



MASTER OF ARTS IN HIGHER EDUCATION PROGRAM

HIED 562: INTERNSHIP IN HIGHER EDUCATION

FALL 2014

Professor: Cynthia A. Wells, Ph.D.

Course Dates: August 24, 2014 - December 20, 2014

Email: cwells@messiah.edu

Cell Phone: (717) 919-2819

Office Hours: Boyer Hall 101 (by appt.)

Faculty Availability: I am available to address questions through Canvas message or e-mail. I'm also glad to connect via telephone, Google Chat, or in person. For in person conversations, please contact me to set up an appointment. If you need to contact me by phone, please do so before 8:00 p.m. I will check in on the course site three or more times throughout the week. For course related questions (assignments, dates, expectations, etc.), please post on the General Course Discussion so that everyone can benefit from the clarification. I am committed to responding to all queries within 48 hours, unless otherwise posted.

Faculty Expectations of Students

Planning: Periodically, I will post an announcement that provides an overview of upcoming course requirements. Please be sure to read the announcements every time you log in to the course. These will be updated regularly with important course information.

Instructional Time: You should plan on spending an average of 8 hours per week over the course of these 15 weeks at or conducting projects related to your internship site. In addition, in order to help you reflect on and develop from your professional experience, you will be required to engage in reading and reflection via on-line discussion.

Course Description

The internship is a supervised field experience of 120 hours in a setting consistent with each student's professional and educational goals. The internship experience is designed to enhance students' professional capacities in higher education. Students will assume administrative responsibilities at a college, a university, or another higher education organization, under the supervision of an accomplished professional in the field. These responsibilities must be graduate-level in scope and represent new learning for the student. Students will engage in academic and professional reflection alongside their internship. Prerequisites: Completion of 18 HIED credit hours, including HIED 511 and 3 credits in the HIED area of concentration.

Higher Education Program Goals

- 1) To equip leaders to transform various higher education contexts, including colleges/universities, professional associations, and higher education agencies.
- 2) To prepare practitioners to make effective, strategic, and innovative decisions to assure excellence in educational programs and mission-driven initiatives.
- 3) To develop scholars who advance the field of higher education and its contribution to society.
- 4) To nurture leaders with a professional identity rooted in the ethical and vocational sensibilities of the Christian tradition.

MASTER OF ARTS IN HIGHER EDUCATION PROGRAM

Course Objectives

- 1) Be prepared to meet the ethical responsibilities associated with their roles as higher education professionals
- 2) Embody a commitment to excellence through participation in professionally oriented experience
- 3) Demonstrate the ability to reflect upon professional practice for the purposes of improving one's understanding of and ability to serve within professional contexts
- 4) Engage linkages between theory and administrative practice
- 5) Gain professional visibility and academic networking opportunities for professional advancement
- 6) Explore and define vocation, identity, and faith as it pertains to professional roles and responsibilities

Required Textbook and Course Materials

Palmer, P. (2000) *Let Your Life Speak: Listening to the Voice of Vocation*. Jossey-Bass, San Francisco, CA.

Additional reading will be made available on Canvas.

About the Internship Experience

The experience should be flexible enough to not only meet the academic and professional objectives of the student but also enrich the internship site. The student's academic and professional development should be the central priority, but the needs of the host department should also be considered as the internship experience takes shape. The internship is intended to be a capstone experience in the HIED program, enabling the student to apply concepts examined in previous coursework. Good communication among all concerned is essential if a successful experience is to be realized. To that end, the student should keep both the site supervisor and the internship faculty apprised of his/her progress and any concerns. Both individuals are responsible for guiding and evaluating the intern. However, the final course grade is the responsibility of the Messiah College internship faculty member.

Responsibilities of the Student

An internship is the result of a collaborative arrangement between the HIED program at Messiah College and a cooperating department/institution. Regardless of the assignment and responsibilities, students are reminded that they are guests of the site department/institution. Because the internship is tailored to each individual's academic program, the prospective intern should discuss his/her professional plans and aspirations with the site supervisor. Prior to enrollment in HIED 562, the student should complete the following:

- a. Identify an institution and an on-site supervisor for the proposed internship.
- b. Identify his/her personal goals and objectives for the internship.
- c. Secure an agreement as to what will constitute the experience, including time commitment expectations, supervisor, etc.
- d. Identify any necessary resources for completing the experience.

MASTER OF ARTS IN HIGHER EDUCATION PROGRAM

Responsibilities of the Messiah College Internship Faculty

The relationship between the student, site supervisor, and Messiah College HIED Program must reflect cooperative and open communication. This relationship is the foundation of a successful internship experience. It is the responsibility of the internship faculty member to:

- a. Understand and communicate the requirements and objectives of HIED 562.
- b. Provide an avenue for professional reflection and growth that enables the intern to reflect upon his/her internship site in light of the internship experience.
- c. Communicate with the intern and on-site supervisor as needed for progress reports and discussions.
- d. Evaluate the student's performance in HIED 562 for a course grade.

Responsibilities of the Site Supervisor

Because of the practical nature of HIED 562, it is imperative that the student be assigned to a site supervisor who works closely and regularly with the student. This relationship ensures that the student receives necessary guidance, that the student's activities are authorized by the host institution, that the host institution's needs are being considered, and that relevant expertise and institutional resources are readily available to the student. It is the responsibility of the site supervisor to:

- a. Formulate and actualize the experience with the student
- b. Clarify through a written agreement with the student and Messiah College HIED Program the goals and objectives to be achieved by the student.
- c. Ensure that the necessary services and resources are available to the student
- d. Meet with the student once each week over the course of the internship to provide direction and to facilitate reflection on professional practice
- e. Be in communication with the Messiah College Internship Faculty as needed throughout the semester
- f. Complete an evaluation of the intern's performance at the mid-point and end of the semester.

Course Requirements

The quality of the learning experience depends upon the participation of all individuals enrolled in this course. Students are expected to log into the course *two or more times a week*, prepared to demonstrate knowledge, enlarge the circle of thoughtful questions, add new insights, and demonstrate capacity to thoughtfully apply concepts in educational practice.

Assignments

Discussions. One discussion question will be posted every other week, and students will be expected to contribute to the dialogue between Wednesday and Friday of that week. In terms of specific discussion expectations, posts should be between 100 and 150 words. All posts should be reflective, insightful, and demonstrate active engagement with the internship site. Posts should be coherent, theoretically informed, and connect theory to educational practice as experienced in the internship context. All posts should follow APA style for in text citations. Texts that are referenced other than course texts should also have an APA formatted reference at the conclusion of the post. All posts should be grammatically correct and free of typographical errors. Prior to posting, review the question or the responses that others have posted. When responding to another's posts, briefly summarize their initial idea.

MASTER OF ARTS IN HIGHER EDUCATION PROGRAM

This is a *minimum* standard for participation. Students who respond particularly thoughtfully, post meaningfully to more than the required number, and/or incorporate outside sources into posts will receive higher grades. Grading for this assignment will be influenced by the following: understanding and analysis of the texts, responses to other students that contribute to a better understanding of course materials, facilitating further conversation, and introducing relevant outside sources. Each discussion is worth 30 points (for a total of 240 points for the course). Discussions that meet minimum requirements will receive 27 points. (Note: meeting minimum expectations will not result in maximum points). **Due bi-weekly.** (Course Objectives 1 – 6)

Internship Hours. Students must complete 120 hours in the internship assignment. The hours can be distributed over the course of the semester and must be recorded on the provided time log. Hours should be directly related to the student's learning agreement and the course objectives. Students will meet with their site supervisor on a weekly basis for one hour; these meetings are considered to be part of the 120 hours of the internship. **Due December 20, 2014.** (Course Objectives 1-6)

Learning Agreement. Students will complete a learning agreement that identifies the goals and objectives that will guide the internship experience. This document should be prepared in consultation with the site supervisor. Forms should be completed and filed with the Messiah College Internship Faculty by the end of the first week of the term. The learning agreement must list learning objectives for the semester and plans for achieving them. **Due August 30, 2014.** (Course Objectives 3 and 5)

Resume/Curriculum Vitae. Recognizing the importance of a quality resume/vitae as students network and seek employment or professional advancement, one assignment in this course involves developing and revising the resume/vitae. Students will submit a draft of their resume/vitae for faculty feedback midway through the semester. This draft will be revised and resubmitted at the conclusion of the semester. **Draft due October 25, 2014 and revised version due December 20, 2013.** (Course Objectives 2 and 5)

Site Evaluation. Students complete a site evaluation at the end of the semester. This includes assessing the adequacy of the internship site and the effectiveness of the site supervisor. **Due December 20, 2014.** (Course Objective 3)

Site Supervisor Assessment. Students are evaluated at the mid-term and end of the semester by their site supervisor. This includes a summary of activities and/or special projects completed during the internship; assessment of the student's strengths and weaknesses; performance evaluation of the goals and objectives, and suggestions for further growth. **Mid-point evaluation due from the site supervisor by October 25, 2014 and end of semester assessment due December 20, 2014.** (Course Objectives 2, 3, 5)

Self-Assessment Paper. The student's self-assessment should articulate the principles, convictions, values, and behaviors that inform his/her approach to higher education administration. The paper should also identify areas for future professional and/or personal growth. The paper should also indicate the student's understanding of contemporary issues within higher education and their impact on the aspect of institutional life in which the student is preparing to work. Finally, it is expected that the student will integrate course material and personal reflection on the experience of the internship. The paper should be 5 to 6 pages in length. **Due December 13, 2014.** (Course Objectives 1-7)

MASTER OF ARTS IN HIGHER EDUCATION PROGRAM

Grading

Method	Total Points	Due Date	% of Total
Canvas Discussions (8 x 30) pts	240	Bi-Weekly	20%
Learning Agreement	100	August 30, 2014	5%
Submission of Draft Resume	100	October 25, 2014	5%
Mid-term Site Supervisor Assessment	100	October 25, 2014	5%
Self-Assessment Paper	100	December 13, 2014	25%
Internship Hours (Log)	100	December 20, 2014	25%
End of term Site Supervisor Assessment	100	December 20, 2014	5%
Submit Revised Resume	100	December 20, 2014	5%
Site Evaluation	100	December 20, 2014	5%
TOTAL			100%

Criteria for Grading Writing Assignments (all assignments except Dialogue Discussions)

The ability to write well is crucial to success as a college or university administrator. Thus, it is imperative that all assignments reflect the student's best writing. For the self-assessment paper, the criteria for grade determination is as follows:

- A/A- Assignment is well-written with no errors (spelling, grammar, sentence clarity; citation form, etc.). Analysis is excellent and conclusions are well-supported. Paper demonstrates comprehensive understanding of higher education administration, substantive reflection on personal convictions and professional practice, and robust engagement with scholarly sources (e.g. Palmer text). Questions outlined in the assignment description are fully and clearly addressed.
- B/B- Assignment is moderately well-written with few errors. Analysis is good and conclusions are supported. Paper demonstrates basic understanding of higher education administration, adequate reflection on personal convictions and professional practice, and adequate engagement with scholarly sources (e.g. Palmer text). The majority of questions outlined in the assignment description are fully and clearly addressed.
- C Assignment is poorly written. Analysis is inadequate and conclusions are not well supported. Content shows either less than adequate understanding of higher education administration, inadequate reflection on personal convictions and professional practice, and inadequate engagement with scholarly sources (e.g. Palmer text). A number of questions outlined in the assignment description are not fully and clearly addressed.
- C- Any combination below the levels described above.

MASTER OF ARTS IN HIGHER EDUCATION PROGRAM

Course Grade Determination

At the completion of the course, students will receive a letter grade reflecting their overall performance. Letter grades will be awarded according to the existing policies of the Graduate School at Messiah College. The final course grade will be computed according to the total percentage of points earned:

A	93-100%	B-	80-82%
A-	90-92%	C+	77-79%
B+	87-89%	C	73-76%
B	83-86%	F	>76%

Course Policies

Extra Credit: Extra credit is not awarded in this course.

Assignments – All assignments must be submitted through Canvas. Assignments are due by 11:59 pm on the date noted. An appropriate deduction in the points available for each assignment will occur for each day an assignment is late (unexcused). Failure to complete any assignment by the end of the course could result in the student failing the whole course. The instructor will read and critically assess students' assignments, assign a grade, and provide feedback within one week. Students may ask for clarification about a grade through email to the professor within one week of receiving the grade for any assignment. Students with questions or concerns about the grade assigned should contact the professor to set up a time to discuss the matter.

Course Expectations and Resources

Academic Integrity

The Academic Integrity Policy for graduate students is found in the [Graduate Student Handbook](#). Primary responsibility for knowledge of and compliance with this policy rests with the student.

Americans with Disabilities Act

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu or (717) 796-5382.

Library and Librarian Assistance

The Library is a primary source of information for research, presentations and projects. Currently, Beth Mark is the library liaison assigned to the education disciplines. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you need assistance locating sources for your assignments. For her specific schedule, contact her directly at BMark@messiah.edu or (717) 796-1800, ext. 3590.

MASTER OF ARTS IN HIGHER EDUCATION PROGRAM

Writing Center

The Writing Center is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does not involve editing your document (e.g. correcting grammatical errors, rewriting sentences, or providing specific points to support your argument). Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

Technology

Student technology recommendations, including specific hardware and software, are found on the [Information Technology Services](#) website. These guidelines equip you for an optimal technological experience in our online programs. Technological support is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and through the Canvas Learning Management System (LMS).

Statement of Copyright Protection

The materials on our course Canvas site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Statement of Confidentiality

Students may be asked to post written work and to engage in written dialogue with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.