



DEPARTMENT OF EDUCATIONAL LEADERSHIP, COLLEGE OF EDUCATION

EDLD 7336:

Educational Leadership Internship

Fall 2017

HIGHER EDUCATION ADMINISTRATION

About the Course

Students participate and are evaluated in an intensive study and field experience relating to positions in educational leadership. Designed to provide insight into problems in the leadership process in an operational setting distinct from prior or concurrent work experience. Prerequisites: Completion of 12 hours of leadership area core. Credit 3.

EDLD 7336 is a required course for the Doctorate of Education degree in Educational Leadership.

Learning Outcomes

At the end of this course, students will be able to:

- Demonstrate an understanding of organizational cultures within higher education settings to assist with career and scholarly advancement.
- Apply current and relevant thought from higher education resources to create a comprehensive and manageable plan for solving a workplace problem(s).
- Recommend and enact realistic improvements to education curricula, contexts, or settings.

IDEA Objectives

In this course, the focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply course material

Important:

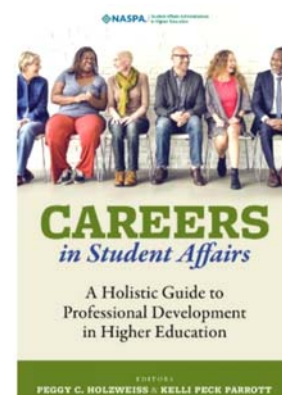
- Learning to analyze and critically evaluate ideas, arguments and points of view.

Class Meeting Time & Locations

Tuesdays, 7:20-9:50pm
The Woodlands Center, Room 255

In addition to face-to-face meetings, this course may also require some work online using available technological tools.

Required Texts



Careers in Student Affairs: A Holistic Guide to Professional Development in Higher Education

Editors: Peggy C. Holzweiss & Kelli Peck Parrott

Publisher: NASPA, 2017

ISBN: 978-0931654640

Any additional readings will be posted on the course website

Course and Program Policies

Attendance

Attendance in this course is mandatory. If absences from class are necessary, please notify the instructor as soon as possible. Please arrive on time, stay for the entire class, and refrain from unnecessary cell phone or computer activities.

Active Participation/Attendance

Students are expected to demonstrate their command of the subject matter through regular engagement with the instructor and fellow students.

Assignments and Deadlines

Unless otherwise noted, assignments are due by the beginning of class, even if

there is an absence. Late assignments will be penalized 10% of the available points for each day late.

Email

All email communications will be sent to your SHSU email address. If you do not regularly check your SHSU email account, please make sure it is forwarded to an account you check often.

Professionalism and Civility

This course provides a professional environment consisting of colleagues within the same career field. When communicating your ideas, please refrain from using demeaning language or conducting personal attacks. If personal conflicts arise, please address them outside of the official course activities.

Doctoral Student Dispositions

When a student has completed 12 to 18 semester hours, a committee of doctoral faculty meet to review progress and



determine the candidate's status regarding admission to candidacy. Both academic performance and dispositions are considered. Students can be admitted to full candidacy, be allowed to continue on probation, or be removed from the program. Some of the behaviors and dispositions include being an engaged learner, attending class, observing ethical standards, respecting diverse viewpoints, submitting assignments by deadlines, demonstrating an attitude of professional growth, and maintaining a good academic performance in doctoral classes.

Peggy Holzweiss, Ph.D.

This is your instructor:



CONTACT INFORMATION

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OFFICE HOURS

By appointment – in person or via phone or video conference

PREFERRED COMMUNICATION

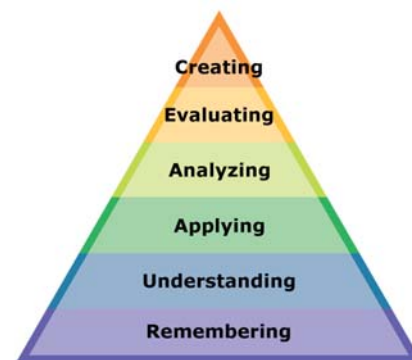
The best way to reach me is through email. I tend to keep regular work week hours (e.g., Monday through Friday, 8am to 5pm). During the work week, you can expect responses to your email messages within 24 hours of sending. I do not typically check email over the weekend.

TEACHING PHILOSOPHY

Research clearly demonstrates that students learn best when actively engaged in tasks that help them establish their own understanding of course content rather than passively gathering information from instructors.

Graduate education, in particular, centers on the advanced development of skills and knowledge, so course tasks should be focused on more challenging steps in cognitive growth.

Activities in this course are concentrated on the advanced cognitive domains found in Bloom's Taxonomy – Applying, Analyzing, Evaluating, & Creating.



Students are expected to be engaged in their own learning by reading all assigned texts and materials, applying the information to course activities, and being resourceful in solving problems or seeking assistance.

University & College Policies

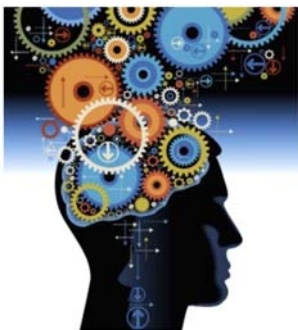
SHSU Academic Policy Manual- Students

- [Procedures in Cases of Academic Dishonesty #810213](#)
- [Disabled Student Policy #811006](#)
- [Student Absences on Religious Holy Days #861001](#)
- [Academic Grievance Procedures for Students #900823](#)

SHSU Academic Policy Manual-Curriculum and Instruction

- [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.



COLLEGE OF EDUCATION INFORMATION

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).



Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.



The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Assignments and Grading

NOTE: Unless otherwise noted, doctoral level written work is expected. All written work should be in APA format (12 point font, double spaced, 1 inch margins), and be error free (e.g., spelling, grammar, punctuation, etc.). Content should reflect critical thinking and analysis, reasoned arguments, and clear organization of thoughts. Papers not meeting doctoral level standards may be given back for a rewrite.

If you are challenged by any of these issues, please seek assistance from the SHSU Writing Center: <http://www.shsu.edu/wctr/>.

INTERNSHIP CONTRACT (50 points)

On the first day of class, students will submit a completed internship contract signed by the site supervisor. The contract should contain information about what activities will be conducted during the internship and all outcomes expected.

HOURS LOGS (100 points)

Students are expected to log their internship work hours each week along with the tasks addressed during those hours. Four logs will be turned in during the course (every 2-3 weeks) and must be signed by the site supervisor. By the end of the course, students must have a minimum of 36 work hours completed for the internship. Additional hours are encouraged.

CURRICULUM VITAE (50 points)

Students will create a curriculum vitae (CV) that shares their complete professional background. The CV's will be reviewed by external professionals for the purposes of providing individual feedback towards career advancement.

REFLECTION PAPERS (100 points)

Students will write two reflection papers during the course. Prompts on important professional issues will be provided for students to address. Papers must be in APA format and be between 8 and 10 pages in length.



COMPETENCY SELF-ASSESSMENT AND PLAN (100 points)

Students will conduct a self-assessment using the ACPA/NASPA Professional Competencies regarding what they have mastered and how they will build competencies for the field of higher education. A template will be provided to help guide the self-assessment.

INTERNSHIP PRESENTATION (100 points)

Students will write create a 10 to 15 minute presentation about their internship experience. The presentation must describe the internship, share what was learned and how that contributes to the student's professional competency development, address challenges encountered during the internship, what else needs to be learned to complete development in the internship area, and how the internship impacted the student's expected career path.



GRADES will be based on the points accumulated on the assignments:

- A=450 to 500 total points
- B=400 to 449 total points
- C=350-399 total points
- F=Below 350 total points

Note: The online gradebook on the course website will be updated so students can review their grades. However, the official gradebook is maintained offline.

Class Sessions and Topics

NOTE: This schedule of topics, readings, and assignments is subject to change. Students will be given advance notice of any changes in this schedule.

Date	Location	Topic(s)	Read Before Class	Due at Beginning of Class
Aug 29	TWC	Introduction to the Course Contemporary Issues in Higher Education	Chp. 1	Internship Contract
Sept 5	Field-based – no class meeting	Campus Cultures	Chp. 2	
Sept 12	Field-based – no class meeting	Developing Professionalism	Chp. 3	Reflection #1 (submit via Blackboard)
Sept 19	TWC	Supervising Others	Chp. 12	Curriculum Vitae (send via email before class) Hours Log #1
Sept 26	Field-based – no class meeting	Creating Professional Success	Chp. 8	
Oct 3	Field-based – no class meeting	Conflict Management	Chp. 6	Reflection #2 (submit via Blackboard)
Oct 10	TWC	Politics in the Work Environment	Chp. 5	Hours Log #2
Oct 17	Field-based – no class meeting	Planning for the Job Search Process	Chp. 9	
Oct 24	Field-based – no class meeting	Starting a New Position	Chp. 10	
Oct 31	TWC	Preparing for Advancement in Teaching and Executive Positions	Chp. 11 & 13	Competency Self-Assessment and Plan (send via email before class) Hours Log #3
Nov 7	TWC	Giving Back to the Profession	Chp. 14	
Nov 14	Field-based – no class meeting	Supporting Ethical Practice	Chp. 7	
Nov 21	Field-based – no class meeting	Building Support Networks	Chp. 4	
Nov 28	TWC	Internship Presentations		Presentations Hours Log #4 **Internship Supervisors will be sent an evaluation to complete