**Instructor Information**

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**Description and Learning Goals**

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. 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 and challenges arising from each student’s experiences; and

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.
IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on **STUDENT IDEA LOGIN** on the left hand side of the page. The following objectives are deemed **Essential or Important** for this course:

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public good
- Developing skill in expressing oneself orally or in writing

Conceptual Framework:

**Professionalism in the Service of Social Justice**

A conceptual framework that emphasizes *Professionalism in the Service of Social Justice* guides instructional, co-curricular, and professional activities in Loyola’s School of Education. The conceptual framework is found here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/). The School of Education seeks to develop persons of conscience devoted to the services of others. This course contributes to the understanding of this framework in a number of ways as it affords you the opportunity to begin your professional journey under the guidance of an on-site supervisor and myself. This support will assist you in developing your own professional voice, and applying the theory you have learned in the classroom to the practice of working within a college environment. You will also have the opportunity to reflect upon your experiences with peers, supervisor and me as you consider various perspectives and develop your own problem-solving strategies.

**This course houses a core assessment for the following Conceptual Framework Standard:**

*CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.*

**Diversity**

The topic of diversity is a central part of this course. The sessions are designed to encourage your understanding of the diverse institutions, students, fields, and working environments within higher education.

**Technology**

Technology will be integrated into this course in a number of ways. We will utilize Sakai to disseminate information, turn in assignments, and to extend the learning community. You are
encouraged to use PowerPoint or Prezi for presentations. You are also encouraged to explore the topic of technology at your internship site and how professional staff at that institution use technology to accomplish their work.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Institutional Policies:

Syllabus Addendum Link

• www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

Disposition Assessments

The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, fairness and a belief that all students can learn prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes. In this class you will assess yourself mid-way through the semester and submit the rubric found on Sakai on October 27. I will provide feedback to you at that time and then submit your rating on (LiveText) at the end of the semester.

Requirements and Expectations:

Preparation and Participation

Much of the learning for this course is emerged from group discussion and student engagement with each topic. Student participation in discussions and learning activities is critical not only for the individual student’s learning but also for the class development and dialogue. Students should discuss assigned readings/topics with their supervisor, utilizing the question proms for discussion and conversation.

Twitter Engagement – students are asked to tweet at least twice a week, either about something in their internship, forwarding professional development resources, or commenting
on readings or other class assignments. Students should provide meaningful contributions to the twitter backchannel (#ELPS527)

**Attendance**

We will only be meeting in person a few times this semester, 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.* 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. Students who miss a class should submit a 2-3 page reflection paper to Sakai no later than one week after the missed class in order to receive participation points (2 points) for that day.

**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 skill 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/ Sakai**

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. It is vitally important for professionals to have strong verbal and written communication skills. The instructor will grade all written work through the lens of professionalism (e.g., the writing should: be clear, concise, free of errors, address the topic(s) thoroughly, engage the reader, and meet or exceed the goal of the assignment). 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) 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. The instructor is not responsible for tracking down assignments.

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. Final, signed copy due September 15, 2016.

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 presentation on their internship site at our class meeting on September 15, 2016. Your presentation should include:

• Institutional overview description (type of IHE, size/enrollment, mission, student body, unique characteristics)
• Divisional description (does the department report to Student Affairs, Academic Affairs, etc and structure of Division, staffing)
• Brief description of the department where you will be interning (supervisor’s name and title, mission, staffing, goals)
• Brief description of why you chose the internship site
• Your learning goals and responsibilities for the internship
• What are your hopes? Fears for this experience?
• Additional, relevant information regarding this site include at least two interesting facts!

Please be succinct, limiting your presentation to no longer than 8 minutes. Please also submit your presentation to Sakai prior to the class meeting time on September 15.

III. Resumes and Cover Letters (10 points)

On October 20, we will facilitate Mock Job Fair Interviews. Professionals from Chicago area institutions of higher education will conduct interviews with students and provide feedback on students’ resumes and cover letters. This is a wonderful opportunity for students to gain experience in the job search process. Students will select two job descriptions of their choice and will be required to develop a resume and cover letter tailored to those specific jobs. The two job postings should be positions for which the student would be qualified once s/he completed his or her Higher Ed Program. Students are required to submit the job postings in electronic format (pdf).

Students should submit a copy of their cover letter and resume to the instructor via Sakai on September 29, 2016. Students are also required to send these items to their critique partners (assigned in class) to be critiqued no later than October 6, 2016.

Two job postings AND the student’s final copy of resume and cover letter should be submitted in a PDF format to the instructor via Sakai by October 13, 2016. These should be submitted in two PDF files – each file should have:
  • the cover letter, resume and job posting.
  • Label the file with your first initial, last name and name of school from the job posting (e.g., DMartin Hampshire College; DMartin UIC).

The resume and cover letter should be well written and free of grammatical errors as well as reflect the specific requirements of the position and the culture of the institution. Students are encouraged to get feedback from at least one other individual in higher education before submitting the resume and cover letters to the instructor. The instructor will be coordinating the scheduling of interviews, interviewers, and interviewees.

IV. Mid-term Reflection: (10 points)

Each student is asked to reflect on his or her internship experiences and to write and submit 2 reflections – Mid-term and end of the semester. In the Mid-term reflection, students are asked to view their experiences through the lens of social justice and ethical practice. Questions they should ask include: How well does my unit/department serve underrepresented students

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 which they work, and their own professional growth and development. Students are strongly encouraged to include a brief stories or vignettes that illustrate these points and that could later be used during job interviews. Part of each reflection should include a reflection on at least one informational interview you conducted, either within or outside of your department. This paper should be an on-going reflection of your experience. Your Mid-term reflection paper should be between 3-5
pages in length, double-spaced and should be professionally written and free of grammatical errors. Due October 20, 2016.

V. Disposition Assessment (5 points)

The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, fairness and a belief that all students can learn prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes. In this class you will assess yourself mid-way through the semester and submit the rubric found on Sakai on October 27. I will provide feedback to you at that time and then submit your rating on Livetext at the end of the semester.

VI. Self-Evaluation Form (5 points)

Your instructor will make a site visit (either via telephone or in person) to your institution at mid-semester to meet with you and your site supervisor to discuss the progress of your internship.

In addition, prior to the end of the term, both you and your site supervisor will complete an evaluation of you. Prior to end of the semester, 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, to date, according to the criteria outlined on this form.

Please submit your completed self-evaluation form to the instructor via Sakai before sharing it with your site supervisor, and no later than November 17, 2016. If this step is not followed, you will not receive any points on the assignment. The instructor will read your self-evaluation form promptly and, if necessary, provide suggestions for content and editing changes. If revisions are requested, you may be asked to submit an updated, final copy to the instructor before sending your self-evaluation form to your site supervisor.

You and your site supervisor will meet at the end of your internship to complete the evaluation process. Signed copies of both your self-eval and your supervisor’s evaluation are due no later than December 1, 2016.

VII. End of the semester Reflection (15 points)

As a way to help students make sense of and reflect on your overall internship experience, the instructor requires a written reflective narrative (5-7 pages, double-spaced). More information about this assignment and a grading Rubric will be available on Sakai. Additionally, this course houses a core assessment of the following conceptual framework standard: CFS4: Candidates engage with local and/or global communities in ethical and socially just practices. It will be evaluated based on the rubric below but will not count toward your assignment grade:

<table>
<thead>
<tr>
<th>CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluative measure is not completed or does not</td>
</tr>
<tr>
<td>Limited engagement with site (institution,</td>
</tr>
<tr>
<td>Demonstrates adequate engagement with site</td>
</tr>
<tr>
<td>Exceptional ability to engage with site</td>
</tr>
</tbody>
</table>


The End of Semester Written Reflective Narrative should be submitted via Sakai no later than December 1, 2016.

VIII. Learning Outcomes Presentation (5 points)

During the last class session, (December 1, 2016) students are expected to present how they achieved their learning outcomes. Each presentation should be no more than 10 minutes in length and more information about this assignment and a grading Rubric will be available on Sakai.

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:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Supervisor Assessment</td>
<td>30</td>
</tr>
<tr>
<td>Site Report Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Mid-term Reflection</td>
<td>10</td>
</tr>
<tr>
<td>Disposition Assessment</td>
<td>5</td>
</tr>
<tr>
<td>Resume and cover letters</td>
<td>10</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>End of Semester Reflection paper</td>
<td>15</td>
</tr>
<tr>
<td>End of Semester Reflection Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

8
The following point spread will be used to determine the final course grade

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 94</td>
<td>A</td>
</tr>
<tr>
<td>93 - 90</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 87</td>
<td>B+</td>
</tr>
<tr>
<td>86 - 84</td>
<td>B</td>
</tr>
<tr>
<td>83 – 80</td>
<td>B-</td>
</tr>
<tr>
<td>79 - 77</td>
<td>C+</td>
</tr>
<tr>
<td>76 - 74</td>
<td>C</td>
</tr>
<tr>
<td>73 - 70</td>
<td>C-</td>
</tr>
<tr>
<td>69 - 60</td>
<td>D</td>
</tr>
<tr>
<td>59 – 0</td>
<td>F</td>
</tr>
</tbody>
</table>

**Class Readings:**

Students should offer to provide supervisors with the readings. They should also discuss the seminar topics, prompt questions and case studies (as appropriate) with site supervisors. Readings are listed in the Weekly Course Calendar on Sakai.
**Weekly Course Calendar:**

This schedule is for your convenience only. You are responsible for reviewing Blackboard for additional assignment guidelines.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT(S) DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1/16</td>
<td><strong>Class #1: Introductions and Class Overview</strong></td>
<td></td>
</tr>
<tr>
<td>9/8/16</td>
<td><strong>No Class</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 9/15/16 | **Class #2: Site Report Presentations and Internship Reflection**      | • Site Report Presentation  
• Bring Signed Professional Development Contract |
| 9/23/16 | **No Class**                                                           |                                                                                  |
| 9/30/16 | **No Class**                                                           |                                                                                  |
| 10/6/16 | **Class #3 - Asynchronous Class (virtual): Job Search, Professional Connections, and Internship Reflections** | • Provide feedback on resume/cover letters  
• Answer questions for |
| 10/13/16| **No Class**                                                           |                                                                                  |
| 10/20/16| **Class #4: Interview Fair**                                           | • Bring copies of your resume and cover letters, dress professionally  
• Mid-Term Reflection Due |
| 10/27/16| **No Class**                                                           | • Disposition Assessment Due                                                   |
| 11/3/16 | **No Class**                                                           |                                                                                  |
| 11/10/16| **Class #5: Internship Reflection/Class Discussion**                   |                                                                                  |
| 11/17/16| **No Class**                                                           |                                                                                  |
| 11/24/16| **No Class: Thanksgiving**                                            |                                                                                  |
| 12/1/16 | **Class #6: Final Presentations/Reflection**                           | • Final Presentations  
• Final Reflection Due  
• Bring signed copy of Supervisor Evaluation Due (signed by supervisor and student) |