Loyola University Chicago  
School of Education  

ELPS 527-002: Internship in Higher Education  
Fall 2017  
Select Thursdays, 7:00PM – 9:30PM  
Corboy Law Center, Room 326

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Water Tower Campus  
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Phone: 312-915-6855  
Office Hours: Please email to schedule an appointment

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) MINOR
- Learning fundamental principles, generalizations, or theories MINOR
- Learning to apply course material (to improve thinking, problem solving, and decisions) ESSENTIAL
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course IMPORTANT
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
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures 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 IMPORTANT
Learning how to find and use resources to explore a topic in depth MINOR
Developing ethical reasoning and/or ethical decision making
Learning to apply knowledge and skills to benefit others or serve the public good ESSENTIAL
Learning appropriate methods for collecting, analyzing, and interpreting numerical information MINOR

IDEA Course Evaluation
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. When you receive an email alerting you that the evaluation is available, please 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.

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/. 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.

This course adheres to the SOE Conceptual Framework Standard (CFS)
• CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

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**, a spirit of **inquiry** and enact **social justice** prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes. In this class you will assess yourself mid-way through the semester and submit the rubric found on Sakai. I will provide feedback to you at that time and then submit your rating on (LiveText) at the end of the semester. 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.

**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 the classroom, I do 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.

**Cell Phones/ On Call**
If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room in an undistruptive manner. Texting and/or emailing are not allowed during class as a matter of respect to the learning community.
Should you be on call as part of professional or graduate assistantship responsibilities, please advise me at the start of the semester. It is also a good idea to have a conversation with your supervisor and staff to help them understand that you are a student and interruptions during class time should be on an emergency basis only.

**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](http://www.luc.edu/tutoring/Writing_Center.shtml)) for assistance.

**Assignments**

Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. On-time submission of all assignments and seminar 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.

1. **Professional Development Contract (5 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 August 31.**

2. **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 presentation (e.g. Power Point/Prezi) on your internship site at our class meeting on **September 21**. 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 with an additional few minutes for questions. A copy of your presentation must be submitted via Sakai Assignments by 11:55pm on September 21. I will assess the presentations based on the rubric on Sakai.

III. Reflection Piece (5 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 on Forum or Voice Thread (10 minimum to 15 minutes maximum)

The reflection piece should be submitted via Sakai by 11:55pm on November 2. I will assess the piece based on the rubric on Sakai.

IV. Resume, Cover Letter and Interview (10 points)

On November 16, you will participate in a Mock Interview Fair in Regents Hal, 16th floor of Lewis Towers on the Water Tower Campus. Professionals from Chicago area institutions of higher education will conduct interviews with students and provide feedback on students’ resumes and cover letters. This is a wonderful opportunity for you to gain experience in the job search process. You will select two job announcements of your choice and will be required to develop a resume and cover letter tailored to each specific job. The two job postings should be positions for which you would be qualified once you complete your degree.

Your resume and cover letter should be well written and free of grammatical errors as well as reflect the specific requirements of the position and the culture of the institution. Dr. Deb Martin, instructor for the second section of the internship course will coordinate the scheduling of interviews, interviewers, and interviewees.

One essential part of a successful professional search is to gather and integrate feedback on your materials from a variety of sources. As such, this assignment has several requirements:
• Submit an electronic copy of your cover letter, resume and job posting for one of your positions to Sakai and via email to your critique partner. This should be submitted no later than 11:55pm on October 12 and should be in a word document format.

• Review the resume and cover letter of your critique partner(s) and send your feedback to Sakai and to your partner via email no later than 11:55pm on October 19. I recommend you provide this feedback via track changes.

• After reviewing feedback and making changes, submit your final copies of your resume, cover letter and job posting. These should be submitted in two pdf files, with each file containing the job posting, cover letter specific to that job, and your resume. Please label the file with your first initial, last name, and name of school from the job posting (e.g., BKelly Hampshire College, BKelly Loyola University). These should be submitted to Sakai no later than 11:55pm on November 2.

V. Self-Evaluation Form (5 points)
I will make a site visit to your institution near mid-semester 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 November 30. Once I have received these documents and reviewed them I will allot the 5 points for this assignment.

VI. Learning Outcomes Presentation (10 points)
During the last class session, which will be asynchronous and online, you will present how you achieved your learning outcomes. Each presentation should be no more than 10 minutes in length and should include the following:

1) Name of Institution and functional administrative unit
2) Defined learning outcomes for the internship experience as well as any additional learning outcomes agreed upon with your supervisor during the course of the internship
3) Two specific examples of how the learning outcomes were achieved, or an explanation of why the learning outcomes were not achieved
4) Two specific examples of how you integrated class readings, and theory or saw examples of theories you have studied in the program being integrated into practice.

You are expected to create a PowerPoint/Prezi presentation and must submit the presentation via Sakai Forum or Voice Thread and under Assignments by 11:55pm on December 7. I will assess your presentation based on the rubric found on Sakai.

VII. 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 either online or in person, active listening, 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 using rubric on Sakai. This is due December 7 by 11:55pm on Sakai.

VIII. Attendance (15 points)
Class attendance is of the utmost importance. I understand life happens: families experience emergencies, students become ill, among other issues. If you need to miss class, you must communicate with me beforehand whenever possible. Additionally, excessive tardiness can disturb the classroom environment, so please arrive at class on time. Unexcused absences and excessive tardiness will affect your grade. If you miss more than two class sessions you may need to take the course another semester. I will assess attendance based on your presence in all in person and online class sessions.

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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Professional Development Contract</td>
<td>5</td>
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<tr>
<td>Site Report Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Reflection</td>
<td>5</td>
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<tr>
<td>Interview, Cover Letters, Resume</td>
<td>10</td>
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<tr>
<td>Self-Evaluation</td>
<td>5</td>
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<tr>
<td>Attendance</td>
<td>15</td>
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<tr>
<td>Internship Supervisor Assessment</td>
<td>30</td>
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<tr>
<td>Learning Outcomes Presentation</td>
<td>10</td>
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<tr>
<td>Reading &amp; Participation</td>
<td>10</td>
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</tbody>
</table>

Total 100 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Letter</th>
<th>Range</th>
<th>Letter</th>
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<tr>
<td>A</td>
<td>93 - 90</td>
<td>A-</td>
<td>89 - 87</td>
<td>B+</td>
<td>86 - 84</td>
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<tr>
<td>B-</td>
<td>79 - 77</td>
<td>C+</td>
<td>76 - 74</td>
<td>C</td>
<td>73 - 70</td>
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<td>D</td>
<td>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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>August 31</td>
<td>Introductions and Communication Skills</td>
<td>• Signed Professional Development Contract</td>
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<td></td>
<td>• Read Intro, Chapters 1 and 2 of Daring Greatly</td>
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<tr>
<td>September 21</td>
<td>Read Chapters 3 and 4 of Daring Greatly</td>
<td>• Site Report Presentations on Sakai and in class</td>
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<tr>
<td>October 12</td>
<td>Research &amp; Assessment and Analytical Inquiry</td>
<td>• Cover Letter, Resume &amp; Job Posing due</td>
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<td>• Inkelas (2004)</td>
<td>• Mid-semester Disposition Rubric</td>
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<td>• Crockett et al. (2007)</td>
<td>• Schedule site visit for October 11-November 3</td>
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<td>• Museus (2008)</td>
<td>• Oct 19 Review of Career Materials due</td>
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<td></td>
<td>• Read Appendix Chapter of Daring Greatly</td>
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| November 2 | Commitment to Social Justice  
- Hartnett (2001)  
- Roper (2013) | Reflection due  
- Final copies of Career Materials due  
- **November 16 Mock Interview Fair** |
| November 30 | Reflective & Ethical Leadership  
- Casteen et al. (2007)  
- Humphrey et al. (2004)  
- Janosik et al. (2004)  
- Reybold et al. (2008) | Self- Evaluation & Supervisor’s Evaluation (signed copies)  
- Complete Online Course Evaluation |
| December 7 | Asynchronous Class- Sakai Forum  
- Read Chapters 5 and 6 of Daring Greatly | Learning Outcomes Presentations  
- Class Participation & Reading Rubric |

**Class Readings**


