Course Overview:
The internship in Cultural and Educational Policy Studies course is intended to help students integrate theoretical and research coursework with a practical field-based experience to reflect on their own development as professionals working in the field of education. In addition to field-based, onsite learning of between 120 and 150 hours over the semester, this course will have regular meetings with faculty and other students doing internships at the same time.

Course Outcomes:
Students in the course will develop and refine their professional skills and competencies. Students will be able to identify key education issues domestically and/or internationally and critically analyze them in terms of the relationship(s) between policy and practice.

Diversity Statement:
In this course, students will engage through field-based practical work experience with the diverse populations that characterize educational institutions domestically in the US and/or around the globe. In reflecting on the professional competencies that students develop, students will be expected to focus attention on the ways that their understanding of both themselves and of issues of educational policy and practice have been shaped through these interactions with diversity.

Technology Statement:
Students in this course will be expected to learn and utilize a range of online learning and collaboration tools for any seminar meeting sessions that will be conducted in either synchronous or asynchronous online formats. In addition, students will be expected to identify and master the technological skills and competencies that are expected of them at their work sites.

SOE Conceptual Framework:
The principles and priorities identified in the SOE Conceptual Framework are infused across the course. The following two Conceptual Framework Standards are specifically address in this course: CF5: Candidates demonstrate technological knowledge and skills which enhance education and CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

Disposition
This course will assess dispositions related to professionalism, fairness and the belief that all students can learn. Refer to LIVE TEXT for the rubric corresponding to these dispositions.
**Electronic Communication 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.

**Internship Site Selection Procedures and Expectations:**
The onus of locating an internship site falls on the student. In fact, developing the professional skills that come with locating and securing an internship is among the desired learning outcomes of this course. The Loyola faculty member serving as instructor will assist where possible and it is recommended that students make use of resources available through Loyola’s Office of Experiential Education. The instructor of the course bears ultimate responsibility for approving an internship site. Possible sites for ELPS 265 internships include, but are not limited to, non-profit organizations, school-based after school programs, community centers, education policy institutes, and religious organizations. In presenting a proposed internship site to the instructor, students are to make a careful and thoughtful case as to how a proposed field-based learning experience will contribute to the learning objectives of the course and the student’s own, individual learning objectives.

**Course Objectives:**
In this field-based internship course, students will be expected to:
1. structure a focused, integrative experience within the Cultural and Educational Policy Studies area such as educational program, international development, humanitarian assistance, policy formation, program evaluation, and advocacy;
2. acquire new knowledge about international and/or domestic educational issues;
3. acquire new knowledge about how diverse governments/institutions/organizations collaborate and partner with various stakeholders in meeting needs, expectations, and objectives around the education of children and youth;
4. gain new skills or enhance existing skills in administrative practice;
5. apply and integrate classroom learning (theory, models, principles) to the daily work environment;
6. receive and incorporate frequent constructive feedback in a supportive learning environment from a seasoned professional on topics ranging from professional competencies to the application of acquired knowledge;
7. develop critical thinking skills through readings, observations, and in-class discussions that allow for self-reflection as well as in-depth understandings about students, colleagues, and organizations;
8. assess their continuing interest in and desire to work in a particular segment of the education sector; and
9. acquire new knowledge and information from peers in the internship class.

**Student Responsibilities:**
Students will be required to:
1. conduct an information interview with a potential site supervisor to explain the role and function of the Internship in Cultural and Educational Policy Studies, including sharing your ideas as to learning expectations and ideal experiences;
2. prepare the first draft of a professional development contract that outlines in measurable, realistic, and unambiguous terms the goals and objectives of the proposed learning experience;
3. conduct themselves in a professional manner at all times while at the internship site;
4. participate actively and meet all requirements for posts to the course Sakai discussion forum and preparation of short written assignments in advance of internship seminar meetings;
5. take responsibility for scheduling and participating in bi-weekly supervision meeting with your site supervisor;
6. attend and participate in all internship seminar meetings as scheduled;
7. take responsibility for regularly checking email for communications from both the faculty supervisor and the site supervisor;
8. prepare a written reflective narrative of your internship experience and performance with special emphasis on what you have learned and how this learning has influenced your views of education policy and practice. In addition to being able to apply theories, ideas and concepts from your studies to your experience.
9. schedule and conduct a final performance evaluation meeting on-site with your site and faculty supervisors (jointly or separately, depending on circumstances); and at the conclusion of the internship,
10. send a formal thank you letter to the site supervisor.

Site Supervisor Responsibilities:
Supervisors will be asked to:
1. assist student in designing an optimal learning experience addressing the student’s need for knowledge specific to the opposition and campus, professional skill development and enhancement, and socialization as a new professional in the field;
2. assist the student in preparing and finalizing this Professional Development contract that outlines measurable, realistic and unambiguous learning goals and objectives;
3. assume primary day-to-day supervision responsibility for the student and personally approve in advance any work that may be delegated to the student by other office/organization staff;
4. introduce students to office staff and those with whom the student may have contact during the internship;
5. structure and monitor the professional work environment for the student, creating the setting for optimal learning;
6. comply with generally accepted ethical workplace standards;
7. meet at least one hour every 2 weeks in a private session with the student to provide feedback about work completed or in progress;
8. provide the Loyola seminar instructor with feedback about the student’s progress (or lack thereof) and to bring to the seminar instructor’s attention immediately any serious concern about the student and/or their work; and
9. conduct a summative performance evaluation of the student’s work including meeting together with the student and the seminar instructor on-site in order to react to the student’s self-evaluation and critique of the experience.

Course Assignments and Grading:
Participation (35%): Active weekly participation of all students as a core requirement of this class. This includes coming to all internship seminar sessions and being on time and ready to discuss required readings, participate in a mock interview session so that they can practice interviewing skills. After this interview, students will be provided with feedback on their resume and cover letters. Students are required to dress professionally for the interview.

Short Writing Assignments (35%): You will be required to do several short written assignments over the course of the semester.

Written Reflective Narrative (30%): Students will produce a written 5 page reflective narrative that addresses the following topics:
1. What insights did your internship experience give you on your own professional strengths and limitations?
2. What did you learning from your internship experience about what you most—and least—enjoy about working in the field of education?
3. What surprised you most about your internship experience? Why?
4. What theories, concepts and ideas from your studies can be applied to your internship experience?

For each of these questions, be concrete in your response, illustrating each with a specific experience from your internship. Be intentional about reflecting on your experience, rather than simply describing it.

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. More information is available at: http://www.luc.edu/sswd

Addendum
You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies: www.luc.edu/education/syllabus-addendum/

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. For specific policies and procedures see: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml. Plagiarism – presenting someone else's writing or ideas as your own – is one form of academic dishonesty and will not be tolerated. There are several good "How not to plagiarize” guides available on the web, such as http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize. In class we will discuss how to cite and include others' work in your own writing.

Internship Seminar Meetings:

Depending on our scheduling availability, these meetings may take place face-to-face or in an online format. The readings listed after each module should be completed for that session.

Module 1: Introductions

Module 2: Professional Development and Organizational Culture

Module 3: Careers in the Field of Education
Module 4: Mock Interviews

Module 5: Applied Learning

Module 6: Individual and Program Evaluations

Assignment Due Dates

Details on assignments will be given during our Seminar Sessions and/or through email. All assignments are due by 11:59pm on the day that is listed. If there are issues with submitting assignments by the specified due date please contact me so that we can discuss options for submitting the assignment.

September 25th 2015
Internship Project Plan and Professional Development Contract

October 9th 2015
Essay on Workplace Culture-500 words

October 30th 2015
3 Job Descriptions and Summaries

November 13th 2015
Resume and Cover Letter

December 11th 2015
Final Reflective Paper-5 pages