



**H.K. & Eva James
College of Education
2025-2026**

Advanced Licensure Handbook

All advanced licensure candidates in the College of Education are expected to review and abide by the most current version of the College of Education Advanced Licensure Handbook.

Table of Contents

Foreword..... 5

Purpose of Handbook 5

State-Specific Requirements 5

Procedure for Revising the Education Handbook..... 5

Acknowledgements 5

College of Education Mission 6

College of Education Overview..... 6

State Licensure Requirements 6

Programs Leading to Licensure 7

Master’s Degree in Educational Leadership with Principal Licensure7

Post-Grad Certificate Superintendent Licensure Program8

Advanced Licensure Program Admission Requirements 8

Master Degree in Educational Leadership with Principal Licensure Requirements8

Post-Grad Certificate with Superintendent Licensure Requirements8

Requirements for Licensure Recommendation..... 8

Retention in College of Education Advanced Licensure Programs..... 8

Stop Out/Readmittance..... 9

Transfer Credit..... 9

Minimum Course Grades..... 9

Advanced Fieldwork Overview 10

 Principal Licensure Internship 10

 Superintendent Licensure Internship..... 11

Advanced Fieldwork Placements.....11

Advanced Fieldwork Supervision12

Advanced Fieldwork Management System.....12

Advanced Fieldwork Objectives13

Prerequisites for Advanced Fieldwork.....13

Advanced Fieldwork Hour Requirements14

Advanced Fieldwork Participation Requirements14

Advanced Fieldwork Professional Expectations15

Recording and Resolving Concerns within Advanced Fieldwork	15
Roles and Responsibilities in Advanced Fieldwork.....	16
Internship Courses	17
Obtaining Permission to be an Intern.....	18
Advanced Fieldwork Evaluation Procedures.....	18

PREPARING EDUCATORS WHO WELCOME ALL LEARNERS, EXPECT HIGH OUTCOMES, AND INSPIRE GREATNESS IN ALL STUDENTS

The College of Education is committed to preparing highly effective educational leaders for the 21st century who are ready to meet the complex challenges of today's schools and districts.

Effective school leaders must understand the processes that drive student learning and staff development, and must apply research-based leadership strategies to create environments that promote academic achievement, equity, and innovation. They recognize the influence of diverse backgrounds and experiences on school culture and instruction, and they work to ensure that school policies, programs, and practices are responsive to the needs, interests, and aspirations of all learners. Our leadership courses, professional seminars, and clinical internship experiences provide candidates with opportunities to refine leadership skills, reflect on best practices, and apply theoretical knowledge in authentic educational settings.

Effective principals and superintendents possess deep knowledge of curriculum, instruction, and assessment. They demonstrate expertise in instructional leadership by supporting high-quality teaching, monitoring student learning, and using data-driven decision-making to drive continuous improvement. They create the conditions necessary for effective teaching and learning by ensuring curriculum alignment, supporting differentiated instruction, and promoting real-world application of knowledge across content areas.

Successful educational leaders cultivate learning environments where all students and staff thrive. They establish a shared vision of high expectations, foster safe and inclusive school climates, and empower teachers and students to take ownership of their learning and professional growth. Through collaborative leadership, they orchestrate systems that maximize opportunities for student success.

Effective leaders understand the critical role families and communities play in supporting student achievement. They build trust through transparent communication, meaningful engagement, and respectful partnerships with families, staff, and community stakeholders. They create cultures of collaboration where all members of the educational community share responsibility for student outcomes.

Principals and superintendents are catalysts for positive change. They model ethical leadership, guide organizational improvement, and lead innovation to meet the evolving needs of their schools and communities. Through coursework, leadership experiences, and professional practice, candidates develop the knowledge, skills, and dispositions required to lead learning organizations with vision, integrity, and strategic focus.

It is our mission to work collaboratively with our P-12 and district partners to ensure that the leadership characteristics and competencies described here are embodied by all graduates of our advanced licensure programs.

Foreword

The purpose of this handbook is to provide guidance for our advanced licensure candidates, site mentors, university supervisors, and all College of Education faculty and staff involved in this critical phase of our leadership preparation programs. This handbook is designed to clarify the policies, procedures, and responsibilities for all individuals engaged in the Principal and Superintendent Licensure programs.

All advanced licensure candidates, site mentors, university supervisors, and College of Education faculty and staff associated with the Principal and Superintendent Licensure programs are advised to read this handbook thoroughly and become familiar with the outlined expectations. This shared knowledge and understanding will enable us to work collaboratively to ensure meaningful internship experiences, successful leadership development, and a clear pathway toward licensure for every leadership candidate.

Purpose of Handbook

The purpose of the College of Education Advanced Licensure Handbook is to provide all stakeholders (leadership candidates, site mentors, university supervisors, faculty, and staff) with a clear understanding of the policies, regulations, practices, and expectations of Franklin University and the College of Education's Principal and Superintendent Licensure programs. While this handbook is not intended to serve as a comprehensive statement of University policy, it addresses many questions of immediate concern to those working directly within the advanced licensure programs. For a more comprehensive view of Franklin University's policies and procedures, stakeholders should consult the current academic bulletin.

State-Specific Requirements

Currently, Principal and Superintendent Licensure is only provided within the State of Ohio.

Procedure for Revising the Education Handbook

Revision of the College of Education Handbook is a continuous process. Each academic year, a current edition of the handbook will be available to all program stakeholders. Changes to the College of Education Handbook may be proposed by the College of Education or any individual stakeholder. If a change involves the adoption of a new policy or revision of existing policies, it shall be recommended by a member of the College of Education for approval. Upon approval by the College of Education, the suggested change shall be added to the College of Education Handbook and implemented from that point forward. Any questions concerning information given in the College of Education Handbook should be directed to the Department Chair of the College of Education.

Acknowledgements

Parts of this handbook are guided by or adapted from numerous academic institutions and organizations. Collaboration has been an essential dynamic in the production of the College of Education Handbook. Continuing in this spirit of cooperation, the College of Education welcomes recommendations from stakeholders on improving the Handbook.

Please send all suggestions by email to collegeofeducation@franklin.edu

College of Education Mission

The College of Education is a community leader in the preparation of educators who welcome all learners, expect high outcomes, and inspire greatness from all students. The achievement of this mission rests on the four pillars of accountability, professionalism, community, and communication.

The College of Education will achieve its mission by doing the following:

- Use evidence-based practices to improve program quality and student achievement of outcomes
- Conduct research and scholarship engaged in improving teaching and learning
- Prepare teachers for a diverse society of learners
- Create increased access by leveraging technology-enhanced education methods

College of Education Overview

The College of Education provides programs of study for aspiring educational leaders through graduate level coursework. Advanced licensure programs are designed to prepare candidates for leadership positions such as principals and superintendents, as well as to serve as a strong foundation for continued professional and academic growth. The purpose of the College of Education is to prepare leadership candidates to become visionary, ethical, and effective educational leaders. Candidates will be evaluated to ensure they possess the knowledge, skills, and dispositions necessary to foster inclusive learning environments, promote high outcomes for all learners, and inspire excellence within their schools and districts. A commitment to continuous learning, reflective practice, and strategic leadership will be cultivated in all completers. Candidates admitted to Franklin University may apply for admission to the College of Education's advanced licensure programs. To be considered for admission, to remain in good standing, and to receive the University's recommendation for licensure, all College of Education policies, procedures, and deadlines must be adhered to throughout the program.

State Licensure Requirements

Franklin University's College of Education advanced licensure programs are designed to meet the educational prerequisites for principal and superintendent licensure in the state of Ohio. Licensure is granted by the Ohio Department of Education and Workforce (DEW) based on successful completion of all program, testing, and advanced fieldwork requirements. Candidates are responsible for meeting all College of Education Advanced Licensure Program requirements and all Ohio licensure requirements as outlined by the Ohio Department of Education and Workforce, which are subject to change. If you have questions regarding licensure, please contact the College of Education at collegeofeducation@franklin.edu.

Principal Licensure

Candidates interested in completing an approved, traditional preparation program must contact the college or university for program requirements. The college or university's approval of the licensure application is required. In addition, candidates must meet the following requirements:

EDUCATION

A master's degree from an accredited university is required.

EXAM

Take and pass the Ohio Assessment for Educators (OAE) 015 Educational Leadership licensure exam.

WORK EXPERIENCE

A Principal must have two years of successful teaching experience under a standard teaching license (or work experience under a professional pupil services license) for the ages and grade levels for which the principal license is sought.

Superintendent Licensure

Candidates interested in completing an approved, traditional preparation program must contact the college or university for program requirements. The college or university's approval of the licensure application is required. In addition, candidates must meet the following requirements:

EDUCATION

A master's degree from an accredited university is required.

EXAM

Candidates must take and pass the Ohio Assessment for Educators (OAE) 015 Educational Leadership licensure exam.

WORK EXPERIENCE

A Superintendent must have three years of successful experience in a position as a principal or administrative specialist while holding the respective license.

Students must be located in the state of Ohio and hold an active principal license in the state of Ohio.

Programs Leading to Licensure

Master's Degree in Educational Leadership with Principal Licensure

The Master's Degree in Educational Leadership with Principal Licensure is designed for individuals who already hold a bachelor's degree and wish to pursue leadership roles within K–12 educational settings. This advanced program prepares candidates to meet the requirements for principal licensure in the state of Ohio. Coursework focuses on leadership theory, instructional leadership, school management, data-driven decision-making, and fostering equitable and inclusive school environments. Candidates complete a sequence of graduate-level courses aligned to state and national leadership standards, culminating in a supervised principal internship experience. The program requires successful completion of all prescribed coursework and fieldwork requirements, typically totaling a minimum of 32 graduate semester credit hours, along with fulfillment of state-specific testing and licensure criteria.

Beginning in the Fall 2025 semester, students must enroll in and complete the Principal Internship program to be eligible for licensure; they may not complete the capstone in Fall 2025 and return in Spring 2026 to complete the internship. Students such as those in the 2024–2025 Master of Education in Education Leadership cohort may return to complete the internship by the end of the 2025–2026 academic year.

College of Education Initial Licensure Handbook

Post-Grad Certificate Superintendent Licensure Program

The Post-Graduate Superintendent Licensure program is designed for individuals who already hold a master’s degree in an education-related field and seek to advance into executive leadership roles within K–12 educational systems. This advanced program prepares candidates to meet the requirements for superintendent licensure in the state of Ohio. Coursework emphasizes district-level leadership, strategic planning, operations and fiscal management, educational policy, and community engagement. Candidates complete a structured sequence of advanced leadership courses aligned to state and national leadership standards, along with a comprehensive superintendent internship experience. The program requires successful completion of all prescribed coursework and fieldwork requirements, typically totaling a minimum of 15 graduate credit hours, in addition to meeting all Ohio-specific testing and licensure requirements.

Advanced Licensure Program Admission Requirements

Master Degree in Educational Leadership with Principal Licensure Requirements

Students in the Principal Licensure Focus Area must have a minimum of **2 years of teaching experience** at the completion of the Internship Focus Area Course.

Students must be located in the state of Ohio and hold an active teaching license in the state of Ohio.

Post-Grad Certificate with Superintendent Licensure Requirements

Students in the Superintendent Licensure Program must have a current Principal License, complete a student and mentor acknowledgement form, and a Master’s Degree, **and have a minimum of 3 years of administrative experience.**

Students must be located in the state of Ohio and hold an active principal license in the state of Ohio.

Requirements for Licensure Recommendation

Candidates in the College of Education advanced licensure programs must complete all designated program requirements to be eligible for recommendation for principal or superintendent licensure in Ohio. Program requirements include successful completion of required coursework, internship/fieldwork experience hours, GPA requirements, admittance and retention requirements, and passing all required state licensure assessments. As well, candidates are required to provide verification of teaching and/or administrative experience for their respective program. Verification of experience is a requirement for licensure approval. Prior to recommending a candidate for principal or superintendent licensure, the College of Education will verify that each requirement has been fully satisfied. Candidates with outstanding or incomplete program requirements will not be recommended for licensure until all obligations have been met. The COE communicates the completion of each requirement to the licensure candidate through the Canvas course.

Retention in College of Education Advanced Licensure Programs

College of Education Initial Licensure Handbook

Once a candidate has declared their intent to seek admittance to a College of Education advanced licensure program, every effort will be made to support the candidate in completing the leadership preparation program, provided that all program expectations are consistently met. Many program requirements involve minimum performance thresholds that candidates must achieve to demonstrate competency.

If a candidate does not meet the minimum required standard by the end of the semester in which the requirement was assigned, they will be identified as needing intervention and will be required to complete a targeted remediation plan.

In some cases, remediation will require the candidate to schedule a formal meeting with the Department Chair to collaboratively develop a plan to meet the unmet requirement. Once remediation is assigned, it becomes the candidate's responsibility to successfully complete the remediation activities before the end of the semester. Failure to complete the remediation may result in a required follow-up meeting and, depending on the nature of the concern, could lead to counseling the candidate out of the licensure program.

Stop Out/Readmittance

Candidates enrolled in the College of Education advanced licensure programs who do not complete any academic coursework for an entire academic year will be classified as having "stopped out" of the program. Candidates who stop out are required to reapply to Franklin University for reentry into the program. Upon reapplication, all prior coursework and completed program requirements will be reviewed and applied where appropriate. It is important to note that any programmatic changes that occurred during the candidate's stop-out period will be in effect upon reentry. Candidates will not be "grandfathered" into previous program versions and must meet all current program requirements in place at the time of readmittance.

Transfer Credit

Candidates in the College of Education advanced licensure programs must earn a grade of "C" or higher for any transfer credit to be applied toward required coursework in a principal or superintendent licensure program. Transfer credit with a grade lower than a "C" may be evaluated for application as elective credit but will not fulfill core program requirements.

Minimum Course Grades

Principal Licensure

All advanced licensure programs have minimum GPA requirements for admission, as well as minimum GPA requirements at key program milestones, with final program completion requiring a minimum cumulative GPA of 3.0. Additionally, consistent with transfer credit policies, candidates must earn a grade of "C" or higher in all required courses taken at Franklin University.

If a candidate earns a grade lower than a "C" in a required course, the course must be retaken. Furthermore, any course completed with a grade lower than a "C" cannot be used to fulfill prerequisites

College of Education Initial Licensure Handbook

for subsequent coursework. Only courses completed with a passing grade of “C” or higher are recognized as satisfying prerequisite and program requirements.

Superintendent Licensure Program

Courses must be completed with a grade of “B-” or better (Nursing post-graduate and graduate certificates require a “B” or better in all courses)

A minimum cumulative grade point average (GPA) of 3.0 is required to receive the certificate

Advanced Fieldwork Overview

Field-based internship experiences are a critical component of advanced leadership preparation, shaping effective school and district leaders through carefully designed, hands-on practice in authentic educational settings. These experiences serve multiple essential purposes: they allow leadership candidates to apply their academic and theoretical knowledge in real-world school and district environments, develop leadership competencies through direct practice, and gain a deep understanding of organizational, instructional, and community leadership needs.

Through structured internship experiences, future principals and superintendents move from theory to applied leadership, gradually building their ability to lead instruction, manage operations, support staff development, engage communities, and make strategic decisions. While state regulations require these internship experiences for licensure, their true value lies in preparing leaders who can effectively serve diverse student populations and school communities. Due to the critical nature of these experiences, internships cannot be transferred from other institutions or waived based on prior professional experience.

Principal Licensure Internship

The Principal Licensure Internship is a structured, field-based experience designed to bridge the gap between university coursework and the daily realities of school leadership. Candidates complete a 200-hour internship over a 14-week semester under the supervision of a qualified site mentor (licensed principal) and a university supervisor.

During the internship, candidates engage in authentic leadership activities aligned with Ohio principal licensure standards, gradually increasing their responsibility across areas such as instructional leadership, school operations, staff development, community engagement, and data-informed decision-making. Candidates observe, collaborate with, and assume leadership tasks alongside practicing administrators to develop the skills, judgment, and competencies necessary for effective school leadership.

The Principal Licensure Internship culminates in a comprehensive leadership experience that prepares candidates to assume the full responsibilities of a building-level administrator upon licensure. Internship

College of Education Initial Licensure Handbook

performance is evaluated through ongoing feedback from the site mentor and university supervisor, aligned to defined leadership standards.

Superintendent Licensure Internship

The Superintendent Licensure Internship provides a robust and sustained fieldwork experience for candidates pursuing district-level leadership roles. Candidates complete 200 hours of leadership activities over two consecutive 14-week semesters under the mentorship of a licensed and experienced superintendent and oversight of a university supervisor.

This year-long experience immerses candidates in the complexities of district leadership, including strategic planning, district operations and finances, human capital management, community partnerships, and board relations. Candidates progressively engage in high-level administrative functions, culminating in leadership activities that impact districtwide initiatives.

The Superintendent Licensure Internship is structured to promote critical reflection, applied leadership practice, and readiness for the role of superintendent. Throughout the internship, candidates receive ongoing evaluation and coaching from both their site mentor and university supervisor, ensuring alignment with Ohio superintendent licensure standards and preparation for effective executive leadership.

Advanced Fieldwork Placements

The placement process for principal and superintendent licensure internships involves several important elements to ensure candidates engage in meaningful leadership experiences that meet professional and accreditation standards.

To host an advanced licensure candidate, a school or district must be an approved partner site. If a candidate is interested in completing an internship at a non-partner organization, they should contact the Clinical Placement Office to request a partnership review. However, meeting partnership criteria does not guarantee placement. Final placement decisions are based on site capacity, supervisor qualifications, program alignment, and candidate needs.

Throughout the internship experience, candidates are placed in leadership settings that match the level and scope of their licensure goals (e.g., principal candidates in building-level roles; superintendent candidates in district-level roles). These structured placement practices ensure candidates develop the specific leadership skills, knowledge, and professional dispositions necessary for effective educational leadership.

Careful and intentional placement procedures are critical for providing rich, authentic leadership experiences that prepare candidates for successful careers as educational leaders and meet all

College of Education Initial Licensure Handbook

professional and accreditation expectations.

Advanced Fieldwork Supervision

Leadership internship supervision consists of multiple structured levels of oversight and support designed to ensure candidate development and program quality. All supervision aligns with Ohio licensure requirements, national leadership standards, and best practices for leadership preparation. Site Mentors serve as the primary supervisors during daily internship activities. These licensed principals or superintendents work directly with candidates, providing ongoing guidance on leadership practices, district or school operations, instructional improvement, community engagement, and professional conduct. Site mentors complete formal evaluations at key points during the internship to assess candidate progress and professional growth.

The Clinical Placement Office provides administrative supervision of all internship experiences. This office coordinates placements, maintains site partnerships, monitors program quality, verifies appropriate settings, addresses concerns as they arise, and ensures that supervision by site mentors and university supervisors meets established professional standards.

The Program Chair provides executive oversight of leadership internships, ensuring alignment with program goals, accreditation requirements, and licensure standards. The Chair monitors supervision practices, reviews evaluation results, addresses escalated concerns, and makes final determinations regarding candidate progression, remediation, or dismissal if necessary.

This comprehensive supervision structure incorporates feedback and evaluation from multiple educational leaders, including site mentors, university supervisors, and program faculty. All feedback is documented systematically to track candidate progress, ensure continuous improvement, and verify completion of licensure program requirements.

Advanced Fieldwork Management System

All candidates enrolled in the Principal and Superintendent Licensure programs will manage internship hours, experiences, and documentation within a shared digital tracking document created and maintained by Franklin University. This system serves as the official record-keeping platform for internship experiences, leadership activities, evaluations, and required documentation.

Candidates receive access credentials prior to the start of their internship. Access is provided at no additional cost for the duration of the program.

Before beginning the internship, candidates must complete all initial documentation requirements within the system, including submission of required forms, credential verification, and placement confirmations. The system provides candidates with a centralized dashboard for managing their leadership internship experience and maintaining clear communication with university supervisors and program staff.

Accurate and timely logging of hours and experiences in the system is essential for successful program completion and verification for licensure recommendation.

College of Education Initial Licensure Handbook

Advanced Fieldwork Objectives

The Principal Internship will ensure that each student will:

- Participate in school improvement leadership activities, including developing and implementing school's vision, mission, and goals.
- Analyze the school culture using surveys, interviews, and other strategies that include students, parents, faculty, and staff.
- Analyze the district and building systems that support the operation of the school.
- Construct an administrative learning portfolio based on "hands-on" practice of tasks and projects related to district-specific needs.
- Self-reflect on the ability to be an educational leader and administrator.

The Superintendent Internship will ensure that each student will:

- Apply theoretical concepts to real-world situations, integrating educational leadership theories with practical experiences
- Develop leadership competencies including strategic planning, decision-making, conflict resolution, stakeholder engagement, and fostering a positive district culture
- Gain a comprehensive understanding of district operations, budgeting, resource management, policy development and governance
- Engage in initiatives that promote equity, cultural responsiveness, inclusivity, and diversity within educational settings
- Collaborate effectively with diverse stakeholders, including but not limited to parents, teachers, students, community members, and board members
- Develop communication strategies as they relate to educational leadership

Prerequisites for Advanced Fieldwork

Candidates must meet several key prerequisites before beginning their leadership internship experiences. These requirements ensure candidates are fully prepared for school or district-level leadership responsibilities and maintain compliance with Ohio licensure standards.

1. Leadership Authorization

Candidates must obtain the appropriate leadership authorization before beginning their internship. This includes securing a placement for the internship with a district that is an approved partner. If the district is not an approved partner, it is the responsibility of the intern to secure the necessary paperwork and follow the steps to have their site be an approved employer.

2. Academic Readiness

Candidates must maintain a minimum cumulative GPA of 3.0 or higher and demonstrate satisfactory progress in all coursework. This academic standard ensures candidates have the necessary foundation of leadership knowledge and skills to succeed during the internship.

3. Completion of Program Orientation

Prior to placement, candidates must complete any required internship or program orientation sessions. Orientation activities provide candidates with critical information about internship expectations, documentation requirements, and professional conduct standards. This orientation is a self-paced module within the Canvas course.

4. Professional Readiness

Candidates must demonstrate professional dispositions appropriate for school and district leadership,

College of Education Initial Licensure Handbook

including ethical conduct, effective communication, and a commitment to equity and student success.

The College of Education verifies all prerequisites before approving candidates for placement.

Advanced Fieldwork Hour Requirements

Leadership internship requirements, including the number of required hours and documentation procedures, are aligned with Ohio licensure standards.

Candidates in both the Principal and Superintendent Licensure programs must complete a minimum of 200 documented hours of supervised leadership experiences during their internships. These hours must be completed across a range of authentic leadership activities aligned to program objectives and licensure standards.

Candidates are responsible for documenting their internship hours using the university's designated tracking system or shared document. Candidates must submit records of their logged hours and leadership activities weekly for verification by their site mentor. Regular documentation ensures accurate tracking and provides site mentors and university supervisors with ongoing evidence of candidate engagement and professional growth.

Each semester, candidates must complete the following by the final day of classes:

- Accurate documentation of all completed leadership hours
- Submission of required self-evaluations and reflections
- Site mentor verification of documented hours and activities

Any hours that are not properly logged, submitted, and verified by semester deadlines will be considered incomplete. Incomplete hours must be made up in addition to meeting the requirements of subsequent semesters. This policy ensures that all candidates fulfill the full internship hour requirement before program completion and licensure recommendation.

The College of Education, in collaboration with the Clinical Placement Office, maintains oversight of internship hour completion through systematic documentation and verification processes, supporting candidates in developing leadership competencies through sustained, authentic practice.

Advanced Fieldwork Participation Requirements

Leadership candidates are expected to establish a mutually agreed-upon, consistent weekly schedule with their site mentors. The leadership internship is designed to be completed through regular, ongoing participation throughout the semester, rather than concentrated into large blocks of time. Candidates must follow the district's or school's check-in/check-out procedures and maintain accurate records of their attendance and leadership hours.

Candidates must make up all required leadership internship hours missed for any reason, including illness, personal emergencies, or school/district closures. Failure to submit self-evaluations, leadership hour logs, or to obtain verification by required deadlines will result in those hours being classified as deficit hours.

Maintaining accurate and timely hour tracking is critical for successful program progression and

College of Education Initial Licensure Handbook

eligibility for licensure recommendation.

Advanced Fieldwork Professional Expectations

- Candidates must demonstrate the highest level of professional conduct, including:
- Adhering to their state's professional code of conduct for educators
- Following all policies of the partner school and the College of Education
- Maintaining reliability and thoroughness in field-related assignments
- Arriving prepared and mentally ready for each fieldwork experience
- Engaging actively in activities
- Responding positively to constructive feedback
- Presenting a professional appearance
- Protecting staff / student confidentiality
- Maintaining appropriate boundaries with students and school personnel

Candidates who fail to meet these professional expectations may be subject to intervention, which could ultimately result in removal from the advanced fieldwork experience or the licensure program.

Recording and Resolving Concerns within Advanced Fieldwork

Any faculty member, university supervisor, or partner school representative may report concerns about a candidate's professionalism or performance. Similarly, candidates who have concerns about their clinical fieldwork placement may initiate a formal reporting process.

Concern Reporting Procedure

- All concerns must be reported via email to collegeofeducation@franklin.edu
- The Clinical Field Office will immediately notify the Department Chair and initiate an investigation.
- The office will collaborate with the candidate, educational partners, and relevant stakeholders to address the concern.

Potential Outcomes

The resolution of a concern will be determined by its severity and may result in one of the following actions:

- Level 0: No Action Taken
- Level 1: Verbal Warning
- Level 2: Formal Documented Meeting
- Level 3: Removal from Advanced Fieldwork Experience
- Level 4: Removal from Licensure Program

If a placement site withdraws support due to professional disposition concerns, the candidate will:

- Be immediately removed from the advanced fieldwork experience
- Forfeit placement opportunities for the remainder of the semester
- Have any unverified field hours counted as deficit hours

College of Education Initial Licensure Handbook

Failure to comply with the Clinical Field Office's resolution attempts may result in elevation to a more severe outcome than initially proposed. The primary goal of this process is to maintain professional standards while providing a fair and structured approach to addressing performance and conduct concerns.

Roles and Responsibilities in Advanced Fieldwork

Successful leadership internships require a highly collaborative approach, with clear communication, shared commitment, and coordinated efforts from all stakeholders. Each participant plays a vital role in supporting leadership candidates' professional development and ensuring a high-quality internship experience. This section outlines the key responsibilities of each stakeholder involved in the leadership internship process.

Responsibilities of Site Mentors

- Site mentors serve as the primary on-site supervisors during leadership internships. As experienced and licensed school or district administrators, they bridge the gap between theoretical leadership preparation and practical, real-world application. Their guidance, modeling, and feedback are crucial in helping candidates develop professional leadership competencies.
- Site mentor responsibilities include:
 - Professional Mentorship
 - Assisting candidates in applying leadership theories and strategies to practical leadership activities
 - Providing ongoing professional guidance, constructive feedback, and support in completing internship assignments
 - Modeling ethical leadership behaviors, effective decision-making, and operational best practices
 - Communication and Orientation
 - Reviewing internship goals and clarifying site expectations with candidates
 - Introducing candidates to leadership routines, procedures, and community stakeholders
 - Explaining the candidate's leadership role within the school or district
 - Maintaining open and timely communication with the candidate and university supervisor
 - Candidate Supervision
 - Monitoring candidate engagement and leadership performance
 - Completing required midterm and final evaluations
 - Verifying candidate leadership hours and activities
 - Informing the candidate and university supervisor of any significant changes or issues during the placement

Responsibilities of University Faculty and Supervisors

- University faculty and supervisors provide critical academic and field support for leadership candidates. They ensure that candidates connect coursework to practical leadership experiences and monitor candidates' professional growth throughout the internship.
- University faculty and supervisor responsibilities include:

College of Education Initial Licensure Handbook

- Designing leadership assignments aligned to program standards and internship expectations
- Supporting candidates through regular supervision, observation, and feedback
- Conducting formal observations and evaluations of candidate leadership performance
- Referring any concerns about placements or candidate progress to the Program Chair or Clinical Placement Office
- Collaborating with site mentors to ensure successful internship experiences

Responsibilities of the Clinical Placement Office

- The Clinical Placement Office provides centralized support and coordination for all leadership internships. The office ensures high-quality placements and smooth communication among all stakeholders.
- Clinical Placement Office responsibilities include:
 - Organizing and coordinating internship placements
 - Verifying placement approvals and site mentor credentials
 - Monitoring internship quality and candidate compliance with program requirements
 - Serving as the primary contact for placement logistics and problem resolution
 - Maintaining accurate documentation for internship experiences

Responsibilities of the Program Chair

- The Program Chair provides strategic oversight and quality assurance for the leadership internship program. The Chair ensures alignment with professional and licensure standards and addresses any candidate performance concerns.
- Program Chair responsibilities include:
 - Overseeing partnership relationships with placement sites
 - Ensuring internship program standards and expectations are maintained
 - Investigating performance concerns and initiating remediation processes if necessary
 - Conducting formal remediation meetings when warranted

Responsibilities of the Department Chair

- The Department Chair provides College of Education oversight and quality assurance.
- Department Chair Responsibilities include:
 - Overseeing the all College of Education programs
 - Investigating performance concerns and initiating remediation processes if necessary
 - Conducting formal remediation meetings when warranted

Internship Courses

Principal Licensure Internship Courses

EDUC 619, EDUC 620, or EDUC 621

- Candidates pursuing principal licensure complete their internship experience across one of the approved principal internship courses. These courses combine structured leadership activities with reflective seminar discussions, allowing candidates to bridge leadership theory with real-world administrative practice. Candidates engage

College of Education Initial Licensure Handbook

in ongoing reflection, leadership application, and feedback activities while completing a minimum of 200 hours of field-based leadership experience over a 14-week semester.

Superintendent Licensure Internship Courses

EDUC 714 and EDUC 715

- Candidates pursuing superintendent licensure complete a two-semester internship sequence. EDUC 714 and EDUC 715 provide opportunities for extended leadership practice at the district level, focusing on strategic leadership, organizational management, policy development, and community engagement. Over the two consecutive 12-week semesters, candidates complete a minimum of 200 hours of fieldwork while participating in leadership seminars that emphasize reflective practice, case analysis, and executive leadership development.

Obtaining Permission to be an Intern

Principal Licensure Program

- Once the application is completed for the Licensure Program, students will be enrolled in a Canvas course. Within the Canvas course, there is an Acknowledgement Form that outlines the requirements of the Principal Intern as well as requests the Site Mentor information.

Superintendent Licensure Program

- Upon enrollment into the Post-Graduate certificate, students will be required to submit a District Acknowledgement Form and a Student Acknowledgement Form, which will open up the opportunity for the internship.

Advanced Fieldwork Evaluation Procedures

Internship evaluation for advanced licensure candidates at Franklin University involves multiple structured assessments to ensure candidates demonstrate the competencies required for principal or superintendent licensure in Ohio.

Both the Principal Licensure and Superintendent Licensure internships include formative and summative evaluations based on national leadership standards (NELP) and Ohio licensure standards. Evaluation procedures are as follows:

Principal Licensure Internship Evaluation

- Candidates enrolled in the Principal Licensure Internship (EDUC 619, EDUC 620, or EDUC 621) are evaluated through a variety of measures:
 - **Weekly Reflection Logs:** Candidates submit weekly reflections connecting their fieldwork experiences to leadership standards and analyzing instructional, operational, and professional practices.
 - **Supervision by Coaching Reflections:** Candidates complete five structured reflections based on formal observations (e.g., classroom observations, IEP meetings, disciplinary meetings) demonstrating their ability to apply leadership knowledge.
 - **Internship Experience Logs & Summary:** Candidates document leadership activities weekly, identifying whether they observed, participated, or led activities, and align their experiences with the Ohio Standards for Principals and NELP standards.

College of Education Initial Licensure Handbook

- School Improvement Proposal: Candidates develop an initial improvement plan based on site needs, supported by research and aligned to standards.
- School Improvement Plan Review: Candidates complete and submit a final report assessing the implementation and results of their improvement initiative, reflecting on future areas for school improvement.
- Evaluation is based on performance across all components, including professional dispositions, leadership development, and successful completion of the school improvement project.
- An evaluation rubric will also be completed by the Site Mentor, University Supervisor and the student during the Internship course.

Superintendent Licensure Internship Evaluation

- Candidates enrolled in the Superintendent Licensure Internship (EDUC 714 and EDUC 715) are evaluated across two consecutive semesters using the following methods:
 - EDUC 714 - Superintendent Internship Part I
 - Shadowing and Observation Log: Weekly documentation of leadership activities, connecting observations and participation to the Ohio Standards for Superintendents and NELP standards.
 - Field Project Assignment 1 – Internship Plan: Development of an individualized internship plan based on leadership self-assessment, district needs, and NELP alignment.
 - Field Project Assignment 2 – District Improvement Research Brief: Refinement of research questions and creation of a literature review supporting the district improvement focus.
 - Literature Reviews: Completion of five literature reviews analyzing current and historical educational leadership research.
 - An evaluation rubric will also be completed by the Site Mentor, University Supervisor and the student during the Internship course.
 - EDUC 715 - Superintendent Internship Part II
 - Shadowing and Observation Log: Continuation of leadership documentation aligned to standards.
 - Field Project Assignment 1 – District Improvement Research Brief (Expanded): Narrowing the district improvement focus based on initial work, including updated literature review and methodology development.
 - Field Project Assignment 2 – District Improvement Data Analysis: Analysis and presentation of district data through an infographic illustrating the identified needs for improvement.
 - Final Project – District Improvement Plan Presentation: Completion of a comprehensive district improvement plan designed for a school board presentation, articulating improvement strategies to various stakeholders.
 - Literature Reviews: Completion of six additional literature reviews connecting research to practical leadership applications.
 - An evaluation rubric will also be completed by the Site Mentor, University Supervisor and the student during the Internship course.

Candidates are assessed on their ability to apply leadership theory to practice, lead systemic improvement initiatives, analyze and use data effectively, demonstrate ethical and professional leadership, and engage in meaningful stakeholder collaboration.

Evaluation is based on demonstrated leadership growth, application of theory to practice, professional dispositions, fulfillment of internship plan activities, and contributions to district improvement efforts.

Disposition Concerns

As a future administrator, candidate professionalism, ethical behavior, and conduct matter deeply. The Disposition Concern Process supports candidate development by providing a fair and consistent way for instructors to address concerns that may arise related to professional behavior, including academic integrity and appropriate use of tools like artificial intelligence (AI).

This process promotes personal growth, encourages reflection, and helps ensure that all candidates meet the expectations set by Franklin University's College of Education and by the education profession. It also allows the COE to identify patterns that may impact candidate success or program quality—ensuring that we continue to meet high standards for educator and administrator preparation.

The following list details the dispositions that are tracked in courses, internship experiences and communications with the College of Education:

- *AI Use Violation (unauthorized AI assistance, failure to disclose)*
- *Professionalism (e.g., inappropriate behavior, language, or communication)*
- *Timeliness (chronic lateness or missing assignments)*
- *Academic Integrity (e.g., plagiarism, cheating, posting work on sites)*
- *Quality of Work (e.g., below expectations, lack of effort)*
- *Ethical Decision-Making (e.g., dishonesty, disregard for student safety/confidentiality)*
- *Communication/Engagement (e.g., disrespectful tone, lack of participation)*

To support candidate growth as a future administrator, Franklin University's College of Education uses a tiered process to address concerns related to professionalism, ethics, and academic conduct—including responsible use of tools like artificial intelligence (AI). These concerns are tracked over time and may require different levels of response depending on the situation.