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Description
The International Education Internship seminar is intended to help students integrate theoretical and research coursework with professional practice within the context of tertiary-level education and to reﬂect on their own evolving development as educators and professionals within the ﬁeld of international education.

Outcomes and Objectives
This seminar is designed to help students:

1. Develop and reﬁne professional skills;
2. Identify and reinforce connections between graduate coursework 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 an ability to critically analyze issues of relevance to international higher education, including, but not limited to: professionalism, diversity, vocation, ethics, and social justice.

IDEA Course Evaluation Objectives
The following are course objectives that are deemed most important or essential for this seminar. Each student will have opportunity at end of semester to evaluate the course on his/her achievement of these objectives.
1. Learning to apply course material (to improve thinking, problem solving, and decisions);
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course;
3. Acquiring skills in working with others as a member of a team; and
4. Developing a clearer understanding of, and commitment to, personal values.

**School of Education 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/continue their professional journey under the guidance of a professional supervisor/mentor and their seminar instructor. This support will assist students in further enhancing their own professional voice, and applying the theory they have learned in the classroom to the practice of working within an international education environment. Students will also have the opportunity to reflect upon their experiences with peers and instructor, considering various perspectives and assisting them in their own reflection.

**Loyola 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/](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/

**Diversity**

The topic of diversity within international education is a central part of this seminar and of administrative practice. Seminar reflections are designed to educate students about diverse institutions, students, fields and working environments within higher education.

**Technology**

Technology will be fully integrated into this seminar given this course is offered exclusively online. Students and instructor will utilize Sakai to disseminate information, submit assignments, engage in online dialog, and to extend our learning community. Students are encouraged to use PowerPoint and/or other media for presentations. Students are also asked to explore the use of technology at their internship site and how professional staff utilize technology to accomplish their work.

**Dispositions**

As the School of Education works to prepare students as professionals in various areas of education, the instructor will assess students about three broad areas: professionalism, fairness, and the belief that all students can learn. The expected behaviors and rubric designed to assess these behaviors are found within this syllabus. The dispositional assessment (completed rubric) will be posted at end of seminar on LiveText.

**Reading Materials**

Students are required to read a small number of selected articles related to certain topics that will be discussed in the discussion forum established for each topic. Each article is listed under the specific assignment in this syllabus. You are also asked to share these articles with your site supervisor.

**Recommended Resource:**

Requirements and Expectations

Participation
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 enhance the complexity and richness of the discussion. Students are encouraged to act as gatekeepers to the discussion and to invite the participation of others as well as pose questions to one another. Particular attention is given to the quality of effort expended in creating a meaningful and complex electronic dialogue using the various discussion forums established.

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 seminar is that students will approach one another with the same ethic of care and developmental concern with which they deal with students with whom they engage in the workplace. This approach may require 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.

Email/Sakai
The Loyola email system (Outlook) will be the primary mode of communication between students and instructor. As your seminar instructor I will check emails through Sakai on a daily basis and believe it is imperative that students check their Sakai message accounts regularly.

APA Style
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All written reports should be submitted in APA 6th edition format. Should papers have significant errors in APA formatting, they may not be accepted as complete. The quality of writing is of high importance. Students are asked to carefully proof read each assignment before submission and to use spell check (minimally) for each document prepared. If a student has significant concerns regarding his or her writing ability, he/she is encouraged to consult the University Writing Center (http://www.luc.edu/tutoring/WritingCenter.shtml) for assistance and/or to contact the instructor.

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 discussion forum participation are expected. One (1) point will be deducted for each 24 hour period that an assignment is past due.
**Professional Development Contract** (0 points)

Each student must have either verbal or written approval for his/her internship from both his/her faculty and site supervisor no later than the first day of semester unless prior arrangements are made with the seminar instructor. Additionally, each student must also have a finalized professional development contract. 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 both faculty and site supervisor. The signed contract should be emailed directly to the seminar instructor, who will sign and return copies to both the student and internship site supervisor.

**Site Report Presentation** (5 points)

[Report due on Sakai – Assignments—by Tuesday, January 21, 2014 by 11:00 p.m. CDT][Student questions and responses due on Sakai Forum-- by Friday, January 31, 2014 by 11:00 p.m. CDT]

The internship seminar provides an opportunity for students and instructor to learn about other international education units, programs, and specific activities at the higher education level. Students are asked to prepare a PowerPoint presentation about their internship site and post it a) to the ‘Forum’ tab as well as b) to ‘Assignments’ tab on Sakai.

**Part I:** Each presentation minimally should address:

- Institutional/organizational name, location, and mission (paraphrase the mission in your own words);
- Name of administrative or programmatic unit and description of unit/departmental mission (again, in your own words—if one is available; if not, then ask your site supervisor for a description of mission);
- Description of the department—its primary roles and functions;
- Internship learning goals you have identified for your experience;
- Overview of your responsibilities, projects, assignments to address the goals;
- Your initial expectations, challenges, opportunities, and ‘worries,’ and/or other concerns/issues that you may have as you begin the internship; and
- You may include other relevant information beyond what is listed above that you want your peers and instructor to learn about your internship.

**Part II:** All students will review each PPT presentation and both a) react to the content of your presentation and b) raise a question for you related to the internship site, goals to be addressed, projects, etc. Finally, you are asked to reply to each question raised with a brief response.

**On-Line Topical Dialogues (2 @ 5 points each - total of 10 points)**

- Rank Ordering of top 4 topics due to instructor by **Friday, January 24, 2014** (11:00 p.m.);
- **Primary Post #1:** Due Monday night (11:00 p.m.) February 24, 2014 with **Secondary Posts** due Monday night (11:00 p.m.) March 10, 2014 (previous week is spring break at LUC);
- **Primary Post #2:** Due Monday night (11:00 p.m.) March 24, 2014 with **Secondary Posts** due Friday night (11:00 p.m.) April 4, 2014;
To encourage reflection on one’s ongoing professional development, topical dialogues among all class members will be utilized as a vehicle to engage with each other. Each student is required to post an initial primary post (approximately 3-4 paragraphs) addressing selected questions that are informed, in part, by a required reading (available on Sakai) and then provide secondary posts to two primary postings from your peers.

Note: Students are asked to indicate their preferences for dialog topics from a list provided below. Your votes (in rank order) are due 11:00 p.m., Friday, January 24, 2014 to the instructor via email and instructor will tabulate and announce the 2 topics that were most preferred by the group. Where no clear preferences appear to exist the instructor will choose the two topics based on the information that was provided by students.

For each topical dialogue students are asked to do **submit one primary post and two secondary posts** as follows:

A. Share the assignment articles with your site supervisor in ample time prior to the discussion 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. 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.

C. All students are required to **submit a primary post** by 11:00pm 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 you have read the article assigned for the week, but do not need to read as a research paper;
   
   (3) Posts should provide evidence that you have discussed the topic with your supervisor (in this seminar this can be done remotely if necessary);
   
   (4) Posts should offer thoughtful and engaging insights into the topic based on what you are experiencing at your site (about 3-4 paragraphs). Think of this as 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 peers 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, all primary posts should be well-written and free of grammatical and spelling errors.

D. The primary posts will serve as a starting point for dialogue. By Friday (11:00 p.m.) of the week of the primary post, all students are expected to engage in the 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 you have read the article assigned for the week, but do not need to read as a research paper;
(3) Posts should provide evidence that you have discussed the topic with your supervisor;
(4) Posts should offer thoughtful and engaging insights into the topic based on what you are experiencing at your site (about 2 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) Of course, all secondary posts should be well-written and free of grammatical and spelling errors.

E. Students are encouraged to revisit and continue dialoguing on the specific topics above and beyond the above stated parameters.

List of Dialog Topics: [Read each of the 10 options below (A-J) and then email to the instructor your ‘vote’ in rank order (1st to 4th) for the top four topics you would like to explore further this semester. Your rankings are due 11:00 p.m., Friday, January 24, 2014] Note: only two topical dialogs will be assigned.

Dialog A – Human Resource Management [Note: all required readings listed with each topic are available on Sakai under ‘Lessons’ on the main menu]

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:


Please post a response that includes thoughtful reflections on the following question: **What is your understanding of human resource management challenges and issues that you may face (perhaps now face) in a full-time position in the field? How might these human resources issues affect how you prepare for a 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?
Dialog 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:


Please post to the following question:

*How does your internship site integrate social justice into the work that is performed in that unit? What are your ideas for implementing strategies within the unit that will further dialogue and action related to social justice issues?*

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 international educators continue to develop themselves and their students as social justice allies?

Dialog C – *Applying Ethics in Your Work*

This topic addresses the complexity of applying ethics to the context of professional practice in international education. Students are to read:


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 (or seen used) ethics to make responsible decisions? Do you envision any ethical considerations that may arise with a job search in the field?*

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?
Dialog D: **Budgeting and Resource Allocation/Justification**

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


Please post to the following:
*What are key budgeting challenges being faced by the unit in which you are interning and in what ways are these challenges impacting the unit? In what ways does the unit get its key funding (i.e., through tuition, fees, external grants, etc.)?*

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.

Dialog E: **Navigating Campus and Community Politics**

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


Please post to the following:
*How would you describe the general political climate within your unit and/or larger institution/organization? What are key factors that may be impacting this climate?*

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.”

**Dialog F: Developing Multi-culturally Competent Campus Communities**

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


Please post to the following:
*In what ways, if any, does your unit acknowledge, even celebrate, its multiculturalism on the campus? What have you seen are key components of multicultural competence for professionals who work in international education and why are these important?*

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 your unit/organization demonstrate that multiculturalism is part of their work even if it is not the name of your organization or primary function?

**Dialog G: Crisis Management**

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


Please post to the following:
*What crises has your internship unit faced in the recent past and how have these challenges been addressed?*

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 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?

**Dialog H: Connecting Theory to Practice in Higher Education Administration**

This topic addresses the 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:


Please post to the following:
*Describe policies, programs, activities, services, and/or personal engagement among staff and students for which you see connections between theory and practice in your internship unit.*

**Question prompts for use with internship site supervisor:**
- To what extent do you rely on the theory and research you learned in your graduate preparation program to inform your work?
- To what extent does your division and/or unit ground its practice in the theory and research of the field?
- What are the perceptions of the nature of international education practice and the perceived value of scholarship in informing it?
- How are educational interventions and services grounded in the literature? Ask for specific examples of how they may be linked?
- How do organizational reward systems recognize and/or foster the use of evidence-based decision-making?

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

This topic addresses the increasing role parents play in the collegiate experience along with suggestions for how international education units could respond. Students are to read:


Please post to the following:
*To what extent and in what ways does your internship unit engage with parents/guardians of students involved in international education programs?*

**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?

Dialog J: Professionalism in Higher Education

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


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

What does it mean for you to be a professional in international 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 or early career professional?

Journal Reflections (3 @ 5 Points each -- total of 15 Points)(Due January 31, March 14, and April 4)

Each student is asked to reflect confidentially on his/her internship experiences and to write and submit 3 journal entries (these go only to the instructor, not the site supervisor). 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. The journals should be an ongoing, 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 Sakai (assignments tab) no later than 11:00 pm on or before the dates listed above.
Peer Updates (Due January 31, March 14, and April 11) (0 points)

Students are asked to provide brief (3 paragraphs maximum) updates on 3 occasions during the semester to their fellow interns in the seminar. A forum has been set up for each date and students may summarize from their journal reflections what they would like to share with their peers about the learning that is occurring and/or project work with which they are involved. These are very brief, come from the journal entries, are to be viewed as confidential and personal, and will not be graded. Students are encouraged (but not required) to respond to these updates; however, as a community of learners engaged in field-based practice the ideal is that you will want to support your peers by providing supportive and encouraging feedback to their posts.

Resume and Cover Letter Project (15 points)

Note: 4 position announcements due via email by January 31, 2014;
Note: 2 cover letters and resumes (along with job announcements) due via Sakai (assignments) by February 21, 2014.

International education professionals who work in higher education (minimum of 5 years experience) will be asked to review and provide feedback on each student’s professional resume and cover letter for a professional opening that the student selects.

On or before January 31, 2014, students will submit 4 current job announcements to the seminar instructor for positions in which they are both professionally interested (for this assignment you do not need to be actively seeking a job) 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 resume and cover letter tailored to each specific position.

Students are encouraged to get feedback from at least one other individual in higher education before submitting their assignment. The resumes and cover letters should be extremely well-written and absolutely free of grammatical errors and the letters should address the specific requirements of the position and what attracts you to the specific institution. These position announcements, letters, and resumes will be provided to an professional staff member for their review. Students should upload the announcements, resumes, and cover letters (all as Word documents, not PDF) through Sakai (assignments) by 11:00 pm on (or before) February 21, 2014. Professional staff will be provided up to 2 full weeks for their review and comment period. All feedback will be returned to the student via the seminar instructor.

Formative Mid-Term ‘Site’ Visit: Skype Conversation between Intern, Faculty member, and Site Supervisor [Remote Meeting—0 points]

During the period Monday, February 3 through Friday, February 28, the instructor will ‘visit’ each internship site in order to conduct an informal early-term formative assessment of ‘how things are going.’ Students are asked to submit up to 3 possible dates/times for the meeting (schedule approximately 30-40 minutes) on or before Friday, January 31, 2014.

Self Evaluation and Grade Recommendation (15 points)

Near the end of the internship experience students will complete a copy of the “Site Supervisor Evaluation” (the form is posted to Sakai under ‘Resources.’) Please offer a candid assessment of your performance according to the criteria outlined on the form and include a final grade recommendation. As pertinent, explain your assessments with concrete specifics in the “comments” column. Please submit your completed self-evaluation form to instructor first before sharing it with your site supervisor. I will review promptly and, if necessary, provide
suggestions for content and editing changes. Submit your form to instructor via Sakai (assignments) by 11:00 p.m. on or before Tuesday, April 14, 2014.

Written Reflective Narrative on Internship Experience (15 points)[Due Friday, April 25, 2014 by 11:00 p.m.]

As a way to help students make sense of and reflect on the overall internship experience, a written 3 – 4 page reflective narrative should be submitted at end of the semester. 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 international higher education?
- 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 a 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 thoughtfully reflecting on your experience, rather than simply describing it. Please submit your Written Reflective Narrative to Sakai (assignments) by 11:00 p.m. on Friday, April 25, 2014.

Final Site Supervisor Evaluation and Grade Recommendation (25 points)

Due April 30, 2014 to seminar instructor via email.

Earlier in the semester you will have provided your site supervisor with the ‘site supervisor evaluation’ form (which you will also separately complete). The supervisor is asked by April 30 to submit directly to the instructor (with copy to you) the final completed evaluation form including a grade recommendation. The supervisor’s recommendation will constitute 25% of your final grade for the internship.

Evaluation and Grading:

Evaluation for the International Education Internship seminar is a shared responsibility. The site supervisor is invited to submit a written assessment after all requirements for the field experience have been fulfilled to the satisfaction of all involved parties including a grade recommendation (25% of final grade). Students will also include a specific recommendation for a final grade (15% of final grade) on their Self-Evaluation Form. The instructor will provide a seminar grade constituting 60% of your final grade based on your participation in the seminars and completion of assignments due during the semester.

The distribution of points is below:

- Professional Development Contract (ungraded) 0 points
- Site Report Presentation 5 points
- Journals (3 @ 5 points each) 15 points
- Peer Updates (3) (ungraded) 0 points
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<td>Topical Dialogues (2 @ 5 points each)</td>
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<td>Resumes and Cover Letters</td>
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<td>Formative Mid-Term Site Visit (Remote)</td>
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<td>Written Reflective Narrative</td>
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<td>Student Self-Assessment of Learning and Grade Recommendation</td>
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<td>Final Internship Supervisor Assessment and Grade Recommendation</td>
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<td>Final ‘Thank You’ Letter to Site Supervisor with copy to Instructor</td>
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**General Evaluation criteria:**

Students will be evaluated on the following criteria:

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

**Student Opportunities: The International Education Internship Experience**

1. To structure a focused, integrative experience within higher education in areas such as international student affairs/services, study abroad offices, international programming units, etc. As a learner-initiated activity, an assumption exists that a high 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 within the international education context.
3. To acquire new knowledge about how diverse college and university staff and programs which focus on international education 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 and mentoring in a supportive learning environment from a seasoned international education professional on topics ranging from professional competencies to the application of acquired knowledge.

7. To develop critical thinking skills through readings, observations, and 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 some aspect of international higher education. 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 seminar. 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 a variety of roles within the field.

**Intern Responsibilities (Role of Protégé)**

1. **Pre-Internship:** Conduct an INFORMATION INTERVIEW with a potential site supervisor to explain the role and function of the ELPS 565 International Education Internship, including sharing your ideas as to your learning expectations and ideal experience.

2. **Pre-Internship:** Share findings from the interview with the seminar instructor, indicating whether or not you will proceed with the experience and why.

3. **Pre-Internship:** Prepare first draft of a PROFESSIONAL DEVELOPMENT CONTRACT that outlines in measurable, realistic and unambiguous terms the goals and objectives and proposed timeline of the internship learning experience. SHARE DRAFT with the seminar instructor.

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 communicate directly with 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 ONLINE REQUIREMENTS for the seminar.

6. Schedule and conduct early in the term an informal, formative PERFORMANCE ASSESSMENT together with both your site supervisor and seminar instructor.

7. 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.

8. Take responsibility for checking on a daily basis for E-MAIL COMMUNICATION from your seminar instructor 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.

10. At conclusion of the internship, send a formal THANK YOU LETTER to the site supervisor with copy to your faculty supervisor.

Site Supervisor Responsibilities (Role of Mentor)

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 or early career professional in the field.

2. Assist the student in preparing and finalizing a Professional Development Learning Contract that outlines measurable, realistic and unambiguous learning goals and objectives.

3. 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.

4. Introduce students to office staff and those with whom the student may have contact during the internship including sharing the purpose and/or function of the internship student within the unit.

5. Structure and monitor the professional work environment for the student, creating the setting for optimal learning. Adequate seating and desk space appropriate for a part-time professional staff member is requested.

6. All supervision during the internship should comply with standards found in the Statement of Ethical Principles and Standards promulgated by the American College Personnel Association.
7. Meet (in person or remotely) at least one hour per week in a private session with the student to provide formative feedback about work completed or in progress and, in general, mentoring. The student will 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.

8. As needed, provide the Loyola seminar instructor with feedback about the student’s progress and to bring to the faculty member’s attention immediately any serious concerns about the student and/or his/her work at the site. Participate early in the semester with the intern and seminar instructor in an informal, formative meeting to discuss the internship in progress.

9. Conduct a summative performance evaluation of the student’s work including making a grade recommendation which will constitute 25% of the student’s final grade.
Typical Stages of an Internship Experience

Stage 1: The Journey Begins

- A mix of feelings at the beginning (enthusiasm, anxiety, apprehension, excitement)
- High expectations for the experience
- Uncertainty 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, especially if not involved in a ‘hands on’ project or task.
- 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 during first week or two.

Stage 3: Settling In Period

- Role confusion declines
- Begin to make substantive, quality contributions
- More comfortable with co-workers and site supervisor and vise 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, 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).
- Greater recognition of one’s strengths and weaknesses.
- Overall, satisfaction with job one has done and with the experience.
- Some rush and pressure to get major project finished before end of term; desire to perhaps put in more hours to get more experience and to see to completion one or more activities.