ELPS 564: Educational Policy Internship  
Fall 2021

Instructor

David Castro, PhD Candidate, M. Ed  
Adjunct Professor  
Cultural and Educational Policy Studies

E-mail: dcastro@luc.edu  
Office Hours: By appointment via Zoom

Responsiveness: You can expect a response to any emails within a 24-hour time from when you send communication.

Group or Class MTGS: All course meetings will be held on zoom, unless students prefer in person.

Zoom link: https://luc.zoom.us/j/3179310095

GENERAL INFORMATION

School of Education Commitment - COVID-19
Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *cura personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID-19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any
accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Required Personal Safety Practices:* We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol:* In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

**SOE Vision**

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

**School of Education Mission**

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.
Conceptual Framework and Conceptual Framework Standards

Each syllabus is required to have a statement explaining how the SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses diversity and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- 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.

Syllabus Addendum Link

https://www.luc.edu/education/academics/syllabi/

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

**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 and Digication**

All students, except those who are non-degree, may 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](#).

[Digication](#) is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

*Privacy Statement*

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**COURSE INFORMATION**


Course Description & Objective
This course is designed to support students during their internship placement. The seminar will help students structure their education policy internship experience through the development of goals and objectives, offer students an opportunity to reflect on how the knowledge and understanding they have obtained in coursework applies to a professorial setting, and it will provide students with the skill to develop and complete personalized performance evaluations. The goal of this field-based learning experience is to engage students’ professional interests while expanding and contextualizing the students’ classroom-based learning on matters related to education policy.

The Internship
The expectation is that a student will spend 120-150 hours in a work setting related to educational policy. We define this broadly. Internships can be undertaken in school district offices, nonprofit organizations, foundations, political offices, colleges or universities, and arts organizations, but this is not an exhaustive list. The overarching goal is that this field-based learning experience will complement the student’s learning and contribute to his or her overall professional goals. Frequently in their internships, CEPS students take on special projects that help to advance the mission of the institution/organization and also provide the student with the opportunity to take responsibility for executing a particular professional task.

The responsibility for finding and negotiating an internship placement rests with the student. All internship placements must be approved in advance by the faculty instructor. Internship work completed prior to approval will not count toward CEPS M.Ed. degree completion. Likewise, internships conducted at a student’s place of employment must be in a different department, under a different supervisor, and must be in addition to the student’s regular work hours. Each student should have a primary Site Supervisor who agrees to assist the student in designing an optimal field experience that addresses the student's need for knowledge and skill acquisition. The site supervisor also agrees to ensure that the student-intern's working experience complies with generally accepted ethical standards and to schedule regular one-on-one meetings with the student-intern to provide formative feedback and contribute to the intern’s professional growth.

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, completion of your internship contract, completion of your time sheet, your attendance at and participation in our 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, completing any readings, being prepared to share-out on your internship experience thus far, as well as your related coursework, and 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 — Readings: I will periodically assign readings in preparation for class and for assignments. These will not be incredibly lengthy but rather are designed to help build understanding around how organizations function. We will discuss them in our class meetings, but you can also demonstrate evidence of your reflection on these readings by synthesizing them into your various personal evaluation assignments. All readings will be provided via Sakai.

Assignments

Professional Learning Contract

The Professional Learning Contract is a signed agreement between the intern, site supervisor, and faculty instructor, which outlines the scope, purpose, objectives, and evaluative components of the internship. The student should work with their site supervisor to draft a Professional Learning Contract. The template for the contract is available on the CEPS M.Ed. Sakai site under the M.Ed. Internship tab. A sample Professional Learning Contract is available at the same location. For additional guidance on drafting learning outcomes please consult this resource.

The faculty instructor must approve the draft Professional Learning Contract. This must occur prior to the start of the internship hours/work.

Taking into account that every internship experience is different, students have the opportunity to decide what kind of formative and summative components best fit their internship site and responsibilities. If a student has questions or concerns about the specifics and requirements of the assignments to be submitted, they should contact the faculty instructor as soon as possible and before the stated submission date.

The following components are considered assignments and must be outlined in the contract:

- **Formative Evaluation** components are ongoing processes that will help enhance reflection and integration of the internship experience. Formative evaluation components should focus on the accomplishment of objectives and reflection on that process. Examples include, weekly journal entries or blog posts, reflection on completed tasks/projects (such as the drafting of a report, a review of resources, or a policy paper), or reflection on engaged/experiential learning competencies acquisition (see this list of engaged learning competencies: https://www.luc.edu/media/lucedu/experiential/pdfs/Center%20for%20Experiential%20Learning%20Competencies%20FINAL.pdf).

  - If you go this final route, I suggest that you pick 5-6 competencies to work on throughout the semester and then set some goals around your learning/growth in your Professional Learning Contract.

  - Over the course of the semester, you should compile and compose at least eight (8) artifacts to complete your formative evaluation.
To earn an A on this section, each artifact must demonstrate critical reflection about your work as an intern. It is not sufficient to simply turn in a report you wrote for the internship site or a list of tasks you worked through in a given week. Instead, you should reflect on having done the work, how it was received, or what you learned, etc. As a practice, critical reflection asks you to make meaning of your work experience in connection with your academic, personal, ethical, social, political, and civic knowledge. The expectation is that you draw connections between your work experience and your professional, personal, academic goals to highlight what you have learned about yourself, education policy, and the professional setting in which you found yourself for the duration of this internship. Not every reflection/artifact/post has to be focused on a completed task. You may find yourself deeply interested in the work culture, organizational communication, work/life policy, etc. You are free to focus your formative evaluations on any aspect of your internship experience that sparks your interest. You may also integrate your thoughts on any readings we discuss in our class meetings throughout the semester.

A note on the critical part of critical reflection. Through it is important to interrogate assumptions, assess deeply held convictions, and ask the hard questions, it is equally important to assess where these assumptions, convictions, policies, and practices germinate. A balanced, thoughtful and professional, and critical reflection, therefore, first attempts to understand why a given practice, policy, or assumption exists and then asks questions about its present form.

Each entry/artifact should be at least 500 words, proofread, and professionally compiled into a single portfolio document.

Half of your work, 4 artifacts are due at the midterm, October 15th, and a final complete document with all 8 artifacts is due upon the completion of your internship.

- Summative Evaluation components are the final materials, products, and reflections that mark the closure of the internship experience. The summative evaluation also includes a self-evaluation and your rationale and recommendation for a course grade.

As a part of the summative evaluation, you must submit a final project/paper that is distinct from your formative evaluation. Some ideas include a written critique of the internship experience based on research and experience, which assesses the assets of the organization, the major accomplishments of the intern, areas of personal learning, and professional goals for the future. Given the nature of your work, you may elect to propose and write a research, policy, or white paper on a particular area of education policy that you have addressed in your internship. If you chose this route, specific reference to your origination and your work as an intern should appear in the paper.

To earn an A, students must submit a professional and proofread document that critically and professionally finalizes the learning experience of the intern. More details about grading are below. Papers should be at least 2,500 words and no more than 3,500.
All students must also submit a course grade recommendation that includes honest reasons to support the recommendation and a final self-evaluation.

The Professional Learning contract is designed to flex around your learning goals as an intern. For more ideas, suggestions, and assistance designing your Professional Learning Contract, and Formative and Summative Evaluation components, consult the M.Ed. Handbook on the CEPS Program Sakai webpage, the LUC Center for Experiential Learning (CEL), or your instructor before the semester begins.

**Midterm Student Self-Evaluation**

The midterm student self-evaluation is an opportunity for students to check-in with themselves, site supervisors, and faculty instructors about their internship experience. The midterm evaluation will consist of open-ended questions and must be answered only by students (not supervisors or instructors).

**Midterm Site Supervisor Evaluation**

The Midterm Site Supervisor Evaluation gives supervisors an opportunity to provide feedback and to give a preliminary evaluation of a student’s job performance and progress toward goals. The midterm evaluation will consist of open-ended questions and must be answered only by site supervisors (not students). The Midterm Site Supervisor Evaluation will be sent directly to the supervisor by the faculty instructor, who will also collect the completed evaluation. Site supervisors will be encouraged to follow up with students to discuss their feedback. Faculty instructors will follow up with site supervisors and/or students to discuss feedback and address questions or concerns.

**Final Site Supervisor Evaluation**

The Final Site Supervisor Evaluation gives supervisors an opportunity to assess a student’s overall internship performance, progress toward goals, and preparation for the field. The Final Site Supervisor Evaluation will be sent directly to the supervisor by the faculty instructor, who will also collect the completed evaluation. The faculty instructor will follow up with site supervisors and students with any feedback, questions, or concerns.
## Evaluation Timeline and Portion of Final Course Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Proportion of Course Grade</th>
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</thead>
<tbody>
<tr>
<td>Professional Learning Contract</td>
<td>September 3rd, or the first day of the internship if the internship begins before the course.</td>
<td>0% (Prerequisite to begin course)</td>
</tr>
<tr>
<td>Midterm formative evaluation components</td>
<td>October 15th</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Four (4) of your formative evaluation artifacts should be prepared and compiled into one document and turned in via Sakai.</td>
<td></td>
</tr>
<tr>
<td>Midterm student self-evaluation</td>
<td>October 15th</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Turn into Sakai</td>
<td></td>
</tr>
<tr>
<td>Midterm site supervision evaluation</td>
<td>October 15th</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Will be distributed and collected by the instructor</td>
<td></td>
</tr>
<tr>
<td>Summative evaluation components</td>
<td>December 18th or last day of the internship if it ends before the course</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Turn into Sakai</td>
<td></td>
</tr>
<tr>
<td>Final formative evaluation components</td>
<td>December 18th or last day of the internship if it ends before the course</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>The second half of your formative evaluation artifacts should be complied alongside the first half into one portfolio document and turned in via Sakai</td>
<td></td>
</tr>
<tr>
<td>Final site supervision evaluation</td>
<td>December 18th or last day of the internship if it ends before this date</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Will be distributed and collected by the instructor</td>
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<tr>
<td>Attend seminar meetings</td>
<td>On-going</td>
<td>10%</td>
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Grading

Every internship site is different, and every student has a diverse set of responsibilities, therefore grading will be based on each student’s fulfillment of the professional learning contract that each student has established in coordination with the site supervisor, course instructor, and the criteria laid out in this syllabus.

All work submitted in fulfillment of the formative and summative evaluation components of the professional learning contract will be graded on the basis of (a) how well it demonstrates and conveys your experience and learning as an intern, (b) the creativity and care put into identifying and developing each artifact, and (c) the clarity & organization of your writing.

Site Supervisor evaluations are not factored into your course grade. That said, they are a vital piece of your internship experience and can become points of reflection as you compose your formative and summative assessments. Your supervisor will be expected to complete performance evaluations of your work and these evaluations will be shared with you. It is in your best interest to share the course evaluation expectations and deadlines with your supervisor when you develop the learning contract.

Self-evaluations will be graded on the (a) the detail and care you put into describing and reflecting on your performance (b) the clarity of your writing and (c) timely completion of the evaluation.

Grading Distribution

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Earned percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
</tr>
<tr>
<td>B</td>
<td>86-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
</tr>
<tr>
<td>C+</td>
<td>79-77%</td>
</tr>
<tr>
<td>C</td>
<td>76-73%</td>
</tr>
<tr>
<td>C-</td>
<td>72-70%</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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</table>

Internship Completion Deadlines

The time frames for the internship work do not always line up with LUC’s semester schedule. To turn in your grade for this internship course, I must receive all of the course's required assignments from you, including a confirmation that you have completed your required hours, by
the Friday following the last day of classes at LUC (December 18th). If you are not able to finish
the internship's requirements by December 18th, you will receive an incomplete until I receive
confirmation of your hours/outstanding assignments (these will be due in the next semester). If
your internship takes place during your very last semester of the program, please arrange to
complete all requirements by the Friday following the end of classes so that the School of
Education can confer your degree. If these steps are not taken, your degree conferral would be
defferred until the next semester.

The ELPS 564/565 course is scheduled to meet three times during Fall 2021 Semester. The
meetings will be held online and access will be provided via Zoom and Sakai. Students are
required to attend these sessions by logging in to Zoom. Similarly, students are expected to
engage with the suggested readings. Additional meetings can be arranged at the students’
request.

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Wednesday, September 1 6:00-7:00 pm CST</th>
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<tbody>
<tr>
<td>Session 2</td>
<td>Wednesday, October 13th 6:00-7:00 pm CST</td>
</tr>
<tr>
<td>Session 3</td>
<td>Wednesday, November 17th 6:00-7:00 pm CST</td>
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**Overall Course Schedule**

<table>
<thead>
<tr>
<th>On or before September 3rd</th>
<th>Turn and receive approval on Professional Learning Contract</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Wednesday, September 1 6:00-7:00 pm CST</td>
</tr>
<tr>
<td>Session 2</td>
<td>Wednesday, October 13th, 6:00-7:00 pm CST</td>
</tr>
<tr>
<td>Midterm Evaluations</td>
<td></td>
</tr>
<tr>
<td>Session 3</td>
<td>Wednesday, November 17th, 6:00-7:00 pm CST</td>
</tr>
<tr>
<td>December 18th</td>
<td>Final Evaluations, Formative and Summative Evaluations due.</td>
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**Student Support**

**Special Circumstances--Receiving Assistance**

- Students are urged to contact me should they have questions concerning course materials
  and procedures. If you have any special circumstance that may have some impact on your
course work, please let me know so we can establish a plan for assignment completion. If
you require assignment accommodations, please contact me early in the semester so that
arrangements can be made with Services for Students with Disabilities (SSWD)
(http://www.luc.edu/sswd/).

**Center for Student Access and Assistance (CSAA)**
Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.