Instructor

Terry E Williams, Ph.D.
Associate Professor Higher Education
Lewis Towers, Room 1138
Water Tower Campus
820 N. Michigan Avenue
Chicago, IL  60611
(Office) 312-915-7002
Skype: ProfGuy801
(Fax) 312-915-6660
Email: twillia@luc.edu

Seminar 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.

Seminar Outcomes and Objectives

This seminar is designed to assist students to:

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 Seminar Evaluation Objectives

The following are seminar objectives that are deemed most important or essential for this seminar. Each student will have opportunity at end of semester to evaluate the seminar on his/her achievement of these objectives using the university-wide online course evaluation tool.
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.

Seminar General Requirements and Expectations

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 frequently and believe it imperative that students check their Sakai message accounts regularly as well. I will also check the message board in Sakai and will respond to messages from students on that site.

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. *Given this is your second year in the IHE program, should papers have significant errors in grammar or APA formatting, they may not be accepted as complete.* The quality of writing is very important. Students are asked to carefully proof each assignment before submission and to use spell check, for example, for each document prepared. *Minimally, written assignments should be double spaced, one inch margins, with page numbers, and 12 point Times New Roman font.* Ensure that your name and date are on each report submitted. Students should consult:

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 assignments is expected. **One (1) point may be deducted for each 24 hour period that an assignment is past due.** The **due date** in the syllabus and in Assignments/Sakai determines when the 24 hour late periods begin.

**General Evaluation Criteria for Assignments:**

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
- Performance in seminar, including quality of participation (including adhering to posted deadlines), written presentations, and quality of final self-assessment and summative reflection.

**Professional Development Contract (10 points)**

Each student must have written approval for his/her internship from both his/her faculty and site supervisor **no later than one month prior to 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.

**Initial Site Report Presentation (10 points—due Tuesday, January 20, 2015 by 11:00 p.m. CST—Chicago time; submit via Sakai to Assignments tab)**

The internship seminar provides an opportunity for all students to learn about other international education units, programs, and specific activities at the higher education level both in the U.S. and abroad. Students are asked to prepare a **PowerPoint or Prezi presentation** about their internship site (be generous with visuals of your site!) and post it both to the ‘Forum’ tab and to ‘Assignments’ tab on Sakai.
Part A: Each presentation should address:

- Overarching, institutional/organizational name, location, and mission (succinctly paraphrase the mission in your own words);
- Name of internship unit and description of unit/departmental mission (again, in your own words; if not available, ask your site supervisor for a description of mission and then paraphrase);
- 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;**
- Include other relevant and interesting information that you want your peers and instructor to learn about your internship.
- **Note:** you may include photos, short videos, audio, etc. in order to provide interesting visual support for your report!

Part B: You are tasked to review each other’s presentation in the discussion forum. While not required, you are invited to respond to your peers’ presentations with words of support and encouragement and/or with questions.

**On-Line Topical Reflections** (2 required @ 15 points each - total of 30 points; Topic choices due January 23)

**Selecting Reflection Topics:** Review 10 reflection options below (A-J) and email to instructor two topics you wish to explore further this semester in your internship (note: this will require reading an assigned article and holding a conversation with your site supervisor). Submit topic selections on or before 11:00 p.m., Friday, January 23, 2015.

**Preparing/Submitting Topical Reflections (submit to Assignments and to Forum):**
- **Reflection #1:** Due Monday (11:00 p.m.) February 23, 2015;
- **Reflection #2:** Due Monday (11:00 p.m.) March 23, 2015;

Each reflection (3 pages max) will address selected questions informed, in part, by a required reading (available on Sakai in ‘Lessons’) and also by a conversation with your site supervisor regarding the topic.

**A. Share Topic Articles:**

At start of semester, share your assigned articles with your site supervisor in ample time prior to your conversation for her/him to review.

**B. Engage Supervisor:**

Arrange an appointment with supervisor for a conversation around the topic using the prompt questions provided in this syllabus and any specific questions based on your own interests and the unique context of your
particular site. Two separate meetings with supervisor, one for each topic, should be planned.

C. Guidelines for Written Reflections:

(1) Reflections will clearly identify the topic, be succinct, well organized, responsive to topic posed, and avoid meandering into unrelated areas;

(2) Reflections will provide evidence that you have read the article assigned;

(3) Reflections will provide evidence that you have discussed the topic with your supervisor (in this seminar this may be done remotely only if necessary);

(4) Reflections will offer thoughtful and engaging insights into the topic based on what you are experiencing at your site. Think of the reflection as a personal reflection but grounded in content;

(5) Reflections may include photos that assist in capturing your experiences with the topic and/or the messages you are sending;

(6) The two reflections will be well-written, free of grammatical and spelling errors, and adhere to APA 6th Edition style.

(7) Submit each reflection both to Assignments and to the appropriate Forum so that all students may benefit from your reflection on the topic.

Reflection Topics

(Select 2 from below & submit topic choices to instructor by January 23)

Topic A – Human Resource Management [Note: the required reading listed with each topic is available on Sakai under ‘Resources’ 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.


Your Reflection Focus: 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 resource issues affect how you prepare for a job search?
Conversation questions for internship 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?

**Topic 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.


**Your Reflection Focus:** 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?

Conversation questions for internship supervisor:

- How do you 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 your department/functional unit have a social justice mission? If so, how is it integrated into the work of the 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?

**Topic 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:

**Your Reflection Focus:** 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?

Conversation questions for your internship supervisor:

- To what extent are professional ethics discussed in your unit? 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?

**Topic 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.


**Your Reflection Focus:** 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.)?

Conversation questions for internship 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 suggestions do you have regarding budget management for new professionals entering the field?
- Can you show me an actual budget with which you work? How are decisions made for line-item allocations?
**Topic 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.


**Your Reflection Focus:** *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?*

Conversation questions for internship supervisor:
- How would you describe the political climate within this unit? Within this institution?
- How do you navigate the political dimensions of professional practice at this institution?
- What are key unwritten rules of the unit/division/institution?
- 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 supervisor allow you to shadow him/her in attending committee meetings or other departmental staff meetings to observe political influences in decision-making and “rules of professional engagement.”

**Topic 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.


**Your Reflection Focus:** *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?*

Conversation questions for internship 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 already? What ways does your unit/organization demonstrate that multiculturalism is part of its work even if it is not the name of your organization or primary function?

**Topic G: Crisis Management**

This topic addresses the role of student affairs and higher education units in navigating crisis management issues.


**Your Reflection Focus:** What key crises has your internship unit faced in the recent past and how have these challenges been addressed?

Conversation questions for internship 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 significantly affect your unit? 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 one directly?

**Topic 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.


**Your Reflection Focus:** 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.

Conversation questions for internship supervisor:
- To what extent do you rely on the theory and research you learned in your graduate 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 administrator 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? What are specific examples of how they may be linked? (continues)
- How do organizational reward systems recognize and/or foster the use of evidence-based decision-making?

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

This topic addresses the role parents play in the collegiate experience along with suggestions for how international education units could respond.


**Your Reflection Focus:** To what extent and in what ways does your internship unit engage with parents/guardians of students involved in international education/education abroad programs?

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

**Topic 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).


**Your Reflection Focus:** What does it mean for you to be a professional in international higher education working with students?

Conversation questions for internship supervisor:
- How do you define or characterize the notion of professionalism?
• What is most important for a new professional to keep in mind to maintain professionalism?
• Describe an incident that you believe may have challenged your sense of professionalism as a new professional.
• What are your suggestions for working with a new supervisor and new staff colleagues? (continues on next page)
• Describe how you balance work-life issues. What can I expect as a new or early career professional in this field?

Journal Reflections (3 @ 10 Points each -- total of 30 Points) [Due January 26, February 16 and March 30]

Each student is asked to reflect confidentially on his/her internship experiences and to submit 3 journal entries (these shared only with instructor, not 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 3 pages in length. The journals should be submitted to instructor via Sakai (assignments tab) no later than 11:00 pm on or before the dates listed above.

Confidential Peer Briefs (0 Points--Due January 30, February 20, and April 1)

Students are asked to provide confidential briefs (3 paragraphs maximum per brief) on 3 occasions during the semester to fellow interns in the seminar as another way to share your experience and to receive feedback and support. A forum has been set up for each date. These updates need not be lengthy and may succinctly summarize your longer journal reflections. These briefs are viewed as confidential and personal (not to be shared outside the seminar) and will not be graded. While students are not required to respond to all briefs, as a community of learners engaged in field-based practice, the hope is that you may want to support each other by providing relevant and encouraging feedback to posts.

Formative ‘Check-In’: Skype Conversation between Intern and Seminar Instructor [0 points—3 date/time options due January 30]

During the period Monday, February 2 through Friday, February 27, the instructor will meet once with each intern in order to conduct an informal yet formative assessment of ‘how things are going.’ Students are asked to submit up to 3 possible dates/times for the meeting (schedule approximately 30 minutes) on or before Friday, January 30, 2015.

Note: This ‘check-in’ does not replace other Skype or email communications that may arise from either the instructor, the student, or in response to communication from site supervisor. The student should feel free to contact the instructor at any time with questions and/or concerns about the seminar and internship experience.
Resume and Cover Letter Professional Review (30 points—Due February 6)

Submit a copy of a public announcement/advertisement for a position in which you are interested and you believe qualified in the field of international education, a cover letter, and an updated professional resume via email by Friday, February 6, 2015.

An international education professional with seasoned experience in higher education will be invited by your instructor to review and provide feedback on your professional resume and cover letter.

Students are expected first to get feedback from a classmate before submitting this assignment. Naturally, the resume and cover letter should be extremely well-written and organized and absolutely free of grammatical errors. The letter should address what attracts you to the specific institution, unit, and position and address how your combined education and experience meet the position criteria listed.

Students should upload all documents together as one Word document (not PDF) through Sakai (Assignments) by 11:00 pm on (or before) February 6, 2015. Professional staff reviewers will be provided 3 full weeks for their review and comment period. All feedback (which will remain confidential) will be returned to the student via the seminar instructor.

Final Conference Call between Intern, Site Supervisor, & Instructor. (Date/time options due Monday, April 13, 2015).

During the period April 20 to May 1, a 30 minute conference call is to be scheduled including intern, site supervisor, and seminar instructor for final summative evaluation. The intern will be responsible for finding a common date and time that works for all three parties and will lead the discussion during the session. Guidelines will be provided by the instructor. The student is strongly advised to attempt to set the date/time for this call as early in the semester as feasible. Interns are advised not to delay until just before the 13th to set this up.

Intern Self-Evaluation and Grade Recommendation (20 points—Due April 17 to Site Supervisor and Instructor)

Just prior to the last two weeks of the internship experience students will complete the “Intern Self Evaluation” (the form is posted to Sakai under ‘Resources.’) and submit it to the Site Supervisor and to Sakai (Assignments). Please offer an honest and candid assessment of your performance according to the criteria outlined on the form and include a final grade recommendation. Explain each of your assessments with concrete illustrations from your internship in the “comments” column. Interns are asked to proof read the form and all comments carefully prior to submission to eliminate typos or other writing errors. Submit your form by 11:00 p.m. on Friday, April 17, 2014.

Summative Reflection (30 points—Due Monday, April 20, 2015 by 11:00 p.m.)

As a way to facilitate student ‘sense-making’ and reflection on the overall internship experience, a written 3 – 4 page narrative is due during last week of the internship. You are asked to submit this final summative narrative both to your instructor and to your site supervisor. The reflection should address the following:
• Please describe key learning outcomes you believe resulted from your internship and the extent to which these coincided with your stated learning objectives.
• Describe unanticipated outcomes of the experience that surprised you.
• What insights did your internship experience shed on your strengths and limitations for work in the IHE profession?
• What did you learn from your internship experience about what you most --and least -- enjoy about a career in international higher education?
• In light of the above, discuss 2 – 3 concrete steps that you plan to continue to address in your professional learning and growth as an international educator over the next three years.

In addressing each of the above, be clear in your response, illustrating each with specific experiences from your internship. Be intentional about thoughtfully reflecting on your experience, rather than simply describing it. Please submit your Final Reflection to Sakai and to your Site Supervisor (assignments) by 11:00 p.m. on Monday, April 20, 2015.

Site Supervisor Evaluation and Grade Recommendation (40 points--Due Friday, May 1, 2015 to seminar instructor via email). Early in the semester you provided your site supervisor with the ‘site supervisor evaluation’ form (found in Sakai under Resources). The supervisor is asked by May 1 to submit directly to the instructor (with copy to you) the final completed evaluation form including a grade recommendation.

SUMMARY OF KEY DATES FOR ASSIGNMENT SUBMISSIONS

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Syllabus Reference Page(s)</th>
<th>Where to Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2014</td>
<td>Prof Dev Contract</td>
<td>p. 3</td>
<td>Already completed</td>
</tr>
<tr>
<td>12/12/14</td>
<td>Prof Dev Contract</td>
<td>p. 3</td>
<td></td>
</tr>
<tr>
<td>January 2015</td>
<td>Site Presentation</td>
<td>pp. 3-4</td>
<td>To Assignments &amp; Forum</td>
</tr>
<tr>
<td>1/20/15</td>
<td>Topics Due</td>
<td>p. 4</td>
<td>To Assignments</td>
</tr>
<tr>
<td>1/23/15</td>
<td>Journal 1 Due</td>
<td>p. 11</td>
<td>To Assignments</td>
</tr>
<tr>
<td>1/26/15</td>
<td>Peer Brief 1 Due</td>
<td>p. 11</td>
<td>To Forum</td>
</tr>
<tr>
<td>1/30/15</td>
<td>Skype Date Options Due</td>
<td>p. 12</td>
<td>To Assignments</td>
</tr>
<tr>
<td>February 2015</td>
<td>Skype Check-In</td>
<td>p. 12</td>
<td>TW will confirm date/time</td>
</tr>
<tr>
<td>2/2/15—2/27/15</td>
<td>Resume/Cover Letter Due</td>
<td>pp. 11-12</td>
<td>To Assignments; Submit all as one WORD document</td>
</tr>
<tr>
<td>2/6/15</td>
<td>Journal 2 Due</td>
<td>p. 11</td>
<td>To Assignments</td>
</tr>
<tr>
<td>2/16/15</td>
<td>Peer Brief 2 Due</td>
<td>p. 11</td>
<td>To Forum</td>
</tr>
<tr>
<td>2/20/15</td>
<td>Topical Reflection 1</td>
<td>pp. 4-5</td>
<td>To Assignments &amp; Forum</td>
</tr>
<tr>
<td>March 2015</td>
<td>Topical Reflection 2</td>
<td>pp. 4-5</td>
<td>To Assignments &amp; Forum</td>
</tr>
<tr>
<td>3/23/15</td>
<td>Journal 3 Due</td>
<td>p. 11</td>
<td>To Assignments</td>
</tr>
<tr>
<td>April 2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>----------</td>
<td>------------------------</td>
</tr>
<tr>
<td>4/1/15</td>
<td>Peer Brief 3 Due</td>
<td>p. 11</td>
<td>To Forum</td>
</tr>
<tr>
<td>4/13/15</td>
<td>Final Conf Call Dates Due</td>
<td>p. 12</td>
<td>To Instructor</td>
</tr>
<tr>
<td>4/17/15</td>
<td>Intern Self Eval Due</td>
<td>p. 12</td>
<td>To Assignments &amp; to Site Supervisor</td>
</tr>
<tr>
<td>4/20/15</td>
<td>Summative Reflection Due</td>
<td>p. 13</td>
<td>To Assignments &amp; to Site Supervisor</td>
</tr>
<tr>
<td>4/20—5/1/15</td>
<td>Skype/Conference Call with Intern &amp; Supervisor</td>
<td></td>
<td>TW to confirm date/time</td>
</tr>
<tr>
<td>May 2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/1/15</td>
<td>Supervisor Evaluation Due</td>
<td>p. 13</td>
<td>To TW via email with copy to Intern</td>
</tr>
</tbody>
</table>

**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. Students will also include a specific recommendation for a final grade on their Self-Evaluation Form. The instructor will provide a seminar grade based on your participation in the seminars through points earned.

**Distribution of Seminar Points:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Contract</td>
<td>10</td>
</tr>
<tr>
<td>Site Report Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Topical Reflections (2 @ 15 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Journal Reflections (3 @ 10 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Peer Briefs (3) (ungraded)</td>
<td>0</td>
</tr>
<tr>
<td>Resume and Cover Letter Review</td>
<td>30</td>
</tr>
<tr>
<td>Formative ‘Check-In’</td>
<td>0</td>
</tr>
<tr>
<td>Intern Self-Assessment and Grade Recommendation</td>
<td>20</td>
</tr>
<tr>
<td>Summative Reflection</td>
<td>30</td>
</tr>
<tr>
<td>Site Supervisor Assessment and Grade Recommendation</td>
<td>40</td>
</tr>
<tr>
<td>‘Thank You’ Letter to Site Supervisor (copy to Instructor)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 points</strong></td>
</tr>
</tbody>
</table>
200 – 187 A
186 – 179 A-
178 – 170 B+
169 – 162 B
161 – 154 B-
153 – 146 C+ (Note: a grade of C+ or below is unsatisfactory and requires repeating the internship)
145 – 138 C

---

**University and 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. 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/)

**EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [on-line](http://www.luc.edu/ethicsline) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. [http://www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

**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.

**Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf) [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)

**Professional 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 will be posted at end of seminar on LiveText.

### Professional Dispositions

**Loyola University Chicago**

**International Higher Education Program**

Please rate the candidate using: **Target (above average), Acceptable (average), Unacceptable (below average)**

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
</tr>
</tbody>
</table>

- Student meets all deadlines
- Student attends class and is punctual for all professional obligations
- Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is able to express himself or herself appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(verbally and in writing) with faculty, supervisors, employers,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to work effectively with peers on assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates ethical behavior in all professional and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduate student work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student adequately addresses feedback provided on coursework</td>
<td>Student demonstrates ability to understand the situations of</td>
<td>Student fails to consider the situation of others in making</td>
</tr>
<tr>
<td>(e.g., grammar, APA style, content)</td>
<td>others and responds in an appropriate, proactive manner</td>
<td>professional decisions and acts inequitably</td>
</tr>
<tr>
<td>Student accurately cites material in academic work ascribing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate credit for information conveyed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fairness**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates exceptional ability to understand the</td>
<td>Student demonstrates ability to understand the situations of</td>
<td>Student fails to consider the situation of others in making</td>
</tr>
<tr>
<td>situations of others and responds in an appropriate, proactive</td>
<td>others and responds in an appropriate, proactive manner</td>
<td>professional decisions and acts inequitably</td>
</tr>
<tr>
<td>manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is considerate (verbally and nonverbally) of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriately expressed feelings and opinions of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student exhibits active listening skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to accept constructive feedback</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A Belief that All Students can Learn**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student exhibits exemplary understanding and practice reflecting</td>
<td>Student believes and demonstrates in practice that all students,</td>
<td>Student fails to understand and/or demonstrate in practice that</td>
</tr>
<tr>
<td>the belief that all students, regardless of contextual</td>
<td>regardless of contextual influences, are capable of learning</td>
<td>all students, regardless of contextual influences, are capable</td>
</tr>
<tr>
<td>influences, are capable of learning</td>
<td></td>
<td>of learning</td>
</tr>
<tr>
<td>Student is sensitive to cultural differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student respects the diversity of learning styles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses the framework of social justice in decision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>making</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
APPENDIX TO SYLLABUS

Relevant Educational Opportunities for the Intern:
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.
Specific 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.
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.