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      Water Tower Campus  
Email: ssimmons1@luc.edu  
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Office Hours: Email to schedule an appointment

Description & Learning Outcomes

The Internship in Higher Education course is intended to help you integrate theoretical and research coursework with the practice of higher education administration and to reflect on your own development as educators and professionals. As this internship course is coming near the end of your time in the master’s program, this course will be organized around the Higher Education Program’s Learning Outcomes:

1. Reflective Leadership—what type of leader are you and how can you empower and lead others to promote a just and ethical society?

2. Commitment to Social Justice—how can we demonstrate our knowledge of and respect for diverse perspectives, cultures, lifestyles, and ways of knowing?

3. Analytical Inquiry—how can we use theoretical and empirical research to address and solve administrative and instructional problems in colleges and universities?

4. Research and Assessment—how do we incorporate various research and assessment tools into our professional practice?

5. Communication Skills—if you did your best professional speaking and writing what would that look like?

IDEA Objectives for the Faculty Information Form

1. Gaining factual knowledge (terminology, classifications, methods, trends) MINOR
2. Learning fundamental principles, generalizations, or theories MINOR
3. Learning to apply course material (to improve thinking, problem solving, and decisions) ESSENTIAL
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course IMPORTANT
5. Acquiring skills in working with others as a member of a team MINOR
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) MINOR
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) MINOR
8. Developing skill in expressing oneself orally or in writing IMPORTANT
9. Learning how to find and use resources for answering questions or solving problems MINOR
10. Developing a clearer understanding of, and commitment to, personal values ESSENTIAL
11. Learning to analyze and critically evaluate ideas, arguments, and points of view MINOR
12. Acquiring an interest in learning more by asking questions and seeking answers MINOR

Conceptual Framework

Professionalism in the Service of Social Justice
A conceptual framework that emphasizes Professionalism in the Service of Social Justice guides instructional, co-curricular, and professional activities in Loyola’s School of Education. The School of Education seeks to develop persons of conscience devoted to the services of others. This course contributes to the understanding of this framework in a number of ways as it affords you the opportunity to begin your professional journey under the guidance of an on-site supervisor and myself. This support will assist you in developing your own professional voice, and applying the theory you have learned in the classroom to the practice of working within a college environment. You will also have the opportunity to reflect upon your experiences with peers, supervisor and me as you consider various perspectives and develop your own problem-solving strategies.

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.

Technology
Technology will be integrated into this course in a number of ways. You and I will utilize Sakai to disseminate information, turn in assignments, and to extend the learning community. You are encouraged to use PowerPoint for presentations. You are also encouraged to explore the topic of technology at your internship site and how professional staff at that institution use technology to accomplish their work.

Institutional Policies

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. The School of Education’s Policy on Academic Integrity can be found at:
For additional academic policies and procedures, refer to:
http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities that 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: http://www.luc.edu/sswd/

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. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
www.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 here online 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.
www.luc.edu/ethicsline

Disposition Assessments
The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, fairness and a belief that all students can learn prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes. In this class you will assess yourself mid-way through the semester and submit the rubric found on Sakai on September 24. I will provide feedback to you at that time and then submit your rating on Livetext at the end of the semester.
Requirements and Expectations

Civil Discourse
Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that you will approach one another with an ethic of care and developmental concern. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. You are expected to practice empathy and acknowledge multiple points of view.

Deadlines
This syllabus lists required reading and assignment due dates. I will hold you accountable to these dates. In the classroom, I do not thoroughly review material covered in the reading. Instead, I expect you to read/watch all required materials so that you are ready to dig deeper into the material for class and in your written assignments. As for assignments, timely completion allows me time to give you quality feedback before other future assignments. I cannot provide quality and timely feedback when I receive late assignments.

Cell Phones/ On Call
If you bring a cell phone or pager to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room in an undisruptive manner. Texting and/ or emailing are not allowed during class as a matter of respect to the learning community. Should you be on call as part of professional or graduate assistantship responsibilities, please advise me at the start of the semester. It is also a good idea to have a conversation with your supervisor and staff to help them understand that you are a student and interruptions during class time should be on an emergency basis only.

Email/ Sakai
Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai will be used as a source of continual updates about course material.

APA Style/ Writing
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. If you have significant concerns regarding your writing ability, you should consult the University Writing Center (http://www.luc.edu/tutoring/Writing_Center.shtml) for assistance.
Assignments

Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. On-time submission of all assignments and seminar participation is expected so please plan accordingly. One (1) point will be deducted for each day that an assignment is past due and five (5) points will be deducted for each unexcused class absence. You should check Sakai to ensure the assignment was submitted.

I. Professional Development Contract (5 points)
You are unable to participate in internship without a signed contract.

You must have approval for your internship from your faculty and the site supervisor no later than August 20. Additionally, you must also have finalized your professional development contract no later than the first class meeting. 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. Although the appropriate parties sign the contract, this does not render it inflexible; should you need to make changes, this is acceptable provided you obtain the approval of me and your site supervisor. **Final, signed copy is due on Sakai on August 27.**

II. Site Report Presentation (5 points)
The internship seminar provides an opportunity to learn about other higher education institutions and administrative units represented by the varied internship sites. You are asked to make a brief PowerPoint (or comparable platform) presentation on your internship site at our class meeting on **September 10.** Your presentation should include:

- Institutional Mission
- Name of Administrative Unit and Departmental/Unit Mission (if there is one)
- Brief description of the department/unit
- Educational/Professional journey of supervisor
- Brief description of your responsibilities
- Identified learning goals and projects for your experience
- Connection of goals/projects or mission to theory from previous class
- Additional, relevant information about this site and include at least two interesting facts!

Please be succinct, limiting your presentation to no longer than 10 minutes with an additional 5 minutes for questions. A copy of your presentation must be submitted via Sakai Assignments by 7pm on **September 10.** I will assess the presentations based on the rubric on Sakai.

III. Reflection Piece (5 points)
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 on theory from additional courses. You have the freedom to choose any of the formats below:

- Written reflection (4 minimum to 5 pages maximum)
- Photo elicitation (3 photos and 1000 words minimum to 5 photos and 1250 words maximum)
Online Presentation (10 minimum to 15 minutes maximum)

The reflection piece should be submitted via Sakai by 7pm on **October 29**. I will assess the piece based on the rubric on Sakai.

**IV. CHOOSE OPTION 1 or 2 (5 points)**

**Option One: Resumes, Cover Letters & Interviews (5 points)**

On **October 15** we will facilitate Mock Job Fair Interviews. Professionals from Chicago area institutions of higher education will conduct interviews with you and provide feedback on your resume and cover letters. This is a wonderful opportunity for you to gain experience in the job search process.

You will select two job descriptions of your choice and will develop a resume and cover letter tailored to those specific jobs. The two job postings should be positions for which you would be qualified once you complete the Higher Education Program. The two job postings AND your resume and cover letters should be submitted in a PDF format to Sakai by **September 28**. These should be submitted in two PDF files – each file should have the job posting, cover letter, and resume. Label the file with your first initial, last name, and the name of school from the job posting (e.g., SSimmons ISU; SSimmons Loyola).

The 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. You are encouraged to get feedback from at least one other individual in higher education before submitting the resume and cover letters to Sakai. Professional dress is expected for the interview fair. The interview fair will take place on campus during our regular class time. I will allot up to five points for this assignment based on you meeting all the due dates and following the instructions provided here.

**Option Two: Reflection Piece (5 points)**

You may choose one of the formats listed under section III of this syllabus to reflect on how what you are learning is connected to one theory from another course (e.g. leadership, organizational and governance, student development, among other theories) and any class readings. The theory should be fully described and you should detail the application of the theory in your internship description. The reflection piece is due on Sakai by 7pm on **October 22**.

**V. Self-Evaluation Form (5 points)**

I will make a site visit to your institution near mid-semester 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.

Near the end of the semester, you are required to complete the “LUC Internship Self Evaluation.” Please offer a candid assessment of your performance, to date, according to the criteria outlined on this form. Your supervisor will also complete the “LUC Internship Supervisor Evaluation.” 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 7pm on December 3. Once I have received these documents and reviewed them I will allot the 5 points for this assignment.

VI. Written Reflective Narrative on Internship Experience (20 points)
As a way to help you make sense of and reflect on your overall internship experience, you will compose a written 6-8 page reflective narrative. This narrative should address the following four topics:

• What insights did your internship experience shed on your professional strengths and limitations (3)?
• In what ways did your internship experience connect to specific student development, organizational and governance, or leadership theories and readings in this course (1)?
• What did you learn from your internship experience about what you most -- and least -- enjoy about higher education (3)?
• What surprised you most about your internship experience? Why (3)?
• In light of what you learned, discuss 2-3 concrete steps that you plan to continue to address in your professional learning and growth as higher education professional over the next three years (4).

For each of these questions, be concrete in your response, illustrating each with specific experiences from your internship experience. Be intentional about reflecting on your experience, grounding it in theory and readings, rather than simply describing it. Please submit your Written Reflective Narrative via Sakai by 7pm on November 12. I will assess the narrative based on the rubric on Sakai.

VII. Learning Outcomes Presentation (5 points)
During the last class session, you will present how you achieved your learning outcomes. Each presentation should be no more than 10 minutes in length and should include the following:

1) Name of Institution and functional administrative unit
2) Defined learning outcomes for the internship experience as well as any additional learning outcomes agreed upon with your supervisor during the course of the internship
3) Two specific examples of how the learning outcomes were achieved, or an explanation of why the learning outcomes were not achieved
4) Two specific examples of how you integrated class readings, and theory or saw examples of theories you have studied in the program being integrated into practice.

You are expected to create a PowerPoint/Prezi presentation and must submit the presentation via Sakai Forum and under Assignments by 7pm on November 19. I will assess your presentation based on the rubric found on Sakai.

VIII. Reading & Participation (10 points)
Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. Participation can look different depending on the various ways in which people process information and interact with the world. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the quality
of the contributions. Participation includes preparation for class, active listening, quality interaction with peers, and general engagement with the coursework. Participation is valued in which students build upon one another’s comments, provide meaningful connections to practice, share critical observations, and insights on a topic, and generally increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. Closely tied to this expectation is the importance of reading comprehension. Reading comprehension includes demonstrated understanding of theories and literature that is evidenced in your comments in class as well as all written and verbal assignments. You will assess yourself on reading comprehension and participation and adhere to the rubric found on Sakai. This is due by 7pm on December 3 on Sakai.

**IX. Attendance (10 points)**
Class attendance is of the utmost importance. I understand life happens: families experience emergencies, students become ill, among other issues. If you need to miss class, you must communicate with me beforehand whenever possible. Additionally, excessive tardiness can disturb the classroom environment, so please arrive at class on time. Unexcused absences and excessive tardiness will affect your grade. If you miss more than two class sessions you may need to take the course another semester. I will assess attendance based on your presence in all class sessions.

**Evaluation and Grading:**
Evaluation for the Internship in Higher Education course is a shared responsibility. The site supervisor is expected to submit a written assessment after the requirements for the field experience have been fulfilled to the satisfaction of all involved parties (30% of final grade). You will also include a specific recommendation for a final grade on your Self-Evaluation Form as well as grade your own participation and reading. I will grade all other assignments. The distribution of points is provided below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Professional Development Contract</td>
<td>5</td>
</tr>
<tr>
<td>Site Report Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Reflection Piece</td>
<td>5</td>
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<tr>
<td>Option One or Two</td>
<td>5</td>
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<tr>
<td>Self-Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>Written Reflective Narrative</td>
<td>20</td>
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<tr>
<td>Attendance</td>
<td>10</td>
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<tr>
<td>Internship Supervisor Assessment</td>
<td>30</td>
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<tr>
<td>Learning Outcomes Presentation</td>
<td>5</td>
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<tr>
<td>Reading &amp; Participation</td>
<td>10</td>
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*Total 100 points*

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 94</td>
<td>A</td>
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<tr>
<td>93 - 90</td>
<td>A-</td>
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<tr>
<td>89 - 87</td>
<td>B+</td>
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<tr>
<td>86 - 84</td>
<td>B</td>
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<tr>
<td>83 – 80</td>
<td>B-</td>
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(assessed by site supervisor)

(assessed by you)
Evaluation criteria:
You will be evaluated on the following criteria:

- Quality of on-site internship performance, including contributions and personal/professional growth demonstrated and recorded;
- Overall performance at your internship site including professional disposition, communication, leadership skills, analytical abilities, and commitment to social justice;
- Quality of performance in seminar, including quality of participation, writing, presentations, and all assignments.

Class Readings/ Sequence/Weekly Course Calendar

You are required to read articles listed in the course schedule below by class time on that date. This course is designed using a traditional seminar format in which much of the learning is emerged from group discussion and student engagement with each topic. Appropriate preparation such as completing each week’s readings as well as thoughtfully reflecting on the topics are critical not only for each individual’s intellectual development, but the group’s collective development as well.

Students should offer to provide supervisors with the readings. They should also discuss the seminar topics (as appropriate) with site supervisors. Each week’s reading is coupled with question prompts for discussion as well as recommendations regarding how you might engage the topic further with your supervisor.

As you read, please also keep the following aspects in mind:

- What are the central points to this reading?
- What is not clear or may be confusing to you?
- How does this reading relate to your prior experiences in higher education?
- How does this reading relate to your internship experience?

“What you want to be eventually, you must be everyday. With practice, the quality of your deeds gets down to your soul.” (Crane)

Recommended Text
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
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<tbody>
<tr>
<td>August 27</td>
<td>Face to Face Class: Introductions and Communication</td>
<td>• Signed Professional Development Contract due on Sakai</td>
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<tr>
<td></td>
<td>• Carpenter &amp; Stimpson (2007)</td>
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<td></td>
<td>• Janosik (2007)</td>
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<tr>
<td></td>
<td>• Reynolds (2009)</td>
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<tr>
<td></td>
<td>Site Supervisor Prompt Questions:</td>
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<tr>
<td></td>
<td>• What kind of communicator are you?</td>
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<td></td>
<td>• How can you ensure “good” communication with supervisors and colleagues?</td>
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<td>September 3</td>
<td><em><strong>No Class</strong></em></td>
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<tr>
<td>September 10</td>
<td>Face to Face Class: Commitment to Social Justice</td>
<td>• Site Report Presentations due on Sakai and in class</td>
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<tr>
<td></td>
<td>• Einfield &amp; Collins (2008)</td>
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<tr>
<td></td>
<td>• Lewis, Lenski, Mukhopadhyay, &amp; Cartwright (2010)</td>
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<td></td>
<td>• Nash (2010)</td>
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<td></td>
<td>• Taylor, Miller, &amp; Garcia-Louis (2014)</td>
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<td>Site Supervisor Prompt Questions:</td>
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<tr>
<td></td>
<td>• How do you define the term “social justice”?</td>
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<td>• Does the college/university have a social justice mission? If so, how is it integrated into campus life? If not, why?</td>
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<td>• Does the department/functional unit have a social justice mission? If so, how is it integrated into the work of that department? If not, why?</td>
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<td></td>
<td>• What can student affairs professionals do to continue to develop themselves and students as social justice allies?</td>
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<td>September 17</td>
<td><em><strong>No Class</strong></em></td>
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<tr>
<td>September 24</td>
<td>Face to Face Class: Navigating Campus Community Politics</td>
<td>• Mid-semester Disposition Rubric due on Sakai</td>
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<td></td>
<td>• Amey, Jessup-Auger, &amp; Tingson-Gatuz (2009)</td>
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<td>• Stringer (2009)</td>
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<td></td>
<td>Site Supervisor Prompt Questions:</td>
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<tr>
<td></td>
<td>• How would you describe campus politics as they exist within this unit? Within this institution?</td>
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<td></td>
<td>• How do you navigate the political</td>
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dimensions of professional practice at this institution?
- What are the unwritten rules of the organization?
- What does one need to know about how to “make things happen” in the context of the political environment of this unit and/or institution?
- What advice do you have for a new professional about navigating the politics of an institution?

| September 28 – October 2 And October 5 – 9 | ***No Class*** | Site Visits with Site Supervisors and Students | **Resume, cover letter, and job descriptions due on Sakai**

| October 15 | **Mock Job Fair Interviews** | **Optional site visit**

| October 22 | ***No Class*** | **Option 1 or 2 assignment due on Sakai**

| October 29 | **Face to Face Class: Assessment & Evaluation** | **Reflection Piece due on Sakai**
- Green, Jones, & Aloi (2008)

| November 5 | **Face to Face: Intersectionality and Higher Education** | **Find and share one assessment and evaluation article that connects to your internship experience**
- Beighley, Simmons, & West (2014)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>November 12</td>
<td><em><strong>No Class</strong></em></td>
<td>• Written Reflective Narrative due on Sakai</td>
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<td><strong>Face to Face Class: Reflective Leadership &amp; Ethical Decision-Making</strong></td>
<td>• Complete Online Course Evaluation</td>
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<td>November 19</td>
<td>• Humphrey et al. (2004)</td>
<td>• Learning Outcomes Presentations due on Sakai</td>
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<td>• Janosik et al. (2004)</td>
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<td>• Reybold et al. (2008)</td>
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<td>Site Supervisor Prompt Questions:</td>
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<td></td>
<td>• What is leadership?</td>
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<td></td>
<td>• What do you consider when making decisions on campus?</td>
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<tr>
<td>November 26</td>
<td><em><strong>THANKSGIVING BREAK</strong></em></td>
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<tr>
<td>December 3</td>
<td><strong>Face to Face Class: Final Presentations and Discussion about Next Steps</strong></td>
<td>• Class Participation &amp; Reading Rubric due on Sakai</td>
</tr>
<tr>
<td></td>
<td>• Patton, McEwen, Rendón, &amp; Howard-Hamilton (2007)</td>
<td>• Self-Evaluation &amp; Supervisor’s Evaluation due (signed copies)</td>
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<td>• Renn &amp; Hodges (2007)</td>
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<td>• Tull (2006)</td>
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<td></td>
<td>Site Supervisor Prompt Questions:</td>
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<td></td>
<td>• Discuss final evaluation</td>
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Readings


Student Goals: The Internship Experience

1. To structure a focused, integrative experience within higher education in areas such as student affairs, academic affairs, or development and alumni affairs. As a learner-initiated activity, an assumption exists that a much greater level of motivation, interest, and desire to enter into the internship exists for the learner.

2. To acquire new knowledge about students, student cultures, generational implications, and student issues, needs, concerns and interests while on campus.

3. To acquire new knowledge about how diverse college and university staff and programs assist students and collaborate with colleagues in meeting their needs and expectations.

4. To gain new skills or enhance existing skills in administrative practice. These skills include but are not limited to: programming, instruction, assessment/evaluation, advising, planning, leadership development, budgeting, and the successful integration of such skills.

5. To apply and integrate classroom learning (theory, models, principles) to the daily work environment.

6. To 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. To develop critical thinking skills through readings, observations, and in-class discussions that allow for self-reflection as well as in-depth understanding about students, colleagues and the organization.

8. To assess one’s continuing interest in and desire to work in a particular segment of higher education administration. The internship may be an affirming experience or one that confirms doubts. Both of these insights should be viewed as positive outcomes of the internship.

9. To acquire new knowledge and information from peers in the internship class. The periodic seminars provide all learners with the opportunity to provide support to each other while also expanding one’s base of knowledge about the diverse opportunities available to those pursuing professions within the field.

Responsibilities of the Intern

1. Conduct an INFORMATION INTERVIEW with a potential site supervisor to explain the role and function of the ELPS 527 Internship in Higher Education course, including sharing your ideas as to your learning expectations and ideal experience.

2. Share your findings from the interview with your faculty internship supervisor, indicating whether or not you will proceed with the experience and why.

3. 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. SHARE THE DRAFT with the faculty supervisor.

4. Conduct oneself in a PROFESSIONAL MANNER at all times while at the internship site. When you know you will be late or unable to meet an internship obligation, you are required to phone your site supervisor ahead of time, underscoring that you will “make up” the lost time immediately. This type of absence or departure from the work schedule should be extremely rare.
5. Take responsibility for scheduling and participating in a weekly supervision MEETING WITH YOUR SITE SUPERVISOR, allowing for timely, constructive feedback about your performance and discussion of relevant issues.

6. ATTEND ALL INTERNSHIP SEMINAR CLASSES as scheduled (see course schedule) and be prepared at each class to share your experience at the site along with any additional assignments due for each seminar class.

7. Take responsibility for checking on a daily basis for E-MAIL COMMUNICATION from the faculty supervisor and site supervisor regarding internship activities.

8. Prepare a WRITTEN FINAL ASSESSMENT REPORT of your internship experience and performance with special emphasis on what you have learned and how this learning has influenced your views as a higher education professional. The written critique should not be shared with the site supervisor until after the faculty supervisor has reviewed it and determined it is ready to share. If the report is inadequately proofread, you may be required to take an incomplete to revise it before submitting it to your site supervisor.

9. Schedule and conduct a FINAL PERFORMANCE EVALUATION with your site supervisor. At this meeting, you will take responsibility for sharing what you have learned including those factors that shaped this learning.

10. At the conclusion of the internship, send a formal THANK YOU LETTER to the site supervisor and (ONCE APPROVED BY FACULTY SUPERVISOR) a copy of your fully revised Final Assessment Report.

**Responsibilities of the Internship Site Supervisor**

1. Assist student in designing an optimal learning experience addressing the student’s need for knowledge specific to the position and campus, professional skill development and enhancement, and socialization as a new professional in the field.

2. 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 staff.

3. Introduce students to office/departmental staff and those with whom the student may have contact during the internship. This introduction includes stating the purpose and/or function of the internship student.

4. Structure and monitor the professional work environment for the student, creating the setting for optimal learning. Adequate seating, desk space, and access to computer appropriate for a part-time professional staff member are requested.

5. Create a work environment that provides the student with the most holistic experience possible. As appropriate, invite the intern to attend meetings in and outside of the department; involve them in “big-picture” discussions such as budgeting, long-term planning, and legal issues; and providing them with a project(s) where they have primary responsibility and that can be highlighted on their resume and in their job search.

6. All supervision during the internship should comply with the standards found in the Statement of Ethical Principles and Standards promulgated by the American College Personnel Association and/or ethical statements issued by other student affairs or higher education professional associations.

7. Conduct individual, private meetings with the student to provide formative feedback about work completed or in progress. The student will also use this meeting to raise professional issues observed or experienced during the internship, and it is hoped the site
supervisor will share personal insights that will enrich the intern’s professional
development. This weekly one-on-one session is critical to ensure that the intern receives
a level of professional mentoring beyond what is ordinarily possible in other part-time
jobs or graduate assistantships. It is recommended that this meeting be scheduled for at
least one hour per week.
8. Student interns are assigned specific readings designed to encourage dialogue with the
internship supervisor and to further their understanding of translating theory into practice.
We encourage supervisors also to read these materials to enhance the dialogue with the
student.
9. Provide the Loyola faculty supervisor with feedback about the student’s progress (or lack
thereof) and bring to the faculty member’s attention immediately any serious concerns
about the student and/or their work at the site. This will be particularly important for the
mid-semester site visit.
10. Conduct a summative performance evaluation of the student’s work to react to the
student’s self-evaluation and critique of the experience.

Typical Stages of the Internship Experience

Stage 1: The Journey Begins
- A mix of feelings at the beginning (enthusiasm, anxiety, apprehension, excitement)
- High expectations for the experience
- Not sure how all the “pieces” will come together
- Overall, a very positive feeling

Stage 2: Establishing a Routine
- Some role ambiguity may exist (am I a student? am I staff? How do others view me?)
- Can be overwhelmed with many different tasks to juggle at one time.
- Can be underwhelmed if going slower than expected.
- Concern/anxiety about developing a good collegial relationship with site supervisor and
  staff in the office.
- Overall, still positive but perhaps not as much as on first day or so.

Stage 3: Settling In Period
- Role confusion declines
- Begin to make substantive contributions
- More comfortable with co-workers and site supervisor and vise versa
- Begin to make progress on projects
- Overall, still a positive experience

Stage 4: Reality Stage
- Reality of day-to-day workplace and its many issues begins to hit.
- Work may not be as “glamorous” as expected or not what expected in other ways.
- Some disillusionment with co-workers as they struggle with problems, issues, challenges
  of day-to-day work.
- The reality of limited resources and how slowly some decisions are made sets in.
• Concerns may surface about the “commitment” of selected staff to students and institution.
• Concerns that you may not be making as much progress on your own goals as you expected.
• Overall, this can be a “downer” time for you.

**Stage 5: Period of Adaptation**
• Adjustment of learning goals occurs to reflect more realistically what you and site supervisor believe can be accomplished.
• You become much more skillful in getting what you want from the experience.
• You are a lot more comfortable with site supervisor; your conversations are more open and candid about your observations, interests, and needs.
• Recognition of value and importance of teamwork and group relations in effectively meeting goals.
• Overall, a more positive period.

**Stage 6: Closure Stage**
• For some, hard to believe time of internship is drawing to a close. Time has flown by.
• Acceptance that perhaps not all learning goals were realistic or could be fulfilled in time allotted.
• Recognition that much was learned that was unanticipated (about institution, about staff, functional area, self).
• Recognition of one’s strengths and weaknesses.
• Overall, satisfaction with job one has done and with the experience.
• Some rush to get major project finished before end of term; desire to perhaps even put in more hours to get more experience and to see to completion one or more activities.
### Dispositions

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>Professionalism</td>
<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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<tr>
<td>Student meets all deadlines</td>
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<td>Student attends class and is punctual for all professional obligations</td>
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<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<tr>
<th>Fairness</th>
<th>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</th>
<th>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</th>
<th>Student fails to consider the situation of others in making professional decisions and acts inequitably</th>
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<tbody>
<tr>
<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
<td>Student exhibits active listening skills</td>
<td>Student is able to accept constructive feedback</td>
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<tr>
<th>All students can learn</th>
<th>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of</th>
<th>Student believes and demonstrates in practice that all students, regardless of contextual influences,</th>
<th>Student fails to understand and/ or demonstrate in practice that all students, regardless of contextual</th>
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<tbody>
<tr>
<td></td>
<td>contextual influences, are capable of learning</td>
<td>are capable of learning</td>
<td>influences, are capable of learning</td>
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<td>Student is sensitive to cultural differences</td>
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<td>Student respects the diversity of learning styles</td>
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<td>Student uses the framework of social justice in decision making</td>
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