



**HIED 622, 01E, Internship
COURSE SYLLABUS: Summer 2015**

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COURSE INFORMATION

For the purposes of this course, an intern is defined as an advanced student who is gaining supervised practical experience related to the professional role of teacher or administrator. In addition to being practical, the supervised experience is clinical and leads the intern to a greater understanding of his/her field of study and the interrelationships in that field between theory and practice.

This course guide is designed to give direction to persons interested in completing an internship in Higher Education (HIED 622). The purpose of the guide is to establish a framework for the practicum and is not designed to limit possibilities for meaningful field experiences.

Course Description:

The internship is an effective way for an aspiring supervisor to gain first-hand knowledge of the role of educational leader. An internship can help the student develop a realistic perspective of the demands, needs, and problems that face instructional and administrative personnel in the public schools.

The internship should be flexible and tailored to the needs of both the student and the host institution. The internship should be designed so that the student is given the opportunity to narrow the gap between theory and practice. Furthermore, the internship is an opportunity to apply and synthesize knowledge for problem solving in the field and to participate at a higher level of decision-making.

A well-designed internship can be beneficial to all concerned, especially to the student as he/she incorporates practical experiences to round out and balance his/her professional training. In addition, an internship allows the student to test his/her knowledge, ability, and skills as an instructional leader. These field experiences will lead to a better prepared professional who will be able to assume the role of instructional leader with a minimum of problems.

Student Learning Outcomes: The purpose of the internship is to increase the effectiveness of the student intern as instructional leader. Specifically, the student learning outcomes are as follows:

1. To participate in actual problem solving and decision making while planning, implementing, and evaluating policies within an institutional setting.
2. To broaden student understanding of the role of instructional leader.
3. To relate and analyze college classroom learning to practical field experiences.
4. To develop and assess his/her knowledge, skills, and abilities in relation to job responsibilities of the instructional leader.

5. To enhance the professional training of the intern by bringing the resources of the university, the host organization, and the profession together.
6. To individualize the internship, thus maximizing the effectiveness of the field experience for each intern.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments: The Department of Educational Leadership has established a basic framework for the Internship. This structure includes basic course requirements and guidelines to be followed by the student, A&M-Commerce supervisor, and field supervisor from the host institution.

Before enrolling in HIED 622, the student should contact the course instructor for advisement and then begin the following procedure:

1. To identify a host organization for the proposed internship and to assign university and field supervisors for the intern.
2. To identify and describe the proposed field experience in terms of the project(s) and purposes for each.
3. To secure an agreement among the intern, the university supervisor, and the field supervisor as to what will constitute the experience, including evaluation criteria for the intern's performance in HIED 622.
4. To identify university and other resources which will be necessary to complete the internship.

The Department of Educational Leadership has developed the following statement to guide the HIED 622 internship:

Students who participate in an internship must remember that the opportunity for the experience is the result of a cooperative arrangement between A&M-Commerce and the cooperating district, institution, or agency. Regardless of the assignment and responsibilities, the student must realize that he/she is a guest of the cooperating organization.

1. For each three hours of credit, the student will be expected to spend a minimum of 135 hours in activities related to the internship (120 hours for Master's level students).
2. A written detailed description of the experience will be drafted in triplicate, signed by the student, the university supervisor, and the field supervisor.
3. Evaluation of the student will be the joint responsibility of the university supervisor and the field supervisor.
4. A final report is required.

Grading: Each assignment in HIED 622 will receive a numerical grade based on a 100-point scale. End-of-course letter grades will follow these ranges:

90 or better:	A
80-89:	B
70-79:	C
60-69:	D
less than 60:	F

90 + Points = Work is thorough, original, insightful, and of a doctoral level and quality. Student demonstrated complete understanding of course issues, a high level of analytical skills, clearly and resourcefully presentation with negligible errors in mechanics (grammar, citation and source referencing according to APA guidelines from an extensive and wide range of quality sources).

80-89 Points = Work is thorough, of a level that meets expectations, and of a doctoral student that is acceptable and appropriate. Student demonstrated a sound understanding of course issues, good analysis, and a clearly/neatly presentation with narrow errors in mechanics (grammar, citation, and source referencing consistent APA guidelines from a good range of sources).

70-79 Points = Work is generally thorough, late (with instructor permission/approval) and/or of a level that only partially meets expectations of a doctoral level and quality. Student demonstrated conflicting or surface understanding of course issues with insufficient analysis and significant errors in mechanics (grammar, citation, and referencing from inadequate and/or mixed quality sources according to APA guidelines).

60-69 Points = Work is incomplete, late, and/or not of a doctoral level and quality. Student demonstrated insufficient understanding of course issues, analysis, and/or substantial mechanical errors (grammatical, citation, and referencing according to APA guidelines drawn from few, if any, low-quality sources).

Less Than 60 Points = Major assignments are missing, incomplete, or excessively late without permission of instructor and/or demonstrates lack of effort and/or lack of understanding of core course objectives.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: You may contact me in person during office hours, or online through eCollege or University email. I am usually online every day, including weekends. If you need to leave me a message, please indicate what specific assistance you need. I do not play telephone tag.

If there is an emergency or you need help from the department, call the main office at 903-886-5521,

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Because the internship is designed to meet individual needs and is tailored to each individual's academic program, it is very important that the prospective intern discuss with the university supervisor his/her professional plans and aspirations. Such discussions are helpful in identifying a focus for the intern experience. The experience should direct the student toward practical applications of theory in the field with his/her professional interests and academic development as major guides. The needs of the host institution should also be given prime consideration as the intern experience takes form.

The Intern is Responsible for:

1. Securing approval to enroll in HIED 622 by establishing contact with the course instructor and his/her field supervisor to begin the process of formulating a proposed field experience within the guidelines described earlier. This should be completed prior to enrolling.
2. Formulating a practicum experience through discussions with the university supervisor, and field supervisor. This experience should be documented and include the following for each field project.
 - A. Title
 - B. Description of project
 - C. Purpose and importance (need)
 - D. Description of intern's role.
 - E. Objective(s) for the project (results/outcomes)
 - F. Description of final product (if applicable)
 - G. Estimate of the amount of time needed to complete project.
3. Obtaining approval for the practicum experience from the university and field supervisors.
4. Keeping the university and field supervisors informed of progress on each project throughout the semester. Good communication among all concerned parties will tend to increase the value of the field experience for the intern. The responsibility includes contacting both supervisors at regular intervals throughout the semester.
5. Completing the tasks and projects agreed upon as the practicum experience.
6. Writing a report that summarizes the field experience and includes documentation of completed projects (e.g., survey findings, curriculum changes, or revised student handbooks).

Responsibilities of the University Supervisor

The relationship among intern, the field supervisor, and the university supervisor must reflect openness toward cooperation and communication. This relationship is the foundation of the internship and will dictate the success of the field experience.

1. To clarify the potential student's need for the practicum experience by discussing and explaining the requirements and objectives of HIED 622.
2. To facilitate the formulation of a proposed field experience and the identification of a field supervisor to guide the intern on site.
3. To secure an agreement among the intern, the field supervisor, and the university supervisor as to what will constitute the internship.
 1. To meet as regularly as necessary with the intern.
 2. To contact the intern and field supervisor as needed for progress reports and discussions.
 3. To make available the appropriate and necessary university resources and services.
 4. To evaluate the intern's performance in HIED 622 for a course grade.

Responsibilities of the Field Supervisor

Because of the practical nature of HIED 622 it is important that the student be assigned to a field supervisor who will work closely with the intern on a regular basis. This type of relationship will ensure: that the intern receives guidance when it is needed; that the intern's activities are authorized by the host organization through its representative, the field supervisor; that the host organization's needs and regulations are being considered; and that relevant expertise and institutional resources are readily available to the intern.

The field supervisor's responsibilities are as follows:

1. To formulate and actualize the field experience with the intern.
2. To clarify through a written agreement with the intern and university supervisor the objectives to be achieved by the intern.
3. To ensure that the necessary services and resources are available to the intern.
4. To meet with the intern as needed for direction.
5. To contact the university supervisor when necessary throughout the semester.
6. To provide the university supervisor with an evaluation of the intern's performance at the end of the semester.

Summary

The successful internship will prove to be a helpful experience for the student who aspires to the administrative or supervisory role. The experience should be flexible enough to meet the student's and the host institution's needs. The student's academic and professional development should be the single most important guide for planning the field experience.

The intern should have the opportunity to experience various supervisory and administrative functions within the organization. It is through such a process that the student can apply concepts and ideas studied in the university classroom.

Good communication among all concerned is absolutely essential if a successful experience is to be realized. The internship team is responsible for planning individually tailored experiences for the student. The student should keep both supervisors informed of his/her progress and problems. Both supervisors are responsible for guiding and evaluating the intern. However, the final course grade is the responsibility of the university supervisor.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies and Procedures, Conduct).

(See syllabus tool for content suggestions)

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

SUGGESTED INTERNSHIP ACTIVITIES AND PROJECTS

Listed below are ideas that might be used by the student to formulate his/her proposed internship experience in cooperation with the university supervisor and the field supervisor.

Philosophy and Policy Making

1. Formulating and becoming familiar with policies.
2. Developing survey instruments and gathering data.
3. Relating institutional philosophy/mission statement to the curriculum.

Board of Regents/Trustees

1. Attend board meetings.
2. Assist administration in planning for and preparing materials and documents for board meetings.

Administration

2. Assigning clerical duties.
3. Maintaining a filing system
4. Preparing administrative bulletins and reports.

Personnel and Student Services

1. Orientation for new staff/faculty.
2. Study of faculty work load.
3. Assist projects designed to improve student and faculty/staff welfare.
4. Designing and conducting faculty/staff development.
5. Assisting in faculty/staff evaluation.
6. Adopting, developing, or administering tests for various programs.

7. Improving the institution's information systems and record keeping.
8. Administering extra-curricular activities.
9. Up-dating student and faculty/staff handbooks.

Curriculum and Instruction

1. Providing leadership at faculty/staff meetings.
2. Defining scope and sequence of the curriculum.
3. Assisting in the supervision of new faculty/staff.
4. Coordinating the curriculum.
5. Developing plans for selecting and utilizing instructional materials and equipment.
6. Selecting and use new media equipment.
7. Improving instruction by encouraging peer supervision or other innovative supervisory practices.
8. Analyzing and up-dating teacher evaluation procedures.
9. Identifying innovative teaching practices.

Physical Plant

1. Studying building needs.
2. Scheduling classes and making classroom assignments.
3. Studying the utilization of buildings.

Public Relations

1. Formulating plans for working with parents.
2. Improving relations with local/regional newspapers.
3. Making addresses to various groups.
4. Arranging publicity programs.
5. Representing institution in cooperating with community, regional, state, and national agencies.
6. Preparing special institutional notices.
7. Assisting in various advisory capacities.

Teaching Assistant

1. Assist a professor in teaching a course.

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Serials (in Reference)

AAHE Bulletin

College Teaching

Improving College and University Teaching

Internship Bible

Journal of Higher Education Management

New Directions for Teaching and Learning

Review of Educational Research

Change

Chronicle of Higher Education

Innovative Higher Education

Internships

New Directions for Higher Education

Planning for Higher Education

What Do I Do?

The vast majority of the work for this class will be conducted independently. In this age of auditors and accountability I need records of your involvement. So... please provide me with the following:

Early in the semester...

1. The last page of your syllabus (if you don't have one contact me and I will email you a copy) **designating mentor(s)/email addresses/etc,**
2. A **written prospectus** (step 1, step 2...) as to how you plan to utilize the class (what you are going to do), and

Later...

3. **Progress reports** (short ones) are a good idea but **not mandatory**. They can also be merged as part of the final report (next item).
4. A final report submitted prior to the time I need to post a grade. **[It would be safe for you to submit your final report the beginning of final exams week (Monday, Aug. 5th of final exam week)].** The final (complete and substantial) report should contain a **daily log (important!)** documenting the time spent working on/completing various phases of your project.

INFORMATION FORM FOR HIED 622

STUDENT

Name _____

Address _____

Telephone _____

E-mail _____

FIELD SUPERVISOR

Name _____

Address _____

Telephone _____

E-mail _____

FIELD SUPERVISOR

Name _____

Address _____

Telephone _____

E-mail _____