



CARTHAGE
COLLEGE

Carthage College
2001 Alford Park Drive
Kenosha, WI 53140



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EDU 5530-01
Sports Leadership in Education Internship
Credit: 4 Cr. Hours
Summer 2022

Instructor: Dr. John D. Beerbower, Ed.D.

Email: jbeerbower@carthage.edu

Phone: 1-224-627-7001 (cell)

Class Location: **Online / Fully Remote Virtual**

Learning Management System: Carthage Schoology Course Resources

Prerequisite: EDU5050

Welcome to Carthage and welcome to EDU 5530 – Sports Education Leadership Internship. The focus of the course will be both experiential learning and the practical applications of leadership concepts and theories. Internship students will build on their understanding of leadership gained in the EDU5050 course. Students will develop and strength a relationship with a mentor who will provide the cooperating internship experience. The mentor and course instructor will assist the student in gaining experiences and personal leadership growth in sport and leadership setting.

Course Description: 4cr in this course students wee be involved in cooperative field experience, on or off Carthage Campus. The field supervisor / course instruction and student will design a field of study best suited to the student career aspirations. The student will be placed with a mentor who volunteers relevant expertise and time. The student is required to keep a log of work hours and a biweekly journal log and a final research paper linking theory to practice. The internship will require a minimum of 35 hours for 4 credits of study. Prerequisites: EDU5050, EDU5070, and EDU5250.

CARTHAGE MISSION:

Seeking Truth, Building Strength, Inspiring Service—Together

SEEKING TRUTH

- Carthage is a college of the Evangelical Lutheran Church in America, espousing and expressing the Judeo-Christian tradition.
- Carthage honors God’s love for all people and celebrates the rich diversity of creation.
- Carthage embraces scholarship and teaching that are grounded in respect for truth, the possibilities and limitations of individual perspectives, and personal accountability.
- Carthage recognizes that the quest for Truth is a life-long journey, and that knowledge, experience, and understanding, gained through a love of learning, are the surest guides.
- Carthage promotes personal, professional, and social relationships characterized by truth, honesty, and integrity.

BUILDING STRENGTH

- Carthage challenges all members of the community to seek excellence in every endeavor.
- Carthage provides the resources, tools, and facilities necessary to attract and develop committed students, faculty, staff, and trustees.
- Carthage strives for robustness throughout its educational experience, providing students with opportunities to grow in all facets of life.
- Carthage seeks breadth and depth of cultural experience from faculty and students, building a foundation for informed, courageous, and effective action in the larger world.
- Carthage collaborates with advisors and partners who help increase the relevance, vibrancy, and resilience of the educational experience.
- Carthage is a responsible steward, investing in and preserving resources in service to current and successive generations of students.

INSPIRING SERVICE

- Carthage affirms that the privilege of education is accompanied by the responsibilities of social awareness.
- Carthage challenges students to become builders of a just and compassionate world by immersing them in an educational experience that offers exposure to the full breadth of existence on Earth.
- Carthage prepares students for lives of service, and progression to leadership, by providing opportunities to give of themselves and help others—locally, nationally, and internationally.
- Carthage models and promotes the art of stewardship, enjoining respect for life in all of its various forms and cultures.

TOGETHER

- Carthage is a college community that spans generations and bridges ideologies, nurturing lives of service, work, appreciation, and understanding.
- Carthage affirms that Truth, Strength, and Service intertwine beneficially throughout life, and encourages members of the community to follow paths that incorporate all three.
- Carthage embraces traditions that lift up the community and increase its relevance and prestige.
- Carthage encourages community members to challenge and support one another, to accept responsibility and require accountability, and to collaborate in serving the best interest of students.

Required Texts:

Kouzes, J.M. and Posner, B.Z. (2017). *The leadership challenge (6th ed.)*. San Francisco: Jossey-Bass. ISBN: 9781119278962

Bibliography of Recommended Readings:

Bennis, W. (2003). *On becoming a leader*. New York: Basic Books.

- Christensen, C., Marx, M., & Stevenson, H. H. (2006, October). The tools of cooperation and change. *Harvard Business Review*, 84(10), 72–80.
- Ciulla, J. (2003). *The Ethics of Leadership*. Belmont: Wadsworth.
- Collins, J. (2001). *Good to great*. New York: Harper Collins.
Corwin Press.
- Covey, S.R. (2004). *The 8th habit: from effectiveness to greatness*. New York: Free
- Covey, S.R. (1989). *The 7 habits of highly effective people*. NY: Fireside.
- DePree, M. (1989). *Leadership is an art*. NY: Dell Publishing.
- Finzel, H. (2000). *The top ten mistakes leaders make*. Colorado Springs, CO: Victor.
- Fowler, F. (2009). *Policy studies for educational leaders: an introduction (3rd ed.)*.
- Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA:
- Gibbs, J. (2009). *Game Plan for Life: Your Personal Playbook for Success / Joe Gibbs with Jerry B. Jenkins*. Carol Stream: Tyndale.
- Gordon, T. (1980). *Leader effectiveness training*. NY: Bantam.
- Hersey, P., & Blanchard, K.H. (1982). *Management of organization behavior: Utilizing human resources*. (4th ed). Englewood Cliffs, NJ: Prentice Hall.
- Jones, L. B. (1995). *Jesus C E O: Using ancient wisdom for visionary leadership*. NY: Hyperion. .
- Keith, K. (2008). *The Case for Servant Leadership*. Westfield: Greenleaf Center for Servant Leadership.
- Knoster, T., Villa, R., & Thousand, J. (2000). A framework for thinking about systems change. *Restructuring for caring and effective education: Piecing the puzzle together*, 93-128.
- Kotter, J.P. (1996). *Leading change*. Boston: Harvard Business School Press.
- Lencioni, P. (2002). *The five dysfunctions of a team*. San Francisco: Jossey-Bass.
Press.
- Sergovanni, T.J. (1992). *Moral leadership: getting to the heart of school improvement*. San Francisco: Jossey-Bass Publishers.
- Starratt, R. J. (2004b). *Ethical leadership*. San Francisco, CA: Jossey-Bass.
- Wooden, J. & Carty, J. (2005). *Coach Wooden's Pyramid of Success: Building Blocks for a Better Life*. Ventura: Regal.

Course Assignment Breakdown: (200 points)

- 9% Week Zero Expectations (18 possible points)**
Internship Overview Materials (6 pts)
Code of Conduct Signature (6 pts)
Mentor / Mentee Agreement (6 pts)
****Must be completed by 1st week or dropped from the class****
- 16% Online (Schoology) Participation (4weeks x 8 pts each = 32 possible)**
- 2 slides evidence of completion each submission (4 pts each = 8pts)
- 25% Assignment #1 Portrait of Sport Leader (paper) (50 possible points)**
- 25% Assignment #2 Leadership Experience Portfolio (50 possible points)**
(Google Slides Portfolio with Links)
- 25% Assignment #3 Summative Performance Review & Self-Reflection**
(completed during final mentor & mentee meeting) (50 possible points)

Assignment 1: Portrait of Sport Leader (*Interview & Reflection Paper*)

Students will conduct an interview with a leader in the area of sport. They will demonstrate evidence of critical thinking and reflection as they summarize the lessons learned in a written paper.

- (Assignment Details and Rubric Attached)

Assignment 2: Personal Leadership Experience Portfolio.

Students will creatively present a collection of artifacts that they can use in the future during interviews and will continue to build in their professional career.

- (Assignment Details and Rubric Attached)

Assignment 3: Summative Performance Review & Self-Reflection

The purpose of this process is to promote critical self-reflection for our EDU5530 Interns and maintain authentic feedback from their cooperating mentors. All Interns/Mentees should have a formal or informal conversation with their Mentors regarding their overall assessment and performance. The conversation should include information from this sheet as well as any other tangible points that the Intern/Mentee or Mentor would like to convey.

- (Assignment Details and Rubric Attached)

Grading

Students' work will be assessed and a grade will be determined. The grading scale for this class is as follows:

93-100	A	4.00	82-80	B-	2.67	69-67	D+	1.33
90-92	A-	3.67	79-77	C+	2.33	66-63	D	1.00
89-87	B+	3.33	76-73	C	2.00	62-60	D-	.67
86-83	B	3.00	72-70	C-	1.67	59 and below	F	.00

Please note that grading scales at Carthage will vary from class to class and the scale used in EDU5050 - Leadership in Sport may not be used in other courses. Each instructor sets the grade scale for his/her course.

Ethics, Honesty, Participation and Carthage College Honor Pledge:

It is expected that you will attend every class and complete your work with honesty and integrity. Please call or email me if you plan to miss a meeting.

By virtue of your enrollment in this course, you are committing yourself to Carthage College's Honor Pledge. The Honor Pledge / Academic Honesty Guidelines are available for review on the Carthage College website:

<http://www.carthage.edu/campus-life/code/academic-concerns/>

As a result of your commitment to this honor pledge, violations of the code will have serious repercussions. If a student cheats on a course requirement, the student will receive a zero for this assignment, and this will count in your overall point total for this course. If a student cheats on an examination, the student will fail the course.

Schoology Discussion Board

Students will participate in four Schoology discussion board posts for the Internship. Students are expected to access the Carthage Schoology site and post a response to each week's question. A "quality" initial post would be at least 200-300 word reflection. Posts are due by Saturday 11:59pm CST on the week's they are assigned.

Online Discussion Boards / Schoology: 16 % of course grade

Assignment Description: Discussions are an opportunity to share your thoughts, ideas, and professional experiences as they relate to the Internship for the week.. The instructor will provide prompts for the discussions and should be completed by the end of the week. Online discussion participation is an important aspect of broadening your thinking and deepening your understanding of week's experiences. As such, they are a significant learning resource. Your **INITIAL POST** to the Discussion must be a thoughtful response to each question.

Discussion Post (Experiences for the week) Rubric

Schoology Discussion Board Response Rubric: Initial Post

A = 8pts	B = 7pts	C = 6pts	F = 5 or less pts.
1. The response is excellent and to the point.	1. The response is adequate but could be more complete. (at least approx. 400 words.)	1. The response is minimal. (less than 300 words)	1. The response is weak.
2. The response is substantive and related to key concepts; there are no misconceptions.	2. The response is substantive, but a few key concepts may be omitted. There may be some misconceptions.	2. The response mentions some key concepts, but there are significant misconceptions or omissions.	2. There are no references to key principles; if key concepts are present, there is no evidence they were understood.
3. The response uses personal or professional examples to demonstrate the application of concepts or theories.	3. The response presents personal or professional examples, but they are not fully integrated in the response.	3. The response presents a few personal or professional examples and/or they are not fully integrated in the response.	3. The response has no references to professional or personal experiences; if they are present, they are not integrated in the response.
4. The response is clear, concise, and easy to understand. Terminology is used appropriately and the response is logically organized.	4. The response is adequately spoken, but it may contain some organization problems or a few inappropriately used terms.	4. The response is poorly spoken; one may comprehend the student's ideas only after repeated responses.	4. The response is poorly spoken; one cannot comprehend the student's ideas after repeated Responses.

Summer 2021: EDU5530: Sports Education Leadership Internship Weekly Schedule:

Date	Week	Topics / Readings / Resources	Assignments / Activities
TBD	Week 0	<ul style="list-style-type: none"> - Introductions - School Video Overview - Review Kouzes & Posner (2017) Leadership Attributes. 	<ul style="list-style-type: none"> - Code of Conduct Signature - Mentor / Mentee Agreement (email me a picture of it signed) - Document LINK
6/13	Week 1	Weekly Post (2 slides) Schoology Online Participation	Slides 1&2 of Evidence of Completion. <i>(Slides within the google portfolio)</i> **Working toward Assignment 1 completion**
6/20	Week 2	Weekly Post (2 slides) Schoology Online Participation	Slides 3&4 of Evidence of Completion. <i>(Slides within the google portfolio)</i> **Working toward Assignment 1 completion**
6/27	Week 3	Weekly Post (2 slides) Schoology Online Participation	Slides 5&6 of Evidence of Completion. <i>(Slides within the google portfolio)</i> **Working toward Assignment 1 completion**
7/4	Week 4	Schoology Online Participation	Assignment 1: Portrait of Sport Leader <i>(Interview Reflections Paper)</i> <i>Due: Saturday, July 9th, 11:59PM</i>

7/11	Week 5	Weekly Post (2 slides) Schoology Online Participation	Slides 7&8 of Evidence of Completion. <i>(Slides within the google portfolio – Due Next Week)</i> **Working toward Intern Performance Review**
7/18	Week 6	Schoology Online Participation	Assignment 2: Leadership Portfolio <i>(Schoology / Google Slides / Digital Portfolio)</i> <i>Due: Saturday, July 23rd, 11:59PM</i> **Working toward Intern Performance Review: Due Next Week**
7/25	Week 7	Schoology Online Participation	Assignment 3: Performance Review <i>(Intern Performance Review: self-reflection and mentor reflections + meeting / review)</i> <i>Due: Saturday, July 30th, 11:59PM</i>
8/1 Ends 8/8/22	Week 8	Schoology Online Participation	ALL WORK SUBMITTED BY WEDNESDAY 11:59PM <ul style="list-style-type: none"> - All Assignments and Work Completed & Reviewed. - Collect any late or missing work - Revisions, Corrections, resubmissions, completed. - Post Final Internship Grade.

Assignment #1: Portrait of a Sport Leader Assignment (Mentor Interview Assignment)

STEPS:

- 1) Select a sport leader to interview (preferably your internship mentor). The leader should be someone that is respected in their profession and an excellent example in their organization for you to learn from. Email and receive approval from Dr. Beerbower prior to moving to conducting the interview.
- 2) Contact the sport leader and determine a date and time for the interview. This should be a face-to-face if possible. However, phone interviews will be permitted (but no email interviews). There are important things that can be learned from dialog during an interview (vs. emailed responses)
- 3) Develop a list of questions. I am providing some suggestions at the bottom of this page, but would also like you to add 2-3 of your own questions. Remember to keep them open-ended and try to relate them back to things we have learned in the course from your required readings.
- 4) Conduct the interview and take notes.
- 5) Write a 5-page paper on what you have learned from your leadership interview. The majority of the paper should be your reflections and overview of the interview and answers. The majority of the paper should **NOT** be lists of typed out answers / quotes or transcript of the interview.
- 6) Write a personalized thank you note to be sent to the person you choose to interview – ***make a photo copy of the note and attach it to the paper when turning it in to Dr. Beerbower***

Paper OUTLINE:

- Page 1 – Overview (bio of leader, why you chose them, date/time/location of interview, etc.)
- Page 2 – Your Interview Question List page
- Pages 3-5 – written reflection on lessons learned from the interview. End with a conclusion section summarizing the key concepts learned.
- Attach any supplemental documents you may want to share (copy of your notes, etc.) + photo copy of thank you note you sent.

Possible QUESTIONS to Include:

- How would you describe your leadership style?
- What are your strengths and weaknesses as a leader?
- What (OR) Who has been your greatest influence as a leader?
- How do you see Ethics impact your leadership position?
- What actions are essential to enabling others to be successful?
- What advice do you have for building relationships and trust in an organization?
- How have you seen your role(s) as a leader in sports change in the past and also moving into the future?
- What professional advice can you give for someone interesting a future career involving leadership?
- ((Your own question))
- ((Your own question))
- ((Your own question))

Objective / Criteria	Performance Indicators			Student Score
	Developing	Satisfactory	Excellent	
Overview	1 pt Little OR No evidence of Bio of leader, why you chose them, date/time/location of interview, etc.	3 pts Adequate Evidence of Bio of leader, why you chose them, date/time/location of interview, etc.	5 possible pts Excellent evidence of Bio of leader, why you chose them, date/time/location of interview, etc.	
Interview Questions	1 pt Little OR No evidence of questions of high quality and neatly formatted onto one page.	3 pts Adequate Evidence of questions of high quality and neatly formatted onto one page.	5 possible pts Excellent evidence of questions of high quality and neatly formatted onto one page.	
Reflection Pages1-3+	10 pts Little OR No evidence of sections grouped by question theme, written work meeting the standards of the course syllabus for scholarly writing, presentation and style, and evidence of critical thinking.	20 pts Adequate Evidence of sections grouped by question theme, written work meeting the standards of the course syllabus for scholarly writing, presentation and style, and evidence of critical thinking.	30 possible pts Excellent Evidence of sections grouped by question theme, written work meeting the standards of the course syllabus for scholarly writing, presentation and style, and evidence of critical thinking.	
Conclusion	1 pt Little OR No evidence	3 pts	5 possible pts Excellent Evidence of end paper with a conclusion section summarizing the key concepts learned.	
Photo-Copy of Thank You Note	0 Little OR No evidence of thank you note being provided.		5 possible pts Student provided a photocopy of a personalized thank you note to be sent to the person you choose to interview and attached to the paper when submitted.	
			Total (50 possible):	

Assignment #2: Leadership Experience Portfolio

Students will creatively present a collection of artifacts & reflections that they can chronicle from their internship experience. There are a variety of different formats and designs that the student might choose to take with this assignment. However, Dr. Beerbower will share with you a template set of Google Slides in SCHOOLGY that should serve as a general guide for the assignment expectations. The student will make a portfolio that they feel best represents the experiential learning and their growth as an emerging sport leader. Portfolios can help a future leader prepare for an interview, showcase skills & abilities, demonstrate results, and demonstrate professional patterns of excellence. The portfolio is not a resume (although it will contain yours). But a collection of artifacts / documentation representing you as a professional and experiences during the internship

Example documents included on the slide:

- Resume (reviewed by instructor)
- Leadership Platform Paper (EDU5050): philosophy statement
- Sport Leadership Standards (supported with artifact links from internship experience)
- Weekly Journal Logs (Schoology) W/ Evidence of Completion
- Sample evaluations from workshops you have presented at or notes from the presentation.
- Photos or collages of you as evidence of: (included in your slides)
 - Leadership skills
 - Accepting awards
 - Making a presentation
 - On the job
 - Community service
 - Display boards or web links you have created.
- Articles about you
- Thank you notes
- Examples (hyperlinks) of (to) written work you have created (artifacts)
 - Work samples
 - Letters you have written
 - Works in progress
- Certifications, Diplomas, Degrees, or Awards
- Professional Memberships and Service

Link to Template (Open in SCHOOLGY COURSE):

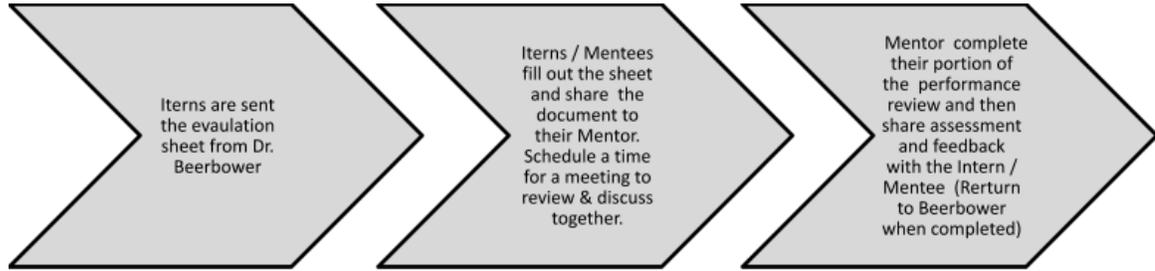
https://docs.google.com/presentation/d/1kDjYb6evyVWQ0Ri5uV4tPCps_R63xGnOS4zt80pxh-g/edit?usp=sharing

Portfolio Rubric:

	Explanation & Content 30%	Format 30%	Neatness 20%	Creativity 20%	
Exemplary	Project shows COMPLETE presentation of Portfolio Content, Explanation of the student's leadership experiences and activities.	Project follows the correct format outlined in the assignment	Project shows excellent time and effort in overall neatness	Project demonstrates an excellent amount of thoughtfulness and overall creativity.	
Acceptable	Project shows SUBSTANTIAL Presentation of Portfolio Content, Explanation of the student's leadership experiences and activities.	Project follows MOST of the correct format outlined in the assignment	Project shows a GOOD amount of time and effort in overall neatness	Project demonstrates a GOOD amount of thoughtfulness and overall creativity.	
Adequate	Project shows SOME Presentation of Portfolio Content, Explanation of the student's leadership experiences and activities.	Project follows SOME of the correct format outlined in the assignment	Project shows a MODERATE amount of time and effort in overall neatness	Project demonstrates a MODERATE amount of thoughtfulness and overall creativity.	
Inadequate	Project shows VERY LITTLE presentation of Portfolio Content, Explanation of the student's leadership experiences and activities.	Project follows VERY LITTLE of the correct format outlined in the assignment	Project shows a MINIMAL amount of time and effort in overall neatness	Project demonstrates a SMALL amount of thoughtfulness and overall creativity.	
Unacceptable	Project shows NO presentation of Portfolio Content, Explanation of the student's leadership experiences and activities.	Project follows NONE of the correct format outlined in the assignment	Project shows NO time and effort in overall neatness	Project demonstrates little thought or creativity.	
					OVERALL SCORE:

Comments:

Assignment #3: Leadership Internship Performance Review.



The Process: Dr. Beerbower will send all Carthage EDU5530 Interns/Mentees the review document. Interns will then complete a self-evaluation on the five leadership categories listed below. Once this is completed, the Interns will then send an electronic copy of their reflections and scores and schedule a meeting time with their cooperating mentor. The mentor will then complete the evaluation process and share the results and feedback with the intern/mentee. The purpose of the meeting should be collaborative and a performance review of their overall experience.

The Self Evaluation: The Intern/Mentee will give a self-rating of 1-10 (10 being the highest score) for each category. The Intern/Mentee must then justify his/her grade under the justification heading. An Intern/Mentee may give .5 scores as well (i.e. 8.5).

The Mentor Evaluation: The Cooperating Mentor will also give a rating of 1-10 in each category for the Intern/Mentee. The Mentor's evaluation will not hurt or help the Carthage EDU5530 student's grade. The purpose of this assignment is to allow for the Interns (EDU5530 Students) to gain formative feedback regarding their strengths & suggestions for improvement. The experience of having a performance review with a mentor can be a helpful part of personal growth for the student.

The Purpose: The purpose of this process is to promote critical self-reflection for our EDU5530 Interns and maintain authentic feedback from their cooperating mentors. All Interns/Mentees should have a formal or informal conversation with their Mentors regarding their overall assessment and performance. The conversation should include information from this sheet as well as any other tangible points that the Intern/Mentee or Mentor would like to convey.

Link to Document:

<https://drive.google.com/file/d/1ONdpEJDBpIHOavSW1ce53IBADloMpZnM/view?usp=sharing>