EDLE 731-01/731-02
Class Time: 4:00pm-5:30 on Thursdays
Doctoral Internship for Higher Education in Educational Leadership

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FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

Title IX – Sexual Misconduct

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor

Ms. Linda Melvin
Director, Student Health Services
University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

COURSE MATERIALS:
The Quick and Relatively Painless Guide to Your Academic Job Search  
Dr. Karen Kelsky

III. COURSE DESCRIPTION
The Internship in Higher Education course is intended to help students integrate theoretical and research coursework with the practice of higher education administration and to reflect on their own development as educators and professionals. The Internship is designed as a “real-life” experience in a cooperating college or agency and is meant to complement the more theoretical learning derived from the other courses in your Program of Study. Typically the Internship is done during the latter part of the student’s program. If the Intern is already employed in a college or agency, the Internship experience should occur in a different institution. Where this is not practical, I will consult with you about the possibility of completing an Internship in that work setting. In this case, the Internship will involve experiences which enable the Intern to gain new perspectives and understandings in his or her field. Three credit hours are awarded, and the work entails 240 contact hours. A contact hour is defined as time spent in the actual work situation, making preparations for it, writing papers, and fulfilling other responsibilities agreed upon by the program.

IV. COURSE OBJECTIVES
The Internship in Higher Education course is designed to help doctoral student:

General Knowledge and Skills

General Knowledge
1. Understands and supports the broad responsibility of the institution for enhancing the collegiate experience for all students
2. Possesses appropriate knowledge of relevant theories, literature, and philosophies on which to base informed professional practice
3. Knows values, historical context, and current issues of one’s profession
4. Has developed, can articulate, and acts consistently with a sound educational philosophy consistent with the institution’s mission
5. Understands and respects similarities and differences of people in the institutional environment
6. Understands relevant legal issues

General Skills
1. Manages and influences campus environments that promote student success
2. Works to create campus and related educational environments that are safe and secure
3. Effectively utilizes language through speaking, writing, and other means of communication
4. Engages disparate audiences effectively
5. Teaches effectively directly or through example
6. Thinks critically about complex issues
7. Works collaboratively
8. Is trustworthy and maintains confidentiality
9. Exercises responsible stewardship of resources
10. Engages in evaluation and assessment to determine outcomes and identify areas for improvement
11. Uses technology effectively for educational and institutional purposes
12. Bases decisions on appropriate data
13. Models effective leadership

Interactive Competencies With students:
1. Counsels, advises, supervises, and leads individuals and groups effectively
2. Knows the developmental effects of college on students
3. Knows characteristics of students attending institutions of higher education
4. Knows students who attend the institution, use services, and participants in programs
5. Interacts effectively with a diverse range of students
6. Provides fair treatment to all students and works to change aspects of the environment that do not promote fair treatment
7. Values differences among groups of students and between individuals; helps students understand the interdependence among people both locally and globally
8. Actively and continually pursues insight into the cultural heritage of students
9. Encourages student learning through successful experiences as well as failures

With Colleagues and the Institution:
1. Supervises others effectively
2. Manages fiscal, physical, and human resources responsibly and effectively
3. Judges the performance of self and others fairly
4. Contributes productively in partnerships and team efforts
5. Demonstrates loyalty and support of the institution where employed
6. Behaves in ways that reflect integrity, responsibility, honesty, and with accurate representation of self, others, and program
7. Creates and maintains campus relationships characterized by integrity and responsibility
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8. Effectively creates and maintains networks among colleagues locally, regionally, nationally, and internationally
9. Contributes to campus life and supports activities that promote campus community Self-Mastery
   1. Commits to excellence in all work
   2. Intentionally employs self-reflection to improve practice and gain insight
   3. Responds to the duties of one’s role and also to the spirit of one’s responsibilities
   4. Views his or her professional life as an important element of personal identity
   5. Strives to maintain personal wellness and a healthy lifestyle
   6. Maintains position-appropriate appearance
   7. Stays professionally current by reading literature, building skills, attending conferences, enhancing technological literacy, and engaging in other professional development activities
8. Manages personal life so that overall professional effectiveness is maintained
9. Belongs to and contributes to activities of relevant professional associations
10. Assumes proper accountability for individual and organizational mistakes
11. Espouses and follows a written code of professional ethical standards
12. Abides by laws and institutional policies and works to change policies that are incongruent with personal and professional principles
13. Re-evaluates continued employment when personal, professional, and institutional goals and values are incompatible and inhibit the pursuit of excellence

Citation:

Higher Education Conceptual Framework

Professionalism in the Service of Social Justice
A conceptual framework that emphasizes Professionalism in the Service of Social Justice guides instructional, extracurricular, and professional activities in the Department of Educational Leadership and the School of Education. The Department of Educational Leadership seeks to develop persons of conscience devoted to the services of others. This course contributes to the understanding of this framework in a number of ways as it affords students the opportunity to begin their professional journey under the guidance of an on-site supervisor and their seminar instructor. This support will assist students in developing their own professional voice, applying the theory they have learned in the classroom to the practice of working within a college environment. Students will also have the opportunity to reflect upon their experiences with their peers and instructor, considering various perspectives and assisting them in their own problem-solving.

Diversity
The topic of diversity is a central part of this course. The course reflections are designed to educate students about the diverse institutions, students, fields, and working environments within higher education.
Technology
Technology will be integrated into this course in a number of ways. Students and the instructor will utilize BlackBoard to disseminate information, turn in assignments, and to extend the learning community. Students are encouraged to use PowerPoint for their presentations. Students are also encouraged to explore the topic of technology at their internship site and how professional staff at that institution use technology to accomplish their work.

Disposition Assessments
As the Department of Educational Leadership works to better prepare students for work in various areas of education, the instructor will assess and provide feedback to students about three areas: professionalism, fairness, and the belief that all students can learn. The expected behaviors and rubric designed to assess these behaviors will be discussed during the first day of class and will be posted on TaskStream.

Requirements and Expectations

Preparation
This course is designed using a traditional seminar format in which much of the learning is emerged from group discussion and student engagement with each topic. Appropriate preparation such as completing readings as well as thoughtfully reflecting on the topics is critical not only for each individual’s intellectual development, but the group’s collective development as well. Reading is coupled with question prompts for discussion as well as a recommendation regarding how you might engage with the topic further with your supervisor.

Attendance
Class attendance is of the utmost importance. I understand life happens: families experience emergencies, students become ill, etc. If you need to miss class, you must communicate with us beforehand whenever possible. Additionally, excessive tardiness can disturb the classroom environment, so please arrive to class on time. Unexcused absences and excessive tardiness will affect your grade.

Participation
Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. However, it is important to note that how a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the quality of the contributions. For the purposes of this course, participation is valued in which students build upon one another’s comments, provide meaningful connections to practice, share critical observations, and insights on a topic, and generally increase the complexity and richness of the higher education experience.

Assignments
Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. On-time submission of all assignments and seminar participation is expected. Assignments are expected to be turned in on time so please plan
accordingly. One (1) point will be deducted for each day that an assignment is past due and five (5) points will be deducted for each unexcused class absence. The instructor is not responsible for tracking down assignments. You will receive a confirmation of receipt of your assignment from Blackboard. If you do not receive this confirmation, you should assume it was not received and forward the original email and assignment to the instructor.

I. Professional Development Contract (0 points)
Students are unable to participate in internship without a signed contract.

Each student enrolled in this seminar must have approval for his/her internship from both his/her faculty and the site supervisor. Additionally, each student must also have finalized his/her professional development contract no later than the first class meeting. The contract identifies specific and realistic learning goals for the internship as well as an agreement about how each student will be evaluated at the end of the internship. Although the appropriate parties sign the contract, this does not render it inflexible; should a student need to make changes, this is acceptable provided s/he obtains the approval of his/her faculty and site supervisor.

II. Resumes and Cover Letters (50 points)
On April 24, we will facilitate a Career/Job Fair and Mock Interviews. Professionals from local area institutions of higher education will conduct interviews with students and provide feedback on doctoral students’ resumes and cover letters. This is a wonderful opportunity for doctoral students to gain experience in the job search process. Students will select two job descriptions of their choice and will develop a resume and cover letter tailored to those specific jobs. The two job postings should be positions for which the student would be qualified once s/he completed his or her Higher Ed Program in Educational Leadership. Students should email a copy of their cover letters and resumes to the instructor on April 1. Two job postings AND the student’s resume and cover letters should be submitted in a PDF format to the instructor via email by April 1. These should be submitted in two PDF files – each file should have the job posting, cover letter, and resume. Label the file with your first initial, last name, and the name of school from the job posting (e.g., LWilson-Jones...UNC-P).

The resume and cover letter should be well written and free of grammatical errors as well as reflect the specific requirements of the position and the culture of the institution. Doctoral student interns are encouraged to get feedback from at least one other individual in higher education before submitting the resume and cover letters to the instructor. Professional dress is expected for the interview fair.

II. Self-Evaluation Form (10 points)
Your instructor will make a site visit to your institution at mid-semester to meet with you and your site supervisor to discuss the progress of your internship. In addition, prior to the end of the term, both you and your site supervisor will complete an evaluation of your performance. Near the end of the semester, students are required to complete the “Site Supervisor Evaluation Form”. Please offer a candid assessment of your performance, to date, according to the criteria outlined on this form.
Please submit your completed self-evaluation form to the instructor before sharing it with your site supervisor and no later than Monday, April 27. If this step is not followed, you will not receive any points on the assignment. The instructor will read your self-evaluation form promptly and, if necessary, provide suggestions for content and editing changes. If revisions are requested, you may be asked to submit an updated, final copy to the instructor before sending your self-evaluation form to your site supervisor.

You and your site supervisor will meet at the end of your internship to complete the evaluation process. Students should submit signed copies of both your self-evaluation and supervisor’s evaluation in PDF format to Blackboard and TaskStream by April 30.

IV. Leadership Development and Personal Effectiveness Presentation (50 points)
During the last two class sessions, April 30 & May 7, students are expected to present on the 5 leadership discoveries. Each presentation should be no more than 15 minutes in length and should include the following:
Select one question from each discovery and respond to questions demonstrating an understanding of leadership development and the steps to achieving personal and professional effectiveness.

Effective leadership is not just a job; it is a complex interaction between a range of personal and professional qualities and experiences. At the heart of effective leadership is a model of learning that is rooted in personal reflection to enable and enhance understanding and so inform action. We all reflect all the time, at the end of a difficult meeting, driving home, reading the paper, at a conference when a chance comment triggers a chain of thought. However, this is often random and haphazard reflection, and while valuable, it does not permit sustained and fundamental questioning and analysis. Structured reflection is central to any approach to enhancing and sustaining personal and professional effectiveness: any expression of personal artistry or mastery, for example in the performing arts, the creative arts, in spiritual development or professional practice, has to be rooted in reflection. The purpose of this resource is to support personal review and reflection using the Boyatzis five-stage process (Figure 1).

Students are expected to create a PowerPoint/Prezi for their presentation and must submit the presentation to BlackBoard/TaskStream by April 30th.

VII. Career/Job Fair Participation (20 points)
As stated in the class expectations, attendance is of the utmost importance. Closely tied to this expectation is the importance of class participation. Participation can look different depending on the various ways in which people process information and interact with the world. Students may assume participation is equivalent to speaking a lot in class. However, I approach participation in a different way; it includes preparation for class, active listening, quality interaction with peers, and general engagement with the coursework. Participation expectations will be discussed during the first week of class.
Evaluation and Grading:

Evaluation for the Internship in Higher Education course is a shared responsibility. The site supervisor is expected to submit a written assessment after the requirements for the field experience have been fulfilled to the satisfaction of all involved parties (30% of final grade). Students will also include a specific recommendation for a final grade on their Self-Evaluation Form. The instructor will grade your performance in the seminars and the various assignments due during the semester.

The distribution of points is provided below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Professional Development Contract</td>
<td>0</td>
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<tr>
<td>Vita and Cover Letters</td>
<td>50</td>
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<tr>
<td>Self-Evaluation</td>
<td>10</td>
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<tr>
<td>Internship Supervisor Assessment</td>
<td>10</td>
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<tr>
<td>Leadership Development (Final)</td>
<td>50</td>
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<tr>
<td>Career Fair</td>
<td>20</td>
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<td><strong>Total</strong></td>
<td>140</td>
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Student Goals: The Internship Experience

1. To structure a focused, integrative experience within higher education in areas such as student affairs, academic affairs, or development and alumni affairs. As a learner-initiated activity, an assumption exists that a much greater level of motivation, interest, and desire to enter into the internship exists for the learner.
2. To acquire new knowledge about students, student cultures, generational implications, and student issues, needs, concerns and interests while on campus.
3. To acquire new knowledge about how diverse college and university staff and programs assist students and collaborate with colleagues in meeting their needs and expectations.
4. To gain new skills or enhance existing skills in administrative practice. These skills include but are not limited to: programming, instruction, assessment/evaluation, advising, planning, leadership development, budgeting, and the successful integration of such skills.
5. To apply and integrate classroom learning (theory, models, principles) to the daily work environment.
6. To receive and incorporate frequent constructive feedback in a supportive learning environment from a seasoned professional on topics ranging from professional competencies to the application of acquired knowledge.
7. To develop critical thinking skills through readings, observations, and in-class discussions that allow for self-reflection as well as in-depth understanding about students, colleagues and the organization.
8. To assess one’s continuing interest in and desire to work in a particular segment of higher education administration. The internship may be an affirming experience or one that confirms doubts. Both of these insights should be viewed as positive outcomes of the internship.
9. To acquire new knowledge and information from peers in the internship class. The periodic seminars provide all learners with the opportunity to provide support to each other while also expanding one’s base of knowledge about the diverse opportunities available to those pursuing professions within the field.
Responsibilities of the Intern

1. Conduct an INFORMATION INTERVIEW with a potential site supervisor to explain the role and function of the EDLE 730 Internship in Higher Education course, including sharing your ideas as to your learning expectations and ideal experience.
2. Share your findings from the interview with your faculty internship supervisor, indicating whether or not you will proceed with the experience and why.
3. Prepare the first draft of a PROFESSIONAL DEVELOPMENT CONTRACT that outlines in measurable, realistic, and unambiguous terms the goals and objectives of the proposed learning experience. SHARE THE DRAFT with the faculty supervisor.
4. Conduct oneself in a PROFESSIONAL MANNER at all times while at the internship site. When you know you will be late or unable to meet an internship obligation, you are required to phone your site supervisor ahead of time, underscoring that you will “make up” the lost time immediately. This type of absence or departure from the work schedule should be extremely rare.
5. Take responsibility for scheduling and participating in a weekly supervision MEETING WITH YOUR SITE SUPERVISOR, allowing for timely, constructive feedback about your performance and discussion of relevant issues.
6. ATTEND ALL INTERNSHIP SEMINAR CLASSES as scheduled (see course schedule) and be prepared at each class to share your experience at the site along with any additional assignments due for each seminar class.
7. Take responsibility for checking on a daily basis for E-MAIL COMMUNICATION from the faculty supervisor and site supervisor regarding internship activities.
8. Prepare a WRITTEN FINAL ASSESSMENT REPORT of your internship experience and performance with special emphasis on what you have learned and how this learning has influenced your views as a higher education professional. The written critique should not be shared with the site supervisor until after the faculty supervisor has reviewed it and determined it is ready to share. If the report is inadequately proofread, you may be required to take an incomplete to revise it before submitting it to your site supervisor.
9. Schedule and conduct a FINAL PERFORMANCE EVALUATION with your site supervisor. At this meeting, you will take responsibility for sharing what you have learned including those factors that shaped this learning.
10. At the conclusion of the internship, send a formal THANK YOU LETTER to the site supervisor and (ONCE APPROVED BY FACULTY SUPERVISOR) a copy of your fully revised Final Assessment Report.

Responsibilities of the Internship Site Supervisor
1. Assist student in designing an optimal learning experience addressing the student’s need for knowledge specific to the position and campus, professional skill development and enhancement, and socialization as a new professional in the field.

2. Assume primary day-to-day supervision responsibility for the student and personally approve in advance any work that may be delegated to the student by other office staff.

3. Introduce students to office/departamental staff and those with whom the student may have contact during the internship. This introduction includes stating the purpose and/or function of the internship student.

4. Structure and monitor the professional work environment for the student, creating the setting for optimal learning. Adequate seating, desk space, and access to computer appropriate for a part-time professional staff member are requested.

5. Create a work environment that provides the student with the most holistic experience possible. As appropriate, invite the intern to attend meetings in and outside of the department; involve them in “big-picture” discussions such as budgeting, long-term planning, and legal issues; and providing them with a project(s) where they have primary responsibility and that can be highlighted on their resume and in their job search.

6. All supervision during the internship should comply with the standards found in the Statement of Ethical Principles and Standards and/or ethical statements issued by other higher education professional associations.

7. Conduct individual, private meetings with the student to provide formative feedback about work completed or in progress. The student will also use this meeting to raise professional issues observed or experienced during the internship, and it is hoped the site supervisor will share personal insights that will enrich the intern’s professional development. This weekly one-on-one session is critical to ensure that the intern receives a level of professional mentoring beyond what is ordinarily possible in other part-time jobs or graduate assistantships. It is recommended that this meeting be scheduled for at least one hour per week.

8. Student interns are assigned specific readings designed to encourage dialogue with the internship supervisor and to further their understanding of translating theory into practice. We encourage supervisors also to read these materials to enhance the dialogue with the student.

9. Provide the faculty supervisor with feedback about the student’s progress (or lack thereof) and bring to the faculty member’s attention immediately any serious concerns about the student and/or their work at the site. This will be particularly important for the mid-semester site visit.

10. Conduct a summative performance evaluation of the student’s work to react to the student’s self-evaluation and critique of the experience.

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Typical Stages of the Internship Experience

Stage 1: The Journey Begins
• A mix of feelings at the beginning (enthusiasm, anxiety, apprehension, excitement)
• High expectations for the experience
• Not sure how all the “pieces” will come together
• Overall, a very positive feeling

**Stage 2: Establishing a Routine**

• Some role ambiguity may exist (am I a student? am I staff? How do others view me?)
• Can be overwhelmed with many different tasks to juggle at one time.
• Can be underwhelmed if going slower than expected.
• Concern/anxiety about developing a good collegial relationship with site supervisor and staff in the office.
• Overall, still positive but perhaps not as much as on first day or so.

**Stage 3: Settling In Period**

• Role confusion declines
• Begin to make substantive contributions
• More comfortable with co-workers and site supervisor and vice-versa
• Begin to make progress on projects
• Overall, still a positive experience

**Stage 4: Reality Stage**

• Reality of day-to-day workplace and its many issues begins to hit.
• Work may not be as “glamorous” as expected or not what expected in other ways.
• Some disillusionment with co-workers as they struggle with problems, issues, challenges of day-to-day work.
• The reality of limited resources and how slowly some decisions are made sets in.
• Concerns may surface about the “commitment” of selected staff to students and institution.
• Concerns that you may not be making as much progress on your own goals as you expected.
• Overall, this can be a “downer” time for you.

**Stage 5: Period of Adaptation**

• Adjustment of learning goals occurs to reflect more realistically what you and site supervisor believe can be accomplished.
• You become much more skillful in getting what you want from the experience.
• You are a lot more comfortable with site supervisor; your conversations are more open and candid about your observations, interests, and needs.

• Recognition of value and importance of teamwork and group relations in effectively meeting goals.

• Overall, a more positive period.

Stage 6: Closure Stage

• For some, hard to believe time of internship is drawing to a close. Time has flown by.

• Acceptance that perhaps not all learning goals were realistic or could be fulfilled in time allotted.

• Recognition that much was learned that was unanticipated (about institution, about staff, functional area, self).

• Recognition of one’s strengths and weaknesses.

• Overall, satisfaction with job one has done and with the experience. Some rush to get major project finished before end of term; desire to perhaps even put in more hours to get more experience and to see to completion one or more activities.