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Description & Learning Outcomes

The Internship in Higher Education course is intended to help you integrate theoretical and research coursework with the practice of higher education administration and to reflect on your own development as educators and professionals. This course is organized around the Higher Education Program's Learning Outcomes:

1. Reflective Leadership—what type of leader are you and how can you empower and lead others to promote a just and ethical society?

2. Commitment to Social Justice—how can we demonstrate our knowledge of and respect for diverse perspectives, cultures, lifestyles, and ways of knowing?

3. Analytical Inquiry—how can we use theoretical and empirical research to address and solve administrative and instructional problems in colleges and universities?

4. Research and Assessment—how do we incorporate various research and assessment tools into our professional practice?

5. Communication Skills—if you did your best professional speaking and writing what would that look like?

IDEA Objectives for this Course

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) MINOR
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures MINOR
- Learning to apply course material (to improve thinking, problem solving, and decisions) IMPORTANT
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course ESSENTIAL
Acquiring skills in working with others as a member of a team MINOR
Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) MINOR
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) MINOR
Developing skill in expressing oneself orally or in writing ESSENTIAL
Learning how to find and use resources for answering questions or solving problems MINOR
Developing ethical reasoning and/or ethical decision making MINOR
Learning to analyze and critically evaluate ideas, arguments, and points of view MINOR
Learning to apply knowledge and skills to benefit others or serve the public good MINOR
Learning appropriate methods for collecting, analyzing, and interpreting numerical information MINOR

IDEA Course Evaluation
This is a link to the IDEA Campus Labs website: http://luc.edu/idea/. Please use the Student IDEA Log In to complete your course evaluation at the end of the course.

Conceptual Framework

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

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

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

Syllabus Addendum Link
www.luc.edu/education/syllabus-addendum/. This link directs you to policies related to academic honesty, accessibility, ethics, and electronic communication.

Disposition Assessments
The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, fairness and a belief that all students can learn prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes. In this class I will submit your rating on LiveText at the end of the semester. The rubric can be accessed there.

Requirements and Expectations

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 you will approach one another with an ethic of care and developmental concern. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. You are expected to practice empathy and acknowledge multiple points of view.

Deadlines
This syllabus lists required reading and assignment due dates. I will hold you accountable to these dates. In this class, I will not thoroughly review material covered in the reading. Instead, I expect you to read/watch all required materials so that you are ready to dig deeper into the material for class and in your written assignments. As for assignments, timely completion allows me time to give you quality feedback before other future assignments. I cannot provide quality and timely feedback when I receive late assignments.

Email/ Sakai
Email and Sakai 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. Additionally, Sakai will be used as a source of continual updates about course material.

APA Style/ Writing
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. If you have significant concerns regarding your writing ability, you should consult the University Writing Center (http://www.luc.edu/tutoring/Writing_Center.shtml) for assistance.
Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. On-time submission of all assignments and online participation is expected so please plan accordingly. One (1) point will be deducted for each day that an assignment is past due and five (5) points will be deducted for each unexcused class absence. You should check Sakai to ensure the assignment was submitted.

I. Professional Development Contract (10 points)
You are unable to participate in internship without a signed contract from your supervisor and from me. The contract identifies specific and realistic learning goals for the internship as well as an agreement about how you will be evaluated at the end of the internship. Although the contract is signed; if you need to make changes, please obtain the approval of me and your site supervisor. **Final, signed copy is due on Sakai on May 23.**

II. Site Report Presentation (10 points)
The internship seminar provides an opportunity to learn about other higher education institutions and administrative units represented by the varied internship sites. You are asked to make a brief, audio and/or video presentation (e.g. Power Point/Prezi) on your internship site. **This is due on Sakai, June 6 on the Forum.** Your presentation should include:

- Institutional Mission
- Name of Administrative unit and Departmental/Unit Mission (if there is not one, mission of university will suffice)
- Brief description of the department/unit
- Educational/Professional Journey of Supervisor
- Brief description of your responsibilities
- Identified learning goals and projects for your internship
- Connection of goals/projects or mission to theory from previous class (e.g. student development, leadership)
- Additional, relevant information about this site and include at least two interesting facts!

Please be succinct, limiting your presentation to no longer than 10 minutes. **A copy of your presentation must be submitted via Sakai Assignments by 11:55pm on June 6.** I will assess the presentations based on the rubric on Sakai.

III. Reflection Piece (10 points)
Please reflect on your internship experience, what you are learning and insights you are gaining about the institution, its students, the unit, the professional staff with which you work, and your own professional growth and development. You are expected to identify connections between and make meaning from your internship practice, class readings, and readings on theory (e.g. leadership, organizational and governance, student development, among other theories) from additional courses. The theory should be fully described and you should detail the application of the theory in your internship description. You have the freedom to choose any of the formats below:

- Written reflection (4 minimum to 5 pages maximum)
- Photo elicitation (3 photos and 1000 words minimum to 5 photos and 1250 words
maximum)

- Online (audio or video presentation) (10 minimum to 15 minutes maximum)

The reflection piece should be submitted via Sakai by 11:55pm on **June 13**. I will assess the piece based on the rubric on Sakai.

**IV. Site Visit & Self-Evaluation Form (10 points)**

I will conduct a virtual site visit to your institution near the mid-point in class to meet with you and your site supervisor to discuss the progress of your internship. In addition, prior to the end of the term, both you and your site supervisor will complete an evaluation of your performance. Near the end of the semester, you are required to complete the “Student Self Evaluation Form.” Please offer a candid assessment of your performance, to date, according to the criteria outlined on this form. You and your site supervisor will meet at the end of your internship to compare and contrast the evaluations. You should submit signed copies of both your self-evaluation and your supervisor’s evaluation in PDF format to Sakai by 11:55pm on **June 27**. Once we have completed the site visit and I have received the evaluations documents I will allot the 10 points for this assignment.

**V. Reading & Participation (10 points)**

Participation is of the utmost importance. Closely tied to this expectation is the importance of reading comprehension. Participation can look different depending on the various ways in which people process information and interact with the world. Participation includes preparation for class online, fully answering questions posed to you, quality interaction with peers, and general engagement with the coursework. Reading comprehension includes demonstrated understanding of theories and literature that is evidenced in your comments in online or face-to-face class as well as all written and verbal assignments. You will assess yourself on reading comprehension and participation and adhere to the rubric found on Sakai. This is due **June 27** by 11:55pm on Sakai.

**VI. Attendance (20 points)**

Class attendance is of the utmost importance. I understand life happens: families experience emergencies, students become ill, among other issues. If you are not able to fully participate in our online sessions, you must communicate with me beforehand whenever possible. Unexcused absences and excessive lateness in meeting deadlines will affect your grade. If you miss more than one online session you may need to take the course another time. I will assess attendance based on your presence in all online class sessions and ability to meet deadlines.

**Evaluation and Grading:**

Evaluation for the Internship in Higher Education course is a shared responsibility. The site supervisor is expected to submit a written assessment after the requirements for the field experience have been fulfilled to the satisfaction of all involved parties (30% of final grade). You will also include a specific recommendation for a final grade on your Self- Evaluation Form as well as grade your own participation and reading. I will grade all other assignments. The distribution of points is provided below:
Professional Development Contract 10 points  
Site Report Presentation 10 points  
Reflection Piece 10 points  
Self-Evaluation & Site Visit 10 points  
Attendance 20 points  
Internship Supervisor Assessment 30 points *(assessed by site supervisor)*  
Reading & Participation 10 points *(assessed by you)*  
**Total 100 points**

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<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 94</td>
<td>A (93 - 90)</td>
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<tr>
<td>83 – 80</td>
<td>B- (79 - 77)</td>
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<tr>
<td>69 - 60</td>
<td>D (59 – 0)</td>
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**Evaluation criteria:**
You will be evaluated on the following criteria:
- Quality of on-site internship performance, including contributions and personal/professional growth demonstrated and recorded;
- Overall performance at your internship site including professional disposition, communication, leadership skills, analytical abilities, and commitment to social justice.
- Quality of performance in seminar, including quality of participation, writing, presentations, and all assignments.

**Class Readings**


You are required to read articles listed in the course schedule below by class time on that date. When reading, please keep the following aspects in mind:
- What are the central points to this reading?
- What is not clear or may be confusing to you?
- How does this reading relate to your prior experiences in higher education?
- How does this reading relate to your internship experience?

“What you want to be eventually, you must be every day. With practice, the quality of your deeds gets down to your soul.” (Crane)

**Sequence/Weekly Course Calendar**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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| May 23 | Asynchronous Online Class—Sakai Forum Introductions and Communication Skills | • Signed Professional Development Contract  
• Participate in Read Intro, Chapters 1-3 of Daring Greatly |
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<tr>
<th>Date</th>
<th>Event Description</th>
<th>Reading Assignments</th>
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| June 6     | Asynchronous Online Class—Sakai Forum | - View PowerPoint on Panopto  
- Read Chapters 4-6 of Daring Greatly  
- Participate in online forum |
| June 13    | Site Visits       | - Site Report Presentation  
- Reflection Piece  
- Facilitate Skype site visit with supervisor and Bridget |
| June 20    | Asynchronous Online Class—Sakai Forum | - Commitment to Social Justice  
- Hartnett (2001)  
- Roper (2013)  
- Participate in online forum |
| June 27    | Reflective & Ethical Leadership | - Casteen et al. (2007)  
- Humphrey et al. (2004)  
- Janosik et al. (2004)  
- Reybold et al. (2008)  
- View PowerPoint on Panopto  
- Self- Evaluation & Supervisor’s Evaluation (signed copies)  
- Class Participation & Reading Rubric  
- Complete Online Course Evaluation |

**Class Readings**


