Instructor Information:

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Description:

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

Outcome & Objectives:

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

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

Specific IDEA outcomes include (Note: Students complete the IDEA course evaluation at the following website: http://luc.edu/idea/ and should click on the “Student IDEA log in”)

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. Learning to apply knowledge and skills to benefit others or serve the public good
Conceptual Framework:

Conceptual Framework
A conceptual framework that emphasizes “social action through education” guides instructional, extracurricular, and professional activities in Loyola’s School of Education. The School of Education seeks to develop persons of conscience devoted to the service of others. This course contributes to the understanding of this framework in a number of ways as it affords students the opportunity to begin their professional journey under the guidance of an on-site supervisor and their seminar instructor. This support will assist students in developing their own professional voice, applying the theory they have learned in the classroom to the practice of working within a college environment. Students will also have the opportunity to reflect upon their experiences with their peers and instructor, considering various perspectives and assisting them in their own problem solving. A special emphasis of this reflection will be the analysis of ethical professional practice and how different institutions and fields of higher education integrate ethical principles into their work. Our conceptual framework is described here: www.luc.edu/education/mission/

Institutional Policies & Philosophies:

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: www.luc.edu/education/resources/academic-policies/academic-integrity/
For additional academic policies and procedures refer to: www.luc.edu/education/resources/academic-policies/

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: 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 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.

[www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

**Dispositions**  
All students in the course will be assessed across the following dispositional areas: Professionalism, Fairness, and the Belief that all students can learn. The rubric can be found at the end of the syllabus and the assessments will be conducted at the end of the semester through LiveText. For more information on Livetext, please click on the following link [LiveText](http://www.luc.edu/ethicsline).

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

**Technology**  
Technology will be integrated into this course in a number of ways. Students and the instructor will utilize Sakai to disseminate information, turn in assignments, and to participate in the learning community. Students are encouraged to explore on site the topic of technology and how professional staff at their site institution use 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:

[www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)  
[www.luc.edu/its/itspoliciesguidelines/index.shtml](http://www.luc.edu/its/itspoliciesguidelines/index.shtml)
Requirements & Expectations:

**Preparation**
This course is designed using an online learning format in which much of the learning will emerge from a combination of on-line group discussions and presentations, self-reflections, and reflection on other’s learning and experiences at their internship sites. As such, thoughtful reflection and engagement is critical not only for each individual’s intellectual development, but the group’s collective development as well. Please take the time to thoughtfully respond to the various questions and presentations posted on Sakai, and make sure your responses are respectful, well-constructed, and substantive in nature.

**Participation**
Student participation in discussions and learning activities is critical. For the purposes of this course, participation is valued in which students build upon one another’s comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the online or in-class discussion. Particular attention will be given to the quality of effort expended in creating a meaningful and complex electronic dialogue.

**Attendance**
Given that this class is entirely online, it is essential that you complete assignments on the due dates as late assignments will be considered an absence from the course dialogue and participation requirements.

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

**Email/ Sakai/Skype**
Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai will be used as a source of continual updates about course material and the repository for all on-line discussion threads and assignments. I would also like to arrange at least one Skype meeting with each of you, so please make sure you have access to this software (which can be downloaded for free).
Assignments:

The series of assignments identified for this course are meant to be reflective and integrative of your prior course work and current internship experience. Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary penalties. Any assignments submitted after the due date will be reduced by a half letter grade. An additional full letter grade reduction will be applied for each 24 hour period after the original time due. Extensions will not be granted.

Readings
Under the “Resources” tab on Sakai, I have posted a number of important readings that I highly recommend you engage with throughout the internship course. These are topical in nature, including topics related to budgeting, human resources, ethics, multicultural competence, and campus crisis. While I will not be assigning a particular grade for the readings (hence these are for your own professional development), I do recommend that you consider sharing these readings with your site supervisor and consider using one or more of the readings as a way to construct part of your weekly supervisor meetings. While this is entirely optional, students from prior years have found the readings interesting, informative, and helpful in working with their sites and supervisors. Note: there is a discussion guide for each of the readings located in the “Resource” folder in Sakai that can help you if you choose to use a reading as part of your weekly supervision.

Professional Development Contract
Students enrolled in this seminar must have approval for their internship from both their faculty and the site supervisor no later than the first day of class. Additionally, students must also have finalized their professional development contract no later than the first class meeting. The contract identifies specific and realistic learning goals for the internship as well as an agreement about how each student will be evaluated at the end of the internship. Although the appropriate parties sign the contract, this does not render it inflexible; should students need to make changes, this is acceptable provided they obtain the approval of both their faculty and site supervisor. A signed copy of your learning contract should be emailed to me by May 23rd at the latest. If you sent Lisa Davidson a signed contract, then you do not need to resend your learning contract to me.

Skype Meeting
I would greatly enjoy the opportunity to individually chat with each of you about your internship experience during the second or third week of class. Please email me three dates/times that will work in your schedule for a 30 minute Skype chat during the week of May 30th or June 6th, and please include your Skype username in your email correspondence.

On-Line Discussion Forum and Presentations
To encourage reflection on your ongoing professional development, I would like you to complete the following posts and responses using the Discussion “Forum” on Sakai.
Your posts should be responsive to the questions posed, be sufficiently long enough to answer the questions in a thoughtful and engaging way and, of course, be well-written and free of grammatical and spelling errors.

Because these posts/presentations will vary from week to week (and some will also require you to read or respond to your colleagues’ posts), I offer specific instructions for each posting assignment below.

Post 1 – Site Report Overview (Due Wednesday, May 25th)

The internship seminar provides an opportunity to learn about other higher education institutions and administrative units represented by the varied internship sites. For this posting, each student should provide an overview of their internship site and include the following:

- Your name, year in the program, and previous work experience in higher education;
- The name and location of the institution you will be interning at;
- Brief description of the department, including the name and title of your site supervisor, mission, and an overview of departmental functions/responsibilities;
- Brief description of why you choose this particular site;
- Brief description of your responsibilities and learning goals for your internship;
- Answers to the following questions:
  - What are your hopes for this experience? What are your fears?
  - In what ways does this experience connect with your future career goals?
  - Is there any other information that you think would be important to know about your internship site?

Please complete your posting by Wednesday, May 25th. Students should read all of the postings in order to learn more about the internship experience of their peers. While peer comments are not required, I certainly encourage you to ask questions of your peers and post comments accordingly.

Post 2 – “Three Big Questions” (Due Wednesday, June 1st)

Please post a response to the following three questions:

1. What brings me joy? What do I really enjoy about my professional work in student affairs/higher education (in other words, what drew me into this field because it brought me so much joy?). If this question is too broad (and you have limited student affairs experience), you may want to answer this question instead: What am I really enjoying in my internship experience right now?

2. Am I any good at it? Am I good at what I enjoy? How do I know that I am good at it? If I’m not good at it, what makes these activities enjoyable to me?
3. Do others need me to do this? How are others responding to what you are doing? In the past, have people shared with you that working in the area that brings you joy (e.g., student affairs, higher education) would be a good “fit” for you? Do you find that people invite or ask you to “do what you’re good at and enjoy?”

Please complete your post by Wednesday, June 1st at the end of the day. After you have posted your responses to these three questions (in one post, please), read all of the posts and offer a response to at least two of your peers (preferably you will comment on all of the posts you read). Please respond sensitively and imaginatively; avoid the feedback pitfalls of offering advice or making harsh, unconstructive judgments. Please post your peer responses by Sunday, June 5th at the end of the day.

Post 3 – Case Study Presentation (Due June 8th, 15th, or 22nd)

Each of you will be required to develop a written case study during either the third, fourth, or fifth week of the course. The purpose of the case study is to examine and reflect upon your internship experience and to allow others an opportunity to gain a deeper understanding of your experience. Please post your case study to the FORUM on Sakai using the following questions to guide your study (Note: please use these prompts as a guide and feel free to incorporate other aspects not specifically mentioned below):

1. Please describe an aspect of your internship experience that has been particularly valuable in terms of your learning?
   a. What did you learn about yourself through this experience?
   b. How did this experience make you feel?
   c. How were you able to connect your classroom learning to this experience?
   d. In what ways, if any, did this change your views/perspectives on student learning or development? On social justice?
2. Please describe the organizational environment you are working in?
   a. How would describe the working environment/climate at your site?
   b. To what extent have you been exposed to the politics of the office? What do you see as the major issues/concerns of those working in the office?
   c. How do conflicts surface in the office and how are they managed? How do you manage interpersonal conflicts?
   d. To what extent does the office appear bureaucratic in its organization? How cooperative is the department/unit in terms of how different individual and groups work together?
   e. How is social justice manifest in the organization? Do various personnel practice with an ethic of care?
   f. What types of assumptions seem to undergird the various roles/programs/policies in the department/unit? In other words, how clear are the origins and/or reasons why certain things are done in your department/unit?
   g. To what extent does the office use assessment to evaluate their programs, policies, or staff?
3. How would you describe your relationship with your supervisor?
   a. What type of leadership style does your supervisor convey?
   b. What have you learned from your supervisory experience that might inform how you will approach supervising others?
   c. How has your supervisor helped you grow as an emerging professional?

4. How has the internship experience influenced your vocational discernment?
   a. In what ways has the internship experience confirmed/challenged your desire to work in a similar department/unit?
   b. In what ways has the internship experience influenced your views on where you would like to work in higher education?
   c. What particular skills are essential to performing one’s job well in your department/unit? Which skills do you see as particular strengths of yours? Which skills do you hope to continue to work on?

Case study posts will be due either June 8th, 15th, or 22nd (see schedule at the end of the syllabus for group listings). Each of you will then be required to respond to your peers posts by the following Sunday evening (June 12th, 19th, or 26th) at the latest.

**Self-Assessment of Learning (Due Monday, June 27th)**
Students are required to complete a self-assessment using the “Self-Assessment of Learning form” (this has been posted to the course website under “resources” and a link can be found under Week 5). Please offer a candid assessment of your performance according to the criteria outlined on this form. As pertinent, defend your assessments with concrete specifics in the “comments” column for those criteria that you assessed either very highly or in need of more attention. Please submit your self-assessment to the assignment tab on Sakai by end of day on Monday, June 27th. Additionally, please arrange a time during the final week of class (week of June 27th) to share your assessment with your supervisor and to discuss their own written assessment of your performance (supervisors are provided with the same assessment rubric to complete for your final meeting together).

**Site Supervisor Phone Call/Skype Chat (June 13th-30th)**
During the last three weeks of internships, I will be conducting a one-on-one phone call/Skype meeting with your supervisor to discuss your progress over the semester and to gain a better perspective when evaluating your final written narrative of your internship experience. The phone call/Skype chat will last 30 minutes and will be more conversational and informal in nature. I ask that you secure at least three dates/times that will work for your supervisor during the weeks of June 13th, 20th, or 27th and email these to me during the second week of class (week of May 30th). Please also indicate if your supervisor prefers to chat via phone (include number) or Skype (include username).

**Written Reflective Narrative on Internship Experience (Due June 30th)**
As a way to assist students to make sense of and reflect on their overall internship experience, a written 2-3 page reflective narrative must also be submitted. This narrative should address the following topics:
What insights did your internship experience shed on your professional strengths and limitations? What surprised you most about your internship experience? What challenged you the most?

What did you learn about yourself from your internship experience?

Based on what you learned in the course, 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.

Please submit your Written Reflective Narrative to the assignment tab on Sakai by the end of day on Thursday, June 30th.

Evaluation & Grading:

All coursework and assignments must be completed by the end of the term as grades of incomplete are generally not assigned. Evaluation for the Internship in Higher Education course is a shared responsibility. The site supervisor is expected to submit a written assessment after the requirements for the field experience have been fulfilled to the satisfaction of all involved parties (30% of final grade). Students will also include a specific recommendation for a final grade with a written rationale (20% of final grade), which is separate from the final written reflection. The instructor will provide a seminar grade constituting 50% of your final grade based on your performance in various assignments due during the semester.

The distribution of points is provided below with the numbers in parentheses reflecting the rubric dimensions being evaluated:

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<th>Points</th>
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<td>Internship Supervisor Assessment</td>
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<td>Student Assessment of Learning</td>
<td>20</td>
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<td>Sakai Post 1: Site Report Overview</td>
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<td>Sakai Post 2: Three Big Questions</td>
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<td>Sakai Post 3: Case Study</td>
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<td>Written Reflection Narrative</td>
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<td><strong>Total</strong></td>
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*Note that if an assignment fails to follow the instructions provided a grade of zero will be assigned.* Students are encouraged to consult with the instructor regarding any questions associated with assignments:

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

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<th>Total Points Earned</th>
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<td>93 – 90</td>
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<td>Three Big Questions Post</td>
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<td>Week 3</td>
<td>Case Study Post: Group 1</td>
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<td>June 6th</td>
<td>Jessica Brown</td>
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<td>Candace Germany</td>
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| Week 4  | Case Study Post: Group 2 | 1. Sakai Forum Post #3 due **Wednesday, June 15th** by end of day for Group 2.  
2. Please read your classmates responses and respond by **Sunday, June 19th**  
3. Supervisor phone calls/skype chats begin |
|---------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June 13th | Christian Hightower  
Alyssa Humbles | **Case Study Post: Group 2**  
Christian Hightower  
Alyssa Humbles |
| **Week 5** | Case Study Post: Group 3 | 1. Sakai Forum Post #3 due **Wednesday, June 22nd** by end of day for Group 3.  
2. Please read your classmates responses and respond by **Sunday, June 26th**  
3. Supervisor phone calls/skype chats continue |
| June 20th | Colin Mageary  
Anthony Sis  
Elizabeth Thomas | **Case Study Post: Group 3**  
Colin Mageary  
Anthony Sis  
Elizabeth Thomas |
| **Week 6** | Student Self-Assessment Due  
Final Reflection Due | 1. Student self-assessment of learning is due via Sakai assignment tab on **Monday, June 27th** by end of day.  
2. Final reflection essay due via Sakai assignment tab on **Thursday, June 30th** by end of day.  
3. Supervisor phone calls/skype chats conclude on **Thursday, June 30th** |
| June 27th | **Student Self-Assessment Due**  
**Final Reflection Due** | **Student Self-Assessment Due**  
**Final Reflection Due** |
Student Goals: The Internship Experience

1. To structure a focused, integrative experience within higher education in areas such as student affairs, academic affairs, or development and alumni affairs. As a learner-initiated activity, an assumption exists that a much greater level of motivation, interest and desire to enter into the internship exists for the learner.

2. To acquire new knowledge about students, student cultures, generational implications, and student issues, needs, concerns and interests while on campus.

3. To acquire new knowledge about how diverse college and university staff and programs assist students and collaborate with colleagues in meeting their needs and expectations.

4. To gain new skills or enhance existing skills in administrative practice. These skills include but are not limited to: programming, instruction, assessment/evaluation, advising, planning, leadership development, budgeting, and the successful integration of such skills.

5. To apply and integrate classroom learning (theory, models, principles) to the daily work environment.

6. To receive and incorporate frequent constructive feedback in a supportive learning environment from a seasoned professional on topics ranging from professional competencies to the application of acquired knowledge.

7. To develop critical thinking skills through readings, observations, and in-class discussions that allow for self-reflection as well as in-depth understanding about students, colleagues and the organization.

8. To assess one’s continuing interest in and desire to work in a particular segment of higher education administration. The internship may be an affirming experience or one that confirms doubts. Both of these insights should be viewed as positive outcomes of the internship.

9. To acquire new knowledge and information from peers in the internship class. The periodic seminars provide all learners with the opportunity to provide support to each other while also expanding one’s base of knowledge about the diverse opportunities available to those pursuing professions within the field.
1. Conduct an INFORMATION INTERVIEW with a potential site supervisor to explain the role and function of the ELPS 527 Internship in Higher Education course, including sharing your ideas as to your learning expectations and ideal experience.

2. Share your findings from the interview with your faculty internship supervisor, indicating whether or not you will proceed with the experience and why.

3. Prepare the first draft of a PROFESSIONAL DEVELOPMENT CONTRACT that outlines in measurable, realistic and unambiguous terms the goals and objectives of the proposed learning experience. SHARE THE DRAFT with the faculty supervisor.

4. Conduct oneself in a PROFESSIONAL MANNER at all times while at the internship site. When you know you will be late or unable to meet an internship obligation, you are required to phone your site supervisor ahead of time, underscoring that you will “make up” the lost time immediately. This type of absence or departure from the work schedule should be extremely rare.

5. Participate actively and meet all requirements for POSTS TO THE COURSE BLACKBOARD DISCUSSION FORUM.

6. Take responsibility for scheduling and participating in a weekly supervision MEETING WITH YOUR SITE SUPERVISOR, allowing for timely, constructive feedback about your performance and discussion of relevant issues.

7. ATTEND ALL INTERNSHIP SEMINAR CLASSES as scheduled (see course schedule) and be prepared at each class to share your experience at the site along with any additional assignments due for each seminar class.

8. Take responsibility for checking on a daily basis for E-MAIL COMMUNICATION from the faculty supervisor and site supervisor regarding internship activities.

9. Prepare a WRITTEN FINAL ASSESSMENT REPORT of your internship experience and performance with special emphasis on what you have learned and how this learning has influenced your views as a higher education professional. The written critique should not be shared with the site supervisor until after the faculty supervisor has reviewed it and determined it is ready to share. If the report is inadequately proofread, you may be required to take an incomplete to revise it before submitting it to your site supervisor.
10. Schedule and conduct a FINAL PERFORMANCE EVALUATION on-site along with both your site and faculty supervisors. At this meeting, you will take responsibility for sharing what you have learned including those factors that shaped this learning.

11. At the conclusion of the internship, send a formal THANK YOU LETTER to the site supervisor and (IF APPROVED BY FACULTY SUPERVISOR) a copy of your fully revised Final Assessment Report.
1. Assist student in designing an optimal learning experience addressing the student’s need for knowledge specific to the position and campus, professional skill development and enhancement, and socialization as a new professional in the field.

2. Assist the student in preparing and finalizing a Professional Development 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. This introduction includes stating the purpose and/or function of the internship student.

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 the standards found in the Statement of Ethical Principles and Standards promulgated by the American College Personnel Association and/or ethical statements issued by other student affairs or higher education professional associations.

7. Meet at least one hour per week in a private session with the student to provide formative feedback about work completed or in progress. The student will also use this meeting to raise professional issues observed or experienced during the internship, and it is hoped the site supervisor will share personal insights that will enrich the intern’s professional development. This weekly one-on-one session is critical to ensure that the intern receives a level of professional mentoring beyond what is ordinarily possible in other part-time jobs or graduate assistantships.

8. As needed, provide the Loyola faculty supervisor with feedback about the student’s progress (or lack thereof) and to bring to the faculty member’s attention immediately any serious concerns about the student and/or their work at the site.

9. To conduct a summative performance evaluation of the student’s work including meeting together with the student and faculty supervisor on-site in order to react to the student’s self-evaluation and critique of the experience.
Typical “Stages” of an Internship

Stage 1: The Journey Begins
- A mix of feelings at the beginning (enthusiasm, anxiety, apprehension, excitement)
- High expectations for the experience
- Not sure how all the “pieces” will come together
- Overall, a very positive feeling

Stage 2: Establishing a Routine
- Some role ambiguity may exist (am I a student? am I staff? How do others view me?)
- Can be overwhelmed with many different tasks to juggle at one time.
- Can be underwhelmed if going slower than expected.
- Concern/anxiety about developing a good collegial relationship with site supervisor and staff in the office.
- Overall, still positive but perhaps not as much as on first day or so.

Stage 3: Settling In Period
- Role confusion declines
- Begin to make substantive contributions
- More comfortable with co-workers and site supervisor and 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).
• Recognition of one’s strengths and weaknesses.
• Overall, satisfaction with job one has done and with the experience.
• Some rush to get major project finished before end of term; desire to perhaps even put in more hours to get more experience and to see to completion one or more activities.
Loyola University Chicago
Program in Higher Education
ELPS 527 Internship in Higher Education: Final Student Assessment

Name of Student: __________________________ Term/Year: ______________

Supervisor: ______________________________________________________

Internship site: __________________________________________________

Instructions to Site Supervisor: The Higher Education Program has identified specific learning outcomes expected of graduates of its master’s and doctoral programs. This assessment form includes outcomes relevant to the internship experience. Please use the scale provided to rate the intern you supervised on his or her knowledge, skills, and dispositions in these areas.

Scale: 1 = Needs much improvement  2 = Needs some improvement  3 = Good  4 = Excellent  N/A = No basis for evaluation

<table>
<thead>
<tr>
<th>Professional Dispositions</th>
<th>Rating</th>
<th>Comments (comment box can be expanded)</th>
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</thead>
<tbody>
<tr>
<td>Attendance (arrives on time; completed ALL 150 hours required on site)</td>
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<tr>
<td>Dependability (promptness, reliability, etc.)</td>
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<tr>
<td>Conscientiousness; initiative</td>
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<tr>
<td>Professional Appearance</td>
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<tr>
<td>Positive Outlook</td>
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<tr>
<td>Enthusiasm</td>
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<tr>
<td>Ability to accept constructive feedback</td>
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<tr>
<td>Ability to provide constructive feedback</td>
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<tr>
<td>Ability to work independently</td>
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<tr>
<td>Ability to balance multiple tasks effectively</td>
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<tr>
<td>Other: please specify</td>
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</tr>
<tr>
<td>Communication Skills</td>
<td>Rating</td>
<td>Comments (comment box can be expanded)</td>
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<tr>
<td>Effective written communication skills (demonstrates clarity, critical thinking and synthesis skills)</td>
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<tr>
<td>Effective oral communication skills (able to listen to &amp; present diverse perspectives to different audiences)</td>
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<tr>
<td>Effective Interpersonal skills, including ability to work collegially with different constituencies</td>
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<tr>
<td>Ability to facilitate effective intragroup &amp; intergroup relations</td>
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<td>Ability to use technology in administration, research, or instruction</td>
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<thead>
<tr>
<th>Leadership Skills</th>
<th>Rating</th>
<th>Comments (comment box can be expanded)</th>
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<tbody>
<tr>
<td>Ability to listen, to lead, &amp; to empower others to lead</td>
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<tr>
<td>Ability to recognize, analyze, and respond to ethical dilemmas in workplace</td>
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<tr>
<td>Demonstrates an attitude of lifelong learning, including ability to critically self-assess &amp; analyze personal &amp; professional strengths &amp; weaknesses</td>
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<td>Ability to place tasks, issue, &amp; problems encountered in workplace in larger higher education context</td>
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<table>
<thead>
<tr>
<th>Analytical Abilities &amp; Skills</th>
<th>Rating</th>
<th>Comments (comment box can be expanded)</th>
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</thead>
<tbody>
<tr>
<td>Ability to identify problems &amp; develop logical responses or solutions</td>
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<tr>
<td>Ability to continually assess &amp; improve own analytical skills</td>
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</table>
### Commitment to Social Justice

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
<th>Comments (comment box can be expanded)</th>
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<tbody>
<tr>
<td>Demonstrates appreciation &amp; respect for diverse perspectives, cultures, lifestyles, &amp; ways of knowing</td>
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<tr>
<td>Demonstrates a commitment to serving others</td>
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<tr>
<td>Ability to identify social justice issues arising in workplace</td>
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<tr>
<td>Willingness to respond &amp; address social justice issues in workplace</td>
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</table>

### Assessment & Evaluation Skills

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
<th>Comments (comment box can be expanded)</th>
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<tbody>
<tr>
<td>Ability to design, conduct, &amp; interpret program evaluations &amp; assessments</td>
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<tr>
<td>Demonstrates understanding and appreciation of ethical dimensions of research, assessment &amp; evaluation</td>
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**Additional Comments:** Please supplement this form with your assessment of learning activities specified on the intern’s professional development contract. Also, please feel free to comment on relevant abilities or skills not covered on this form or to expand on your brief comments above.

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**Site Supervisor’s signature:** ___________________________ **Date:** _________

**Intern’s signature:** ___________________________ **Date:** _________

**Instructor’s signature:** ___________________________ **Date:** _________
<table>
<thead>
<tr>
<th>Dispositions Rubric</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></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>
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<tr>
<td>Student meets all deadlines</td>
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<tr>
<td>Student attends class and is punctual for all professional obligations</td>
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<tr>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<tr>
<td>Student is able to work effectively with peers on assignments</td>
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<tr>
<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<tr>
<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<tr>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<tr>
<td><strong>Fairness</strong></td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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<tr>
<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
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<tr>
<td>Student exhibits active listening skills</td>
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<tr>
<td>Student is able to accept constructive feedback</td>
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<tr>
<td><strong>All students can learn</strong></td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences,</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences,</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences,</td>
</tr>
<tr>
<td></td>
<td>Student is sensitive to cultural differences</td>
<td>Student respects the diversity of learning styles</td>
<td>Student uses the framework of social justice in decision making</td>
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<td>--------------------------------------</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td>contextual influences, are capable of learning</td>
<td>are capable of learning</td>
<td>influences, are capable of learning</td>
<td></td>
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</tbody>
</table>