Instructor Information

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Description and Learning Outcomes

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. 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 and Course Evaluation

- 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

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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/](http://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. We 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.

**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**.

**Requirements and Expectations:**

**Preparation and Participation**

Much of the learning for this course is emerged from group discussion and student engagement with each topic. Student participation in discussions and learning activities is critical not only for the individual student’s learning but also for the class development and dialogue. Students should discuss assigned readings/topics with their supervisor, utilizing the question proms for discussion and conversation.

**Attendance**

We will only be meeting in person a few times this semester, which makes attendance absolutely essential. You must be present to engage fully in the course content for in-class meetings. I understand that sometimes life priorities can make this challenging. *However, the expectation is that you will be present for the full class session.* Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your
peers. Please notify the instructor via email prior to the start of class should you need to be absent.

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 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.

Cell Phones/ On Call

If you bring a cell phone or pager 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 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. It is vitally important for professionals to have strong verbal and written communication skills. All written work through the lens of professionalism (e.g., the writing should: be clear, concise, free of errors, address the topic(s) thoroughly, engage the reader, and meet or exceed the goal of the assignment). If a student has significant concerns regarding their writing ability, they should consult the University Writing Center (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 absence. Please check Sakai to ensure the assignment was submitted.
I. **Professional Development Contract (0 points)**

Students are unable to participate in internship without a signed contract.

You are unable to participate in internship without a signed contract from your supervisor and me. 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 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 no later than 11:55pm on September 7.

II. **Twitter Engagement (10 points)**

Social media can be an engaging tool to enhance engagement with students and other professionals and to increase your exposure to professional ideas and resources. You are asked to tweet at least once a week beginning on September 7 and ending on December 7 and to engage (when appropriate) with your classmate’s tweets. Topics may include – events going on at your internship site, sharing professional articles, posing questions to the class, and/or commenting on current events in higher education. Students should provide meaningful contributions to the twitter backchannel (#ELPS527)

III. **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 on their internship site at our class meeting on September 21, 2017. Your presentation should include:

- Institutional overview (type of IHE, size/enrollment, mission, student body, unique characteristics)
- Divisional description and Org Chart (does the department report to Student Affairs, Academic Affairs, and structure of Division, staffing)
- Brief description of the department where you will be interning (supervisor’s name and title, mission, staffing, goals)
- Educational/Professional Journey of Supervisor
- Brief description of why you chose the internship site
- Identified learning goals and projects for the internship
- Connection of goals/projects or mission to theory from previous class (e.g. student development, leadership)
- What are your hopes? Fears for this experience?
- Additional, relevant information regarding this site include at least two interesting facts!

Please be succinct, limiting your presentation to no longer than 8 minutes. Please also submit your presentation to Sakai by 5:00pm on September 21.

III. **Resume, Cover Letter and Interview (10 points)**
On November 16, we will facilitate a Mock Interview Fair. 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. I 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(s). 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 both me and your partner(s) 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., Dmartin Hampshire College, DMartin Loyola University). These should be submitted to Sakai no later than 11:55pm on November 2.

IV. Reflective 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 either of the formats below:

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

The reflection piece should be submitted via Sakai no later than 11:55pm on November 9.

VI. Self-Evaluation Form (5 points)
I will make a site visit (either via telephone or in person) to your institution at mid-semester to meet with you and your site supervisor to discuss the progress of your internship. These will occur **October 10-20, 2017**. I will send a signup genius and ask that you verify a time with our supervisor.

In addition, prior to the end of the term, both you and your site supervisor will complete an evaluation of you. Prior to end of the semester, students are required to complete the “Site Supervisor evaluation form” (this has been posted to the course website under “course documents”). Please offer a candid assessment of your performance, to date, according to the criteria outlined on this form.

**Please submit your completed self-evaluation form to the instructor via Sakai before sharing it with your site supervisor, and no later than 11:55pm on November 16.** If this step is not followed, you will not receive any points on the assignment. The instructor will read your self-evaluation form promptly and, if necessary, provide suggestions for content and editing changes. If revisions are requested, you may be asked to submit an updated, final copy to the instructor before sending your self-evaluation form to your site supervisor.

You and your site supervisor will meet at the end of your internship to compare and contrast the evaluations. Submit signed copies of both your self-eval and your supervisor’s evaluation in PDF format no later than 11:55pm on **December 7**. Once I have received these documents and reviewed them I will allot the 5 points for this assignment.

**VIII. Learning Outcomes Presentation (10 points)**

During the last class session, **December 7**, you will present on your internship experience and how you achieved your learning outcomes. Each presentation should be no more than 10 minutes in length and should include the following:

- Short review of your site and projects for the semester.
- What was the most impactful part of your internship experience? Why?
- What did you learn from your internship experience about what you most --and least -- enjoy about student affairs/higher education?
- What surprised you most about your internship experience? Why?
- How has your understanding/viewpoint of the student affairs/higher education profession changed or evolved during your internship?
- Describe how your learning outcomes were achieved and explain any that were not achieved and why.
- What insights did your internship experience shed on your professional strengths and growth areas – describe them and how your internship helped to illuminate or reinforce them?
- Provide at least two examples of how you or your department connected specific theories to practice.
- What advice would you give an intern who was taking over your role next semester in order to be successful and to gain the most from the experience.
• In light of these various learnings, discuss 2 – 3 concrete steps that you plan to continue to address in your professional learning and growth as higher education professional over the next 3-5 years.
**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 class participation. I will grade all other assignments.

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.

The distribution of points is provided below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Supervisor Assessment</td>
<td>30 points <em>(assessed by site supervisor)</em></td>
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<tr>
<td>Site Report Presentation</td>
<td>10 points</td>
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<tr>
<td>Reflection</td>
<td>10 points</td>
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<tr>
<td>Resume and cover letters</td>
<td>10 points</td>
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<tr>
<td>Self-Evaluation</td>
<td>5 points</td>
</tr>
<tr>
<td>Learning Outcome Presentation</td>
<td>10 points</td>
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<tr>
<td>Twitter Engagement</td>
<td>10 points</td>
</tr>
<tr>
<td>Class Participation/Attendance</td>
<td>15 points</td>
</tr>
</tbody>
</table>

**Total** 100 points
The following point spread will be used to determine the final course grade

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 94</td>
<td>A</td>
</tr>
<tr>
<td>93 - 90</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 87</td>
<td>B+</td>
</tr>
<tr>
<td>86 - 84</td>
<td>B</td>
</tr>
<tr>
<td>83 – 80</td>
<td>B-</td>
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<tr>
<td>79 - 77</td>
<td>C+</td>
</tr>
<tr>
<td>76 - 74</td>
<td>C</td>
</tr>
<tr>
<td>73 - 70</td>
<td>C-</td>
</tr>
<tr>
<td>69 - 60</td>
<td>D</td>
</tr>
<tr>
<td>59 – 0</td>
<td>F</td>
</tr>
</tbody>
</table>

**Class Readings:**

We will discuss potential topics to discuss for class sessions 3 and 4 and then I will assign relevant readings. Students should offer to provide supervisors with the readings. They should also discuss the seminar topics, prompt questions and case studies (as appropriate) with site supervisors. Readings are listed in the Weekly Course Calendar on Sakai.
**Weekly Course Calendar:**

This schedule is for your convenience only. You are responsible for reviewing Blackboard for additional assignment guidelines.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT(S) DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31/17</td>
<td><strong>Class #1:</strong> Introductions, Class Overview</td>
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<tr>
<td>9/7/17</td>
<td><strong>No Class Meeting</strong></td>
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<tr>
<td>9/14/17</td>
<td><strong>No Class Meeting</strong></td>
<td></td>
</tr>
<tr>
<td>9/21/17</td>
<td><strong>Class #2:</strong> Site Report Presentations and</td>
<td>Site Report Presentations – please upload presentation to Sakai by 5:00pm</td>
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<td></td>
<td>Internship Reflection</td>
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<tr>
<td>9/28/17</td>
<td><strong>No Class Meeting</strong></td>
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<tr>
<td>10/5/17</td>
<td><strong>No Class Meeting</strong></td>
<td></td>
</tr>
<tr>
<td>10/12/17</td>
<td><strong>Class #3</strong></td>
<td>--Submit Draft of Cover Letter and Resume to Sakai and critique partners</td>
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<td></td>
<td>--Readings TBA</td>
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<tr>
<td>10/19/17</td>
<td><strong>No Class Meeting</strong></td>
<td>Return feedback of draft Cover Letter and Resume to Sakai and Critique partners</td>
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<tr>
<td>10/26/17</td>
<td><strong>Class #4</strong></td>
<td>--Readings TBA</td>
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<td>--Possible Job Search panel</td>
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<tr>
<td>11/2/17</td>
<td><strong>No Class Meeting</strong></td>
<td>Submit Final Copy of Cover Letter, Resume and Job Announcement to Sakai</td>
</tr>
<tr>
<td>11/9/17</td>
<td><strong>No Class Meeting</strong></td>
<td>Reflection Piece Due</td>
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<tr>
<td>11/16/17</td>
<td><strong>Class #5:</strong> Mock Interview Fair – Regents</td>
<td>Submit draft copy of self-evaluation</td>
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<td></td>
<td>Hall</td>
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<tr>
<td>11/23/17</td>
<td><strong>No Class Meeting</strong></td>
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<tr>
<td>11/30/17</td>
<td><strong>No Class Meeting</strong></td>
<td></td>
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<tr>
<td>12/7/17</td>
<td><strong>Class #6:</strong> Final Presentations</td>
<td>• Final Presentations</td>
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<tr>
<td></td>
<td></td>
<td>• Submit signed copy of self-evaluation and supervisor’s evaluation.</td>
</tr>
</tbody>
</table>
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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.