

**LOYOLA UNIVERSITY CHICAGO**  
**SCHOOL OF EDUCATION**  
**ELPS 527-001: Internship in Higher Education**  
**Fall 2011: Thursdays, 7:00pm – 9:30pm**  
**Water Tower Campus, Corboy Law Center Room 526**

**Instructor Information**

---

Georgianna L. Martin  
Clinical Assistant Professor  
Higher Education Program  
1061 Lewis Towers  
820 N. Michigan Ave.  
Chicago, IL 60611

(Office) 312.915.6463  
(Cell) 601.212.6837  
Email: gmartin@luc.edu  
Office Hours available by appointment

**Course Description**

---

The Internship in Higher Education course is intended to help students integrate theoretical and research coursework with the practice of higher education administration and to reflect on their own development as educators and professionals.

**Outcomes and Objectives**

---

The Internship in Higher Education course is designed to help students:

1. develop and refine their professional skills;
2. identify and reinforce connections between their classroom and professional experiences;
3. develop skills in applying and translating theory into practice;
4. provide a forum for discussing issues, challenges, and opportunities arising from each student's experiences;
5. enhance one's ability to critically analyze issues of relevance to higher education, including, but not limited to: professionalism, diversity, vocation, ethics, and social justice.

**Conceptual Framework**

---

Professionalism in the Service of Social Justice

A conceptual framework that emphasizes Professionalism in the Service of Social Justice guides instructional, extracurricular, and professional activities in Loyola's School of Education. The School of Education seeks to develop persons of conscience devoted to the service of others. This course contributes to the understanding of this framework in a number of ways as it affords students the

opportunity to begin their professional journey under the guidance of an on-site supervisor and their seminar instructor. This support will assist students in developing their own professional voice, applying the theory they have learned in the classroom to the practice of working within a college environment. Students will also have the opportunity to reflect upon their experiences with their peers and instructor, considering various perspectives and assisting them in their own problem solving.

### Diversity

The topic of diversity is a central part of this course. The course reflections are designed to educate students about the diverse institutions, students, fields and working environments within higher education.

### Technology

Technology will be integrated into this course in a number of ways. Students and the instructor will utilize Blackboard to disseminate information, turn in assignments, engage in online discussion, and to extend the learning community. Students are encouraged to use PowerPoint for their presentations. Students are also encouraged to explore the topic of technology at their internship site and how professional staff at that institution use technology to accomplish their work.

## **Institutional Policies**

---

### Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility, and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml).

For additional academic policies and procedures, refer to:

[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd/>

### Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination, or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of

bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

## **Reading Materials**

---

Students are required to read articles related to the topic for each of the on-line topical dialogues. Each article is listed under the specific assignment in this syllabus. You are not required to print or bring these to class, but you are responsible for reading them. You are also encouraged to share these articles with your site supervisor. The instructor may add additional readings not listed in this syllabus during the course of the semester.

### Recommended Text

American Psychological Association (2009). *Publications manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## **Requirements and Expectations**

---

### Preparation

This course is designed using a traditional seminar format in which much of the learning is emerged from group discussion and student engagement with each topic. As such, preparation through completion of each week's readings as well as thoughtful reflection on the topics are critical not only for each individual's intellectual development, but the group's collective development as well. Each week's reading is coupled with question prompts for discussion as well as a recommendation regarding how you might engage with the topic further with your supervisor.

### Participation

Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. However, it is important to note that how a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the quality of the contributions. For the purposes of this course, participation is valued in which students build upon one another's comments, provide meaningful connections to practice, share critical observations, and insights on a topic, and generally increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. Particular attention will be given to the quality of effort expended in creating a meaningful and complex electronic dialogue.

### Attendance

Graduate-level courses typically meet only once a week, which makes attendance absolutely essential. You must be present to engage fully in the course content for in-class meetings. I understand that sometimes life priorities can make this challenging. However, the expectation is that you will be present for the full class session each week. Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. Please notify the instructor via email prior to the start of class should you need to be absent. Any absence will result in the loss of participation points for that day. Routinely arriving or leaving late will result in the loss of participation points as well. Additionally, since much of this class will be

conducted online, failure to complete assignments by their specified times will be considered an absence from the course dialogue and participation requirements.

### Civil Discourse

Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with students. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skills that requires both empathy and the ability to acknowledge multiple points of view.

### Cell Phones/ On Call

If you bring a cell phone or pager to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room in an undisruptive manner. Texting and/ or instant messaging are not allowed during class as a matter of respect to the learning community. Should you be on call as part of professional or graduate assistantship responsibilities, please advise me at the start of the semester. It is also a good idea to have a conversation with your supervisor and staff to help them understand that you are a student and interruptions during class time should be on an emergency basis only.

### Email/ Blackboard

Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Blackboard will be used as a source of continual updates about course material.

### APA Style/ Writing

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Guidelines for this will be covered at the start of the semester and a handout posted on the Blackboard site. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. Students are encouraged to submit drafts of papers to peers for initial feedback. If a student has significant concerns regarding their writing ability, they should consult the University Writing Center ([http://www.luc.edu/tutoring/Writing\\_Center.shtml](http://www.luc.edu/tutoring/Writing_Center.shtml)) for assistance.

### Assignments

---

Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. On-time submission of all assignments and seminar participation is expected. Assignments are expected to be turned in on time so please plan accordingly. *One (1) point will be deducted for each day that an assignment is past due and five (5) points will be deducted for each unexcused class absence.* The instructor is not responsible for tracking down assignments. You will receive an email confirmation of receipt of your assignment within 48 hours of submitting it. If you do not receive this confirmation, you should assume it was not received and forward the original email to the instructor.

### **I. Professional Development Contract (0 points)**

Students are unable to participate in internship without a signed contract. Each student enrolled in this seminar must have approval for his/her internship from both his/her faculty and the site supervisor no later than the first day of class. Additionally, each student must also have finalized his/her professional development contract no later than the first class meeting. The contract identifies specific and realistic learning goals for the internship as well as an agreement about how each student will be evaluated at the end of the internship. Although the appropriate parties sign the contract, this does not render it inflexible; should a student need to make changes, this is acceptable provided s/he obtains the approval of his/her faculty and site supervisor. ***Bring 3 copies of your learning contract signed both by you and your site supervisor to the first day of class September 1, 2011.***

### **II. Site Report Presentation (5 points)**

The internship seminar provides an opportunity to learn about other higher education institutions and administrative units represented by the varied internship sites. Students are asked to make a brief PowerPoint presentation on their internship site at our class meeting on **September 15, 2011**. Your presentation should include:

- Institutional Mission
- Name of Administrative unit and Departmental Mission (if there is one)
- Brief description of the department
- Brief description of your responsibilities
- Identified learning goals for your experience
- Your initial expectations, challenges, 'worries,' or other concerns/issues that you may be thinking about as you begin
- Additional, relevant information regarding this site

Please be succinct, limiting your presentation to no longer than 10 minutes with an additional 2-3 minutes for questions.

### **III. On-Line Topical Dialogues (3 @ 3 points – Total 9 points)**

To facilitate preparation for seminar meetings and to encourage reflection on your ongoing professional development, we will be using topical dialogues as a vehicle to engage with each other out of class this semester. Students will be required to post a response (approximately 5 paragraphs) to the questions (see syllabus) and then respond to at least two of the initial postings from your colleagues.

**Note:** Students will 'vote' on their preferences for up to 3 dialogue topics from a much longer list (see list below). Your votes (in rank order) will be due at our first class session and the instructor will tabulate and announce the 3 topics that were most preferred by the group.

For each dialogue, students are asked to do the following:

- A. Share the assignment article with your site supervisor with ample time for them to read should they wish to do so. You may wish to provide the course schedule and all articles at the beginning of the semester.
- B. Read the article in advance of your weekly meeting with your supervisor.
- C. Engage your supervisor in a dialogue around the topic using the prompt questions provided and any specific questions based on your own interests and the unique context of your particular site.
- D. All students are required to submit a primary post by **11:59pm on the Monday of the week of the on-line topical dialogue**. Some guidelines for primary posts:
  - (1) Your posts should be responsive to the topic posed and avoid meandering into unrelated areas;
  - (2) Posts should provide evidence that the student has read the article assigned for the week, but do not need to read as a research paper;
  - (3) Posts should provide evidence that the student has discussed the topic with his/her supervisor;
  - (4) Posts should be sufficiently long to offer thoughtful and engaging insights into the topic based on what you are experiencing at your site (about 5 paragraphs). Think of this like an essay or opinion piece designed to stimulate dialogue, but grounded in content;
  - (5) You should end each post with some form of dialogue invitation that invites your colleagues to respond to what you have shared, these can be explicit questions, comments for which you would like a reaction, or other ways in which you offer an in-road into conversation; and
  - (6) Of course, posts should be well-written and free of grammatical and spelling errors.
- E. The primary posts will serve as a starting point for on-going dialogue. *By **Thursday at 11:59pm**, all students are expected to engage in the invited dialogue by responding to **at least two** of the primary postings*. These secondary postings should continue the dialogue and generally adhere to the following guidelines:
  - (1) Your posts should be responsive to the topic posed and avoid meandering into unrelated areas;
  - (2) Posts should provide evidence that the students has read the article assigned for the week, but do not need to read as a research paper;
  - (3) Posts should provide evidence that the student has discussed the topic with his/her supervisor;

- (4) Posts should be sufficiently long to offer thoughtful and engaging insights into the topic based on what you are experiencing at your site (about 3 paragraphs);
  - (5) Secondary posts should not be simple statements of agreement or disagreement, but further exploration of the topic using your internship site and experiences to offer alternative perspectives or thoughts;
  - (6) You should end each post with some form of dialogue invitation that invites your colleagues to respond to what you have shared, these can be explicit questions, comments for which you would like a reaction, or other ways in which you offer an in-road into conversation; and
  - (7) Of course, posts should be well written and free of grammatical and spelling errors.
- F. Students are encouraged to revisit and continue dialoguing on the specific topics beyond the above stated parameters. Please remember to adhere to the agreements regarding privacy.

**List of Possible Dialogue Topics: [Each student will rank their top 3 topics - due at first class]**

**DIALOGUE A – Human Resource Management**

This topic explores the broad range of human resource management responsibilities that are often expected from higher education administrators. These topics include: hiring, training, professional development, and supervision. Students should read:

Jackson, M. L., Moneta, L., & Nelson, K. A. (2009). Effective management of human capital in student affairs. In G. S. McClellan, & J. Stringer (Eds.), *The handbook of student affairs administration* (3<sup>rd</sup> ed.; pp. 333-354). San Francisco, CA: Jossey Bass.

Please post a response that includes thoughtful reflections on the following questions:

***How has your understanding of human resource management evolved since you entered the Higher Ed Program and/or started your first internship? How do these human resources issues affect how you prepare for your job search?***

Questions for your internship site supervisor:

- How have you been involved in hiring practices on your campus? What is your approach to hiring new administrative staff? What core competencies do you look for in an employee?
- How would you describe your philosophy of supervision? How has your philosophy of supervision evolved over your time as an administrator in higher education?
- What is most important to you in your supervision of staff? How do you execute this effectively?

- In what ways do you “manage up” in terms of your relationship with your supervisor?

**DIALOGUE B – Social Justice: “From Theory to Practice”**

Students are asked to reflect on how they can implement strategies that further the dialogue and action related to social justice issues while in the workplace. Students are asked to read:

Reason, R. D., & Broido, E. M. (2005) Issues and strategies for social justice allies (and the student affairs professionals who hope to encourage them). In R. D. Reason, E. M., Broido, T. L., Davis, & N. J. Evans, (Eds.), *Developing social justice and allies (New Directions for Student Services, no. 110)* (pp. 81-89). San Francisco: JosseyBass.

Please post to the following question:

***How does your internship site integrate social justice into the work they practice?***

Questions for your internship site supervisor:

- How does your supervisor define the term “social justice”?
- Does the college/university have a social justice mission? If so, how is it integrated into campus life? If not, why?
- Does the department/functional unit have a social justice mission? If so, how is it integrated into the work of that department? If not, why?
- How does the institutional structure impact work as a social justice ally?
- How can student affairs professionals do to continue to develop themselves and students as social just allies?

After you have posted your response to the question, please read posts by all of your colleagues and offer a one-paragraph response to at least 2 of them.

**DIALOGUE C – Applying Ethics in Our Work**

This topic will address the complexity of applying ethics to the context of student affairs practice. Students are to read:

Dalton, J. C., Crosby, P. C., Valente, A., & Eberhardt, D. (2009). Maintaining and modeling everyday ethics in student affairs. In G. S. McClellan, & J. Stringer (Eds.), *The handbook of student affairs administration* (3<sup>rd</sup> ed.; pp. 166-186). San Francisco: Jossey Bass.

Please post to the following questions:

***How would you describe the ethical environment in the institution/department where you are interning? How have you used ethics to make wise and responsible decisions? What ethical considerations are involved with your upcoming job search?***

Questions for your internship site supervisor:

- To what extent are professional ethics discussed on your campus? How much is explicitly shared versus implicitly assumed?
- What avenues exist for a professional staff member to address ethical issues that arise in the work environment?
- What particular ethical issues would you associate with this functional area?
- Share an example of an ethical dilemma that you or your organization recently faced? How did you navigate it?

#### **DIALOGUE D: *Budgeting and Resource Allocation/Justification***

This topic will address the process of construction and managing budgets as well as how to advocate and justify the allocation of budgetary resources. Students are to read:

Barr, M. J. (2009). Budgeting and fiscal management for student affairs. In G. S. McClellan, & J. Stringer (Eds.), *The handbook of student affairs administration* (3<sup>rd</sup> ed.; pp. 481-504). San Francisco, CA: Jossey Bass.

Question prompts for use with internship site supervisor:

- How are budgeting processes for your unit managed? What responsibilities do you have for that process?
- How do you approach budget management? What tips do you have for this process?
- What strategies do you use for justification of budget requests for new programs and/or services? What leverages additional budgetary resources on your campus?
- What suggestions do you have regarding budget management for new professionals?

Suggestions for enhancing learning around this topic:

- Ask supervisor to show you actual budgets with which they work, how they are managed and processed, and how decisions are made for line-item allocations. If they do not manage a budget or their budget is relatively small, ask them to set up a meeting for you with their supervisor to do this or the budget management person in their office.

#### **DIALOGUE E: *Navigating Campus and Community Politics***

This topic will address the complex issue of recognizing, understanding, and navigating campus and community politics in student affairs and higher education practice. Students are asked to read:

Stringer, J. (2009). The political environment of the student affairs administrator. In G. S. McClellan, & J. Stringer (Eds.), *The handbook of student affairs administration* (3<sup>rd</sup> ed.; pp. 425-446). San Francisco, CA: Jossey Bass.

Question prompts for use with internship site supervisor:

- How would you describe campus politics as they exist within this unit? Within this institution?
- How do you navigate the political dimensions of professional practice at this institution?
- What are the unwritten rules of the organization?
- What does one need to know about how to “make things happen” in the context of the political environment of this unit and/ or institution?

Suggestions for enhancing learning around this topic:

- Request that your internship site supervisor allow you to shadow them in attending committee meetings or other departmental staff meetings to observe political influences in decision-making and “rules of professional engagement.”

#### **DIALOGUE F: *Developing Multi-culturally Competent Campus Communities***

This topic will address how institutions of higher education contribute to the development of multiculturally competent organizations, faculty, and staff. The focus here not on students, but the structures and people employed in the institution. Students are asked to read:

Laker, J. A., & Davis, T. L. (2009). Continuing the journey towards multicultural campus communities. In G. S. McClellan, & J. Stringer (Eds.), *The handbook of student affairs administration* (3<sup>rd</sup> ed.; pp. 242-264). San Francisco, CA: Jossey Bass.

Question prompts for use with internship site supervisor:

- What does the term multicultural mean on this campus?
- Is multicultural competence seen as just an education outcome for students or a continuing developmental process for employees of the institution as well?
- What programs, services, and/ or opportunities are in place to support the professional development of faculty and staff in terms of multicultural competence? To what degree is it assumed that faculty and staff have this knowledge and these skills?
- What ways does you unit/ organization demonstrate that multiculturalism is part of their work even if it is not the name of your organization or primary function?

Suggestions for enhancing learning around this topic:

- Request that you supervisor connect you with the chief diversity officer on campus and/ or the director of multicultural student affairs to have a discussion about the current state of the institution with regard to multicultural competence.
- Ask to see any official documents related to diversity and multiculturalism in the strategic plan. This might include data around perceptions of campus climate.

### **DIALOGUE G: Crisis Management**

This topic will address the role of student affairs and higher education units in navigating crisis management issues. Students are to read:

Miser, K. M., & Cherrey, C. (2009). Responding to campus crisis. In G. S. McClellan, & J. Stringer (Eds.), *The handbook of student affairs administration* (3<sup>rd</sup> ed.; pp. 602-622). San Francisco, CA: Jossey Bass.

Question prompts for use with internship site supervisor:

- Does your institution have a crisis management plan, and if so how aware of it are you?
- What responsibilities does your unit have you have in crisis management? What responsibilities do you have?
- What would you define as a crisis as it might affect your unit (not the institutional level)? How do you approach navigating these types of crises?
- To what extent does your unit and/ or campus engage in proactive conversations to address potential responses to crises that might arise prior to experiencing on directly?

Suggestions for enhancing learning around this topic:

- Ask supervisor to provide you with a copy of the institutional crisis management plan. If there is a person or unit responsible with addressing crisis management, ask your supervisor to see if they can set-up a meeting with that person for you or allow you to sit in on a planning meeting.
- Institutions often have to layers of response to crises: internal and external. Ask your supervisor to connect you with the community relations office to speak about the approach and philosophy with regard to communicating to the public in times of crisis.

### **DIALOGUE H: Connecting Theory to Practice in Higher Education Administration**

This topic will address process of linking theory and research to practice in the higher education context along with ways to address resistance to intentional professional practice. Students are to read:

Patton, L. D., & Harper, S. R. (2009). Using reflection to reframe theory-to-practice in student affairs. In G. S. McClellan, & J. Stringer (Eds.), *The handbook of student affairs administration* (3<sup>rd</sup> ed.; pp. 147-161). San Francisco, CA: Jossey Bass.

Question prompts for use with internship site supervisor:

- To what extent do you rely of the theory and research you learned in your graduate preparation program to inform your work?
- To what extent do your division and/ or unit ground their practice in the theory and research of the field?
- What are the perceptions of the nature of student affairs and higher education practice and the perceived value of scholarship in informing it?

- How are educational interventions and student services grounded in the literature? Ask for specific examples of how it is linked?
- How to organizational reward systems recognize and/ or foster the use of evidence-based decision-making?

Suggestions for enhancing learning around this topic:

- Ask supervisor to provide you with documentation (if available) of the unit and/ or division's professional development curriculum and resources?

**DIALOGUE I: Parental Involvement in the College Context**

This topic will address the increasing role parents play in the collegiate experience along with suggestions for how student affairs and higher education units can and should respond. Students are to read:

Carney Hall, K. C. (2008). Understanding current trends in family involvement. In K. C. Carney Hall (Ed.), *Managing parent partnerships: Maximizing influence, minimizing interference, and focusing on student success*. *New Directions for Student Services* (No. 122, pp. 3-14). San Francisco, CA: Jossey-Bass.

Question prompts for use with internship site supervisor:

- In what ways if any do you see parents attempting to interact/ engage with the operations of your office?
- What is the approach to interacting with parents? What legal and/ or philosophical considerations inform this work?
- How, if at all, has increased parental interactions shaped the way you approach your work?

Suggestions for enhancing learning around this topic:

- Ask supervisor to connect you with the person in the division charged with addressing parental concerns to set-up an information meeting.
- Ask your supervisor to connect you with the judicial affairs office on campus and set-up an opportunity to connect with staff regarding the influence of parental involvement in handling student conduct.

**DIALOGUE J: Professionalism in Higher Education**

This topic explores the topic of professionalism, especially as it relates to new professionals in higher education (first 5 years in the field). Students are asked to read:

Renn, K.A., & Hodges, J.P. (2007). The first year on the job: Experiences of new professionals in student affairs. *NASPA Journal*, 44(2), 367-391.

Janosik, S.M. (2007). Common issues in professional behavior. *NASPA Journal*, 44(2), 285-306.

Please post a response that includes thoughtful reflection on the following question:

***What does it mean for you to be a professional in higher education working with students?***

Questions for your internship site supervisor:

- How do you define professionalism?
- What is most important for a new professional to keep in mind to maintain professionalism?
- Describe an incident that you believed may have challenged your sense of professionalism as a new professional.
- What role does collaboration serve in your work?
- What are your suggestions for working with a new supervisor?
- Describe how you balance work-life issues. What can I expect as a new professional?

#### **IV. Journals (3 @ 3 Points each -- total of 9 Points)**

Each student is asked to reflect on his/her internship experiences and to write and submit 3 journal entries. Students should reflect on what they are learning and insights they may be gaining about the institution, its students, the unit, the professional staff with whom they work, and their own professional growth and development. Part of each journal entry should include a reflection on at least one **informational interview** you conducted, either within or outside of your department. The journals should be an on-going, continuous reflection of your experience. Each journal entry should be between 2-3 pages in length and should be well-written and free of grammatical errors. **The journals should be submitted to the instructor via email at [gmartin@luc.edu](mailto:gmartin@luc.edu) no later than 11:59pm on the following dates: September 8, October 13, and November 10.**

#### **V. Resumes, Cover Letters, Mock Interviews (5 points)**

During class session #3 we will facilitate a Mock Interview Job Fair. Professionals from Chicago area institutions of higher education will conduct mock interviews with students and provide feedback on each student's resume and cover letters. This is a wonderful opportunity for students to gain experience in the job search process. Students will submit four job announcements to the seminar instructor for positions in which they are both professionally interested and for which they initially appear to meet the salient requirements for consideration. They will then be assigned 2 job announcements and will be required to develop a separate resume and cover letter tailored to each specific job. Students are encouraged to get feedback from at least one other individual in higher education before submitting their assignment to the instructor. The resume and cover letter should be well-written and free of grammatical errors as well as reflect the specific requirement of the position and the culture of the institution. These letters and resumes will be provided to professional staff prior to the mock interviews for their review. Students should email the instructor ([gmartin@luc.edu](mailto:gmartin@luc.edu)) by 11:59pm on **September 15, 2011**. Students should also bring copies of their resume and cover letters to class with them on **October 20<sup>th</sup>**. **Note: Students are required to dress professionally for the interview.**

Student will find rubrics for evaluating a cover letter, resume, and job interview on Blackboard as well as an article on hints for job searches in student affairs that may be helpful.

**VI. Formative Site Visit by Internship Instructor [Meeting with Intern and Site Supervisor] (0 points)**

During the period beginning Monday, September 26 and concluding no later than Friday, October 14, the seminar instructor will visit each student's internship site in order to conduct an informal (early-to-mid term) formative assessment of 'how things are going.' Students are asked to submit to the instructor up to 3 possible dates and times for the meeting with the student and site supervisor on or before September 15, 2011. A spring 2011 'pilot' of mid term visits was very well received both by students and by site supervisors and thus I have decided to continue the practice.

**VII. Draft of Self Evaluation Form and Letter of Recommendation (5 points)**

Near the end of the internship experience students are required to complete the "Site Supervisor evaluation form" (this has been posted to the course website under "course documents"). Please offer a candid assessment of your performance according to the criteria outlined on this form. As pertinent, defend your assessments with concrete specifics in the "comments" column for those criteria that you assessed either very highly or in need of more attention. **Please submit your completed self-evaluation form to me first before sharing it with your site supervisor.** I will read your self-evaluation promptly and, if necessary, provide suggestions for content and editing changes. If revisions are requested, you will be asked to submit an updated, final copy to me before sending your self-evaluation form to your site supervisor. ***Please submit your form to the instructor via email at [gmartin@luc.edu](mailto:gmartin@luc.edu) no later than 11:59 p.m. on November 29, 2011.***

**VIII. Written Reflective Narrative on Internship Experience (10 points)**

As a way to help students make sense of and reflect on your overall internship experience, a written 3 – 4 page reflective narrative must also be submitted prior to the end of the semester (Due: December 8, 2011). This narrative should address the following four topics:

- What insights did your internship experience shed on your professional strengths and limitations?
- What did you learn from your internship experience about what you most --and least -- enjoy about student affairs?
- What surprised you most about your internship experience? Why?
- In light of these various learnings, discuss 2 – 3 concrete steps that you plan to continue to address in your professional learning and growth as higher education professional over the next three years.

For each of these questions, be concrete in your response, illustrating each with specific experiences from your internship experience. Be intentional about reflecting on your experience,

rather than simply describing it. ***Please submit your Written Reflective Narrative by email ([gmartin@luc.edu](mailto:gmartin@luc.edu)) no later than 11:59 p.m. on December 8, 2011.***

**IX. Learning Outcomes Presentation (7 points)**

During the last class session (December 8, 2011) students are expected to present how they achieved their learning outcomes. Site supervisors and SOE students will be invited to attend. Each presentation should be no more than 10 minutes in length and should include the following:

- 1) Name of institution and functional administrative unit;
- 2) Defined learning outcomes for the internship experience as well as any additional learning outcomes agreed upon with your supervisor during the course of the internship;
- 3) Specific examples of how the learning outcomes were achieved, or an explanation of why the learning outcomes were perhaps not achieved (or fully achieved); and
- 4) Specific examples of how you integrated theory or saw examples of theories you have studied in the program being integrated into practice.

**Evaluation and Grading**

---

Evaluation for the Internship in Higher Education course is a shared responsibility. The site supervisor is expected to submit a written assessment after the requirements for the field experience have been fulfilled to the satisfaction of all involved parties (30% of final grade). Students will also include a specific recommendation for a final grade on their Self-Evaluation Form. The instructor will grade your performance in the seminars and the various assignments due during the semester.

The distribution of points is provided below:

Internship Supervisor Assessment	30 points
Student Assessment of Learning	20 points
Professional Development Contract	0 points
Site Report Presentation	5 points
Journals (3 @ 3 points each)	9 points
On-Line Class Dialogues (3 @ 3 points each)	9 points
Resumes and cover letters	5 points
Self-Evaluation	5 points
Written Reflective Narrative	10 points
<u>Learning Outcomes Presentation</u>	<u>7 points</u>
<b>Total</b>	<b>100 points</b>

The following point distribution will be used to determine the final course grade:

<u>Total Number of Points</u>	<u>Grade</u>
100 - 94	A
93 - 90	A-
89 - 87	B+
86 - 84	B
83 - 80	B-
79 - 77	C+
76 - 74	C
73 - 70	C-
69 - 60	D
59 - 0	F

### **Evaluation criteria**

---

Students will be evaluated on the following criteria:

- Quality of on-site internship performance, including contributions and personal/professional growth demonstrated and recorded;
- Overall performance at their internship site including professional disposition, communication, leadership skills, analytical abilities, and commitment to social justice.
- Quality of performance in seminar, including quality of participation, writing, presentation, posts and responses to course discussion board, and final self-assessment and written narrative reflection;

**Fall 2011, Section 001 - Weekly Course Calendar**

---

This schedule is for your convenience only. It does not contain all information you will need to complete assignments correctly. You are responsible for reviewing Blackboard for additional assignment guidelines.

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
September 1  <b>Class #1</b>	Introduction to the Internship Seminar and participants  "What I wish I had known before starting my first internship" – a discussion with M.Ed. students	Bring 3 copies of your Learning Contract signed by you and your site supervisor
September 8	Internship Reflection	Journal #1
September 15  <b>Class#2</b>	Site Presentations	<ol style="list-style-type: none"> <li>1. Site Presentation (bring copies for all class members)</li> <li>2. Submit 3 preferred site visit dates &amp; times</li> <li>3. Submit 4 preferred job postings</li> </ol>
September 19-22  On-Line Topical Dialogue #1	Topic TBA	On-Line Post #1  -9/19 Initial Post -9/22 Comments on 2 posts
September 29	No Class and No Assignments Site Visits Continue	
October 6	No Class – Site Visits Site Visits Continue	Submit resume and cover letters
October 13	Internship Reflection Site Visits Conclude	Journal #2

<p>October 20</p> <p><b>Class #3</b></p>	<p>Resume and Job Search Mock Interview Fair (3 Intern Sections Combined)</p>	<p>Come prepared to interview: in professional attire, questions for the interviewer, and having researched the institution</p>
<p>October 24-27</p> <p>On-Line Topical Dialogue #2</p>	<p>Topic TBA</p>	<p>On-Line Post #2 -10/24 Initial Post -10/27 Comments on 2 posts</p>
<p>November 3</p> <p><b>Class #4</b></p>	<p>Internship Group Process</p>	<p>Lead discussion on issue, challenge, 'mini case study' experienced at your internship</p>
<p>November 10</p>	<p>Internship Reflection</p>	<p>Journal #3</p>
<p>November 14-17</p> <p>On-Line Topical Dialogue #3</p>	<p>Topic TBA</p>	<p>On-Line Post #3 -11/14 Initial Post -11/17 Comments on 2 posts</p>
<p>November 24</p>	<p>No Class - Thanksgiving Break</p>	
<p>November 29</p>	<p>Evaluation</p>	<p>Draft of Final Self-Evaluation</p>
<p>December 1</p>	<p>Internship Reflection</p>	<p>Journal #3</p>
<p>December 8</p> <p><b>Class #5</b></p>	<p>Learning Outcomes &amp; Semester Wrap-up</p>	<ol style="list-style-type: none"> <li>1. Learning Outcomes Presentation – Theory to Practice</li> <li>2. Written Reflective Narrative</li> </ol>

### **Student Goals: The Internship Experience**

1. To structure a focused, integrative experience within higher education in areas such as student affairs, academic affairs, or development and alumni affairs. As a learner-initiated activity, an assumption exists that a much greater level of motivation, interest, and desire to enter into the internship exists for the learner.
2. To acquire new knowledge about students, student cultures, generational implications, and student issues, needs, concerns and interests while on campus.
3. To acquire new knowledge about how diverse college and university staff and programs assist students and collaborate with colleagues in meeting their needs and expectations.
4. To gain new skills or enhance existing skills in administrative practice. These skills include but are not limited to: programming, instruction, assessment/evaluation, advising, planning, leadership development, budgeting, and the successful integration of such skills.
5. To apply and integrate classroom learning (theory, models, principles) to the daily work environment.
6. To receive and incorporate frequent constructive feedback in a supportive learning environment from a seasoned professional on topics ranging from professional competencies to the application of acquired knowledge.
7. To develop critical thinking skills through readings, observations, and in-class discussions that allow for self-reflection as well as in-depth understanding about students, colleagues and the organization.
8. To assess one's continuing interest in and desire to work in a particular segment of higher education administration. The internship may be an affirming experience or one that confirms doubts. Both of these insights should be viewed as positive outcomes of the internship.
9. To acquire new knowledge and information from peers in the internship class. The periodic seminars provide all learners with the opportunity to provide support to each other while also expanding one's base of knowledge about the diverse opportunities available to those pursuing professions within the field.

### **Responsibilities of the Intern**

1. Conduct an INFORMATION INTERVIEW with a potential site supervisor to explain the role and function of the ELPS 527 Internship in Higher Education course, including sharing your ideas as to your learning expectations and ideal experience.
2. Share your findings from the interview with your faculty internship supervisor, indicating whether or not you will proceed with the experience and why.

3. Prepare the first draft of a PROFESSIONAL DEVELOPMENT CONTRACT that outlines in measurable, realistic, and unambiguous terms the goals and objectives of the proposed learning experience. SHARE THE DRAFT with the faculty supervisor.
4. Conduct oneself in a PROFESSIONAL MANNER at all times while at the internship site. When you know you will be late or unable to meet an internship obligation, you are required to phone your site supervisor ahead of time, underscoring that you will “make up” the lost time immediately. This type of absence or departure from the work schedule should be extremely rare.
5. Participate actively and meet all requirements for POSTS TO THE COURSE BLACKBOARD DISCUSSION FORUM.
6. Take responsibility for scheduling and participating in a weekly supervision MEETING WITH YOUR SITE SUPERVISOR, allowing for timely, constructive feedback about your performance and discussion of relevant issues.
7. ATTEND ALL INTERNSHIP SEMINAR CLASSES as scheduled (see course schedule) and be prepared at each class to share your experience at the site along with any additional assignments due for each seminar class.
8. Take responsibility for checking on a daily basis for E-MAIL COMMUNICATION from the faculty supervisor and site supervisor regarding internship activities.
9. Prepare a WRITTEN FINAL ASSESSMENT REPORT of your internship experience and performance with special emphasis on what you have learned and how this learning has influenced your views as a higher education professional. The written critique should not be shared with the site supervisor until after the faculty supervisor has reviewed it and determined it is ready to share. If the report is inadequately proofread, you may be required to take an incomplete to revise it before submitting it to your site supervisor.
10. Schedule and conduct a FINAL PERFORMANCE EVALUATION on-site along with both your site and faculty supervisors. At this meeting, you will take responsibility for sharing what you have learned including those factors that shaped this learning.
11. At the conclusion of the internship, send a formal THANK YOU LETTER to the site supervisor and (ONCE APPROVED BY FACULTY SUPERVISOR) a copy of your fully revised Final Assessment Report.

### **Responsibilities of the Internship Site Supervisor**

1. Assist student in designing an optimal learning experience addressing the student’s need for knowledge specific to the position and campus, professional skill development and enhancement, and socialization as a new professional in the field.
2. Assume primary day-to-day supervision responsibility for the student and personally approve in advance any work that may be delegated to the student by other office staff.

3. Introduce students to office/departmental staff and those with whom the student may have contact during the internship. This introduction includes stating the purpose and/or function of the internship student.
4. Structure and monitor the professional work environment for the student, creating the setting for optimal learning. Adequate seating, desk space, and access to computer appropriate for a part-time professional staff member are requested.
5. Create a work environment that provides the student with the most holistic experience possible. As appropriate, invite the intern to attend meetings in and outside of the department; involve them in "big-picture" discussions such as budgeting, long-term planning, and legal issues; and providing them with a project(s) where they have primary responsibility and that can be highlighted on their resume and in their job search.
6. All supervision during the internship should comply with the standards found in the Statement of Ethical Principles and Standards promulgated by the American College Personnel Association and/or ethical statements issued by other student affairs or higher education professional associations.
7. Conduct individual, private meetings with the student to provide formative feedback about work completed or in progress. The student will also use this meeting to raise professional issues observed or experienced during the internship, and it is hoped the site supervisor will share personal insights that will enrich the intern's professional development. This weekly one-on-one session is critical to ensure that the intern receives a level of professional mentoring beyond what is ordinarily possible in other part-time jobs or graduate assistantships. It is recommended that this meeting be scheduled for at least one hour per week.
8. Student interns are assigned specific readings designed to encourage dialogue with the internship supervisor and to further their understanding of translating theory into practice. We encourage supervisors also to read these materials to enhance the dialogue with the student.
9. Provide the Loyola faculty supervisor with feedback about the student's progress (or lack thereof) and bring to the faculty member's attention immediately any serious concerns about the student and/or their work at the site.
10. Conduct a summative performance evaluation of the student's work including meeting together with the student and faculty supervisor on-site in order to react to the student's self-evaluation and critique of the experience.

### **Typical Stages of the Internship Experience**

#### *Stage 1: The Journey Begins*

- A mix of feelings at the beginning (enthusiasm, anxiety, apprehension, excitement)
- High expectations for the experience
- Not sure how all the "pieces" will come together
- Overall, a very positive feeling

*Stage 2: Establishing a Routine*

- Some role ambiguity may exist (Am I a student? Am I staff? How do others view me?)
- Can be overwhelmed with many different tasks to juggle at one time.
- Can be underwhelmed if going slower than expected.
- Concern/anxiety about developing a good collegial relationship with site supervisor and staff in the office.
- Overall, still positive but perhaps not as much as on first day or so.

*Stage 3: Settling In Period*

- Role confusion declines
- Begin to make substantive contributions
- More comfortable with co-workers and site supervisor and vice versa
- Begin to make progress on projects
- Overall, still a positive experience

*Stage 4: Reality Stage*

- Reality of day-to-day workplace and its many issues begins to hit.
- Work may not be as “glamorous” as expected or not what expected in other ways.
- Some disillusionment with co-workers as they struggle with problems, issues, challenges of day-to-day work.
- The reality of limited resources and how slowly some decisions are made sets in.
- Concerns may surface about the “commitment” of selected staff to students and institution.
- Concerns that you may not be making as much progress on your own goals as you expected.
- Overall, this can be a “downer” time for you.

*Stage 5: Period of Adaptation*

- Adjustment of learning goals occurs to reflect more realistically what you and site supervisor believe can be accomplished.
- You become much more skillful in getting what you want from the experience.
- You are a lot more comfortable with site supervisor; your conversations are more open and candid about your observations, interests, and needs.
- Recognition of value and importance of teamwork and group relations in effectively meeting goals.
- Overall, a more positive period.

*Stage 6: Closure Stage*

- For some, hard to believe time of internship is drawing to a close. Time has flown by.
- Acceptance that perhaps not all learning goals were realistic or could be fulfilled in time allotted.
- Recognition that much was learned that was unanticipated (about institution, about staff, functional area, self).
- Recognition of one’s strengths and weaknesses.
- Overall, satisfaction with job one has done and with the experience.
- Some rush to get major project finished before end of term; desire to perhaps even put in more hours to get more experience and to see to completion one or more