Instructor Information

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Email: dpierre1@luc.edu
Office Hours: By Appointment

Description & Learning Objectives

The Internship in Higher Education course is intended to help you integrate coursework with the practice of higher education/student affairs administration. The following are the intended outcomes:

1. Reflect on how the in-class learning translates to day-to-day practice
2. Cultivating a commitment to social justice – how in practice, in knowledge, and interactions do you celebrate the ideals of inclusion, embrace of diverse perspectives, and multiplicity in ways of knowing.
3. Furthering a dedication of using evidence to inform practice
4. Developing a proficiency in inter/intra-personal communications and work dynamics

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

Additional Resources:

- www.myacpa.org ACPA College Student Educators International
- www.naspa.org NASPA Student Affairs Administrators in Higher Education
- www.studentaffairs.com Online Guide for Student Affairs Professionals
- www.chronicle.com The Chronicle of Higher Education
- www.insidehighered.com Inside Higher Education
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 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.

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 a link to access Loyola University Chicago School of Education statement on 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.** 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 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 the discussion and development of leadership education and development.
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: https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html

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.

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

Syllabus Addendum Link

• www.luc.edu/education/syllabus-addendum/
## Class Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td><strong>May 22</strong></td>
<td>No Assigned Readings</td>
<td>Review learning contract and make any recommended changes</td>
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<tr>
<td><em>(week 1)</em></td>
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<tr>
<td><strong>May 29</strong></td>
<td>Blanchard, Broido, Stygles &amp; Rojas, 2016</td>
<td>Participate in Communities on Practice group conversation on Sakai</td>
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<tr>
<td><em>(week 2)</em></td>
<td>Liddell, Wilson, Pasquesi, Hirschy, and Boyle (2014)</td>
<td>*Prompt will be posted no later than Friday, May 25 at 5:00pm.</td>
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<td>Muller, Grasbsch &amp; Moore (2018)</td>
<td>*Please respond to the post by the end of the day on May 29.</td>
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<td></td>
<td>Pittman &amp; Foubert (2016)</td>
<td>Please respond to the other members of your Community on Practice by June 1 (5:00pm CST)</td>
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<tr>
<td><em>(week 3)</em></td>
<td>Humphrey, Janosik &amp; Creamer, 2004</td>
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<td></td>
<td>Janosik, 2007</td>
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<tr>
<td><strong>June 12</strong></td>
<td>Carpenter &amp; Stimpson (2009)</td>
<td>Huddle Group Conversation #2</td>
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<tr>
<td><em>(week 4)</em></td>
<td>Gutherie, Woods, Cusker and Gregory. 2005</td>
<td>Participate in Communities on Practice group conversation on Sakai</td>
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<td>*Prompt will be posted no later than Friday, June 8 at 5:00pm.</td>
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<td>*Please respond to the post by the end of the day on June 12</td>
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<td>Please respond to the other members of your Community on Practice by June 15 (5:00pm CST)</td>
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<td><strong>June 19</strong></td>
<td>Hartnet (2001)</td>
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<td><em>(week 5)</em></td>
<td>McCormick (2003)</td>
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<td></td>
<td>Rybold, Halx and Jimenez (2008)</td>
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<tr>
<td><strong>June 26</strong></td>
<td>No Readings</td>
<td>Internship Final Reflection</td>
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<tr>
<td><em>(week 6)</em></td>
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<td>Conversation with Internship Supervisors</td>
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<td>Self Assessment Due</td>
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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).

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Final Paper (Reflection)</td>
<td>35%</td>
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<tr>
<td>Communities on Practice Participation</td>
<td>25%</td>
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<tr>
<td>Internship Supervisor Assessment</td>
<td>40%</td>
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Assignments

Final Paper
Please reflect on your internship experience, what you are learning and insights you are gaining about the institution, its students, the unit, the professional staff with which you work, and your own professional growth and development? You are expected to identify connections between and make meaning from your internship practice, class readings, and readings from other courses. -A place to consider as a start to this final reflection paper is how is this experience and course materials introduced in this class (as well as others shaping your professional identity. This paper should be 4-6 pages in length, APA formatted, and again, infusing the readings from this course and other readings germane to your experience.

Communities on Practice
Twice during the summer session, you will be invited to take part in an online conversation in groups called, Communities on Practice. These online conversations with your peers will be an opportunity to engage in reflection on the readings up to that point, and how your experiences in your internship and beyond are continuing the help further your development of your professional identity. Prompts for your online discussions will be posted no later than the Friday before (by 5:00pm CST). You are asked to engage with the prompt by the following Tuesday, and conclude discussion (that is going back and reading the post from your peers by the following Friday (by 5:00pm CST).

Internship Supervisor Assessment
I will host a conversation near the end of your internship experience to meet with you and your site supervisor to discuss the progress of your internship. In addition, prior to the end of the term, both you and your site supervisor will complete an evaluation of your performance. 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 to Assignments Sakai by 11:55pm on June 26.
Professional Dispositions  
Loyola University of Chicago  
Higher Education Program

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.

<table>
<thead>
<tr>
<th><strong>Professionalism</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
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<tbody>
<tr>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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| Social Justice | Student demonstrates exceptional ability to understand the situations | Student demonstrates ability to understand the situations of others and | Student fails to consider the situation of others in making professional |

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Student meets all deadlines

Student attends class and is punctual for all professional obligations

Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)

Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers

Student is able to work effectively with peers on assignments

Student demonstrates ethical behavior in all professional and graduate student work

Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)

Student accurately cites material in academic work ascribing appropriate credit for information conveyed
<table>
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<tr>
<th>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</th>
<th>Student exhibits active listening skills</th>
<th>Student is able to accept constructive feedback</th>
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<tbody>
<tr>
<td><strong>Inquiry</strong></td>
<td><strong>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</strong></td>
<td><strong>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</strong></td>
</tr>
<tr>
<td><em>This syllabus is influenced by Dr. Bridget Turner-Kelly, Associate Professor, Loyola University Chicago instruction of this course.</em></td>
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</table>
Readings


