Mission Statement: The Educational Leadership faculty at the University of South Dakota prepare innovative scholar-practitioners for the purpose of enhancing success for all learners.

Instructor: Dr. Diana Messick  
Email: diana.messick@usd.edu  
Course Number: EDAD 794/894S/894D  
Cell Phone: (605) 370-8959  
Class Meetings: Online and at school site  
Semester: Internship Fall 2018, Spring 2019 (begins Aug1st)

Course Description: 
Putting theory into practice and applying your developing knowledge base are the objectives of the internship experience. All individuals earning a degree in educational administration at the University of South Dakota and desiring administrative licensure must participate in a minimum three credit internship in their area of licensure under the direction of university faculty and a site supervisor. This internship is nine months and is to occur within a maximum 12-month period of time and a minimum six-month period of time (for full time students), and must include activities completed at both the elementary and secondary school settings throughout the school year.

The Internship course aims to develop your leadership experience and the role of today’s leaders in schools in the US. We will be evaluating and developing your leadership skills throughout the internship and assisting you in meeting the national standards set forth by the National Educational Leadership Preparation (NELP) for Building and District Leaders aligned to the Professional Standards for Educational Leaders (PSEL).

Course Overview:
This course will provide you with an opportunity to actively engage in learning about the roles, responsibilities and interpersonal skills that are required to be an effective leader. During this time we will focus on instructional leadership and the relationships that leaders build with both the student body and staff within the school, as well as within the community. The internship is designed to prepare you with leadership experiences that will result in developing the competencies needed to assume the role of the leader. The internship will task you with developing a student-centered, culturally responsive vision for a school, built on the individual needs of students, as opposed to the average student. The internship will update you on current educational trends and challenge your thinking as you develop your reflective leadership skills for your future career.

The internship is aligned with PESL standards developed by the Professional Standards for Educational Leaders. Standards 1-10 are detailed below. The internship is required to be substantial, sustained, standards based, in a real setting planned and guided cooperatively by the site supervisor and the university. As an intern you will develop relationships with the school leaders and university faculty to guide you through the internship with appropriate experiences. As an intern you will have direct interaction with students, staff, parents and the community. Confidentiality of information is critical during this process. The national standards are the same for all educational leaders; the principals focus on the building level and the curriculum and special ed directors focus is on the district and community level.

**Course Textbooks:**
The textbooks for the course are:


You may contact the USD bookstore by going to their website at [http://usd bkstore.com](http://usd bkstore.com) or [http://usd bncollege.com](http://usd bncollege.com), or by phone at (605)-677-6291. The books may also be available used, but please ensure you purchase the correct edition. Note that to place an order you will need:

1. Your name
2. Your mailing address for UPS shipping
3. A daytime telephone number where you can be reached
4. Your credit card number and expiration date.
Principals are required to purchase the book below in addition to the three listed above. This book is not available at the USD bookstore.


**Responsibilities of Site Supervisor to the Intern and the University Internship Director:**

- Provide orientation, *introduction* of the intern to the staff and assistance to the intern
- Review the Internship syllabus with your interns that includes the expectations and guidelines
- Participate in the development of the Internship Plan and the interns local project, which should be a collaborative school or district project that benefits students
- Communicate with the intern and the internship director on a regular basis
- Mentor and coach the intern through dialogue about administrative decisions
- Provide experiences and open doors of opportunity to practice leadership skills
- **Complete an Intern Assessment** at the completion of the internship
- Evaluate the performance of the Intern by reviewing the intern’s Google Site portfolio, reflective journal and final presentation
- Review the intern’s pre-assessment and offer input on areas needing experience
- Provide opportunities for the intern to be on data analysis, school improvement, SAT/TAT, Advanced Ed teams and conduct/plan professional development
- Send the intern to local, state and national conferences if possible
- Meet with the intern in January to determine the progress of the internship and issues to address

**Responsibilities and Requirements of the Intern**

- Attend the on-campus orientation at USD in the Delzell Education building on Tuesday, August 1st or the University Center in Rapid City on Monday, July 25th (room 218). You should bring your laptop and the text *School Leader Internship*. We will meet from 8:30 to 3:00 at both locations. Orientation was developed at the request of previous interns and it is highlighted by the interns as a valuable resource to assist them in getting started. The purpose is to meet other interns, learn about resources and to write a completed Internship Plan by the end of the day. Exemplary Internship plans and other models will be available for you. Last year 32 interns participated locally and from Florida to Wyoming and 14 participated in Rapid City.
- Study and complete the requirements outlined in the internship course (EDAD 794, EDAD 894s, 894D) READ the TEXT
- Record a minimum of 180 hours with written journal reflections and documentation of administrative activities. No more than 20 hours may be logged completing routine supervision activities (bus, lunchroom, after school, or extracurricular activities such as sports).
- Complete the self-assessments in the D2L dropbox and review it with your district site supervisor and the internship coordinator
• Develop an Internship Plan including a local project in coordination with your district site supervisor and the internship director
• Keep a time log documenting experiences and journal reflections using the Excel template provided
• Compile a professional e-portfolio on the Google Sites, using the template provided, and present the PowerPoint as a final presentation to the Internship Director and your site supervisor if possible
• Interns are responsible to locate a district site supervisor licensed in the program areas of the internship
• Be prepared for 2-3 days of shadowing, one day full day with your site supervisor and 1-2 outside your school/district. You are required to complete a Diversity Experience outside of your school for at least 4 hours. Save your personal days if your school district provides them.

Please remember at all times:

1. The internship is a professional learning experience that involves much more than observation. It involves active participation in administrative tasks during the internship under the direction of the field supervisor.
2. You are working under the direct supervision of the district site supervisor who, in most cases, is either the building principal or the superintendent of schools. Their time is valuable! Your field supervisor must hold certification in the area of administration for the state in which they practice. The field site supervisor and the University of South Dakota Internship Director, Dr. Messick are working cooperatively in the administration of the internship program and the supervising of each intern.
3. Any information you gain about the school system (its problems, administration, teachers, student, staff, parents) is to be treated confidentially and professionally (forever). Such information is to be discussed, in the appropriate context, only with your site supervisor and the University of South Dakota internship director.
4. The culminating activity of the internship is the intern’s presentation of the leadership e-portfolio/Google Site and summary in a PowerPoint to the internship director of the USD Educational Administration and your site supervisor if possible.

The Division of Educational Leadership has adopted the leadership standards for the internship that were developed by the Professional Standards for Education Leaders (PESL). Each student entering the administrative internship program in the Division is expected to engage in a series of field experiences that include elements of each of the ten standards and elements included in this knowledge base. Internship projects selected should be integrated across multiple standards.

PSEL Standards

Standard 1. Mission, Vision, and Core Values
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2. Ethics and Professional Norms
Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

**Standard 3. Equity and Cultural Responsiveness**
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

**Standard 4. Curriculum, Instruction, and assessment**
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

**Standard 5. Community of Care and Support for Students**
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

**Standard 6. Professional Capacity of School Personnel**
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

**Standard 7. Professional Community for Teachers and Staff**
Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

**Standard 8. Meaningful Engagement of Families and Community**
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

**Standard 9. Operations and Management**
Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

**Standard 10. School Improvement**
Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

**Expectations**
Students in the Educational Leadership program at the University of South Dakota are expected to complete an internship at the level of endorsement sought. The internship is to be an exciting, engaging process in which the intern will put into practice the skills learned through courses at the University of South Dakota.

The internship experience is focused on the competency areas noted above. Each intern is expected to demonstrate application of the skills associated with each of the areas. In each licensure area, some experiences are required of all interns while other experiences are selected from a menu of options. Options of high priority are activities completed within the intern’s school or district. The text *School Leader Internship* offers suggestions for each standard and element. Each internship activity is expected to include documented experiences in a variety of the noted competencies.

A minimum of three semester hours of credit is expected in the administrative internship for the PK-12 endorsement level. *Please note that the PK-12 internship experience must be divided between an elementary setting and a secondary setting, with the middle school being applicable*
toward either internship level. A minimum of 60 hours of activity must be accrued at each of these two levels, with the total for the two levels being a minimum of 180 hours. Each credit hour requires a minimum of 60 hours of internship experience. At least several of the required activities must be completed at each setting, with all of the required activities being completed among the two settings and totally 180 hours. No more than 20 hours may be logged completing routine supervision activities (bus, lunchroom, after school, or extracurricular activities such as sports). The internship experience may include additional credit hours beyond the three to a maximum of six credit hours with a written proposal for permission to extend course requirements under unique experiences or comprehensive publishable research activities, beyond the local project. It is expected that the internship will occur within one twelve-month period. Interns are encouraged to identify the required internship hours of other states in which they wish to pursue administrative endorsement.

**Internship Activities**

Internship activities will consist of four stages. The first requires completing a self-assessment, and organizing a meeting with Dr. Messick, the internship coordinator and your site supervisor. We begin the course at the request of the interns and the site supervisor in order to learn how to open school and prepare for the first day. The text asks you to develop a vita in the first stage but that assignment has been moved to second semester. You should attend an on-campus orientation session held August 1st at USD or at the University Center in Rapid City on July 25th. Your second stage is completing a plan for the internship in coordination with your site supervisor and the University Director as soon as possible. The plan is flexible but will designate the activities chosen by the intern from the 45 experience areas listed in the Internship Plan, organize an e-portfolio in Google Sites and present the plan to both the district site supervisor and the internship director. Stage three, the intern implements the planned activities, conducts interviews, keeps a reflective journal and a log of activities in Excel or Word. A template for the Reflection Journal, model and guidelines will be provided. No more than 20 hours may be logged completing routine supervision activities (bus, lunchroom, after school, or extracurricular activities such as sports). There is a target number of hours for each month listed for you throughout the course to keep you on track with completing the standards within the timeframe. Stay on track! You will need to complete a minimum of 100 hours the first semester. Stage four is the evaluation of the internship which requires a brief summary of the each of the 45 sub-standards and experience areas related to the competencies, a summary of reflection on practice, a letter of application, vita/resume, a PowerPoint presentation of the Final Internship Report in your e-portfolio Google Site to the University Internship Director and the district site supervisor if applicable. The expectations and guidelines for the Google Site will be provided at orientation.

Internship activities will consist of two types—specific required tasks for your program and documented evidence of 45 competencies. Interns are expected to complete each of the required activities. An e-portfolio and 45 elements will be developed in e-portfolio Google Sites to illustrate competency in each of the standards. A Google Site template will be provided to each intern during or before the first week of the course. Two of the specific required activities for all interns are listed below.
Diversity Experience
Explanation: All interns will shadow a practicing administrator in a school/district that is a diverse school culture from his or her experience. The selection of the shadowing experience is to be discussed with Dr. Messick. The shadowing experience must be at least one half day or minimum of 4 hours. The interns may complete the Diversity Experience at their convenience anytime before December 3rd.

Diverse School Culture: The shadowing experience should provide the intern with a diverse experience different from their current practices and experience. Diverse culture could include: school size, racial composition, ethnicity, socioeconomic status, students with disabilities, English language learners. This is an opportunity for interns to learn and observe a school environment different from their current school. If your school does not have a diverse culture it must be a part of your internship plan, Dr. Messick will assist you in arranging a visit.

Special Education Experience
All interns must spend time during your experience gaining knowledge about supervising special education teachers and students. This opportunity should include attending IEP meetings and learning the referral process and intervention opportunities for students. This should be reflected in your journal and on your Google Site.

Shadowing Experience
Explanation: The intent of this experience is to provide the intern with the opportunity to experience a full day in the life of an administrator in the position they are seeking. The experience must be a full day from the time the administrator comes to school in the morning and leaves to go home at the end of the day. This first shadowing experience should be completed with your site supervisor at your convenience but due by October 31st.

This course is designed to enable you to:

<table>
<thead>
<tr>
<th>Objective / Outcome</th>
<th>Standards Code</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>Be able to understand and promote the ethical leadership skills required to develop a shared vision of learning that promotes the success of every student</td>
<td>PESL</td>
<td>Reflection Journal feedback, PowerPoint assessment, Self-assessment, site supervisor assessment, Internship Director assessment</td>
</tr>
<tr>
<td>Be able to promote the development of a positive school culture and instructional program that supports learning for every student</td>
<td>PSEL</td>
<td>Reflection Journal feedback, PowerPoint assessment, Self-assessment, site supervisor assessment, Internship Director assessment</td>
</tr>
<tr>
<td>Be able to manage the operation of the school</td>
<td>PSEL</td>
<td>Reflection Journal feedback,</td>
</tr>
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</table>
providing a safe, efficient and effective learning environment

| Be able to promote the school and support the community in meaningful decision-making roles by collaborating and understanding the diverse needs and resources | PSEL | Reflection Journal feedback, PowerPoint assessment, Self-assessment, site supervisor assessment, Internship Director assessment |

**Course Requirements and Assessments:**

A. Course Requirements:

The final grade will be comprised of the elements listed below: Demonstration and documentation of all the competencies will result in a successful completion for the course.

<table>
<thead>
<tr>
<th>Graded Task</th>
<th>Points</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship Plan</td>
<td>300</td>
<td>30% (Sept. 5th)</td>
</tr>
<tr>
<td>5 Discussion Postings</td>
<td>100</td>
<td>10% (Sharing your tasks and activities)</td>
</tr>
<tr>
<td>Two Book responses</td>
<td>100</td>
<td>10% (due Oct. 1st and Nov. 5th)</td>
</tr>
<tr>
<td>2 Log and Reflection posts</td>
<td>200</td>
<td>20% (due Oct. 1st and Dec. 3rd)</td>
</tr>
<tr>
<td>Shadowing Experience</td>
<td>150</td>
<td>15% (Oct. 31st)</td>
</tr>
<tr>
<td>Diversity Experience</td>
<td>150</td>
<td>15% (Dec. 3)</td>
</tr>
</tbody>
</table>

1000 total 100%

| **Second Semester**                       |        |         |
| 3 Discussion posts                       | 100    | 10%     |
| First semester summary                   | 50     | 5%      |
| Book response                            | 50     | 5%      |
| 2 Log and reflection posts               | 100    | 10% (Feb. 13th and March 27th) |
| Letter of Application                    | 100    | 10%     |
| Vita/Resume                              | 150    | 15%     |
| Google Site/local project                | 250    | 25%     |
| Final Presentation                       | 200    | 20%     |

Total 1000 Approx.

**Online Participation:**

This internship requires you to be actively involved in learning about concepts, tools and trends. You are expected to be prepared for each discussion post monthly during a module and contribute to discussions based on the questions and your internship experience. Each original post is 10 points and 5 points for each peer response for a total of 20 points. Collaboration and
sharing with your peers and the internship director is critical. I will post an original discussion question you will be required respond to by the due date. You must also respond to two of your group member’s posts within two days. Your initial post and replies to your peers should reflect your understanding of the role of the leader, in the context of meeting the standards.

B. Grading Scale and Criteria:

Grading Criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>93-100</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>85-92</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>76-84</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>65-75</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>64 and below</td>
</tr>
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</table>

Assignments must demonstrate a grasp of the course concepts and techniques at the graduate level. All student work must exhibit the following quality indicators to be acceptable.

The paper or instructional product, such as a summary of a shadowing interview or a diversity experience should:

- Address the task professionally in the context of the course’s concepts and techniques.
- Demonstrate critical reasoning or higher order thought process and engagement reflecting the content or task (e.g., application, analysis, synthesis and evaluation).
- Include demographics when appropriate.
- Specifically answer questions posed for the assignment or demonstrate your ability to summarize your experience in writing.
- Show creativity, originality, self-direction, reflection and initiative in assignment selection and execution.
- Clearly organize ideas and concepts and communicate them effectively.
- Exhibit the stylistic requirements of graduate work (e.g., utilize APA style, word-processed and meet length, format, citation, writing, grammar and American spelling standards).

C. Feedback from the Instructor:

Instructor Feedback: Most feedback will happen electronically. Due to the nature of the internship I will be in constant communication with you during your internship. I expect you to read the feedback posted in the Dropbox for assignments. I will monitor the discussion board after the monthly posting to evaluate the quality of each post which should include depth, integrity and professionalism. Feedback for all other tasks will be available in Dropbox or within the document. Feedback on your Google Site will be posted within the document. Feedback will be available no sooner than two days after the assignment is submitted. Due to the amount of travel to your school feedback will often come in a face to face or an online meeting. There are typically 60 plus interns. Your course grade will be posted one week after the completion of the course. The following schedule is created for August through April to enable you to complete all activities by April 20th. Most of you will be graduating and it will be imperative to have all of your work and assessments completed.
Email responses will occur within 24 hours during the week and 48 hours on the weekend. If you prefer to use text I will also respond within 24 hours during the week and 48 hours on the weekend. **I encourage you to use text or contact me at 605-370-8959.**

Those of you who do not turn in assignments on the due dates, ask for an extension, or are asked to redo a task will be in jeopardy of not completing the internship.

**XI. Course Schedule and Policies:**

A. **Tentative Course Schedule:**

<table>
<thead>
<tr>
<th>Month/Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2 September</td>
<td>Standard 3 Diversity Experience (option - tour Sioux Falls New Tech High School) Date to be announced</td>
<td>Reminder: Politically Intelligent Leader due Oct. 1st</td>
<td>Sept. 5 Internship Plan due, Sept. 5 Discussion post due, Diversity Experience due Dec. 3 Target 20 (40 total) hours</td>
</tr>
<tr>
<td>Module 3 October</td>
<td>Standard 4</td>
<td>Politically Intelligent Leader, Crucial Conversations due Nov. 5th</td>
<td>Oct. 1 Discussion post and Politically Intelligent Leader due Oct. 1 Reflection journal due Aug.-Oct. 1</td>
</tr>
<tr>
<td>Module 4</td>
<td>Standard 5</td>
<td>Crucial Conversations</td>
<td>Target 20 (60 total) hours</td>
</tr>
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</tr>
<tr>
<td>October 31</td>
<td></td>
<td></td>
<td>Shadowing Site supervisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 5</th>
<th>Standard 6 and 7</th>
<th>School Leader Internship Handbook</th>
<th>Target 20 (80 total) of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td></td>
<td></td>
<td>Discussion Questions and Crucial Conversations review</td>
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</table>

<table>
<thead>
<tr>
<th>Module 6</th>
<th>Standard 8</th>
<th>Second Semester School Leader Internship Handbook</th>
<th>Target 20 (100) hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td></td>
<td>Second semester overview</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 7</th>
<th>Standard 9</th>
<th>Rubrics Text p. 97-100</th>
<th>Target 20 (140) hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
<td></td>
<td>Second semester overview</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 8</th>
<th>Standard 10</th>
<th>March 4 Discussion and Post time log and reflection journal</th>
<th>Target 20 (160) hours</th>
</tr>
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<tbody>
<tr>
<td>February</td>
<td></td>
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<table>
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<tr>
<th>Module 9</th>
<th></th>
<th>Schedule your presentation Final PowerPoint presentation, log/journal reflection, Google Site documentation due March 25 - April 20th</th>
<th>Target 20 (180) hours</th>
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<tbody>
<tr>
<td>March</td>
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**Key Dates:**
- Initial Internship meeting with Dr. Messick scheduled by the intern
- Final PowerPoint and Google Site presentation scheduled by the intern
- **Discussion Question posting and assignments:**
  - July 25: Orientation at University Center - Rapid City 8:30-3:00 room 218
  - August 1: Orientation USD, Delzell education bldg. Room 110, 8:30-3:00
The intern and the district site supervisor submit a post-assessment to before April 20th.

The internship is minimum of 180 hours: Below is the targeted number of cumulative hours for each month:

- **August**: 20
- **September**: 40
- **October**: 60
- **November**: 80
- **December**: 100 End of first semester (minimum)
- **January**: 120
- **February**: 140
- **March**: 160
- **April 15**: 180 plus hours

**B. Class Policies:**

1. In order to maximize your learning, manage your time wisely and keep in constant communication with myself and your district site supervisor. Also, attempt to keep an even pace. If you encounter circumstances that cause you to be absent or do not have online access, please let me know as soon as possible.

2. **Academic Honesty:** Consistent with the rules and regulations of the University of South Dakota, all of your written work should be the result of your individual research, thought, preparation, and writing efforts. "Plagiarism and work that is prepared by others"
outside of the enrolled class and submitted as work by the student is reason for punitive actions which may include dismissal and other serious actions by the university.” No credit can or will be given for a dishonest assignment. At the “discretion of the instructor”, a student caught engaging in any form of academic dishonesty may be:

a. Given a zero for that assignment  
b. Allowed to rewrite and resubmit the assignment for credit  
c. Assigned a reduced grade for the course  
d. Dropped from the course  
e. Failed in the course

3. **Freedom in learning:** You are responsible for learning the content of any course of study in which you are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and you should be free to take reasoned exception to the data or views offered in any course of study. If you believe that an academic evaluation is unrelated to academic standards, but is related instead to judgment of an instructor's personal opinion or conduct, you should contact the dean of the college which may offer to initiate a review of the evaluation.

4. **Disability Services:** If you feel you may need academic accommodations or access accommodations based on the impact of a documented disability, you should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist you through the process of disability verification and coordination of appropriate and reasonable accommodations. Those of you currently registered with Disability Services must obtain a new accommodation memo each semester.

For further information contact:  
Ernetta L. Fox, Director  
Disability Services  
Room 119 Service Center  
(605)677-6389  
disabilityservices@usd.edu

5. **Technology Requirements:** You are required to use or have access to a computer that has Internet access and has at minimum Microsoft Word 2010. USD makes Microsoft Office free to all students. For more information, please visit the USD Technology page: [http://www.usd.edu/technology](http://www.usd.edu/technology). You should also have Adobe Acrobat Reader installed on your computer; this is a free download at: [www.adobe.com](http://www.adobe.com). Desire to Learn (d2l) will be the course management system used during the semester. If you have any technology questions throughout the course, or do not have a User ID, please contact the student help desk at (605) 677-5028 or email them at: [helpdesk@usd.edu](mailto:helpdesk@usd.edu).

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the **Online Student Handbook** in the “Getting Started” widget on the course homepage.  
To access **myUSDportal** visit [http://my.usd.edu](http://my.usd.edu).
6. **Student Support Services:** You can find further information about student services such as registration, library services, financial aid, etc., at: [http://www.usd.edu/ce](http://www.usd.edu/ce). Students are expected to read, understand and abide by all the policies and procedures outlined in this syllabus, as well as those in the **Online Student Handbook**, which can be accessed from the “Getting Started” widget on the course homepage. The latter contains important information about the various support services available to online students.

7. **Instructional Methods/Class Format:** This course will be facilitated entirely online via Desire2Learn ([https://d2l.sdbor.edu](https://d2l.sdbor.edu)). The course is a standards-based component and includes site-based field experiences, workshops, conferences and meetings in addition to online discussions, book discussions, various projects and an interaction with practicing school leaders, allowing you the opportunity to explore the roles of leadership in schools and communities.

**Online Course Work:**
- Online discussions will be critical to allowing you the opportunity to share and learn from your experiences with your peers.
- Internet website, videos, articles, books and field visits will be provided as resources.
- Web 2.0 tools will be used as resources.

**Field Experiences:**
- You will participate in leadership experiences, professional organizations, workshops, conferences, and meetings to allow you to become accustomed to the role a school leader plays.
- You are encouraged to visit other districts, high schools, middle schools and organizations, allowing you to engage with leaders in a variety of settings.