Internship in Higher Education
ELPS 527 Spring 2019 Course Syllabus
Select Thursdays 7:00-9:30 pm
Water Tower Campus, Maguire Hall 334
School of Education, Loyola University Chicago

Instructor Information

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Office hours by appointment

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Description & Learning Objectives

The Internship in Higher Education course is intended to encourage the professional growth and development of students in various higher education administration contexts. As a complement to direct internship experience in the field, this course will provide opportunities for focused discussion, reflection, and the integration of theory and practice to engage the following learning objectives:

- Apply theoretical and conceptual knowledge to understand and analyze current issues impacting the internship experience and profession at large
- Explore the impact of identity in the workplace, reflecting upon the opportunities and challenges in the field to advance social justice
- Clarify professional goals and practice skills in preparation for future professional job searches and transitions
- Develop a comprehensive plan for on-going self-reflection, learning, and professional development
- Gain proficiency in inter/intrapersonal communication and navigating work dynamics

Reading Materials

[An online version is available for free through the Loyola library website]

Additional readings in the form of book chapters, articles, etc. and videos will be posted on Sakai in corresponding weeks.
Resources and Guidelines

Higher Education and Student Affairs Resources

- [www.myacpa.org](http://www.myacpa.org) ACPA College Student Educators International
- [www.naspa.org](http://www.naspa.org) NASPA Student Affairs Administrators in Higher Education
- [www.studentaffairs.com](http://www.studentaffairs.com) Online Guide for Student Affairs Professionals
- [www.insidehighered.com](http://www.insidehighered.com) Inside Higher Education
- [www.higheredjobs.com](http://www.higheredjobs.com) Higher Ed Jobs

Important and Essential IDEA Objectives for this Course

- Learning to apply course material (from various courses taken in the Program) to practice
- Developing the skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Developing a basic understanding of the subject

IDEA Course Evaluation

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 about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on STUDENT IDEA LOGIN on the left-hand side of the page.

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 ([https://www.livetext.com](https://www.livetext.com)).

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Here is the link to access Loyola University Chicago School of Education statement on Academic Integrity: [http://luc.edu/education/resources/academic-policies/academic-integrity/](http://luc.edu/education/resources/academic-policies/academic-integrity/)

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on
accommodations and participation in courses is available at the
http://luc.edu/sswd/index.shtml

Conceptual Framework: Professionalism in Service of Social Justice
Our Conceptual Framework – Social Action through education is exemplified within the
context of this course. This course pays special attention to the role diversity and social
justice play in the context of identity development amongst college students.

• **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.

• **Social Justice.** As educators, students are invited to see the role they play in
agitating environments to be just in the representation of all individuals, to advocate
for equity in the communities they serve, and to see the ways in which systems of
power and privilege have historically served as voices within higher education
organizations and the student affairs field.

Electronic Communication Policies and Guidelines
The School of Education faculty, students, and staff respect each other’s rights, privacy and
access to electronic resources, services, and communications while in the pursuit of
academic and professional growth, networking, and research. All members of the
university community are expected to demonstrate the highest standards of integrity,
communication, and responsibility while accessing and utilizing technology, information
resources, and computing facilities.
Here is a link to access the School of Education Policy on Cyberbullying:
http://luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
Here is a link to access the School of Education Netiquette Guidelines:
http://luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
Here is a link to access Information Technology Services Policies and Guidelines:
http://luc.edu/its/itspoliciesguidelines/index.shtml

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third
party internet & telephone hotline provider, to provide you with an automated and
anonymous way to report activities that may involve misconduct or violations of Loyola
University policy. **You may file an anonymous report on-line or by dialing 855-603-6988 (within the United States, Guam, and Puerto Rico).** The University is committed
to the highest ethical and professional standards of conduct as an integral part of its
mission of expanding knowledge in the service of humanity through learning, justice, and
faith. To achieve this goal, the University relies on each community member’s ethical
behavior, honest, integrity, and good judgment. Each community member should
demonstrate respect for the rights of others. For more information, visit:
Diversity & Inclusion
This course’s content and design are intended to celebrate the aims of diversity and inclusion. Conversations on difference based on social identity or viewpoint are illuminated to further ideals rooted in a more socially just society. You are asked to respect the identities and viewpoints you hold and offer that same level of respect to others while in this class. When these intentions are not met, you are asked to share those, so as a community we can address concerns.

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

Assignments

Professional Development Contract
You are unable to participate in Internship without a signed contract from your supervisor and from us. 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. If you need to make any changes after the contract is signed, please obtain approval from us and your site supervisor. A final, signed copy is due via the Google Link at the start of class on Monday, January 14th.

Participation (15 pts)
All students are expected to complete the assigned readings by the date specified in the schedule so that they can contribute in a substantive way to class discussion. Active engagement in class will contribute to learning and meaningful reflection. Since the class meets only six times this semester, consistent attendance is essential.

SA Pro Perspectives (10 pts)
The class will be divided into three groups. As a group, you will interview a local, student affairs professional and give a 20-minute class presentation based on your conversation. Your interview can take place in-person or over Zoom, based on your interviewee’s preference. Please contact Ashley if you need help with conducting a Zoom meeting. Prior to your conversation, be sure to develop detailed interview questions that address each of the below topics. We recommend you send the list of questions to your interviewee ahead of time.

- SA professional’s entry to the field and career path (feel free to look up your interviewee on the institutional website ahead of time to tailor your questions)
- Their perspectives and personal experiences related to the week’s theme and class readings (To prepare for the interview, you will need to do the readings ahead of time. The interviewees will not have access to the week’s readings, and it will be your responsibility to pull concepts and quotes that peak your interest and develop related questions in a way that will make sense to them. You can also pull from previous week’s readings that relate to the week’s theme.)
• Additional questions related to the week's theme based on your internship experience/personal interest
• General advice for new professionals related to your personal interest and/or the week’s theme

Your presentation should reflect what you learned from the interview and make explicit connections between what your interviewee shared and the week’s course content (did what they share align with the readings or did they offer different views? How do your internship experiences [not] relate to what the interviewee shared? Did your interviewee offer other helpful pieces of advice not related to the week’s theme?). Make sure to synthesize the information in a way that offers thoughtful perspectives and advice that can benefit the professional development of our class community. The presentation must be accompanied by visual content (Powerpoint, Prezi, etc.). To conclude your presentation, please share 3 discussion questions for the class that integrates content from your interview with the course readings.

Group 1 presentation: February 7, Reflective and Ethical Leadership
Rashaad, Laura
Paige Gardner, Loyola University Chicago, pgardner@luc.edu

Group 2 presentation: February 28, Communication, Supervision, and Workplace Dynamics
Sarah, Rachael
Mike Hayes, University of Chicago, mhayes6@uchicago.edu

Group 3 presentation: March 14, Balance and Professional Development
Madison, Shelby, Daeyln
Sara Furr, University of Chicago, sarafurr@uchicago.edu

Resume, Cover Letter, and Interview (15 pts)
On April 4th, you will participate in a mock interview. Professionals from Chicago area institutions will conduct interviews and provide feedback on your resumes and cover letters. This is a wonderful opportunity to increase your experience in the job search process. First, you will select two job announcements that align with your current professional goals, due February 6th by 11:30 pm. Then, you will develop a resume and cover letter tailored to one of those job announcements, due February 21st at 11:30 pm. The job posting should be a position 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. When submitting to Sakai, be sure to include three separate documents in .pdf files: resume, job posting, and cover letter.

Mid-Term Reflection Paper (15 pts)
Please reflect on your current or past internship experience, what you have learned, and
insights you have gained about the institution, its students, the unit, the professional staff with which you work, the functional area, 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 from other courses. This paper should be 4-5 pages in length, APA formatted. Consider the following guiding questions in your reflection; however, they are not meant to be limiting:

- What have you learned most about yourself and your professional identity?
- How have students and staff shaped your experience?
- In what ways have you been surprised by what has challenged you or given you satisfaction?
- How has your experience been shaped by your social location?
- How does your internship fit with your career exploration and short/long-term goals?
- In what ways have you seen students/professionals actively committing or facing barriers to social justice in the unit or institution?

The reflection paper is due to Sakai on Thursday, March 14th at 11:30 pm.

**Significant Learning Presentation (10 pts)**
During the last class session, you will present how you achieved your learning goals as stated in your professional development contract. Each presentation should be no more than 10 minutes in length and should include the following:

- Name of institution and functional administrative unit
- Defined learning goals for the internship experience as well as any additional learning outcomes agreed upon with your supervisor during the course of the internship
- Two specific examples of how the learning goals were achieved or an explanation of why the learning goals were not achieved
- Two specific examples of how you will integrate class readings and theory or saw examples of theories you have studied in the program being integrated into practice

The presentation must be accompanied by visual content (Powerpoint, Prezi, handout, etc.), and you must submit this content to Sakai by the start of class on April 18th.

**Internship Evaluation (35 pts)**
Prior to the end of the semester, 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 April 18th at 11:30 pm.
Grading

- Class Participation (15)
- SA Pro Perspectives (10)
- Resume, Cover Letter, and Interview (15)
- Mid-Term Reflection Paper (15)
- Significant Learning Presentation (10)
- Internship Evaluation (35)

Final grades will be determined by totaling the points received on each of the assignments above (100-94= A, 93-90 =A-, 89-86= B+, 85-83= B, 82-80=B-, 79-77=C+, 76-74=C, 73-70=C, 69-65=D+, 64-61=D, 60-58=D-, 57>=F).

Course Schedule and Weekly Readings

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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment(s) Due</th>
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<tr>
<td>Session 1:</td>
<td>Jan 17</td>
<td>Introductions, Professional Competencies</td>
<td>Ardoin Ch. 1 &lt;br&gt; ACPA and NASPA (2015) pp. 4-15 &lt;br&gt; Arminio &amp; Ortiz (2017) &lt;br&gt; Pope &amp; Mueller (2017)</td>
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| Session 4: March 14 | Balance and Professional Development  
Guests: New Professionals Panel | Ardoin Ch. 2, 6  
Diversity Fatigue – Lam (2018)  
Guthrie, Woods, Cusker, & Gregory (2005)  
Haley, Jaeger, Hawes, & Johnson (2015)  
Renn & Hodges (2007) | Mid-Term Reflection Paper at 11:30 pm |
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<td>Session 5: April 4</td>
<td>Mock Interviews</td>
<td>Ardoin Appendix B</td>
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<td>Lombardi &amp; Mather (2016)</td>
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<td>Putting the Student Affairs Job Interview to Work for You</td>
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<td>Watch at least two videos from The Placement Exchange (link on Sakai)</td>
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<td>Session 6: April 25</td>
<td>Next Steps, Lifelong Learning</td>
<td>None</td>
<td>Significant Learning Presentation at start of class; Internship Evaluation due at 11:30 pm</td>
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ACPA College Student Educators International & NASPA – Student Affairs Administrators


Lenski, T. J., & Barritt, M. W. Putting the student affairs job interview to work for you. University of Vermont.


*Syllabus is subject to change by the instructor(s)*