Instructor
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Course Description & Objective
The Education Policy Internship Seminar is designed to support CEPS M.Ed. students during their internship placement. The seminar will help students structure their internship experience through establishment of a clear timeline, development of goals and objectives, and processes for evaluation. The overarching goal is that this field-based learning experience will complement student’s learning and contribute to his or her overall professional goals.

IDEA Learning Objectives
At the end of the semester, students will have an opportunity complete an online course evaluation developed by IDEA. The following objectives are essential to this course.

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Acquiring skills in working with others as a member of a team.
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Learning to apply knowledge and skills to benefit others or serve the public good

Student Dispositions
All courses in Loyola School of Education assess student dispositions. For this course, students will be assessed on all three dispositions: professionalism, inquiry, and social justice. Student dispositions will be evaluated across the assignments and evaluations. Students must submit their Summative Evaluation components (as agreed upon in the Professional Learning Contract) vie LiveText. Students will be assessed according to the graduate-level rubric, which is available on the Sakai course site.

School of Education Conceptual Framework
Social Action through Education
Loyola's School of Education is “a community that seeks to transform members to impact local and global communities through the principles of social justice.” With a focus on service to humanity, this mission for social justice manifests in the school-wide conceptual framework, Social Action through Education. Through this course, students will explore framework values of service, collaboration, diversity, and action. Through the
development of professional learning goals and objectives, the completion of evaluative components, and opportunities for reflection, students learn how to practice values for social justice in the professional world. Students will be supported in the development of their professional skills through collaborative evaluation with their course instructor and site supervisor. More information on Loyola School of Education Conceptual Framework may be found here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/).

SOE Conceptual Framework Standards (CFS) that we will seek to incorporate into our learning this semester includes:

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.

Assignments
For ELPS 564, assignments include the Professional Learning Contract, which outlines the Formative and Summative Evaluation Components, as well as three (3) evaluations which must be completed in order for a student to get credit for the course. Due dates and descriptions for each assignment are outlined below.

### Assignment & Evaluation Timeline

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Professional Learning Contract</td>
<td>May 20 (OR before first day of internship)</td>
</tr>
<tr>
<td>Formative Evaluation Components</td>
<td>As outlined in Professional Learning Contract</td>
</tr>
<tr>
<td>Midterm Student Self-Evaluation</td>
<td>June 10</td>
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<tr>
<td>Midterm Site Supervisor Evaluation*</td>
<td>June 10</td>
</tr>
<tr>
<td>Summative Evaluation Components</td>
<td>June 28 (OR last day of internship)</td>
</tr>
<tr>
<td>Final Site Supervisor Evaluation*</td>
<td>June 28 (OR last day of internship)</td>
</tr>
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*To be completed ONLY by site supervisors. See “Additional Evaluation” below.

Assignment Descriptions

**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. For more information on drafting a Professional Learning Contract please consult the CEPS Handbook or visit the CEPS Program Sakai Site and click on the M.Ed. Internship Tab. To log in, go to [https://sakai.luc.edu](https://sakai.luc.edu). 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 accomplishment of objectives and reflection on that process. Examples include, weekly journal entries submitted to the faculty
instructor, or documented completion of tasks agreed upon with site supervisors (such as the drafting of a report or a review of resources).

- **Summative Evaluation** components are the final materials, products, or tasks that mark the closure of the internship experience, self-evaluate performance, and identify goals for future professional development. Examples include, a reflection paper about the internship experience, which is sometimes submitted along with a major project from the internship (i.e. webpage, report, presentation, etc).

For more ideas, suggestions, and assistance designing your Professional Learning Contract, and Formative and Summative Evaluation components, please consult the M.Ed. Handbook and the CEPS Program Sakai webpage, or contact the faculty instructor.

**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). The midterm evaluations will be distributed in late September and must be submitted to the faculty instructor by March 1, 2019. Once reviewed, the faculty instructor will follow up with students and provide feedback.

**Additional Evaluation**

**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. Faculty instructors will follow up with site supervisors 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. Faculty instructors will follow up with site supervisors and students with any feedback, questions, or concerns.

**Grading**
Students will be evaluated on the following criteria:

- Quality of on-site internship performance, including evidence of contributions, goal achievement, and personal/professional growth demonstrated and recorded;
• Overall performance at their internship site including professional disposition, communication, leadership skills, analytical abilities, commitment to social justice, and professionalism; and
• Completion of or progress toward goals and objectives outlined in the professional learning contract, including evaluative components.
• Development and growth in dispositions of professionalism, inquiry, and social justice.

Loyola University Chicago
School of Education
Syllabus Addendum

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.

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.