ELPS 265: Cultural and Educational Policy Studies Minor, Internship
Fall 2018

Instructor: J. R. Allison
Email: jallison1@luc.edu
Office Hours: By appointment

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 offer students an opportunity to reflect on how the knowledge and understanding that they have obtained so far may be utilized in a professional setting, and it will also give them an opportunity to hone their skills as professionals within the field of education policy. Further, it will provide students with an opportunity for in-depth engagement with matters of education policy as relates to their internship placement. 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 educational policy studies through which they will acquire new knowledge around national and/or international education 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 observation, and ongoing formal and informal feedback. Students will also support one another in their learning.

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 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 the 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 on Professionalism, Inquiry, and Social Justice. Full transparency is critical to ensure that students are able to meet the expectations in this area. You can find the rubric for these dispositions on LiveText, and also on Sakai under the course title ELPS 265, the “Resources” tab, folder: “CEPS Resources.”

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 Center for Experiential Learning. 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 should focus 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 between 120 and 150 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 regularly 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 class 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.

**Course Requirements**

**Ongoing Internship Participation:** Participation and engagement throughout are essential to your success within this course, including: the time that you will spend at your placement, coordination of my site visits, completion of your internship contract, completion of your time sheet, your attendance at and participation in our regular class meetings, and, as we do not meet weekly, maintaining a timely response to any intervening email communication relating to this course. Participation during class-
time entails arriving on-time, being prepared to share-out on your internship experience thus far, as well as your related coursework, and then also engaging in discussion and supporting other members of the class in their internship experience. Further, in addition to my assessment of your participation, included in this category will be the assessment of your participation and professionalism at your internship by your site supervisor.

**Ongoing - The Reflective Journal:** You will be asked to keep a weekly journal throughout the length of your internship. This is a space for you to record and to reflect on the events of your day-to-day activities at your placement - including challenges and successes, the exciting and mundane, and insights and questions, as they come to you. In addition, the journal is intended to be a space for you to make connections between the work that you are doing and also educational policy areas that are of interest to you. Further, the journal will serve as a resource for you to return to at the end of the semester when you write your final reflection and review of your progress. These should be submitted on the Sunday evening following the week at your placement. Each entry is assessed for completion and should be 400-500 words.

**Ongoing - Policy Articles/Review of Literature:** In order to better support your learning at your placement and to further enrich its connection with education policy, you will be asked to collect five current articles written on the policy area in which you are working and to conduct a short review of the debate within this field and its prospects moving forward. Your final assessment of the debate will be due at the end of the semester and will be assessed as a part of your final essay for this course.

In the interim, in order that you may reflect as you are working at your internship, I am going to ask that you share one article at each of our class meetings. You do not need to write anything (though you may wish to order that you have the material ready for you to access at the end of the semester). Rather, sharing an article will entail giving a summary of its argument and then offering any connections between what you have read and your experience at your placement to that point. In addition, ahead of this meeting you will need to post your article to Sakai so that others can review it before class. During class, we will take time for discussion and give an opportunity for others to ask questions of your research. This part – sharing-out – will assessed as part of your participation grade for this course.

**Setting Goals for Your Internship:** At the start of your placement, you will be asked to write a short essay reflecting on what you hope to gain from your internship. Your reflection should include consideration for both the professional growth and increased academic understanding within educational policy that you hope to attain. For this assignment, you will be asked to identify three specific goals that you will periodically check-in on throughout and then return to at the close of the semester. This reflection expected to be 600-800 words. Greater detail concerning this assignment and its assessment may be found on Sakai.

**Mid-Term - Work-Place Culture Assignment:** Around the mid-point of the semester, you will be asked to write an essay reflecting on the work-place culture of the place where you have been interning. The aim of this assignment is to give you an opportunity to reflect on the importance of environment in shaping the workplace experience. In addition, it will provide you with an opportunity to think about what characteristics you would like to have included at any company, organization, school, museum, etc. where you might one day hope to work. Further, this essay is an opportunity for you to check-in on the progress that you are making toward the goals that you will have set at the beginning of the semester and to consider in general how your internship is progressing. I will post a lengthier explanation to Sakai two weeks prior to the mid-term.
**Five Jobs Assignment:** for this assignment you will be asked to do a bit of research, collecting information on five different jobs that you might pursue based on the skills and knowledge that you have gained from your placement and your coursework. In the field of education, we tend to think of schools first when we consider workplaces. However, there are numerous places where one might find themselves when it comes to having a background in education policy. These include but are not limited to: central education offices, non-profit organizations, philanthropic foundations, museums, and government agencies. As such, I will encourage you to think creatively when it comes time to completing this assignment. For its final form, you are to have collected five summaries that convey the responsibilities of each job and how it fits with both your interests and qualifications. Each summary should be 250-350 words - more detail regarding this assignment will be made available on Sakai.

**Final Essay:** For your final assignment in this course you will be asked to write an essay that reflects on your overall experience at your internship, as well as what you have learned about education policy over the course of the semester. This essay is to be informed by what you have collected in your journal and your experience at your placement, our class meetings, and then also the policy articles that you read for and shared with the class. In addition, you will make a final assessment on your progress toward the goals that you established for yourself at the beginning of the semester and also consider how you will apply the work you have done for this course moving-forward. Greater detail about this assignment, as well as a rubric, will be posted to Sakai.

**Assignment Due Dates:**
September 16th - Goal-Setting Essay
October 14th - Work-Place Culture Essay and Reflective Journal: first set of entries
November 18th - Five Jobs Assignment
December 9th - Reflective Journal: second set of entries
December 13th – Final Essay

**Evaluation of Assignments:**
Internship/Class Participation .................. 45%
Reflective Journals ................................. 20%
Goal-Setting Essay ................................. 5%
Mid-Term - Work-Place Culture Essay ...... 10%
Five Jobs Assignment ............................ 5%
Final Essay ................................. 15%

**Grading Distribution:**
A: 100-93%  C+: 79-77%
A-: 92-90%  C: 76-73%
B+: 89-87%  C-: 72-70%
B: 86-83%  D: 69-60%
B-: 82-80%  F: 59% and below
**Additional Information:**

**Absences:** If you know that you will be absent for one of our meetings, please do your best to let me know well in advance. You will be responsible for re-scheduling this missed class to meet with me at another time. 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:** I will do my best to respond to your emails within 24-hours during the week. Over the weekend, I try however to disconnect from being online too much and you should expect my reply on Monday. If your email is time-sensitive, please indicate this in the subject-line.

**Technology:** Regarding use of technology during our class meeting times, unless a need for them is indicated 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.

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**Course Schedule**

(subject to change to best meet the needs of the class)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>August 30th</td>
<td>Class: 4:00 p.m. – 5:30 p.m. (IC, Room 312)</td>
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<tr>
<td>September 13th</td>
<td>Class: 2:30 p.m. – 4:30 p.m. (in the IC)</td>
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<tr>
<td>September 16th</td>
<td><strong>Goal-Setting Essay – due by 11:55 p.m.</strong></td>
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<tr>
<td>September 25th</td>
<td>Class: 2:30 p.m. – 4:30 p.m. (in the IC)</td>
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<tr>
<td>October 11th</td>
<td>Class: 2:30 p.m. – 4:30 p.m. (in the IC)</td>
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| October 14th | **Journals (first-batch) – due by 11:55 p.m.**
  **Mid-Term Workplace Culture Essay – due by 11:55 p.m.**  |
| October 25th | Class: 2:30 p.m. – 4:30 p.m. (in the IC)   |
| November 6th | Class: 2:30 p.m. – 4:30 p.m. (in the IC)   |
| November 18th | **Five Jobs Assignment – due by 11:55 p.m.** |
| November 29th | Class: 2:30 p.m. – 4:30 p.m. (in the IC)   |
| December 9th | **Journals (second-batch) – due by 11:55 p.m.**  |
| December 13th | **Final Reflective Essay – due by 11:55 p.m.**

*Please note that we have discussed the possibility of adding another class between November 18th and December 9th – we will return to this later in the semester. In addition, at that time we will look at*
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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.