Course Description: This course is designed to provide students with an opportunity to apply the practical, theoretical, and research-based coursework that they have already completed to a field experience. It will provide them with an opportunity to both reflect on how the knowledge and understanding that they have obtained so far may be utilized in a professional setting, and also with an opportunity to hone their skills as professionals within the field of educational policy. Given these intended outcomes, students are expected to choose an internship that will engage their interests, challenge their understanding, and expand their horizons.

Course Objectives: Students will create a focused, integrative experience within the field of cultural and education policy studies through which they will acquire new knowledge around national and/or international educational issues, the stakeholders involved, and how they meet the educational needs of children, youth, and adults. In addition, students will gain new administrative skills, integrate their classroom learning into their field experience, and develop their critical thinking skills through reading, writing, spoken observations, and ongoing formal and informal feedback.

School of Education Conceptual Framework: In keeping with the School of Education’s Conceptual Framework Standards of Social Action through Education, ELPS 265 is designed to provide students with an opportunity to actively engage within the greater community, applying their knowledge and understanding of their Cultural and Educational Policy Studies to critically evaluate and reflect upon aspects of their placement experience. Further, the internship enhances students’ ability, in keeping with SOE’s commitment to culturally responsive action, to engage in socially just and ethical practices within myriad and diverse communities. For further information, please see the CEPS CFS map and rubric in the Resources section of this course’s Sakai page.

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

Dispositions: All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: Professionalism, Inquiry, and Social Justice. Full transparency is critical to ensure that students are able to meet the expectations in this area. Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

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

1. **Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)**
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures (Important, not essential).
3. **Learning to apply course material (to improve thinking, problem solving, and decisions).**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team (Important, not essential).
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.) (minor).
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) (minor).
8. Developing skill in expressing oneself orally or in writing (Important, not essential).
9. Learning how to find, evaluate and use resources to explore a topic in depth (Important, not essential).
10. Developing ethical reasoning and/or ethical decision making (Important, not essential).
11. Learning to analyze and critically evaluate ideas, arguments, and points of view (Important, not essential).
12. **Learning to apply knowledge and skills to benefit others or serve the public good.**
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information (minor).

**The Internship:** Each student will be responsible for finding their own placement, resources for which are available to aid the student in this search via the course instructor and Loyola’s Office of Experiential Education. When searching for a placement, students may consider, among others, the following locations: museums, non-profit organizations, NGOs, school-based after school programs, school day programs, departments and organizations within the LUC community, community centers, educational policy institutes, religious groups, government offices, and other organizations not delineated here. The work at any one of these given sites may focus then within the following areas: educational programming, international development, humanitarian aid, fundraising, grant writing, policy formation, program development, program evaluation, and advocacy. **The site location must be approved by the course instructor.**

In presenting a proposed internship site to the instructor, students are expected to make a careful and thoughtful case as to how a proposed field-based learning experience will contribute to the learning objectives of the course and the student’s own individual learning objectives. Students are expected to spend a minimum of 120 hours at their internship site for its duration. In addition, students participating in ELPS 265 will be expected to meet with the instructor and other students in the course on a tri-weekly basis throughout the semester, and to also complete written assignments and assigned readings.

**Student Responsibilities, include:**

- Conducting an information interview with a potential site supervisor to explain the role and function of the internship in CEPS, including sharing your ideas as to learning expectations and ideal experiences.
Preparing 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.

- Keeping track of their hours at their internship site.
- Conducting themselves in a professional manner at-all-times while at the internship site and in class.
- Taking responsibility for scheduling and participating in bi-weekly supervision meetings with your internship site supervisor.
- Attending, and participating, in all tri-weekly course meetings as scheduled.
- Taking responsibility for regularly checking email for communications from both the course supervisor and the site supervisor.
- Preparing written reflective narrative(s) of your internship experience and performance throughout the course, with special emphasis on what you are learning and how this learning has influenced your views of education policy and practice.
- Scheduling and conducting two on-site visits between yourself, the course instructor, and your internship supervisor.
- Sending a formal thank you letter to the site supervisor.

**Site Supervisor Responsibilities**, include:

- Assisting the student in designing an optimal learning experience addressing the student’s need for knowledge specific to their learning goals and the CEPS program, professional skill development and enhancement, and socialization as a new professional in the field.
- Assisting the student in preparing and finalizing this Professional Development contract that outlines measurable, realistic and unambiguous learning goals and objectives.
- Assuming primary day-to-day supervision responsibility for the student and personally approving in advance any work that may be delegated to the student by other office/organization staff.
- Introducing the student to office staff and those with whom the student may have contact with during the internship.
- Structuring and monitoring the professional work environment for the student, creating the setting for optimal learning.
- Complying with generally accepted ethical workplace standards.
- Meeting at least one half-hour every 2 weeks in a private session with the student to provide feedback about work completed or in progress.
- Providing the Loyola course instructor with feedback about the student’s progress (or lack thereof) and bringing to the course instructor’s attention immediately any serious concern about the student and/or their work.
- Conducting a summative performance evaluation of the student’s work, including meeting together with the student and the course instructor on-site to hear the student’s self-evaluation and critique of the experience.

**Assessment of Learning**

**Internship Participation (40%)**: Participation, engagement throughout, is essential to your success within this class and includes the time that you will spend at your placement, including coordination of my site visits, your time sheet, and your attendance of and participation in our tri-weekly course meetings, as well as your individual meetings with me. And, as we do meet so infrequently, maintaining a timely response to any intervening email communication. Further, in addition to my assessment of your participation, included in this category will be the assessment of your participation by your supervisor at your internship site.
A note regarding our triweekly course meetings. These are intentionally coordinated so that we can all meet at the same time to provide an opportunity for members of the class to learn from one another. Thus, in addition to attending regularly, you will be expected to share about the progress of your internship. Finally, while not extensive, you may occasionally have short reading assignments to prepare you for our meetings. These will be used to both enhance our conversation and/or to support you in your written assignments, and potentially your internship placement.

For further understanding of those qualities on which your participation grade will be assessed, please refer to the Student Responsibilities, section located within this syllabus.

**Internship Written Assignments (60%)**: Over the course of the semester you will have a series of written assignments designed to encourage your engagement with, and foster your reflection on, your internship. They include the following:

- **Journal – 50%**
  - Weekly Journal – 20%
  - Initial Internship Reflection – 10%
  - Work place Culture and Mid-Point Reflection – 10%
  - Final Internship Reflection and Interview – 10%
- **Five jobs Assignment – 5%**
- **Internship Contract – 5%**

For each assignment, I will outline requirements when I post its description, including questions for you to consider, and I will also include a breakdown of how the assignment will be assessed. However, in general practice, please always keep in mind that I am looking to see what you are learning from your experience with your internship, and how you are then synthesizing what you are learning with what you already know, drawing conclusions from the past and making predictions for the future. Thereby, your writing should strive towards clarity, detail, and consideration in delineating your thoughts. I am looking to see how you are thinking about your internship and what you are taking away from it. In addition, please note that basic principles of grammar, punctuation, spelling, structure, and organization, will always apply.

**Important Dates:**
- Aug. 31st – 1st Group Meeting
- Sep. 10th – Initial Internship Reflection DUE
- Sep. 20th – First site visit completed; signed contract is DUE at the time of your visit
- Sep. 28th – 2nd Group Meeting
- Oct. 15th – Work Place Culture and Mid-Point Reflection DUE with journal: first seven weeks!
- Oct. 15th – 3rd Group Meeting
- Nov. 2nd – 4th Group Meeting
- Nov. 12th – Five jobs description DUE
- Nov. 16th – 5th Group Meeting
- Dec. 7th – 6th Group Meeting
- Dec. 8th – Time sheets DUE
- Dec. 12th - Final Reflection and final journal entries DUE

*Please note that I will be completing two site visits to your internship on a day that you are working. As I will be a visitor at either your school or organization and will want to meet with your supervisor, you will be responsible for coordinating a date and time that will work both with my schedule and your supervisor’s schedule at your placement.*
**All assignments will be due by 11:55 p.m. to Sakai on the day that they are due.**

*** Please also note that assignments are arranged in a particular order and coordinated to fall at specific stages of your internship. Therefore, it is important that they are turned-in on-time while your reflection on that stage is fresh. If, however, you are going to miss a deadline, please let me know in advance with a new deadline and we will discuss an extension. If you turn-in an assignment late without notice, your grade for that assignment will be penalized one letter grade.

**Grading Distribution:**

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**Absences:** If you know that you will be absent for one of our triweekly meetings, please do your best to let me know well in advance. If, however, this is not possible, you will be responsible for re-scheduling this missed class at another time to meet with me.

If you know that you will be absent from your internship placement, please be in contact with your supervisor there as soon as possible and make sure that you confirm that your notice of your absence has been received. You will be responsible for making-up the time.

**Communication with me:** The best way to reach me is via email. Though, I am not generally available over the weekend. I do check email multiple times throughout the day during the week and will respond to you within 24 hours. If your email requires immediate attention, including over the weekend, please note this in the subject line.

**Additional University Policies Regarding this Course**

*Diversity Statement:* In this course, students will engage through field-based practical work experience with the diverse populations that characterize educational institutions domestically in the United States and/or around the globe. In reflecting on the professional competencies that students develop, students will be expected to focus attention on the ways that their understanding of both themselves and of issues of educational policy and practice have been shaped through these interactions with diversity.

*Technology Statement:* Students in this course will be expected to learn and utilize a range of online learning and collaboration tools for any course meeting sessions that will be conducted in either synchronous or asynchronous online formats. In addition, students will be expected to identify and master the technological

Regarding use of technology during our class meeting times, as we will meet only once every three weeks, and for just an hour during those sessions, unless a need for them is indicated by myself, all electronic devices should be put away. However, if there are extenuating circumstances that require you to be available via phone or email, please let me know ahead of our class meeting.
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

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

Syllabus Addendum Link
• www.luc.edu/education/syllabus-addendum/

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

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.