

LEAD 8710
Research Internship in Higher Education
3 Semester Hours
Dewar College of Education
Department of Curriculum, Leadership, and Technology
Valdosta State University

Conceptual Framework: Guiding Principles

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning through Evidence-Based Practices

Required Textbooks

N/A

Course Description

An advanced supervised internship relevant to the student's program in postsecondary leadership is provided. This field experience is focused on acquiring first-hand knowledge of research competencies at the post-secondary level.

College of Education Conceptual Framework Standards (CFS)

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel.

Course Objectives (CO)

Students will:

1. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making research-based decisions typical of those made by educational leaders. The experience(s) should provide future leaders with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with a research supervisor.
2. Have a minimum of 150 hours of full- time field experiences.
3. Participate in planned field experiences during the entire course of the program.
4. Apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
5. Have experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.
6. Have experiences which include work with appropriate community organizations such as social service groups and local businesses.
7. Participate in experiences planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research.
8. Work with Mentors to guide the candidate during the field experiences.

Course Requirements

Requirements are based upon the expectation that graduate students can work cooperatively with guidance from the course instructor and site supervisor. Course requirements will be specifically developed for individual students according to the content to be studied.

Each student will develop an area of study with the approval of the instructor. The project is expected to be sufficient in depth to represent 3 semester hours of graduate work (approximately 45 clock hours). Creative endeavors are encouraged. Students are responsible to keep the professor informed of their progress throughout the semester.

It is important for students to begin promptly on their internship. A project abstract / outline will be due *early* in the semester. The professor may make assignments for students who experience difficulty determining an area of study. The final project should be submitted to the instructor approximately 7 days before the end of the semester in which the student expects to complete the course. Proper use of APA style is expected of all project reports.

Students needing extra time to complete projects will submit a written progress report approximately 7 days before the end of the semester and should expect to receive an IP for the semester grade. Grades of IP should be removed during the following semester when projects are complete.

Course Evaluation

The internship, agreed upon by the faculty member, site supervisor, and student, will be evaluated by the professor to determine the quality of and the extent to which the completed product demonstrates mastery of course objectives.

Grading Scale

A grade of "S" or "U" will be assigned at the conclusion of the course. To continue with the companion course, a student must receive a grade of "S". At the instructor's discretion, a grade of "IP" may be given to provide students with one additional semester to satisfactorily complete the course requirements. An "S" will be given only if the student successfully completes all assignments.

Attendance Policy

Graduate students are expected to attend all classes. Students who are unable to do so should discuss this problem with the instructor.

Policy Statement on Plagiarism (Dewar College of Education)

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Instructor

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Office Hours

To be announced.