

**EDHE 5393**

**Internship in Higher Education**

**Course Credit: 3 hours credit**

**Instructor:** David Jones **Office: COE 309**

**Email:** **djones.jones@ttu.edu** **Phone:** 806.834.0989

**Office Hours:** Monday 2:00 to 5:00 p.m., Tuesday 4:00 p.m. to 6:00 p.m., and appointments as needed.

**Course Description**

The internship course is a three hour credit course that provides students the opportunity to participate in supervised, professional settings other than those associated with a graduate assistantship or fellowship, or other full or part-time employment. These experiences provide for the integration and Internship application of theory and methods gained through the formal program of study, allowing development of professional competencies that enhance personal and professional growth. Also, the internship provides on-the-job experiences of reasonable depth and length to strengthen qualifications while broadening the range of career alternatives for the student.

**Course Purpose**

The purpose of this course is to provide applied experience for the focus of knowledge, skills, principles, and techniques gained in the classroom, to a setting related to the student's chosen professional goals. The student will assume administrative responsibilities in an actual work setting to provide competencies in professional areas.

**Trademark Outcome(s)**

**Trademark Outcome (TO):** Texas Tech graduate students possess distinctive skills and can produce distinctive products and qualities which establish these students as leaders in their fields.

**Distinctive Skill**

1. Students will become Higher Education administrators who clearly understand the multiple purposes of higher education and effectively assess the lived experiences of the multiple audiences in higher education environments.

2. Students will become Higher Education administrators who utilize effective communication and collaborative skills in team environments.

**Distinctive Product**

Graduates of the TTU Higher Education Program will be able to develop and evaluate the impact of a solution to higher education problem(s) of practice. These solutions will be characterized by the use of team-based collaboration and its enrichment by diverse views and people.

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| **Program** | **Trademark Outcome** | **Distinctive Skills** |
| **M.Ed. - Higher Education** | Understanding the importance of equity and social justice, graduates of the master’s in Higher Education program use applied theories and practical research as tools of collaborative change in their leadership positions. Graduates of the program will be able to develop and evaluate the impact of a solution to higher education problem(s) of practice. These solutions will be characterized by the use of team-based collaboration and its enrichment by diverse views and people. | Students will use various research, theories, and professional wisdom to:* Effectively assess the lived experiences of the multiple audiences in higher education environments
* Utilize effective communication and collaborative skills in team environments
* Assess, evaluate and develop solutions to higher education problem(s) in practice
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**Three Phases of Programs**

Courses in the Higher Education program are divided into three phases. A Phase 1 (P1) course focuses on the acquisition of knowledge and skills. Essentially, Phase 1 courses are designed to provide the students with the knowledge base and the foundation for Phase 2 (P2), and Phase 3 (P3) courses. P2 courses are designed to incorporate the knowledge and skills from the P1 courses and assimilate them into practice in a guided or hypothetical setting. In contrast, P3 courses incorporate the knowledge and skills from P1 courses and the simulated application from P2 courses and implements them in an authentic higher education setting.

**Internship Program Objectives**

1) To provide experiences that will help develop and refine competencies compatible with the academic and professional goals of the Student, in consultation with his or her Advisor and the On-site Supervisor

2) To provide experiences that will clarify and broaden professional career alternatives for the Student

3) To establish a teaching and learning environment in which the On-site Supervisor assumes a teaching role, encouraging the Student to experience and be adequately instructed in pertinent aspects of the functions, responsibilities, and relationships of the Internship site and various personnel involved in these activities

4) To provide Students with opportunities for the establishment of professional relationships with administrators in higher education and student affairs settings

5) To ensure that supervised experiences are conducted under established professional ethical practices and that participants are provided with support for resolving concerns or questions during the Internship.

**Course Policies, Procedures, and Expectations**

**Blackboard Help**

Student Blackboard Support <http://www.depts.ttu.edu/elearning/blackboard/student/>

**Software/Technologies Requirements**

Microsoft Word and PowerPoint (any version) are required to complete all written assignments and to view some course information. Assignments will not be accepted in any other file format.

Adobe Acrobat Reader may be required to view some course information (PDF’s). Adobe Acrobat Reader is a free download and is available at <http://www.adobe.com/products/acrobat/readstep2.html>

**Internet Resources and Email**

Your Texas Tech (TTU) student email address will be used for all electronic communication. Students are expected to check their TTU email regularly.

**Academic Misconduct**

TEXAS TECH UNIVERSITY STATEMENT OF ACADEMIC INTEGRITY

Academic integrity is taking responsibility for one’s own work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures that grades are earned honestly and gives added value to the entire educational process. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University (“University”) Quality Enhancement Plan, Academic Integrity Task Force, 2010]

TEXAS TECH UNIVERSITY CODE OF CONDUCT – ACADEMIC INTEGRITY

“Academic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student. Students are responsible for understanding the principles and policies regarding academic integrity at Texas Tech University, and abide by them in all class and/or course work at the University. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question.

Academic integrity violations are outlined in the Code of Student Conduct, Part X, B3. The University policies and procedures regarding academic integrity can be found in the Student Handbook in Part II, section B and online here: www.ttu.edu/studenthandbook

**Accommodations for Students with Disabilities**

Any student who, because of a disability, may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office at 335 West Hall or 806-742-2405.

**TTU Resources for Discrimination, Harassment, and Sexual Violence**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](file:///H%3A%5C5332%20Student%20Services%20Fall%202016%5Credir.aspx%3FREF%3DbTp_9LJr7xFeGNTnfbZsiFLD62XhyUk4mHi9lFflE-jlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1Lw) are not tolerated by the University. Report any incidents to the Student Resolution Center, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](file:///H%3A%5C5332%20Student%20Services%20Fall%202016%5Credir.aspx%3FREF%3D2rfq2eOK4Z9BU8eB3jA30G8lPLWGdXOXF0QKDoqldLDlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1L3N0dWRlbnRz). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center,** 806-742-3674, [https://www.depts.ttu.edu/scc/](file:///H%3A%5C5332%20Student%20Services%20Fall%202016%5Credir.aspx%3FREF%3DFDlqup5LQd9CICYAHkyU9YyD-1we7mbqQFoA55qFEUjlqQdPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3NjYy8) *(Provides confidential support on campus.)* **TTU Student Counseling Center 24-hour Helpline**,806-742-5555, *(Assists**students who are experiencing a mental health or interpersonal violence crisis.  If you call the helpline, you will speak with a mental health counselor.)* **Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273, [voiceofhopelubbock.org](file:///H%3A%5C5332%20Student%20Services%20Fall%202016%5Credir.aspx%3FREF%3D8dmhkaR7KbIzWT8TofivOVB25oxnQOXuQn6xzz7yDwhVCwpPK0nTCAFodHRwOi8vdm9pY2VvZmhvcGVsdWJib2NrLm9yZy8) *(24-hour hotline that provides support for survivors of sexual violence.)* **The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, [rise.ttu.edu](file:///H%3A%5C5332%20Student%20Services%20Fall%202016%5Credir.aspx%3FREF%3DZYpG27hiA3XvsOzoTF9BgGbs4VXOK51sFCofa-fN8t1VCwpPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3Jpc2Uv) *(Provides a range of resources and support options focused on prevention education and student wellness.)* **Texas Tech Police Department**, 806-742-3931, [http://www.depts.ttu.edu/ttpd/](file:///H%3A%5C5332%20Student%20Services%20Fall%202016%5Credir.aspx%3FREF%3DfwsbQfodctJCW00CCZo8FICU7j3DexyhuAaD30X0bbdVCwpPK0nTCAFodHRwOi8vd3d3LmRlcHRzLnR0dS5lZHUvdHRwZC8) *(To report criminal activity that occurs on or near Texas Tech campus*.)

**Course Incomplete Policy**

When extenuating circumstances arise, a student may request an outcome of incomplete (I) from the professor. The professor will only consider granting the incomplete when the student has consistently engaged in learning activities and has successfully completed at least 50 percent of the course work before the end of the semester. The professor is not obligated to grant an incomplete. If a student is granted an incomplete, the maximum incomplete period is 15 weeks after the end date of the semester. You and I may, however, establish an earlier completion date.

It is important to note the following regarding incompletes:

* An incomplete period will include the break period between semesters but will not constitute the re-teaching of course content or additional expectations of the professor other than to grade submitted assignments.
* An incomplete outcome does not count as credit earned and therefore may negatively impact satisfactory academic progress. Please refer to the policy on satisfactory academic progress located elsewhere in the TTU University catalog.
* If an incomplete period expires and no outcome has been submitted, the incomplete grade will remain on your transcript indefinitely.

**Syllabus Disclaimer**

The professor reserves the right to amend the course outline at any time during the semester. In order to avoid student disappointment, it is the responsibility of the student to clarify any issues with the professor concerning an assignment prior to it being graded.

**Assignments, Evaluation Procedures, and Grading Policies**

**Course Grading**

The course assignments will be graded based upon quality of performance, evaluations, and meeting the requirements of the course as follows:

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| **Course Deliverables** | **Points** |
| * Acquiring an approved internship site.
* Completing an internship agreement form with the site supervisor.
* Completing a learning objectives form with the course instructor.
* Completing a self-evaluation at the conclusion of the experience.
* Obtaining the site supervisor’s evaluation at the conclusion of the experience.
* Completing and submitting a brief (five page) reflection paper on the experience at the conclusion of the internship.
 | 100 |
| Total | 100% |

The following letter grades will be assigned based on the related percentage.

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| A | 90% to 100% |
| B | 80% to 89% |
| C | 70% to 79% |
| D | 60% to 69% |
| F | Less than 60% |

**Due Dates**

Specific due dates for the assigned deliverables will be set by the instructor.