Instructor: Bridget Turner Kelly  
Office: School of Education, 1154 Water Tower Campus  
Email: bkelly4@luc.edu  
Phone: 312-915-6087  
Office Hours: Please 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  

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

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:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

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 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.
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 February 23. 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 his/her internship from both me and the site supervisor no later than January 26. 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 January 26.**

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 presentation on your internship site at our class meeting on **February 9**. 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 **February 9**. 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 **March 30**. 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 March 9 Deb Martin 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.

Two job postings AND your resume and cover letters should be submitted in a PDF format to Sakai by **February 23**. 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., BKelly UVM; BKelly University of TN).

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 and is scheduled 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
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 **February 23**.

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 “Student Self Evaluation Form.” 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 in PDF format to Sakai by **April 27**. 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?
In what ways did your internship experience connect to specific student development, organizational and governance, or leadership theories and readings in this course?

What did you learn from your internship experience about what you most --and least --enjoy about higher education?

What surprised you most about your internship experience? Why?

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.

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 April 13. I will assess the narrative based on the rubric on Sakai.

VII. Learning Outcomes Presentation (5 points)
During the last class session, which will be asynchronous and online, 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 April 20. I will assess your presentation based on the rubric found on Sakai.

VIII. Reading & Participation (10 points)
Participation is of the utmost importance. Closely tied to this expectation is the importance of reading comprehension. Participation can look different depending on the various ways in which people process information and interact with the world. Participation includes preparation for class, active listening, quality interaction with peers, and general engagement with the coursework. 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 April 27 by 7pm 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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</thead>
<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>
</tr>
<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>
</tr>
<tr>
<td>Reading &amp; Participation</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

100 – 94 A 93 - 90 A- 89 - 87 B+ 86 - 84 B
83 – 80 B- 79 - 77 C+ 76 - 74 C 73 - 70 C-
69 - 60 D 59 – 0 F

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**

You are required to read articles listed in the course schedule below by class time on that date. When reading, please 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)

### Sequence/Weekly Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Face to Face Class: Introductions and Communication Skills</td>
<td>• Signed Professional Development Contract due January 26 on Sakai</td>
</tr>
<tr>
<td>February 9</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>• Hartnett (2001)</td>
<td>• Site Report Presentations due on Sakai and in class</td>
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<tr>
<td></td>
<td>• McCormick (2003)</td>
<td>• Site Report Presentations due on Sakai and in class</td>
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<tr>
<td></td>
<td>• Roper (2013)</td>
<td>• Site Report Presentations due on Sakai and in class</td>
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<tr>
<td>February 23</td>
<td>Face to Face Class: Research &amp; Assessment</td>
<td>• Option 1 or 2 assignment due on Sakai</td>
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<tr>
<td></td>
<td>• Inkelas (2004)</td>
<td>• Mid-semester Disposition Rubric due on Sakai</td>
</tr>
<tr>
<td></td>
<td>• Crockett et al. (2007)</td>
<td>• Mid-semester Disposition Rubric due on Sakai</td>
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<tr>
<td>February 24-25</td>
<td><em><strong>No Class</strong></em></td>
<td>• Mock Job Fair Interviews on March 9</td>
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<tr>
<td>And</td>
<td>Site Visits with Site Supervisors and Students</td>
<td>• Facilitate site visit</td>
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<tr>
<td>March 9-11</td>
<td></td>
<td>• Facilitate site visit</td>
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<tr>
<td>March 30</td>
<td>Face to Face Class: Analytical Inquiry</td>
<td>• Reflection Piece due on Sakai</td>
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<td>• Saunders et al. (2000)</td>
<td>• Reflection Piece due on Sakai</td>
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<td>• Museus (2008)</td>
<td>• Reflection Piece due on Sakai</td>
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<td></td>
<td>• Wilson et al. (2000)</td>
<td>• Reflection Piece due on Sakai</td>
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<tr>
<td>April 13</td>
<td><em><strong>No Class</strong></em></td>
<td>• Written Reflective Narrative due on Sakai</td>
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<tr>
<td>And</td>
<td></td>
<td>• Written Reflective Narrative due on Sakai</td>
</tr>
</tbody>
</table>
| April 20 | Asynchronous Online Class—Sakai Forum  
Reflective Leadership: Ethical Decision-Making  
- Casteen et al. (2007)  
- Humphrey et al. (2004)  
- Janosik et al. (2004)  
- Reybold et al. (2008) | Sakai  
- Complete Online Course Evaluation  
- Learning Outcomes Presentations due on Sakai |
| April 27 | *** NO CLASS*** | Sakai  
- Class Participation & Reading Rubric due on Sakai  
- Self-Evaluation & Supervisor’s Evaluation due (signed copies) |

**Class Readings**


