Human Services and Educational Leadership  
HEDL 6326  
Internship in Higher Education  
Spring 2024

Instructor: Stacy Hendricks  
Office: McKibben 118  
Office Phone: 936-468-2549  
Email: hendricksl@sfasu.edu  

Course Location: Online  
Zoom: Individual Meetings  
Office Hours: M-F, 8-5 (appt.)  
Credits: 3

Prerequisites: Admission to doctoral candidates formally admitted to the doctoral program in Educational Leadership.

I. Course Description:
This course provides learning experiences in authentic higher education settings in which the student works directly with a mentor in a university/college setting. These experiences are intended to be developmental within a practical context in order to foster linkages with theory and practice and to encourage the analysis of theory and practice.

Course Credit Hour Justification:
This is a 3 hour course and one of the course requirements for the Ed.D. Degree in Educational Leadership with the higher education concentration. Each doctoral cohort registered for the internship will meet virtually with the instructor of record a minimum of 2 times during the course of the internship semester. Students are expected to schedule the meetings, be in attendance for all meetings, actively engage in discussions, complete all readings assigned for in class discussion, and complete all writing activities assigned. The internship is 120 hours of field-based experience (direct and indirect hours) with a designated mentor leader. The design of the internship experience includes multiple assigned responsibilities/activities in a clinical format and in direct relationship to interaction with both the mentor leader and other designated individuals. Each doctoral student will determine a project and work with the mentor on that particular project. The doctoral student will then prepare a formal internship project for submission and review/assessment by the instructor of record. The portfolio is designated as professional/academic evidence of meeting the requirements of internship. The student will be in the field for at least 120 hours and will spend an additional 15 hours researching and creating the portfolio and presentation of the work in the field.
II. Intended Learning Outcomes/Goals/Objectives

Program Learning Outcomes (PLOs):
Students graduating with an Ed.D. in Educational Leadership will be able to:
1. use data, policy and research to lead continuous improvement and drive transformative change and innovation in P-20 education settings
2. demonstrate knowledge of ethical and moral responsibilities of leadership
3. apply theory and contextual knowledge to educational practice
4. practice analytical and communication skills in leadership roles
5. understand, design, and conduct research in educational leadership

Student Learning Outcomes (SLOs):
By the end of the course, students will be able to:
1. Sharpen presentation techniques, group work skills, and ability to contribute to scholarly discussions.
2. Analyze situations and apply problem solving techniques while in field situations.
3. Exhibit leadership skills (collaboration, communication, problem-solving, research, etc.) while in the field
4. Use reflective practices about experiences in the field of higher education.

III. Course Assignments, Activities, Instructional Strategies, use of Technology

Discussions/Class Participation (5%): This may include discussions via brightspace, individual mentor/faculty meetings, and other related participation events.

Portfolio (60%): Each candidate will develop and submit an internship portfolio, which will contain the following:

- Internship proposal (including goals and signed affiliation agreement)

- Maintain a journal - The journal will contain dates and reflective and reflexive entries. The reflective entries will include details that are an extension of the log concerning an activity. The reflexive entries will address the following:
  • What the internship activity means to you as a doctoral student at this point in your studies;
  • Implications this activity has on you as an educational leader in the future;

- Experience log – The log will be completed through Qualtrics. You may use the spreadsheet included in the module for your personal use but the professor will be using Qualtrics throughout the semester by running reports on those hours submitted. You must record a minimum of 120 hours for the semester but you need to log the hours as they are completed. These hours should be categorized into direct and indirect contact time. The student is encouraged to maximize the amount of direct contact time. These hours DO NOT include time writing in the journal, time consulting with the faculty mentor, time in
the internship seminar, or preparing assignments for the internship seminar. At the end of the semester, the mentor must sign the Qualtrics verification verifying the accuracy of the information upon completion of the internship.

**Direct contact time:** Time spent working directly with the mentor on a project, shadowing activity, etc.

**Indirect contact time:** Time spent on independent project work directed by the mentor but not spent working directly with the mentor.

- **Project/Artifacts (including forms)** – There should be a large, meaningful project completed during the higher education internship. The project in its entirety should be submitted. Artifacts and all types of communication provide evidence and verification of the activities of the internship. Also, include in this section the correspondence to and from the faculty mentor and the leader mentor. No grade will be given until (a) the mentor verifies the activities through the assessment form and verification of the log and (b) the self-assessment form must is submitted from the student.

- **Presentation** - The student will present an 8-10 minute presentation on the internship project. The student may decide on the best electronic platform for this presentation; however, the student’s face needs to be showing. Please do NOT read from slides or notes. Instead speak from your experiences and what you learned. Watch other presentations and provide a critical analysis of each presentation noting strengths and weaknesses.

**Journal Articles (20%)** – Deepening the scholar practitioner leader’s praxis requires the integration of theory to practice through research and reflection. Toward this end, the doctoral student will identify eight scholarly journal articles related to the context of the internship or internship experiences. These articles must directly relate to the goals, which the student proposed for the internship.

The student will read each article and write a reflective/reflexive entry in the internship journal for each article. The student will compile these scholarly articles as extended reading to support the learning in his/her particular internship setting. Articles for this assignment may not include assigned readings or articles for other classes in the doctoral program. (Minimum: Eight (8) journal articles). The student will put the summary and article in the discussion post. The student will select two articles from EACH student to critique via a narrative in the discussion post. Please give strengths and weaknesses or things to think about.

**Culminating Written Experience (15%):** (10-12 pages excluding reference page) This is a reflexive writing activity that requires you to consider the entire internship experience and should be an analysis of the meaningful learning. While not a summary of events, the reflexive nature of this writing will holistically synthesize the authentic nature of this extended learning experience in the field according to the following:

- the impact of the internship on self
- the impact of the internship on self as a scholar-practitioner
- the impact in the development of self as a doctoral student
• the importance of the experience for engaging you in the practice of educational leadership
• the importance of this experience for you in the future

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Portfolio and Presentation</td>
<td>60%</td>
</tr>
<tr>
<td>Journal Articles</td>
<td>20%</td>
</tr>
<tr>
<td>Culminating Written Experience</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>Below 69</td>
</tr>
</tbody>
</table>

Note to students: Students with documented disabilities who need course adaptations or accommodations please make an appointment with the instructor as soon as possible.

**All decisions about the evaluation/grading of student material rest with the professor.

At the beginning of the semester, an orientation meeting will be arranged among the doctoral candidate intern, leader mentor and the professor. A second meeting will be scheduled after the mid-point of the semester and finally a meeting at the end. All meetings will occur virtually and should be coordinated and led by the student (including agenda, introductions, etc.).

V. Tentative Course Outline/Calendar

The tentative course outline is aligned to the designated assignments, due dates, discussion topics and other related activities. The student should note that the instructor has the flexibility to modify assignments and/or the schedule/deadlines of activities/assignments. The professor will notify the student of any changes. Please find the timeline in the “Getting Started Module” in Brightspace.

VI. Readings (required and possibly recommended)

Selected course readings include but are not limited to the following required books. Other readings such as articles and chapters may be given throughout the semester.
Required:


Additional Required Readings: Your choice of 8 scholarly articles that support your work in the field.

VII. Course Evaluations

Near the end of each semester, students in the College of Education electronically evaluate course taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.
For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity (HOP 04-106)**

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot
complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

Other important course-related policies:
***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

IX: Resources

- **Students with Disabilities**
  To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249 • dos@sfasu.edu

  - **SFASU Counseling Services** • www.sfasu.edu/counselingservices
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

  - **SFASU Human Services Counseling Clinic** • www.sfasu.edu/humanservices/139.asp
    Human Services Room 202 • 936-468-1041

  - **The Health and Wellness Hub** “The Hub”
    Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741