without completing the administrative internship, may petition the School Leadership Program in writing to complete the internship requirements as a non-degree seeking student. Students should communicate with the Internship Coordinator to determine their coursework needs and timeframe. To receive recommendation for administrative licensure, the student must complete all internship requirements, 3 credit hours of Administrative Internship (EDLF 632R), 1 credit hour of the Internship Reflective Seminar (EDLF 635R), and any additional coursework required by the program committee to meet current program standards.

Upon petition approval from the program, the student must apply to BYU as a non-degree seeking student during spring and summer terms, based on BYU University policy. Students with a baccalaureate degree who are interested in registering at BYU on a non-degree-seeking basis must apply for formal admission to the University. Given the University enrollment caps, students should apply early as admission slots for non-degree-seeking students are only on a space-available basis.

To be considered for admission as a non-degree-seeking student during spring or summer terms, applicants should have a 3.0 (B) grade point average and submit a ***complete undergraduate*** application (<http://www.besmart.com/>). Students who already have a baccalaureate or master's degree *still need to complete the undergraduate application*. Applicants also need to submit a statement with their application materials explaining their purpose in seeking enrollment, describing the courses they intend to take and how long it will take to complete this coursework (e.g. 1 semester). (The admissions office does not accept application materials via FAX or email. Please mail or deliver your statement.) Non-degree seeking students are generally not admitted for more than two semesters. If applicants require more than two semesters, they will need to petition for this in their statement.

Current EDLF Doctoral Students

Current EDLF doctoral students interested in obtaining administrative licensure will need the approval of their doctoral chair and will need to complete all of the course and internship requirements of the current School Leadership Program in order to receive recommendation for administrative licensure. The School Leadership Program Committee will review transcripts to determine which, if any, of the courses meet program requirements. This determination will be made in conjunction with and in consultation with specific, relevant program faculty for a given course. Coursework to be counted toward the completion of the School Leadership Program curriculum must be completed within 5 years of the recommendation for licensure.

Candidates from Different Utah Institutions

Potential licensure candidates who have received their master's degree in educational leadership from a different Utah institution and need only their administrative internship should complete this internship with and receive recommendation from the institution from which they received their degree.

Candidates from Out of State

Potential licensure candidates who have received their master's degree in educational leadership from an institution outside of the State of Utah, and who did not complete their administrative licensure requirement, will need to apply to the School Leadership Program in order to complete their administrative internship. The candidate will be responsible to fulfill all program requirements to receive a letter of recommendation from the BYU School Leadership Program. The candidate's transcripts will be reviewed for potential coursework that may fill program requirements.

Administrative Job Placement

Students are responsible for identifying and making any applications for administrative job placement. If students plan attend job interviews during courses, they must realize that they are still responsible for all deadlines and missed assignments. Students should not request letters of recommendation from instructors while they are in their courses. The School Leadership Program provides a web page on their site to provide information and links to job placement information (see <http://education.byu.edu/edlf/links.html>).

Seeking Out of State Administrative Licensure

The School Leadership Program is not the licensing agent for administrative licensure. The provision of administrative licensure is the responsibility of each state. Students seeking administrative licensure for a state other than Utah are encouraged to first apply for licensure in Utah as many states have a reciprocal agreement (R277-502-7) <http://www.rules.utah.gov/publicat/code/r277/r277-502.htm#T7> . Utah is a member of the Compact for Interstate Qualification of Educational Personnel (Section 53A-6-201).

If the intended state does not have a reciprocal agreement with the State of Utah, then student is responsible to determine the process for obtaining administrative licensure in that state. The School Leadership Program can provide standard Recommendation for Administrative Licensure to any state, upon request. Students may obtain transcripts of their graduate program coursework through the University (<http://saas.byu.edu/registrar/records/transcriptform.pdf>). If the student requires additional documentation from the School Leadership Program, the student is responsible to make this request, to clearly identify what they need and any relevant time deadlines.

If more information is needed, the student should contact the Utah State Office of Education. (Linda Alder, Coordinator, Phone: (801) 538-7923) or Jay Oliver in the McKay School of Education Advisement Center at 801-422-1202.

Candidates from Other States Seeking State Administrative Licensure in Utah

See R277-502-7, <http://www.rules.utah.gov/publicat/code/r277/r277-502.htm#T7>:

“If the applicant has three or more continuous years of previous educator experience in a public or accredited private school, a Level 2 license may be issued upon the recommendation of the employing Utah LEA after at least one year. If the applicant has less than three years of previous educator experience in a public or accredited private school, a Level 2 license may be issued following satisfaction of the requirements of R277-522, Entry Years Enhancements (EYE) for Quality Teaching - Level 1 Utah Teachers.”

Administrative Praxis Test

Students will need to take and pass the State-required Educational Leadership Administration & Supervision Praxis Exam offered through ETS (0411). More information is available from the MSE Advisement Office and online at: <http://www.ets.org/praxis/ut/requirements#administrator>

What is the Administrative PRAXIS Exam?

To receive Utah Administrative Licensure, candidates must pass the Education Leadership: Administration & Supervision (ELAS) (0411) examination offered by Educational Testing Services (ETS) (see Utah Administrative Code R277-505). For 2011, the passing score is 151². The Praxis ELAS 0411 is part of the PRAXIS series, designed to measure whether leader candidates have the knowledge believed necessary for successful administrative practice. It is a paper-based test administered throughout the year at various locations. Its 95 multiple-choice questions cover following topics: vision and goals, teaching and learning, managing organizational systems and safety, collaborating with key stakeholders, ethics and integrity, and the education system.

² <http://www.ets.org/sls/states/ut>

How can I prepare for the Administrative Praxis exam (ELAS)?

Students that have already completed the ELAS have generally reported that it is a difficult test to study for, being that the test does not assess one's general book knowledge. Rather, the ELAS assesses candidates' abilities to synthesize information they have gained in their educational leadership programs in answering scenario-style questions. There are a few content specific questions, however, so a study regimen that is specific to your needs is recommended. A free PDF document is available for download from the ETS website upon successfully registering for the test that outlines the topics covered in the assessment. Those students who have completed the assessment found this document to be helpful in thinking through the overall content of the examination.

How do I register to take the Administrative Praxis exam (ELAS)?

You may register for the ELAS by going to the PRAXIS homepage of the ETS website (<http://www.ets.org/praxis/>). To register, you will need to create an online account. Upon successfully logging in, click on "Register for a PRAXIS Paper-based Test," then follow the prompts. When asked to identify the test you wish to register for, enter the number "0411." 0411 is the unique test identification number associated with the ELAS. Please be aware that the 0410, a past administrative assessment once required in Utah, is no longer valid for Utah administrative licensure (ETS, 2010a). You must be sure to register for the 0411 ELAS. Upon registering successfully, you will be asked to print your admission ticket. Do so and keep it in a safe place until your test date, as this ticket is required for your admission to the exam.

When can I take the Administrative Praxis exam (ELAS)?

The PRAXIS homepage contains a direct link to the specific ELAS test dates for each testing year (September through August). This resource provides the next available date to take the ELAS exam. Be aware that many districts require your administrative credentials to be in order by July 1, so you will want to plan ahead so as to have the test completed and submitted to the State Office of Education by that deadline.

How do I report my scores to the BYU School Leadership Program?

The recommendation for licensure requires a passing Praxis score. Students are responsible to report their scores in two ways (both must be done): 1) Request their Praxis exam score to be sent to BYU (BYU School code RA4019; USOE agency code R8375; 2) Send a copy of the "Examinee Score Report" (all pages) to: Graduate Secretary, Ed. Leadership & Foundations, BYU, 306 MCKB, Provo, UT 84602

References

- ETS. (2010a). The praxis series information bulletin: Utah test requirements supplement. Retrieved on February 17, 2011 from <http://www.ets.org/praxis/ut/requirements#administrator>
- ETS. (2010b). Educational leadership: Administration and supervision (0411). Retrieved on February 17, 2011 from <http://www.ets.org/praxis/prepare/materials/0411>
- ETS. (2011). Praxis II paper-delivered test dates and deadlines. Retrieved on February 17, 2011 from http://www.ets.org/praxis/register/centers_dates/praxisii_deadlines

Program Forms

Purpose	Title	WebLink
Program Application	<i>BYU Graduate Program Application</i>	http://graduatestudies.byu.edu/
	<i>School Leadership Program Application</i>	Will be online by 1 Nov 2012
	<i>EDLF Application for Financial Aid</i>	EDLF Application for Financial Aid
Academic Coursework	<i>Study List Form</i>	Contact Graduate Secretary*
	<i>Study List Change Form</i>	Contact Graduate Secretary*
	<i>Contract Form for Department 'R' Courses</i>	Contact Graduate Secretary*
	<i>Petition for Graduate Full-Time Status</i>	http://www.byu.edu/gradstudies/images/forms/ADV_Form_2a.pdf
Administrative Internships	<i>BYU Internship Registration Form (submission and approval required each semester/term before internship registration)</i>	https://saas.byu.edu/intern/html/InternshipGrants2.html
	<i>Internship Notebook Instructions & Forms</i>	See School Leadership website
Graduation	<i>Application for Graduation</i>	Contact Graduate Secretary*
Licensure	<i>Checklist for Recommendation for Administrative Licensure</i>	Contact Graduate Secretary*
	<i>Educator License Application</i>	Contact Graduate Secretary*

*Graduate Secretary: 801-422-6070

Department Faculty

Dulaney, Shannon K., Assistant Professor. EdD, Utah State University, 2010. Leadership, Educational Administration, Instructional Leadership and Learning Communities.

<http://education.byu.edu/edlf/faculty/dulaney.html>

Ferrin, Scott E., *Associate Professor*. JD, Brigham Young University, 1984; EdD, Harvard University, 1996. School Law; Policy; Politics; Language Policy.

<http://education.byu.edu/directory/view/scott-ferrin>

Geo-JaJa, MacLeans A., *Professor*. PhD, University of Utah, 1986. International Development Education; Global Economic Restructuring; Human Development in Africa; Economics of Education.

<http://education.byu.edu/directory/view/macleans-geo-jaja>

Hallam, Pamela R., Associate Professor. EdD, University of Utah, 2006. Leadership; Educational Administration, Instructional Leadership, Human Resource Management.

<http://education.byu.edu/directory/view/pamela-hallam>

Hilton, Sterling C., *Associate Professor*. PhD, Johns Hopkins University, 1996. Longitudinal Data Analysis; Structural Equation Modeling; Statistics Education.

<http://education.byu.edu/directory/view/sterling-hilton>

Hite, Julie M., *Associate Professor*. PhD, University of Utah, 1999. Leadership; Organizational Behavior; Organizational Theory; Strategy; Social & Organizational Networks.

<http://education.byu.edu/directory/view/julie-hite>

Hite, Steven J., *Professor*. EdD, Harvard University, 1985. Research Theory and Methodology.

<http://education.byu.edu/directory/view/steven-hite>

Mayer, Clifford T., *Professor*. PhD, University of Utah, 1997. Cultural Foundations; Sociology of Education; Curriculum Theory

<http://education.byu.edu/directory/view/clifford-mayer>

Pratt, Michael S., *Visiting Professor*, EdD, Brigham Young University, 1989; School Leadership.

<http://education.byu.edu/directory/view/michael-pratt>

Randall, E. Vance, *Professor*. PhD, Cornell University, 1989. Educational Administration; Social Philosophy; Education Policy.

<http://education.byu.edu/directory/view/vence-randall>

Richards, A. LeGrand, *Associate Professor*. PhD, Brigham Young University, 1982. Philosophy; Foundations.

<http://education.byu.edu/directory/view/legran-richards>