

LEAD 7922
Internship in Higher Education II
3 Semester Hours

**Dewar College of Education
Valdosta State University
Department of Curriculum, Leadership, and Technology
Higher Education Leadership**

Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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.

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 appropriate leadership, administrative, and management competencies at the postsecondary level.

COURSE OBJECTIVES:

The student will:

1. Continue to develop practical skills in higher education and student affairs administration through the completion of an advanced supervised field experience.
2. Work closely with a number of entry-level, mid-level, and senior higher education and student affairs professionals and model appropriate practices based on observations of their performance.
3. Identify opportunities for collaboration with fellow student affairs professionals as well as with other campus constituents outside of student services units.
4. Recognize the relationship of theory to practice in higher education and student affairs through application of coursework in higher education law, organization and governance, and student development theory to the internship experience.
5. Understand the importance of analyzing and evaluating professional work environments well as one's own performance through self-evaluation and reflection.
6. Engage in the self-reflection and disclosure necessary to fully process important experiences that occur within the internship environment.
7. Articulate a professional identity as a higher education and student affairs administrator by understanding his or her preferred supervision styles, the importance of participation in professional organizations, and balancing the demands of professional versus personal responsibilities in one's work.

COURSE REQUIREMENTS

Journals, 5 at 10 points each

Description. Complete a series of bi-weekly reflections on the internship experience. Reflections should be a minimum of 500 words and be detailed enough to provide the instructor with some insight into the student's internship experiences during the course. Reflections should not necessarily be a list of weekly tasks students complete. Instead, one could discuss examples of experiences that stand out from the week or even one experience that made a particular impact. Students should also discuss their reflections on how the internship experience continues to affect his or her learning of what it means to be a higher education and student affairs professional. Journals are only visible to the instructor so students are free to honestly report their on-going internship experiences. Submit your journals to appropriate BlazeVIEW discussion board threads when completing individual course units. See course calendar for due dates of journal responses. All journal entries are due by 8am on the specified due date.

Supervisor Evaluation and Student Self-Evaluation/Site Assessment

Description. Students will request their site supervisors complete an evaluation of their work during the internship experience. In addition, students should complete a self-evaluation of their work during the internship experience as well as a brief assessment of the internship site. This information will assist in determining if the internship is suitable for future interns. The forms for these evaluations are located in the Internship Forms folder on BlazeVIEW. Submit professional

development plan through the Assignment Dropbox on BlazeVIEW by 8am EST on Wednesday, December 4, 2013.

COURSE EVALUATION

**Quality is expected in all products and performances. Grades will be assigned accordingly:
80 or more points = Satisfactory 79 or less points = Unsatisfactory**

<u>Assignments</u>	<u>Total Points</u>
Journal Entries (5x10)	50points
Supervisor Evaluation and Student Self-Evaluation/Site Assessment	50 points
Total Points	100 points

Policy on Submitting Assignments, Incompletes, and Number of Required Hours

Due to the nature of this course, late assignments will not be accepted for credit without prior instructor approval. In addition, because this course is designed to encourage reflection of the unfolding internship experience over time, please complete assignments during the week they are due and not before. If the instructor deems it appropriate, he may allow students to work ahead based on individual circumstances (completing the internship experience early, etc.); however, the student **MUST** receive prior approval to submit assignments in advance.

No incompletes will be given in this class except for major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying when the work will be completed. The course instructor reserves the right to determine what circumstances allow for late submission of course assignments. Incompletes will not be granted simply because more time is desired to complete the assignments.

Students must complete a **MINIMUM** of 150 hours of supervised work during the internship experience. Please keep track of hours each week and submit a log of completed hours at the end of the internship course. You may use the log form provided in the Internship Forms folder in the Course Content page of BlazeVIEW or another form provided by the site supervisor.

Course Considerations

It is the professor's expectation that students will enter the online class environment on a regular and consistent basis (at least once each week) and thoughtfully and actively participate in all

online discussions. In order to maximize the graduate school experience, students must read and study all assigned learning resources, noting questions or issues they would like to raise.

The instructor expects students to prepare fully for each course unit. This will require students to have read and reflected upon the assigned material and subsequently developed meaningful comments and questions. The instructor also expects students to be respectful in online discussions. Classmates with different views are encouraged to engage in active debate without being adversarial or demeaning. Students should also allow others the opportunity and space to express their own views and opinions. Students do not earn class discussion points simply for the total amount of answers and responses submitted nor for simply agreeing or disagreeing with a fellow classmate. Instead, move the discussion to a more complex level of understanding of the issues presented in the course to contribute to classmates' learning.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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 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 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:

Positively Impacting Learning Through Evidence-Based Practices

Note: The syllabus is subject to change at the discretion of the professor (J.G.A).

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 Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
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.”

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.

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Office Hours: Monday: 10am-2pm
Wednesday: 2pm-4pm
Thursday: 10am-2pm

Skype: Archibald_Ipc

Course Schedule and Assignment Due Dates
All assignments are due at 8am

<u>Class Session</u>	<u>Assignments</u>
9/6/13	Journal Entry 1
9/27/13	Journal Entry 2
10/18/13	Journal Entry 3
11/1/13	Journal Entry 4
11/22/13	Journal Entry 5
12/4/13	Supervisor Evaluation and Student Self-Evaluation/Site Assessment