Instructor Information:

Darren Pierre, Ph.D.  
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Email: dpierre1@luc.edu  
Office Hours: by appointment  
Zoom link (office hours) https://luc.zoom.us/j/3464201177

Required Text:

The Capstone 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

Resources

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

Reading Materials

Reece, B., Tran, V., DeVore, & Porcaro, G. S. (2019). *Debunking the myth of job fit in higher education and student affairs.* ACPA

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
Class Gatherings & Session-by-Session

This course will meet on Thursdays for optional synchronous class sessions. For those who are not able to attend the Class Gatherings. You are asked to add a post to the Forums section of Sakai. After each session within 24 hours of the synchronous gathering, a discussion post prompt will be added to the “Discussion Forums” section for you to respond to – the discussion post will be based on the general themes and discussions from the Class Gathering from the day before.

To participate, you will need to go to Sakai, click on the “Discussion Forums” tab, click on the Discussion Session and then click “Start New Conversation”

*Post should be at least 200 words in length. Post should be completed within 72 hours of that week’s synchronous session.

For those participating in the synchronous sessions, you can join via Sakai and click on the “Class Gatherings” tab and the Zoom link for the corresponding session.

The following are the dates and times for the synchronous gatherings

- **January 28 at 5:30pm**
- **February 4 at 3:15pm**
- **February 25 at 5:30pm**
- **March 11 at 5:30pm**
- **March 25 at 5:30pm**
- **April 8 at 5:30pm**
- **April 22 at 5:30pm**

*Each session is based on the Central Time Zone.

Session-by-Session

As mentioned before, this course is a discussion/seminar format and each session we will be joined by a guest speaker who will be to a topic germane to the course. The week prior to the session, I will share information about the guest who will join so you can begin to think about questions/ways you would like to direct the conversation based on the guest speaker’s experience. An announcement (via Sakai) will go out once session information has been updated.
## Course Schedule & Assignments:

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Assignment &amp; Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 28</td>
<td>Introductions, Professional Competencies</td>
<td>Reece, Tran, DeVore &amp; Porcaro (Ch. 1)</td>
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<tr>
<td>5:30 (CST)</td>
<td>(Session One)</td>
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<tr>
<td>February 4</td>
<td>Reflective and Ethical Leadership</td>
<td>Boss, Linder, Martin, Dean, &amp; Fitzer (2018)</td>
<td>Job Posting Due</td>
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<tr>
<td>3:15 (CST)</td>
<td>(Session Two)</td>
<td>Janosik (2007)</td>
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<td>Reybold &amp; Halx (2018)</td>
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<td>Reece, Tran, DeVore &amp; Porcaro (Ch. 2)</td>
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<td><strong>Recommended Read:</strong></td>
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<td>Hirschy, Wilson, Liddell, Boyle, &amp; Pasquesi (2015)</td>
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<tr>
<td>February 25</td>
<td>Communication, Supervision, and Workplace Dynamics</td>
<td>Harrison (2010)</td>
<td>Cover Letter and Resume Due (2.25.21 at 11:30pm)</td>
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<tr>
<td>5:30 (CST)</td>
<td>(Session Three)</td>
<td>McNair (2011)</td>
<td>Conversation Contribution #1 due February 18 at 11:30pm (Central)</td>
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<td>Reece, Tran, DeVore &amp; Porcaro (Ch. 3-5)</td>
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<td>March 11</td>
<td>Balance and Professional Development</td>
<td>Diversity Fatigue – Lam (2018)</td>
<td>Conversation Contribution #2 due March 4 at 11:30pm (Central)</td>
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<tr>
<td>5:30 (CST)</td>
<td>(Session Four)</td>
<td>Guthrie, Woods, Cusker, &amp; Gregory (2005)</td>
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<td>Lynch &amp; Glass (2019)</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Text</td>
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<tr>
<td>March 25 5:30 (CST)</td>
<td>Professional Identity</td>
<td>Lombardi &amp; Mather (2016)</td>
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<tr>
<td>(Session five)</td>
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<td>Pittman &amp; Foubert (2016)</td>
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<td>Duran &amp; Allen (2020)</td>
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<td>Reece, Tran, DeVore &amp; Porcaro (Ch. 8)</td>
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<td>Mid-Term Reflection Paper</td>
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<tr>
<td>April 8 5:30 (CST)</td>
<td>Mock Interviews</td>
<td>Reece, Tran, DeVore &amp; Porcaro (Ch. 9 &amp; 10)</td>
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<tr>
<td>(Session Six)</td>
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<td>Conversation Contribution #3</td>
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<td>Due April 1 at 11:30pm (Central)</td>
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<tr>
<td>April 22 5:30 (CST)</td>
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<td>Mock Interviews</td>
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<tr>
<td>(Session Seven)</td>
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<td>Significant Learning Paper due</td>
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*All assignment are due at 11:30pm (Central) on the date they are assigned.*
Assignments:

Conversation Contributions (30 pts)
The class in many ways is a co-constructed experience and to celebrate that fact, you are asked at points in the semester to develop questions to contribute to our in-class discussion. Conversation contributions should include 2-3 questions to guide our discussion in-class – include a 250-350 word narrative provides further rationale/explanation for the questions you developed. You are also welcome to add additional questions related to the sessions theme, personal experience or the guest who will be joining our course. Note, Conversation Contributions will be due the week prior to the synchronous session – this will allow for time to integrate your voices into the discussion.

Examples of Conversation Contributions can be found on the main Sakai Page under the title “Convo. Cont Example.”

Resume, Cover Letter, and Interview (10 pts)
On March 11th, you will participate in a mock interview. A diverse panel will conduct the interviews. This is a wonderful opportunity to increase your experience in the job search process. First, you will select a job announcement that aligns with your current professional goals, due February 4th by 11:30 pm. Then, you will develop a resume and cover letter tailored to the job announcement, due February 25th 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 the documents as PDF or Word doc. Files

*Note, if you are not going to be able to attend the mock interview session on March 11, be sure to indicate that when you submit your resume and cover letter. Share your inability to attend in the comment back connected to the assignment via Sakai.

Mid-Term Reflection Paper (25 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 3-5 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/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 25th at 11:30 pm. Note, if your current full-time role/assistantship offers you a greater space for this reflection, feel free to incorporate those experiences into this conversation.
**Significant Learning Paper (35 pts)**

This final assignment asks you to not only reflect on your internship experience, but also the readings and conversations associated with this course. After participating in your internship experience, what new discoveries have you made about yourself and your role within the field of higher education? What insights have you garnered about institutional “fit?” What have you discerned for yourself as what you need in a work environment and a supervisor? What is your philosophy as it relates to being a supervisor to others? How do you intend to enact those ideals? This paper should be 5-7 pages in length, APA formatted. Please note, you are **strongly encouraged** to incorporate a number of the readings in this final paper. Note, for some, you may find this assignment fits best with your current full-time role, practicum, or assistantship experience – all of those are good experiences to pull from to complete this assignment.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Conversation Contribution(s)</td>
<td>30%</td>
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<tr>
<td>Resume/Cover Letter/Interview</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Reflection</td>
<td>25%</td>
</tr>
<tr>
<td>Significant Learning Paper</td>
<td>35%</td>
</tr>
</tbody>
</table>

Final grades will be determined by totaling the points received on each of the assignments above (100-94 = A, 93.9-90 = A-, 91.9-86 = B+, 89.9-83 = B, 82.9-80 = B-, 79.9-77 = C+, 76.9-74 = C, 73.9-70 = C-, 69.9-65 = D+, 64.9-61 = D, 60.9-58 = D-, 57.9 >= F).

*all assignments are due on Sakai by 11:30pm (CT) of the date they are assigned – late work will be graded at the discretion of the instructor.

*Note the grading scale may vary for IHE students who are completing this course as part of their internship requirement.
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:
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 leadership education.

- You are invited to critically evaluate the theories and concepts introduced in this course
- You are asked to apply culturally responsive practices that engage diverse communities
- With this and every course you are asked to demonstrate knowledge of ethics and social justice
- You are expected to engage with local and/or global communities in ethical and socially just practices.

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, honesty, 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 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.

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- 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 in to how to improve their teaching and the department can learn how best to shape the curriculum.
Professional Dispositions
Loyola University of Chicago
Higher Education Program

Dispositions
The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, pursue 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.

- Diversity. This course will examine the voices that have been part of leadership education, and those voices limited in the conversation on leadership. Within the course, students are asked to respect the diverse views, experiences, and backgrounds held by their peers.

- Social Justice. As educators, students are invited to see the role you 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 the discussion and development of leadership education and development.

Each course you take in the School of Education is evaluated through the IDEA 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.

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
https://www.luc.edu/education/studentlife/resources/syllabi/
This link directs you 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
*Class Conduct*

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

*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/).

**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 2020-2021 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.

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](http://www.luc.edu/covid-19) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This webpage 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. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.
*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.

**KEY COVID-19 Resources for your Spring – 2021 Return**

- Spring 2021 RETURN to CAMPUS Checklist
- Spring 2021 RETURN to CAMPUS Guidance
- Required Personal Safety Practices
- COVID-19 Testing and Reporting Protocol
- COVID-19 Campus Updates

*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.

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.*
Syllabus Statement
In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

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.

Copyright
Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work of others must follow a set of guidelines designed to protect authors’ rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to [please insert standards appropriate to your discipline, e.g., MLA guidelines]. Read more about LUC’s copyright resources online.

Intellectual Property
All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.
Statement of Intent
By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.
Readings


Duran, A., & Allen, E. (2020). Exploring how professional associations socialize student affairs graduate students and new professionals. Journal of Student Affairs Research and Practice, 57(2) 132-147


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

Readings Cont.


*Syllabus is subject to change by the instructor