

Loyola University Chicago
School of Education
Programs in Higher Education

ELPS 527 Internship in Higher Education
Spring 2008

Course Information

Thursdays (7:00 – 9:30)
Room: **736**, Building: **Damen Hall**
Lake Shore Campus

Instructor Information

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School of Education 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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty

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 semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd/register.shtml>

Harassment: 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 characteristics 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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>. If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-905-6464.

Conceptual Framework

The following conceptual framework standards will be covered in this course:

- CF2 – Candidates demonstrate knowledge and skills in a variety of school and professional settings.
- CF4 – Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- CF7 – Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.
- CF8 – Candidates apply ethical principles in professional decision-making.

Course Overview and Goals

This seminar 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. In conjunction with the School of Education and larger University mission, I also encourage students to...

- Be aware of the social justice implications of their work;
- Be willing to confront injustice and advocate for the disadvantaged;
- Be open to struggle with ethical dilemmas raised by human differences; and
- Proactively pursue opportunities to contribute to a more just society.

Internship Goals

- Identify and reinforce connections between the academic and experiential;
- Develop skills in applying what is learned in the classroom;
- Provide a forum for discussing issues and challenges arising from each student's experiences ;
- Enhance one's ability to critically analyze issues of relevance to higher education, including diversity and technology, among others.

The Professional Development Contract

Each student in the seminar will have both faculty and site supervisor approval for his or her internship and have finalized the professional development contract. The contract identifies specific and hopefully realistic learning goals for the internship. The contract includes an agreement about how each student will be evaluated at the end of the internship. Although the appropriate parties have signed the contract, it is not inflexible; should a student need to make changes, the approval of faculty and site supervisors should be obtained.

Internship Seminars

We will meet as a group 8 times during the semester; the schedule of meetings is included in this syllabus. During our group seminars, we will pursue the following activities:

- **Reflective Discussions and Seminar Participation.** [25 Points]. At each seminar, we will discuss each student's internship to learn what has been experienced in the field setting including the issues, opportunities, concerns, and challenges students have encountered. The seminar is an opportunity for each student to engage his or her peers in addressing and reflecting on such issues. During the 2nd – 6th seminar sessions, we will also discuss the following topics as they relate to your internship site: professional literature; program assessment; diversity; technology; individual resumes. All conversations held in the seminar are strictly confidential. Students are asked to listen attentively and sympathetically to colleagues and offer thoughtful comments about their experiences.

- **Seminar Report.** [10 Points]. The internship seminar is also an opportunity to learn about other higher education institutions and administrative units represented by the varied internship sites. Students are asked to make brief presentations on your internship site. **Due January 31.**

- **Reflection on the Professional Literature.** [10 Points]. We will devote a seminar to a discussion of a reading that pertains to each student's respective internship area. Students may choose one article from a professional journal or book in the field. Please ask your site supervisor to recommend an especially useful publication. You have two options for the kind of article to discuss:
 1. An article that discusses how theory informs practice or policy in your area; OR,

2. An article discussing a current issue or concern in your area.

Please come to class prepared to summarize your article for the class in approximately 5 minutes, emphasizing the importance of its content to practitioners. Bring a one-page summary handout to distribute to the class that includes a complete citation in APA format. **Due March 27.**

- **Journals.** [4 @ 10 Points Each -- total of 40 Points]. Each student is asked to reflect weekly on their internship experiences and to submit to the instructor a bi-weekly journal entry. In this entry, students are asked to 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. The journals will be emailed to the instructor by 5:00 p.m. on specified Thursdays (**see schedule below**)
- **Draft Final Critique and On-Site Assessment Conference.** [15 Points]. Prior to the final culminating evaluation session held between the student and his/her site and faculty supervisors, the student is asked to prepare a written critique of the internship experience. This draft is to be submitted to the faculty member first before it is shared with the site supervisor. The instructor may provide suggestions for content and editing changes. If necessary, the student will make revisions and provide both site supervisor and faculty member with a final copy. Note: your draft assessment should not be shared with site supervisor until cleared by faculty supervisor. **Due before April 10.**

Seminar Grading

- **Grade Determination:** The grading for the internship is a shared responsibility. Your site supervisor will 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). You will also include a specific recommendation for a final grade with a written rationale (15% of final grade). I will provide a seminar grade constituting 55% of your final grade based on your performance in the seminars and the various assignments due during the semester.
- Typically, grades of “B,” “B+,” “A-,” and “A” are given.

95-100 A

91- 94 A-

86- 90 B+

Evaluation criteria:

1. Quality of on-site performance, including contributions and personal/professional growth demonstrated and recorded;
2. Quality of performance in seminar, including quality of participation, writing, presentation, journal entries, and final analysis; and
3. On-time submission of all assignments and seminar participation. Points may be deducted for late assignments and absences.

Spring 2008 Seminar Schedule

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.

January 17	Class #1 Introduction to the internship experience and seminar. Review syllabus, calendar, assignments, expectations. Begin sign up process for end-of-term visits.
January 24	Journal Entry #1 (via email)
January 31	Class #2 Discussion of internship experience. Selected topic discussion: <i>Seminar Report <u>Presentations</u></i> .
February 7	Journal Entry #2 (via email)
February 14	Class #3 Discussion of internship experience. Selected topic discussion: <i>Program Assessment</i> .
February 21	Journal Entry #3 (via email)
February 28	Class #4 Discussion of internship experience. Selected topic discussion: <i>Diversity</i>
March 13	Class #5 Discussion of internship experience. Selected topic discussion: <i>Technology or Resume</i>
March 20	Journal Entry #4 (via email)

March 27

Class #6

Discussion of internship experience. *Professional Literature. One Page Summary Due.*

April 10

Class #7

Discussion of internship experience. *Draft Final Critique Due.*

April 10 – 25

Site Visits