2021 Sample Syllabi

A compilation of Fall 2021 internship course syllabi

Office of Experiential Learning and Internships | HBLL 5435 | internship@byu.edu | 801.422.3337
# Course Syllabi Listed Alphabetically

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ArtEd 476R Student Teaching-Art Practicum and Seminar
Day/Time: Tuesdays 5-6:50
Instructor: Tara Carpenter Estrada
Phone: 801-946-1409 e-mail: taracarpenter@byu.edu

Course purpose
Students who successfully complete this course will become stronger teachers through hands-on practice and reflection. They also will achieve Utah licensure and will be prepared to interview for jobs.

Course description
This twelve-credit course will help student teachers prepare for employment as full-time teachers. Students will generate curriculum, reflect on and evaluate teaching practice, complete all of the state requirements for teaching licensure, and create a professional portfolio to take to job interviews. During the seminar (and individual meetings) we will discuss methods, curricula, legal issues, classroom management, and all facets of preparation of professional documents for the McKay School of Education will be completed.

Essential questions to consider while student teaching
1. What are the characteristics of effective pedagogy?
2. What does the art teacher need to know and be able to do?
3. How can artistic practice inform teaching practice and teaching inform artistry?
4. What is the potential role of art education in schools?
5. What is the role of the classical repertoire of art education within the emerging worlds of visual culture and digital media?
6. What is the role of art, artistry and teaching in personal spiritual development?
7. What kinds of learning environments foster creativity, innovation and art making?
8. How is art education informed and/or hindered by standards and foundations?
9. How might the visual arts intersect with the education of exceptional students, special education students, or students who learn differently?

Learning outcomes for the course
1. Demonstrate proficiency in the everyday tasks of teaching by doing the following:
   a. Create weekly lesson plans, teaching outlines, or improvement plans in collaboration with the cooperating teacher.
   b. Become familiar with and apply National Core Standards for Visual Arts Education and the Utah Effective Teaching standards to planning and teaching in weekly lesson plans and in the PPAT.
c. Exhibit professionalism in each school setting and the seminar by being consistently punctual (as shown in PAES evaluations) and prepared (as shown in weekly lesson plans).

2. Complete the following requirements established by BYU's Department of Art, the Department of Teacher Education and the Utah State Office of Education:
   a. PPAT Assessment. The four tasks are generated during student teaching and uploaded to ETS. Students must pass the PPAT to be eligible for a teaching license.
   b. Meet the expectations of the cooperating teacher, the university supervisor, and administration of the sponsoring school. This is evidenced in achieving at least a 2.4 cumulative score on all PAES evaluations from University Supervisors and Cooperating Teachers. The evaluations will be submitted by the evaluators on Educator, and will be signed by the student teacher.

3. Continually reflect on your own as well as others teaching practice by doing the following:
   a. Provide thoughtful peer review to classmates on teaching practice during discussions and review of on-site video recorded art lessons.
   b. Invite and accept commendations and recommendations made by the university supervisor, cooperating teacher, school administrator and peers. Also engage in regular reflection and self-assessment about the essential questions of the course.
   c. Informally and formally assess your mentor teacher and placement. Process weekly in class how things are going in your day-to-day work. At the end of the semester, fill out a formal survey with feedback on your mentoring teacher. This will assist us in making sure you have a quality experience.
   d. Plan and execute an exhibition of student work.

4. Prepare for Job Interviews by doing the following:
   a. Create a Professional Portfolio.
   b. Participate in the Teacher Fair (Winter Semester) or in mock job interviews during seminar (Fall Semester)

ASSIGNMENTS

I. PPAT Assessment
   The PPAT is required for all students completing licensure programs at BYU. It is a comprehensive work sample of student teaching. All sections will be reviewed during the semester, with opportunities for peer review before submitting to ETS.

II. Video
At least one taped lesson is required for the semester. Edit the video to 10 minutes. **Turn in your edited video on GoReact**, and come to class prepared to view and reflect upon it. You will also be giving feedback on everyone else’s videos.

**III. Weekly Check-in and Lesson Plan Assignment**

Each week, meet with your cooperating teacher. Determine together which of the following activities will be most helpful. Complete the activity, and **email a copy to your teacher, your supervisor, and Tara along with a weekly check in form to let us know how you are doing.**

Options:
1. **Formal lesson plan** (this should be what is turned in most weeks): This should be something that you are preparing to teach in one or more classes the following week. At minimum, it needs to include learning goals, assessment, a detailed outline of how it will be taught, and any materials that needed to be generated to teach with (slide presentations, handouts, etc.). In addition to bringing a printed copy to class, email a digital version of your lesson plan to your university supervisor before you teach. As you plan lessons, specifically consider essential questions #’s 1, 2, 5, 8, 9, and 10.

2. **Teaching outline for the week** (this format can be used on weeks with a lot of work-days, or if the cooperating teacher will be doing most of the lesson prep and teaching as the beginning and end of a placement): This should include a detailed daily schedule of what you will be doing to support instruction in the classroom the following week.

3. **Plan for improvement** (this format can be used throughout the semester as needed, usually 1-4 times): This should address a specific aspect of teaching drawn from the list of essential questions above, or your own concerns that you wish to improve upon with support from your cooperating teacher and/or university supervisor. Include a description of the area of focus, a description of specific steps you want to take to improve, and a description of how your mentors can support this improvement.

**V. Professional Portfolio**

Your completed professional portfolio will be turned in at your exit interview during finals week as a digital copy. Plan ahead by having photographs taken of yourself in your teaching settings, including documentation of student work. **Avoid pictures with students’ faces, as this requires a photo release from the students’ parents.**

Your Professional Teaching Portfolio is intended as a promotional piece for you to take with you when you interview for a teaching position. Carefully consider your content and presentation, as it will reflect who you are as a professional.
1. **Title Page** (i.e. Professional Teaching Portfolio of Sam Samuelson)

2. **Table of Contents**

3. **Photograph of Self**

4. **Teaching Philosophy**

5. **Vitae/Resume**

6. **References**

7. **Sample of Student Art**: Consider including: Individual student work with or without the student included, You teaching, demonstrating, you displaying / hanging a show, you judging student artwork.

8. **Creative Portfolio**: This should include photographs of your own artwork with titles and artist statements.

9. **Curriculum Samples**: Consider including an overall unit plan with sample lessons so administrators can see that you can plan towards large themes.

VI. **Exhibition-Student Show**

   The exhibit can be in the school, the university, a public gallery, or other exhibition space (libraries, restaurants, etc.). Begin thinking now of what you would like to have exhibited and the process you will use for selection. This exhibit should also document in written form the nature of the project and what students learned in the process. Are you going to exhibit only the very best work or the work of all students? How will you design and promote the exhibit? Create a document that describes your exhibition, how and where it was displayed, and how the pieces were selected. The written assignment should also include photographs of the exhibition.

We understand that a physical artwork display may not be possible during this semester. If showing work in person is not an option, student teachers can create virtual art exhibits. These could be in many different formats including class websites, google slides, blogs, flipgrids, padlet, etc.. **Turn this assignment in on Learning Suite.**

VII. **Supervisor Visits**

   These visits are a very important part of the student teaching experience. They will form the basis for your final evaluations and future recommendations. They are also a key part of reflective teaching. Additionally, they help us to make sure that things are going well in the placement and that the mentor/student teacher relationship is working well.
University supervisors will observe student teachers throughout their assignments. In an effort to avoid spreading the Coronavirus, observations will be online this semester. If teaching in person, student teachers will create videos of themselves at work. If you have a Swivl set-up in your school, that would be especially helpful for facilitating video-taping their teaching. These videos may be streamed live to the supervisor and watched later, or watched synchronously. If teaching in online formats, student teachers will send content they have created to their supervisors. Supervisors will check in with student teachers over zoom or phone calls throughout the semester. They might also ask to meet briefly with you to discuss how things are going. If you ever have any questions or concerns about your student teacher, please email or call.

VIII. Job Interview Preparation

Participate in the Teacher Fair (Winter Semester) or in mock job interviews during seminar (Fall Semester).

This course is Pass/Fail. In order to successfully pass, students must:

- Pass the PPAT assessment (scored by ETS)
- Complete a Professional Teaching Portfolio that is interview ready
- Receive passing scores on their PAES assessments from mentor teachers and supervisors
- Create a video of a teaching experience and share it with their peers for feedback
- Regularly collaborate with mentor teachers to create written lesson plans and email these, along with their schedule, to their mentor, supervisor, and course instructor.

Above all, this course is a preparation for teaching and getting a job. Small assignments like the weekly lesson plans are important for building a rapport with the mentor teacher and for demonstrating responsibility and teaching ability to the mentor, supervisor, and course instructor. These are the people who will need to evaluate your work, and who likely will be your references when applying for jobs.)

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.
Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at http://titleix.byu.edu.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.
Art History Academic Internship – ARTHC 496R
Instructor/Internship Coordinator: Elliott Wise
Email: Elliott_Wise@byu.edu
Telephone: 801-422-7294
Office: 3048 JFSB
Hours: By appointment

Course Objectives:

• Gain experience and rigorous training in the art world (museum, gallery, art organization, auction house, library, archive, etc.).
• Provide professional development and contacts for the field beyond the walls of Brigham Young University.
• Facilitate meaningful and real-life application of your degree in Art History and prepare for a life of rewarding employment and service.
• Fulfill the Art History “Off-Campus Requirement” (ARTH 496R).

Learning Outcomes:

• Demonstrate ability to establish expectations in first impressions and ongoing working relationships.
• Hone skills in effectively initiating and completing projects.
• Learn to effectively navigate cultural and workplace diversity.
• Develop successful professional relationships and networks.
• Gain experience in building and contributing to strong teams.
• Understand how to communicate effectively in a professional environment.
• Learn to make sense of data and apply it to problem solving.
• Translate and narrate your internship experience into a powerful, evidence-based story recorded in written reflection assignments and a final report.

Requirements:

At the beginning of the semester, we will schedule an orientation meeting to discuss important principles and expectations of completing an Art History internship. This will be our only formal meeting as a class. We will also go over the syllabus and the grading method.

Successful Completion of Internship (140 hours) 200 Points
Reflections (submitted at regular intervals) 70 Points
Final Report 100 Points
Evaluation 50 Points
Total: 420 Points

At the conclusion of the course I will divide your point total by the total number of possible points to produce your grade. There will be no curve.
Successful Completion of Internship (200 Points): You are required to work with diligence and focus in your responsibilities. Remember that you will not only be an ambassador for the university and the Church but also for the Art History major. Establishing a good relationship with the internship institution will not only help you in your future endeavors but will also help us in placing qualified applicants in the years to come. Your internship will be a memorable and impactful part of your educational experience. Please be your best in your interactions, punctuality, and professional appearance.

For 3 hours of course credit (Fall and Winter semesters) you are required to work 10 to 12 hours per week for 14 weeks, or 140 hours in total. If your internship takes place either during Spring or Summer term (not both), you are required to work 20 to 24 hours per week. If, on the other hand, your internship spans both Spring and Summer together, you should work 10 to 12 hours each week.

Reflections: You will regularly upload reports to Learning Suite, in which you account for and reflect on your work. Follow the Learning Suite calendar’s due dates for these submissions. Your reports should be at least two paragraphs in length and include the total number of hours worked that week as well as an ongoing tally of the total number of hours worked to date. This will help you keep track of your progress toward the required 140. In the first paragraph, provide a brief summary of what you have been working on recently. In the second paragraph, address the following prompt (these prompts are also listed on the Learning Suite Schedule):

Prompt 1: Describe the institution at which you are interning and your specific responsibilities there.

Prompt 2: What are the most important strengths of your internship institution and supervisor?

Prompt 3: What unique skills could you contribute to your internship institution, or what skills have you contributed already?

Prompt 4: Describe a frustrating or difficult aspect of your internship and the way in which you dealt with it or still could deal with it.
Prompt 5: What has been the most surprising or unexpected part of your internship?

Prompt 6: How might your internship impact your future employment plans?

Prompt 7: What specific skills have you developed?

**Final Report:** Upon completing your internship you will be required to submit a final report. Please choose ONE of the following:

OPTION 1: This option is a 5-page, double-spaced summary of your experience. It should address the following three points: 1) an overview of your responsibilities, 2) an assessment of what worked well and what was challenging, and 3) suggestions for future interns. This document will not only be a good opportunity for you to encapsulate your experiences but will help us in managing our internship program in the future. Please upload your final report to Learning Suite by the last day of classes. You are not required to turn in a hard copy.

OPTION 2: This option is a 1- to 2-page, single-spaced cover letter, in which you explain the skills you learned during your internship. This assignment should provide you with a template for future internship or work applications. You may address the letter to a real institution/potential employer or to a made-up one. The addressee could be anything from an art museum to a law firm to a government agency. The letter should tell an interesting *narrative* that highlights the *transferrable skills* that you have exercised your *agency* to acquire as part of your internship. Obviously, you will tell your narrative differently if you are addressing a curator at an art museum, as opposed to a bank executive, but both possibilities are entirely within the realm of this assignment. The skills you have developed on your internship are not only pertinent to the field of Art History but also relevant to many other potential jobs. As with option 1, Please upload the letter to Learning Suite by the last day of classes. You are not required to turn in a hard copy.

OPTION 3: This option is a personal essay, written for potential submission to the BYU College of Humanities journal, *Experience: Stories Beyond the Classroom*. This journal was established in 2018 to showcase student narratives of experiential learning. Publication is quite competitive, but selected authors generally receive a cash prize, and the finished articles are professional with beautiful layout. Your essay should be approximately 700 words, and it should tell a *narrative*, in which you *reflect* on your internship and identify a *skill* or important change of perspective that you developed. The journal editors are interested in thoughtful, *introspective* essays that may well include discussion of the author’s vulnerability, struggle, and agency. Do not narrate your internship as a passive experience that “happened to you,” but rather describe it as an opportunity full of potential, which you marshaled into valuable, *transferrable skills*. I encourage you to submit your finished essays to the *Experience* journal for consideration. For more information and deadlines, see bit.ly/ExperienceJournal.

**Evaluation:** We also require an evaluation from your supervisor at the internship institution. This is accessible under the Content tab in Learning Suite. It should be emailed or delivered directly to me upon the completion of your internship. In addition to an assessment of your service, this report should also specify the number of hours you worked account for your duties.
A grade will only be issued if all documents are filled out completely and submitted in a timely manner to the Internship Coordinator.

***If you run into difficulties or need assistance at any time during your internship, please contact me immediately. We are proud of the wonderful work you do and are here to assist you in having a fulfilling and inspiring experience.

EEO Statements:

Preventing & Responding to Sexual Misconduct
In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university’s Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university’s Sexual Misconduct Policy, reporting requirements, and resources can be found at http://titleix.byu.edu or by contacting the university’s Title IX Coordinator.

Students with Disabilities
If students have a disability that may affect their performance in the course, they should get in touch with the Office of Services for Students with Disabilities (1520 WSC). This office can evaluate the student’s disability and assist you in arranging for reasonable accommodations. Students with disabilities are strongly encouraged to take this class. All effort will be made to assist you in any way possible.

Honor Code Standards
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work students present as their own must in fact be their own work and not of that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for themselves and others and ensures an effective learning and working environment. It is the university’s expectation, and the Department’s
expectation in class, that each student will abide by all Honor Code standards. If you have any
questions about the University Honor Code Standards, please contact the Honor Code Office
at 422-2847.
Also consult BYU's Plagiarism Policy

Final Point – If for any reason you need assistance in this class do not hesitate to come to
talk to me. I will gladly do whatever I can to help you with your internship.

Work Hard!
COMMS 399R SYLLABUS

After securing an internship and registering, students are ready to start the internship course. The course requirements are as follows:

COURSE INFORMATION & PURPOSE:
Communications 399R is a 1-credit, pass/fail internship experience available to all students doing a communications related internship. The internship course is designed to provide each student with the opportunity to use classroom knowledge in a practical/real-world setting with the support of both a faculty adviser as well as a professional in communications. While the Internship and Career Services Office is a resource, students must locate and secure their own internship.

LEARNING OUTCOMES:
The academic assignments are specifically designed with the intent to enrich the learning experience throughout the internship. The learning outcomes for the internship course are as follows:

1. Students will demonstrate proficiency in research, writing, and technical abilities.
2. Students will demonstrate professionalism by conducting themselves professionally, meeting deadlines, and demonstrating a positive attitude and high level of commitment.
3. Students will demonstrate ethical and legal-sound behavior and show sensitivity to diversity.

COURSE ASSIGNMENTS AND GRADING:
The following chart is a list of required assignments that must be completed throughout the internship. All materials should be submitted online through BYU Learning Suite. This is a pass/fail internship. All assignments are mandatory. Grades will be lowered for late or missing assignments. Students need at least a 70% in the class to receive a “Pass.”

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<th>ASSIGNMENT</th>
<th>INSTRUCTIONS &amp; CRITERIA</th>
<th>% OF GRADE</th>
<th>DUE DATES, SUBMISSION DETAILS, AND LATE POLICIES</th>
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<td><strong>Getting Started</strong></td>
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| **Learner’s Permit** | Before completing this, read the complete syllabus. This quiz will test your understanding of the class syllabus. **Students should not start their internships until they understand the "Rules of the Road." Students must pass the exam with 100% before they can receive a final grade for the course.** The quiz will also ask for:  
  - Three personal internship objectives that are SMART: specific,   |            | Found in Learning Suite Exams.  
  Students must successfully pass the exam before they can receive a final grade for the course. |
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<th>Professional Development</th>
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<td><strong>Informational Interview</strong></td>
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<td><strong>Option 1:</strong> (highly recommended) is to conduct an Informational Interview with a professional in a career of your choice. The interview can be very brief (10-15 minutes). You can interview a supervisor or colleague at</td>
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your internship/place of employment, or someone who works somewhere else in a career that you are interested in. The purpose of the interview is to help you explore a career that you are interested in, receive information and advice from a communications professional, and build your personal network. After completing the interview, you will briefly report on it in Report #3.

Possible questions and tips for a successful informational interview can be found here: https://careers.byu.edu/00000171-0f04-d171-a57f-a15589160000/career-exploration-interview-handout.

**Option 2:** (if you are unable to complete an interview) is to watch a recording of the Comms Career and Internship Fair Panelist speakers. Questions to consider as you watch:

- Why is the information being presented valuable to me at this stage of my life?
- What advice can I incorporate into my interactions with potential employers?
- What are the main takeaways I have from these presentations?
- What specific steps do I need to take to implement what I learned?

After watching the recording, respond to the questions in Report #3.

The recordings to the panels can be found here (you may select either panel):

Panel 1: “How to Crush the Interview and Present Your Best Self, In-Person and Online”

Panel 2: “What Employers Say About You: Recruiting From an Employer’s Perspective”
Passcode: vYrG.6&3

**Format of questions in Report #3:**
- Questions 1-5 remain the same
- Question 6 - Summarize what has happened in your internship since your last report (what have you accomplished, what setbacks have you faced and how did you overcome them, what ways have you applied knowledge from your current classes in your work, etc.).
• Question 7- Which learning experience did you select?
  o Informational interview, or watching the Comms Career Fair Panel?
• Question 8- Answer the following based on your experience:
  o What was the job position/description of the professional you interviewed, or the panelist speaker you listened to?
  o What were the three main takeaways you had from the experience?
  o What will you do to apply what you learned in your internship/work efforts?

**Resume Review**

1. At the beginning of the semester, make an appointment with a Career Mentor in the BYU Career Studio via this link: [https://careers.byu.edu/make-an-appointment](https://careers.byu.edu/make-an-appointment). Do not wait until the week before the assignment is due to set up this appointment!

2. Once an appointment is made, submit your pdf resume through the VMock system, using your netID, via this link: [https://careers.byu.edu/resumes](https://careers.byu.edu/resumes). The VMock system will give you instant feedback on your resume. Take a screenshot of your VMock feedback. *(Don’t forget to save the version of the resume you submitted for VMock review. It needs to be labeled “Original Resume” and submitted on Learning Suite.)*

3. Attend your appointment (remotely) with a Career Mentor to discuss your resume, using the VMock feedback as a starting point in your discussion. Your resume will also be evaluated based on a rubric provided by Career Services.

4. Revise your resume using feedback received through VMock and from your Career Mentor. After making your revisions, label this resume “Revised Resume.” It will also be submitted on Learning Suite.

Submit the following four documents on Learning Suite:

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<td>Late Policy: One percentage point deduction per day late</td>
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- Your original resume
- The screenshot of your VMock feedback
- The rubric review from your Career Mentor
- A revised version of your resume

**Note:** If you have previously completed this assignment in 496R, or will be taking 496R in the future, you have the option to either use the VMock score and updated resume that you completed previously, OR to note that you will complete the assignment in 496R in the future and only upload a current resume.

When submitting the assignment, please indicate in the notes which category you fall under (otherwise it will be assumed that you should be submitting all documents as normal):

- Taking 399R for the first time (need to complete the assignment with normal document uploads)
- Taking 399R but have previously completed the resume review assignment in 496R (can submit a screenshot of your previous VMock score and revised resume OR redo it)
- Taking 399R but will take 496R in the future (only need to submit one resume, without the VMock score or edited resume OR can redo it)

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<tr>
<th>Employer Evaluation</th>
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<td>Provide your employer information via the Learner's Permit quiz on Learning Suite (due 9/8/21).</td>
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<td>Late Evaluations will not be accepted.</td>
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<tr>
<td>One week before your employer evaluation is due, you will receive an email from SkillSurvey that will prompt you to fill out a self-assessment portion of the Employer Evaluation. Your supervisor will be sent the employer portion of the evaluation (also an email from SkillSurvey) directly from the Comms Internship Office. Once you have filled out the self-assessment and your supervisor has completed their portion, you will receive an email with a feedback report.</td>
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| **Mid-Semester Student Experience Evaluation** | The student evaluation is meant to allow the student to provide feedback regarding his or her internship experience. It will help the department determine how to better prepare students for internships as well as whether or not certain internships should continue to be approved for academic credit.  
- Addresses your evaluation of both the internship site and your personal performance and experience  
- Evaluations will receive full credit when completed thoroughly, thoughtfully, and on time. | 15% | 10/24/2021  
Found in Learning Suite Exams.  
Late Policy: 1-point deduction (out of 20 points) per day late. |
| **Reflection Paper** | **Purpose:** The Reflection Paper is designed to help you reflect and contextualize the professional activities in which you are engaged. Your paper will display a summary of experiences and incorporate meaningful reflections based on the experiences you have had at your internship, as they apply to the established internship objectives.  
**Content:** Reflection Papers should cover two topics:  
1. A summary of your internship telling about the projects you worked on, assignments you were given, and reflecting on the internship objectives you set at the start of the class. *(1/2-1 page)*  
2. A reflection on the feedback given by your supervisor through the Employer Evaluation. You will receive a feedback report from SkillSurvey with comments from your supervisor after they have completed the Employer Evaluation. Use this report as you write this portion of the Reflection Paper. As you are reviewing the comments from your supervisor, consider the following questions, then shape your writing to reflect your thoughts on each of them. *(1/2-1 page)*  
- Which competencies stand out as my top strengths? What can I do to showcase these strengths in the future?  
- What areas are identified in this report as areas where I can continue to improve? What can I do to improve these competencies? | 20% | 12/12/2021  
Submitted on Learning Suite.  
Late Policy: Papers submitted after the established deadline will lose 1 point off the final grade, per day late. (EX: If you earn a 20/20 on the paper, but it was submitted three days late, your final grade on the paper will be 17/20.) |
Title IX Policy:
Preventing & Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university’s Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university’s Sexual Misconduct Policy, reporting requirements, and resources can be found at http://titleix.byu.edu or by contacting the university’s Title IX Coordinator.

BYU School of Communications Statement on Diversity:
The Brigham Young University School of Communications embraces its responsibility to create and maintain an environment of inclusiveness that engenders appreciation for diversity and unity. In addition to the promotion of academic excellence and life-long learning, BYU’s mission is to pursue the full realization of human potential.[1] Our belief that human potential is of divine origin motivates us to respect all people and to value the rich diversity of the human family.[2] We believe diversity strengthens our academic community and enriches the educational experience for all our students.

We seek a learning environment that reflects the diverse nature of our sponsoring institution, the Church of Jesus Christ of Latter-day Saints. As we do so, we recognize that despite our differences in cultures, ethnicities, languages, or social or economic backgrounds, “what unites us is far more than what differentiates us.”[3] Thus, recognizing that diversity and unity can be mutually reinforcing, we seek a community, brought about not through similar attributes or backgrounds, but rather through mutual respect and charity towards all, so that we are “no more strangers and foreigners, but fellow citizens with the saints, and of the household of God.”[4]

While we will not support practices contrary to doctrines of the LDS Church or policies of BYU, we categorically oppose prejudice and reject behavior that excludes, marginalizes or is derisive of others and we unreservedly affirm principles of justice, inclusion and equity. Faculty, staff, and students have a shared responsibility to promote a positive environment that is welcoming of all peoples.
Welcome to COMMS 399R! Here are a few tips to help you have a successful internship this semester!

**TIP #1!**
**COMMUNICATION is key!**
Communicate clearly and consistently with your supervisor! Be reliable and trustworthy! This is especially important if your internship is completed remotely. If you do not see your supervisor in the office every day, you may need to make an extra effort to check in with them regularly.

**TIP #2**
**ASK FOR HELP EARLY**
Don’t be afraid to ask questions! Employers understand that an internship is a new experience and that you will have questions, especially as you are getting the hang of things. When you have questions be proactive and ask sooner rather than later. It's always okay to clarify expectations by asking questions!

**TIP #3**
**Be Proactive**
Decide to take initiative, act before having to be told, pay attention to detail and finish assignments on time (or early). If you feel like you do not have enough work to do, create opportunities, step up and volunteer to take on an extra project. Your supervisor will appreciate your willingness to help!

**TIP #4**
**Continue in Excellence**
You are going into your new internship with a great background! You have been well prepared, so just keep being the amazing student that you are! BYU Communications interns rank very highly when compared to student interns nationally. We know that you have the skills and abilities to succeed, so keep up the great work Cougars!
Workplace Etiquette:
The work environment you will enter at your internship may be completely different than anything you have experienced up to now. It is important to learn all the office policies and adapt to them quickly. As an intern you represent BYU and the company that you work for. Even if your internship is not on campus, you are responsible for abiding by the honor code and conducting yourself in a professional manner.

- Dress conservatively and professionally.
- Learn the office routine and behave appropriately.
- Communicate respectfully and professionally with your coworkers, supervisors, and clients that you interact with. Understand your company’s voice and always represent the company appropriately and in a way that is in line with their voice.
- Be helpful and courteous to clients and guests.
- Always be punctual.
- Conduct yourself professionally when communicating online with your supervisor and others. When interning remotely, you may need to make an extra effort to maintain consistent communication with your supervisor.

Unanticipated Termination Policy:
In the event of concerns, conflict, unanticipated termination, or if your internship ends earlier than expected, you are expected to contact Nicole Norris, the Communications Internship Coordinator, and/or the Communications Internship Office immediately. Email nicole_norris@byu.edu or the Communications Internship Office comms_internship@byu.edu, in order for us to best understand and address the situation. Failure to do so may result in failure of the course. Each situation will be addressed on a case-by-case basis so that a solution can be found to assist you in completing COMMS 399R.

Questions?
If you have questions about any of these guidelines, or if a problem or concern arises at your internship, please do not hesitate to reach out to the Communications Internship Office at comms_internship@byu.edu or to your faculty mentor. We are here to help you have a great internship experience!
Elementary Education
EL Ed 496R
EL ED 496R
Offered: Fall, Winter, Spring/Summer

Course Description
A full-year classroom teaching internship in the public schools.

Instructor/TA Info

Instructor Information

Name: Michael Cowan
Office Location: 201-H MCKB
Office Phone: 801-422-6031
Office Hours: Wed 1:00pm-3:00pm
Or By Appointment
Email: michael_cowan@byu.edu

TA Information

Name: Laury Finch
Office Location: 215 MCKB
Office Phone: Unavailable
Office Hours: Only By Appointment
Email: laurene.finch@jordandistrict.org
Name: Shlori Daniels
Office Location: 215 MCKB
Office Phone: Unavailable
Office Hours: Only By Appointment
Email: shlori.daniels@gmail.com

Course Information

Description
A full-year classroom teaching internship in the public schools in lieu of El Ed 400, student teaching.

Prerequisites
Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.

Learning Outcomes

El Ed 496R Course Outcomes
Participating in the Public School Setting
The intern will:

- reflect with the intent to improve practice.
- establish and maintain an effective learning environment.
- effectively manage children in all facets of a school setting.
- be a full-time teacher for one school year.
- apply knowledge from various content courses as they relate to teaching in an elementary classroom.
- apply knowledge of various pedagogical methods for planning, teaching, and assessing and when they are most appropriate.
- consistently engage collaboratively with colleagues and parents.
- demonstrate high levels of professionalism during their internship.
- create a Teacher Work Sample that measures their skills in using contextual factors, planning, assessment, lesson design, interpretation of student performance, and reflection.

Grading Scale

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<td>E</td>
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Grading Policy

The EL ED 4996R Academic Internship course is designed to provide teacher candidates a full year of in-classroom experience where the students assume all aspects of the various roles of educators. Several student supports and services are integrated into the school environment to assist the student teacher, including regular seminars, continuous on-site facilitator assistance, coaching by highly qualified clinical faculty assistants (CFAs) and other services offered by the partner district, state and/or the BYU Liaison for the assigned school district.

The Academic Internship student is evaluated through the administration of two valid and reliable evaluative assessments.

The first assessment, the Utah Teacher Candidate Performance Assessment and Evaluation System (PAES), is a holistic evaluation system designed to evaluate the performance of teacher candidates across multiple clinical experiences (including observational evaluations and collaborative work sessions with evaluators). Interns are oriented to the specific work-related responsibilities are measured on the the PAES instrument to determine the level of candidate demonstrated competency.

The second assessment, the Educator Disposition Assessment (EDA), is designed to assess the dispositions of teaching candidates throughout their preparation program. Consisting of over 700 hours of research spanning seven years, the assessment provides the teacher candidate an perspective of their current disposition relative to commonly utilized performance standards and expectations identified in nationally recognized teacher evaluation instruments.
Participation Policy

Teaching candidates are expected to daily engage in teaching practices as they interact with administration, peer teachers, parents and, most importantly, their assigned classroom of students. Daily attendance, including work duties before and after the student school day, are expected. In additional, interns are expected to be fully engaged in all aspects of the complex work world of the teacher. If absence is required due to illness, the intern must make sure lesson plans are prepared for a substitute teacher to use. The intern must also contact the school CFA and facilitator to inform them of illness.

Attendance Policy

See Participation Policy segment of the syllabus.

Assignments

Assignment Descriptions

Seminar Attendance & Reflection Log

Due: Thursday, Dec 09 at 11:00 pm
Regular intern seminars will be held throughout the year. Attendance is mandatory. Interns are also expected to submit to their facilitator and CFA a weekly summary of their week's experiences following the COAT outline discussed in seminars.

Educator Disposition Assessment

Due: Thursday, Dec 09 at 11:00 pm
Educator Disposition Assessment.pdf Download

PAES Evaluation

Due: Thursday, Dec 09 at 11:00 pm
By mid-May be acceptably proficient in all areas of the PAES evaluation as determined by both school and university supervisors.

University Policies

Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and every instructor’s expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university’s confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university’s Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting http://titleix.byu.edu, or by contacting the university’s Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit https://hrs.byu.edu/equal-opportunity for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.
Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique
challenges” (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

**Schedule**

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Course: ExDM 496R, Senior Internship

Instructor: Joel Agate, PhD MBA
Office Location: W423 TNRB
Office Hours: By appointment
Phone: (585) 435-6691—call or text
E-mail: joel_agate@byu.edu

Course Description: Your Senior Internship will provide invaluable experience in the Experience Design and Management curriculum. The internship will allow you to spend a minimum of 400 hours and 10 weeks in an on-the-job environment under the supervision of an Experience professional. The internship gives you an opportunity to apply academic skills and knowledge in a practical setting. You will earn three credit hours for successfully completing the internship and its assignments.

Prerequisites: You will be eligible to complete an internship after you have completed your first two semesters in the ExDM program. You may not start counting your internship hours until after finals week of the second semester. You must also meet with the internship coordinator and complete an internship application before starting your internship.

Required Texts:
There is no required textbook for this course.

Course Webpage on Learning Suite: As a class, we will use Learning Suite for many important class functions including communication between instructor and students and turning in completed assignments. Grades will also be posted in Learning Suite for student review.

Course Objectives: Objectives for this course are based on ExDM program learning outcomes (PSLOs), which are designed to foster your professional preparation and are created in accordance with COAPRT accreditation standards.

Standard 7.04: Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

Course learning outcomes: Students will ...
1. complete a supervised internship in an employment setting or agency related to Experience Design & Management (hospitality, community recreation, event planning, venue management, experience design, sport management, tourism, youth development, employee engagement, customer engagement, etc)
2. develop sound work habits by completing a 400-hour internship over a minimum of 10 weeks.
3. demonstrate professionalism by conducting themselves professionally, meeting deadlines, and demonstrating a positive attitude and high level of commitment.
4. develop proficiency in verbal and written communication skills relevant to internship and other work settings.
5. complete a major project for the internship agency that has a significant educational value to you and practical value for the agency.
6. explore and obtain information on Experience Design & Management career opportunities.
7. network with professionals and identify possible mentors.

Additional information about the course:

- All undergraduate students must complete a ExDM 496R Internship. This course is a minimum of 10 weeks and 400 clock hours in length. Additionally, all students registered for this course have successfully completed their first two semesters in the ExDM program.

- Your conduct is a reflection of you personally and professionally. As such the activities you engage in during your free and professional time can have a direct effect on both your college and professional careers. Some activities can have serious and long term negative consequences.

The Department of Experience Design and Management adheres to the Honor Code as outlined at https://honorcode.byu.edu/.

Course specific policies:

1. Assignments given by your agency supervisor should be treated with the same diligence as those given by your college supervisor.
2. Unauthorized absence from work will not be tolerated.
3. No extra credit work will be accepted.
4. All interns must adhere to agency and university policies at all times.
5. Students are required to complete a full-time continuing internship experience in one appropriate professional experience-oriented organization/agency of at least 400 clock hours over an extended period of time, not less than 10 weeks.

6. Students should ensure they are aware of departmental guidelines as outlined in the catalog and internship orientation; current accreditation standards are found at https://accreditationcouncil.org/Portals/0/Documents/Standards/2020-10-COAPRT%20Standards.pdf?ver=2020-10-17-071539-023.

7. In the event that a student voluntarily or involuntarily terminates an internship, the student shall be responsible for following the departmental internship application process in securing a new internship placement.
   a. Hours completed at the prior internship site MAY NOT be transferred to the new internship site, although consideration may be given in certain cases.

University policies:

1. Honor Code

   In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

2. Preventing & Responding to Sexual Misconduct

   In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

   University policy requires all university employees in a teaching, managerial, or
supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at http://titleix.byu.edu or by contacting the university's Title IX Coordinator. Additional information can be found here: https://policy.byu.edu/view/index.php?p=155

3. Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

4. Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate
that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. 

(http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines)

5. Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

6. Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases,
plagiarism may also involve violations of copyright law. Intentional Plagiarism-
Intentional plagiarism is the deliberate act of representing the words, ideas, or data of
another as one's own without providing proper attribution to the author through
quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism
involves the inappropriate, but non-deliberate, use of another's words, ideas, or data
without proper attribution. Inadvertent plagiarism usually results from an ignorant
failure to follow established rules for documenting sources or from simply not being
sufficiently careful in research and writing. Although not a violation of the Honor Code,
inadvertent plagiarism is a form of academic misconduct for which an instructor can
impose appropriate academic sanctions. Students who are in doubt as to whether they
are providing proper attribution have the responsibility to consult with their instructor
and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim
copying of an original source without acknowledging the source. Paraphrased
Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the
reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words,
ideas, or data from an original source and blending this original material with one's own
without acknowledging the source. Insufficient Acknowledgement-The partial or
incomplete attribution of words, ideas, or data from an original source. Plagiarism may
occur with respect to unpublished as well as published material. Copying another
student's work and submitting it as one's own individual work without proper
attribution is a serious form of plagiarism.

7. Mental Health

Mental health concerns and stressful life events can affect students’ academic
performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500
WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling,
as well as stress management services. These services are confidential and are provided
by the university at no cost for full-time students. For general information please
visit https://caps.byu.edu; for more immediate concerns please
visit http://help.byu.edu.

8. Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint
presentations, lectures, audio and video recordings, etc.) are proprietary. Students are
prohibited from posting or selling any such course materials without the express written
permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

9. Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

BYU Marriott School of Business Inclusion Statement (approved August 2020)

At Brigham Young University’s Marriott School of Business, we embrace the university’s mission to “assist individuals in their quest for perfection and eternal life.” We strive to foster an environment that is respectful of all backgrounds, perspectives, and voices, that “all may be edified of all” (D&C 88:122). By extending a spirit of consideration, fellowship, and charity to everyone, we enable the discovery of common values and unique insights as we each pursue our worthy secular and spiritual goals.

We embrace the statement that President Russel M. Nelson made on June 1, 2020. “The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God’s children. Any of us who has prejudice toward another race needs to repent! During the Savior’s earthly mission, He constantly ministered to those who were excluded, marginalized, judged, overlooked, abused, and discounted. As His followers, can we do anything less? Let us be clear. We are brothers and sisters, each of us the child of a loving Father in Heaven. His Son, the Lord Jesus Christ, invites all to come unto Him—“black and white, bond and free, male and female,” (2 Nephi 26:33). It behooves
each of us to do whatever we can in our spheres of influence to preserve the dignity and respect every son and daughter of God deserves.”

Grading:

ExDM 496R students will receive a letter grade upon completion of the portfolio and 400 internship hours. The final grade is based primarily on completion of the 400 hours, the portfolio, supervisor evaluations, and the final interview with the internship coordinator. It is also expected that students will communicate with the internship coordinator in a professional and timely manner.

93=100% = A  
90-92.9% = A-  
87-89.9% = B+  
83-86.9% = B  
80-82.9% = B-  
77-79.9 % = C+  
73-76.9% = C  
70-72.9% = C-  
60-69.9% = D  
<60% = E

Students who are unable to complete the 400 hours in one semester and need to extend their internship into a second semester will receive a T (temporary) grade for the first semester, which will be changed upon completion of the internship.

Assignments:

The following assignments are included to help you design an internship experience and reflect on your learning in a way that will maximize the benefit you draw from your internship.

NOTE: Additional details for each assignment are available in the corresponding Learning Suite assignment.

1. Internship Application: This step is to be completed BEFORE you begin your internship

   a. After receiving verbal approval from your internship provider and from the internship coordinator, you can apply online. Go to MyBYU and in the Quick URL box enter intern01. Select the semester during which you will complete your internship and continue. Once you have submitted your application, it will automatically be sent to the Internship Coordinator for approval. Once it has been approved by the coordinator, it will be sent to the Internship Office for
approval. Once you receive an email letting you know you’ve been approved, you will be able to register for the course

2. Internship Orientation: These assignments will help you plan for a successful internship (25 points total)
   a. Written job description (5 points)
      i. You will submit a written job description outlining the roles and responsibilities of your position. This may be an existing job description provided by your organization or you may need to create this document if one does not exist.
   b. Goals and Objectives (10 points)
      i. Using the template that is provided in Learning Suite, you should develop meaningful and relevant goals for your internship. Immediately upon arrival at your internship site, set up a meeting with your supervisor to begin developing a formal specific set of goals and objectives to guide your internship. Remember to use the SMART format for your objectives.
   c. Internship Expectations (10 points)
      i. Meet with your internship supervisor to create, fill out, and sign an internship expectations document. See the template in Learning Suite.

3. Internship Portfolio (100 points total)
   a. To complete your ExDM 496R internship, you will prepare an internship portfolio and complete a final interview with the Internship Coordinator. You will complete your reports throughout the semester and store them in your portfolio to be turned in during a final interview that will take place after you have completed your 400 work hours. The portfolio can be turned in as a hard copy or an electronic copy. Your final interview can be in person or over the phone. Your portfolio should be of the highest quality and demonstrate the level of professionalism you have reached. The portfolio will contain the following items, all described in more detail on Learning Suite
      i. Weekly Log, Agency Summary (50 points)
      ii. Work Sample (20 points)
      iii. Career Paths Interview (10 points)
      iv. Final Report (20 points)

4. Mid-Term and Final Student Evaluations (50 points each, 100 total)
   a. Provide the evaluation link to your supervisor about a week before your internship mid-point (approaching 200 hours completed). Give your supervisor plenty of time to conduct the appraisal. Have a meeting and discuss your performance. You and your supervisor must review the document together before submission.
b. Note: this evaluation is a Qualtrics survey. Email the link to your supervisor so they can fill it out.

c. If they wish to complete the evaluation manually, then you can provide them with the template provided on Learning Suite.

5. Exit Interview (25 points)

a. When you complete the internship and are ready to return to campus, you should contact the internship coordinator by email and schedule a final interview. The interview can be in person or on Zoom. You can expect a brief, 15-20 minute interview in which you will discuss your overall internship experience, your achievements, lessons learned, etc. You will need to bring your portfolio to this interview or have it posted on Learning Suite. The interview could be conducted over the phone.

**NOTE:** The following is based on a started date that coincides with the first day of class. In the event that you have received prior approval for alternate start dates, please adjust the due dates to coincide with the week the assignment is due.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due to coordinate with relevant parties (supervisor or internship coordinator)</th>
<th>Date Due to College Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Materials: Job Description, Goals, Expectations</td>
<td>During 1st Week</td>
<td>End of 2nd Week</td>
</tr>
<tr>
<td>Midterm Evaluation</td>
<td>Approaching 200 hours of completed work</td>
<td>After approx. 200 hours</td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>Approaching 400 hours of completed work</td>
<td>After completing 400 hours</td>
</tr>
<tr>
<td>Internship Portfolio</td>
<td>N/A</td>
<td>After completing 400 hours</td>
</tr>
<tr>
<td>Exit Interview</td>
<td>Before finals week begins</td>
<td>Before finals week ends</td>
</tr>
</tbody>
</table>

**NOTE:** Students are reminded that all assignments **MUST** be turned in to be eligible for a passing grade. All assignments are to be submitted to the appropriate drop box on Learning Suite.
Global Women's Studies

GWS 399R
GWS 399R

Course Information

Description

GWS 399R ACADEMIC INTERNSHIP
COURSE SYLLABUS – FALL 2021

FACULTY ADVISOR
Prof. Halling
3161 JFSB
anna-lisa_halling@byu.edu
Ext: 2-1759

INTERNSHIP COORDINATOR - Domestic Internships
Lesa Snyder
273 HRCB
lesa_snyder@byu.edu
Ext: 2-7517

INTERNSHIP COORDINATOR - International Internships
Christopher Quinlan
204F HRCB
christopher_quinlan@byu.edu
Ext: 2-8535

COURSE DESCRIPTION AND OBJECTIVES

Global Women’s Studies 399R, Academic Internship, is an educational experience that allows the student to learn from professionals outside the classroom. The Internship Supervisor directs the work experience on the job; they outline tasks, train the intern, and assess performance. The Internship Supervisor will also evaluate the student’s actual performance once at mid-semester and again at the completion of the internship. The student is responsible to their Internship Supervisor just as any employee is to his or her employer and is expected to follow the BYU Honor Code and be professional in dress and behavior. The student is also responsible for completing all assignments and sending them in on time. The Faculty Advisor will assess the language, research, writing, and analytical skills and abilities the student has developed and used during their internship experience based upon the students’ assignments and self-assessments.

LEARNING OUTCOMES

The academic assignments are designed to acquire and enrich the following outcomes:

1. Students will demonstrate an understanding of appropriate professional conduct through a high level of commitment to dependability, ethical behavior, positive attitude, and affirmative interactions with colleagues and supervisors.

2. Students will demonstrate a greater understanding of the role and relevance of women’s studies in the community and future career opportunities and be able to reflect on their internship experience within the broader academic framework.

Additional specific learning outcomes will be determined by the Internship Supervisor within the first 2 weeks of a student’s internship start date when completing the Statement of
Expectations (see “Assignments”). This document will help the student focus on specific skills they are expected to learn and leave the internship with. At the end of the semester the Internship Provider will evaluate whether these skills and goals were acquired/achieved.

**COURSE EXPECTATIONS**

**DEPARTMENT EXPECTATIONS**

1. The Internship Coordinator will be available to communicate and meet with students throughout the internship process and will respond to student questions and concerns in a timely manner.
2. The Internship Coordinator will provide a pre-internship orientation for each internship student.
3. Each student will receive the course syllabus and appropriate course assignment documents at the beginning of the term.
4. The Internship Coordinator/Faculty Advisor will routinely assess internship providers to ensure quality internship experiences for students. Internship provider assessments will be conducted through a variety of methods, including, student feedback in formal channels such as assessments and course evaluations, student feedback in communications with the internship coordinator or faculty advisor, site visits to internship providers, and feedback from other departments and university stakeholders.

**STUDENT EXPECTATIONS**

An internship is to be treated as professional work experience and the student is responsible to their Internship Supervisor just as any employee is to an employer. The student intern is expected to follow the BYU Honor Code and be professional in dress and behavior. The student is also responsible for completing all assignments and sending them in on time. Do not pursue or accept an internship unless you are serious about the opportunity and can complete all the requirements expected of you. To successfully complete and receive course credit for an internship, the student must complete the following steps:

**Find an Internship:** Students may enlist the help and resources of the Global Women’s Studies Internship Coordinator as they search for an internship opportunity. However, students are ultimately responsible for locating and securing their own internship experience. The internship experience must:

1. Provide work, projects, and responsibilities that have material relevancy to women’s studies
2. Provide direct, on-site supervision and mentoring by a professional (who is not an immediate family member of the student intern)
3. Provide the minimum number of internship work hours needed for academic credit
4. Require internship hours to be completed on site (NOT remotely)
5. Be done through an organization that is NOT owned/managed by an immediate family member
6. Be done through a university-approved experience provider
Register for the Internship Course: Students must register for the internship course prior to starting an internship experience. Internship work hours will not count prior to being officially registered for the course and internship course credit cannot be given retroactively. To register for the course, students will:

1. Secure an internship experience that meets university and departmental guidelines
2. Meet with the Global Women’s Studies Internship Coordinator and complete the pre-internship orientation
3. Verify that the University has an internship master agreement on file with their internship provider and complete any requirements from the internship provider organization
4. Complete an internship application through IRAMS at intern.byu.edu (for domestic internships) or meet with the Kennedy Center International Internship Coordinator (for international internships).

Earning Academic Credit: After securing an internship and registering, students are ready to start the internship course. If student performance does not meet the established standards, the internship provider is not obligated to continue the internship. The internship coordinator reserves the right to contact the experience provider or the student to check on progress, solve problems, provide input, explain expectations, or make changes as necessary. Students are expected to complete the hours and assignments required by the internship course in addition to the projects and assignments outlined by their internship organization and supervisor.

Students may register from 0.5 up to 6.0 hours of academic internship credit. Both BYU and the Women's Studies program require that a student complete at least 42 hours for every hour of academic credit they are seeking. It is the student's responsibility to keep track of their hours.

Travel time to and from your internship location will NOT count toward hours, unless approved by your internship supervisor. The relation between academic credits and hours is represented in the following table:

<table>
<thead>
<tr>
<th>CREDIT HOURS</th>
<th>TOTAL HOURS</th>
<th>HOURS/WEEK (SEMESTER)</th>
<th>HOURS/WEEK (TERM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td>21</td>
<td>2</td>
<td>3-4</td>
</tr>
<tr>
<td>1.0</td>
<td>42</td>
<td>3-5</td>
<td>6</td>
</tr>
<tr>
<td>2.0</td>
<td>84</td>
<td>5-7</td>
<td>12</td>
</tr>
<tr>
<td>3.0</td>
<td>126</td>
<td>7-10</td>
<td>18</td>
</tr>
<tr>
<td>4.0</td>
<td>168</td>
<td>11-14</td>
<td>24</td>
</tr>
<tr>
<td>5.0</td>
<td>210</td>
<td>15-17</td>
<td>30</td>
</tr>
<tr>
<td>6.0</td>
<td>252</td>
<td>18-20+</td>
<td>36</td>
</tr>
</tbody>
</table>

Communication: Students are expected to respond to all communications from the internship coordinator, internship faculty advisor and internship supervisor in a professional and timely manner. Students will communicate any changes in the internship situation and report any concerns about the internship to the internship coordinator.
COURSE ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>70%</td>
</tr>
<tr>
<td>C-</td>
<td>67%</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
</tr>
<tr>
<td>E</td>
<td>0%</td>
</tr>
</tbody>
</table>

ASSIGNMENTS
Students can access all course assignment documents through Learning Suite. All assignments are due by midnight on the date listed and are to be submitted via LearningSuite. Due to the nature of each student’s individual internship, some students may reach their deadlines at different times than what is listed. Please refer to the “General Timeframe” deadlines below and work with the Internship Coordinator to set appropriate individual deadlines for each assignment if necessary.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>GENERAL TIMEFRAME</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of Expectations</td>
<td>Within 2 weeks of start date</td>
<td>14 September</td>
</tr>
<tr>
<td>Midterm Self-Assessment and Supervisor Evaluation</td>
<td>Halfway through internship</td>
<td>22 October</td>
</tr>
<tr>
<td>Final Self-Assessment and Supervisor Evaluation</td>
<td>At the end of the internship</td>
<td>15 December</td>
</tr>
<tr>
<td>Internship Experience Report</td>
<td>At the end of the internship</td>
<td>15 December</td>
</tr>
</tbody>
</table>

Student Self-Assessments and Supervisor Evaluations: Twice during the semester or term, you must complete a self-assessment of your performance on the job. This will give you an opportunity to reflect on your work and how it relates to your education. This form is essentially the same as the one that your Internship Supervisor will submit to the Global Women’s Studies Internship Coordinator when they complete their mid-term and final evaluations of your performance. Your self-assessment, however, should be completed independently. This is also your opportunity to evaluate your internship provider and/or supervisor and to address any concerns you may have about your internship experience,
especially if your expectations and learning outcomes are not being met. If necessary, the Global Women’s Studies Internship Coordinator and/or the Faculty Advisor may contact your supervisor to address any concerns. It is the responsibility of each intern to ensure that their Internship Supervisor also receives the Midterm and Final Evaluation forms and submits those to the Global Women’s Studies Internship Coordinator by the established due date.

**Internship Final Report:** (3-5 pages, double-spaced) The purpose of this report is to offer a thoughtful assessment of your entire internship experience. Remember that this internship was done for Global Women’s Studies credit, so you should emphasize learning that pertains directly to global women’s studies and clearly state why this experience deserves academic credit. Your report should address some or all of these questions:

- How has your internship drawn on your women’s studies training (from previous coursework and/or internships) and how has your internship refined or added to that knowledge? (Hint: This is the most important question so be sure to address it.)
- What are some of the new skills and abilities you have acquired in the course of your work? How will you continue to master or maintain the skills you acquired during this internship experience and how will you develop related skills in the future?
- What was the educational value of the internship experience? How has it enriched the overall education you are getting at BYU and the more specialized education you are obtaining through the Global Women’s Studies program? Would you recommend a similar internship experience to other women’s studies students and why?
- How has your internship expanded your understanding of careers in women’s studies? Did it inspire you or deter you from wanting to pursue a career related to women’s studies (or perhaps just that particular profession)?
- Why is the experience deserving of academic credit?
- Hours: Please include your total number of hours worked at the top of your report.

**GRADING**

Grades will be awarded based on the student’s two written reports, two self-assessments, the internship supervisor’s two evaluations, and the FULL completion of the required hours.

**UNIVERSITY POLICY STATEMENTS**

**Honor Code:** In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and every instructor’s expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Sexual assault/misconduct policy**

Brigham Young University (BYU) exists to provide an educational environment consistent with the ideals and principles of the restored gospel of Jesus Christ. The Church Educational System (CES) Honor Code and its observance by the campus community are essential
components of BYU’s mission. The university will not tolerate Sexual Misconduct (defined in this policy as sexual harassment, sexual violence, domestic violence, dating violence, and stalking). Anyone found to have committed Sexual Misconduct as defined in this policy is not entitled to confidentiality or amnesty.

Being a victim of Sexual Misconduct is never a violation of the CES Honor Code. BYU strongly encourages the reporting of all incidents of Sexual Misconduct so that support services can be offered to victims and Sexual Misconduct can be prevented and stopped. The university recognizes that victims or witnesses of Sexual Misconduct might be hesitant to report an incident to university officials if victims or witnesses fear the discovery of honor code violations, such as alcohol use, drug use, or consensual sexual activity outside of marriage. To help address this concern and to encourage the reporting of Sexual Misconduct, the Title IX Office will not share the identity of a victim or witness with the Honor Code Office or any Responsible Administrator (defined in Section IV.B.4) unless requested by such person or a person’s health or safety is at risk.

Anyone, including a victim, who reports an incident of Sexual Misconduct will not be disciplined by the university for any related honor code violation occurring at or near the time of the reported Sexual Misconduct unless a person’s health or safety is at risk. However, with victims or witnesses who have violated the honor code, the university may offer and encourage support, counseling, or education efforts to help students and benefit the campus community. To encourage the reporting of Sexual Misconduct, the university will also offer leniency to victims and witnesses for other honor code violations that are not related to the incident but which may be discovered as a result of the investigatory process. Such violations will generally be handled so that the student can remain in school while appropriately addressing these concerns.

In applying these principles, the university may consider any applicable facts and circumstances of each case, including the rights, responsibilities, and needs of each of the involved individuals.

University policy requires any university employee in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university’s Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university’s Sexual Misconduct
Policy, reporting requirements, and resources can be found at http://titleix.byu.edu or by contacting the university’s Title IX Coordinator.
If you’ve been subjected to any form of sexual misconduct or assault, please speak with the Victim Advocate, Lisa Leavitt (advocate@byu.edu), 801.422.9071; the Title IX Office (https://titleix.byu.edu/contact-us, 801.422.7256); or the Counselling Center (https://caps.byu.edu, 801.422.3035). You are also welcome to talk to the internship coordinator or to Prof. Harris.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

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Assignments
Assignment Descriptions

Statement of Expectations

<table>
<thead>
<tr>
<th>Sep 16</th>
</tr>
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| Due: Thursday, Sep 16 at 11:59 pm
See document template under "Content." Complete the document and submit it through Learning Suite. |
Mid-term Self Assessment

Due: Friday, Oct 15 at 11:59 pm
See document template under "Content." Complete the document and submit it through Learning Suite.

Mid-term Supervisor Assessment

Due: Friday, Oct 15 at 11:59 pm
Have your supervisor complete the document template provided under "Content." Submit it through Learning Suite.

Final Supervisor Assessment

Due: Wednesday, Dec 08 at 11:59 pm
Have your supervisor complete the document template provided under "Content." Submit it through Learning Suite.

Internship Experience Report

Due: Wednesday, Dec 08 at 11:59 pm
(3-5 pages, double-spaced) The purpose of this report is to offer a thoughtful assessment of your entire internship experience. Remember that this internship was done for Women's Studies credit, so you should emphasize learning that pertains directly to women's studies and clearly state why this experience deserves academic credit. Your report should address some or all of these questions:

• How has your internship drawn on your women's studies training (from previous coursework and/or internships) and how has your internship refined or added to that knowledge? (Hint: This is the most important question so be sure to address it.)

• What are some of the new skills and abilities you have acquired in the course of your work? How will you continue to master or maintain the skills you acquired during this internship experience and how will you develop related skills in the future?

• What was the educational value of the internship experience? How has it enriched the overall education you are getting at BYU and the more specialized education you are obtaining through the Women's Studies program? Would
you recommend a similar internship experience to other women's studies students and why?

- How has your internship expanded your understanding of careers in women's studies? Did it inspire you or deter you from wanting to pursue a career related to women's studies (or perhaps just that particular profession)?
- Why is the experience deserving of academic credit?
- Hours: Please include your total number of hours worked at the top of your report.

Final Self-Assessment

Due: Wednesday, Dec 08 at 11:59 pm
Complete document template (found under Content) and submit it through Learning Suite.

Point Breakdown

<table>
<thead>
<tr>
<th>Categories</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Reports</td>
<td>50%</td>
</tr>
<tr>
<td>Written assignments</td>
<td>50%</td>
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Schedule

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<td>Week 1</td>
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<tr>
<td>M Sep 06 Monday</td>
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<td>Week 2</td>
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<tr>
<td>Th Sep 16 Thursday</td>
<td>Statement of Expectations</td>
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<tr>
<td>Week 6</td>
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<td>F Oct 15 Friday</td>
<td>Mid-term Supervisor Assessment</td>
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<td>Mid-term Self Assessment</td>
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<td>Week 12</td>
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<td>T Nov 23 Tuesday</td>
<td>Friday Instruction</td>
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<td>Thanksgiving</td>
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<td>F Nov 26</td>
<td>Thanksgiving Holiday</td>
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<td>Week 14</td>
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<td>Final Self-Assessment</td>
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<tr>
<td></td>
<td>Final Supervisor Assessment</td>
</tr>
<tr>
<td></td>
<td>Internship Experience Report</td>
</tr>
<tr>
<td>F Dec 10</td>
<td>Fall Exam Preparation (12/10/2021 - 12/10/2021)</td>
</tr>
<tr>
<td>Week 15</td>
<td></td>
</tr>
<tr>
<td>M Dec 13</td>
<td>First Day of Fall Final Exams</td>
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<td>(12/13/2021 - 12/17/2021)</td>
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# Department of History

## HIST 299R ACADEMIC INTERNSHIP

### COURSE SYLLABUS – FALL 2021

<table>
<thead>
<tr>
<th>FACULTY ADVISOR</th>
<th>INTERNSHIP COORDINATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Stewart Anderson</td>
<td>Alison Sondrup</td>
</tr>
<tr>
<td><a href="mailto:Stewart_Anderson@BYU.Edu">Stewart_Anderson@BYU.Edu</a></td>
<td><a href="mailto:Alison_Sondrup@byu.edu">Alison_Sondrup@byu.edu</a></td>
</tr>
<tr>
<td>2153 JFSB</td>
<td>2130 JFSB</td>
</tr>
<tr>
<td></td>
<td>Ext: 2-1789</td>
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</tbody>
</table>

### COURSE INFORMATION AND PURPOSE

History 299R is a variable credit (.5-6.0 credit hours) pass/fail course that can fulfill the history electives coursework requirement. The academic internship is an educational experience, supported by the faculty advisor and internship coordinator, which allows students to learn from professionals outside the classroom.

### LEARNING OUTCOMES

The academic assignments are designed to acquire and enrich the following outcomes:

1. Students will demonstrate proficiency in research, writing, and technical ability.
2. Students will demonstrate an understanding of appropriate professional conduct through a high level of commitment to dependability, ethical behavior, positive attitude, and affirmative interactions with colleagues and supervisors.
3. Students will demonstrate a greater understanding of the role and relevance of their history studies in the community and future career opportunities and be able to reflect on their internship experience within the broader academic framework.

Additional specific learning outcomes will be determined by the Internship Supervisor within the first 2 weeks of a student’s internship start date when completing the Statement of Expectations (see “Assignments”). This document will help the student focus on specific skills they are expected to learn and leave the internship with. At the end of the semester the Internship Provider will evaluate whether these skills and goals were acquired/achieved.

### COURSE EXPECTATIONS

#### DEPARTMENT EXPECTATIONS

1. The Internship Coordinator will be available to communicate and meet with students throughout the internship process and will respond to student questions and concerns in a timely manner.
2. The Internship Coordinator will provide a pre-internship orientation for each internship student.
3. Each student will receive the course syllabus and appropriate course assignment documents at the beginning of the term.
4. The Internship Coordinator/Faculty will routinely assess internship providers to ensure quality internship experiences for students. Internship provider assessments will be conducted through
a variety of methods, including, student feedback in formal channels such as assessments and course evaluations, student feedback in communications with the internship coordinator or faculty advisor, site visits to internship providers, and feedback from other departments and university stakeholders.

**Student Expectations**
Do not pursue or accept an internship unless you are serious about the opportunity and can complete all the requirements expected of you. Students are expected to adhere to the following guidelines:

- Students will treat the internship as a professional work experience and will demonstrate responsibility to their Internship Supervisor just as any employee is responsible to an employer.
- Students will follow the BYU Honor Code and be professional in dress and behavior.
- Students are responsible for submitting all course assignments on time, in addition to completing the internship work responsibilities as outlined by the internship supervisor.
- Students will respond to all communications from the internship coordinator, internship course faculty, and internship supervisor in a professional and timely manner.
- Students will communicate any changes in the internship situation and report any concerns about the internship to the internship coordinator.
- If student performance does not meet the established standards, the internship provider is not obligated to continue the internship. The internship coordinator reserves the right to contact the experience provider or the student to check on progress, solve problems, provide input, explain expectations, or make changes as necessary.

To successfully participate in the internship and receive course credit, the student must complete the following steps:

**Find an Internship:** Students may enlist the help and resources of the History Internship Coordinator as they search for an internship opportunity. However, students are ultimately responsible for locating and securing their own internship experience. The internship experience must:

1. Provide work, projects, and responsibilities that have material relevancy to the field of history.
2. Provide direct, on-site supervision and mentoring by a professional.
3. Provide the minimum number of internship work hours needed for academic credit.
4. Be done through a university-approved experience provider that is NOT owned/managed by a direct relative of the student intern.

**Register for the Internship Course:** Students must register for the internship course prior to starting an internship experience. Internship work hours will not count prior to being officially registered for the course and internship course credit cannot be given retroactively. To register for the course, students will:

1. Secure an internship experience that meets university and departmental guidelines.
2. Meet with the History Internship Coordinator and complete the pre-internship orientation.
3. Complete an internship/program application.
   a. For U.S. Internships: submit an application online through IRAMS (at intern.byu.edu). After application is approved, register for HIST 299R through BYU MyMap.
   b. For International Internships: coordinate with the Kennedy Center program director. For individual experience internships, refer to their checklist at http://kennedy.byu.edu/international-individual-experience/
Earning Academic Credit: After securing an internship and registering, students are ready to start the internship course.

Students may register from 0.5 up to 6.0 hours of academic internship credit. Both BYU and the History Department require that a student complete at least 42 hours for every hour of academic credit they are seeking. It is the student’s responsibility to keep track of their hours. Travel time to and from your internship location will NOT count toward hours, unless approved by your internship supervisor. The relation between academic credits and hours is represented in the following table:

<table>
<thead>
<tr>
<th>CREDIT HOURS</th>
<th>TOTAL HOURS</th>
<th>HOURS/WEEK (SEMESTER)</th>
<th>HOURS/WEEK (TERM)</th>
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<tr>
<td>0.5</td>
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<td>3-4</td>
</tr>
<tr>
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<td>3-5</td>
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<td>24</td>
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<tr>
<td>5.0</td>
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<td>15-17</td>
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</tr>
<tr>
<td>6.0</td>
<td>252</td>
<td>18-20+</td>
<td>36</td>
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</table>

**Course Assignments and Grading**

Assignments
Students will find all course assignment documents through Learning Suite both under the content tab and through the link in the assignment description. All assignments are due by midnight on the date listed below and are to be submitted via Learning Suite. Assignments should be submitting on Learning Suite as PDF files. The only exception to this is the mid-term and final supervisor evaluation assignments which can be either submitted via email or via Learning Suite.

Winter 2021

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of Expectations</td>
<td>Tuesday, September 7th</td>
</tr>
<tr>
<td>Mid-term Digital Dialog</td>
<td>Tuesday, October 26th</td>
</tr>
<tr>
<td>Internship Project Report</td>
<td>Tuesday, December 14th</td>
</tr>
<tr>
<td>Final Self-Assessment and Supervisor Evaluation</td>
<td>Tuesday, December 14th</td>
</tr>
<tr>
<td>Internship Experience Report and Work Hours Log</td>
<td>Tuesday, December 14th</td>
</tr>
</tbody>
</table>

**Statement of Expectations** - This document facilitates a conversation between you and your internship supervisor about orientation, training, intern responsibilities and project expectations, and intern work schedule. Be specific so expectations between you and your internship supervisor are clear. This document should be discussed and signed by both you and the internship supervisor.

**Digital Dialog** – Under Digital Dialog explain what your internship is, what you like about it and what you are learning/ any challenges. Comment on 2 other students post. Submit a document under the
assignment tab stating that you completed this Digital Dialog, and something you liked from reading the other students post.

**Student Self-Assessments:** Twice during the semester or term, you must complete a self-assessment of your performance on the job and lead a discussion with your internship supervisor regarding your responses. This will give you an opportunity to reflect on your work and how it relates to your education. This is also an opportunity to evaluate your internship provider and/or supervisor and to address any concerns you may have about your internship experience, especially if your expectations and learning outcomes are not being met. The History Internship Coordinator and/or the Faculty Advisor may contact you or your supervisor as needed to address any concerns. It is your responsibility to not only set up a time to discuss your responses with your supervisor but to also lead this discussion.

**Supervisor Evaluations:** Your internship supervisor will complete and submit a final evaluation of your work and provide confirmation of the satisfactory completion of hours. This will be completed through an online format using SkillSurvey. You, and your supervisor will get links to complete this toward the end of the semester. You will have control to add evaluators if you wish. This evaluation is an essential part of your internship experience. We highly encourage you to take time reviewing this survey to update you resume with your strengths and consider areas for improvement. Your final grade is largely based on your supervisor’s evaluation; no final evaluation may result in a failing grade. For this assignment, you will submit a document stating you completed the SkillSurvey and list 1 thing you learned from it.

**Student Reports:** Each of the two student report assignments has a distinct objective. The internship project report is a discussion and examination of the work and activities the student has participated in during the internship. The internship experience report is a reflection on the internship experience and how it relates to the discipline and broader issues within the field of History.

**INTERNSHIP PROJECT REPORT:** The purpose of this report is to document and provide a clear narrative of the work that you are doing during your internship. There is no required page minimum, but your report should be a thorough and complete review of your internship projects. In cases where the intern must keep the details of their particular internship projects confidential, please try to provide a broad overview. Samples of previous internship project reports are also available under “Content” in Learning Suite. Some suggestions of how to structure your report or what you can include in the report are listed below:
- **Photographs:** Include photographs of you at work (e.g. analyzing a primary source document, cataloging manuscripts/artifacts, or working in the archives). You may also include photographs of some of the source materials you have used or the progression of the project you have worked on. (Please ask your supervisor for permission to take any photographs.)
- **Documents:** Include a sample of a catalog that you have worked on, a database you have created, a page of a manuscript that you have edited, or online materials you developed.
- **“A day in the life”:** Describe what a typical day on your internship entails. What are your daily responsibilities, who do interact with, how do you accomplish your internship duties?
- **Internship Journal:** A daily or weekly log of internship activities and progress on your project.
- **New skills and abilities:** Have you learned any new research techniques? Tricks of the trade? What databases, catalogs, and/or operating systems have you used to assist in your work?
- **Resume:** How would you describe this internship on your resume (in 2-4 bullet points)?

**FINAL REPORT:** (3-5 pages, double-spaced) The purpose of this report is to offer a thoughtful assessment of your entire internship experience. Remember that this internship was done for
HISTORY credit, so you should emphasize learning that pertains directly to history and clearly state why this experience deserves academic credit. Your report should address some or all of these questions:

- How has your internship drawn on your history training (from previous coursework and/or internships) and how has your internship refined or added to that knowledge? (Hint: This is the most important question so be sure to address it.)
- What are some of the controversies or conflicts surrounding public history projects in general and your particular internship project? How did the professionals at your internship organization address or resolve some of those problems?
- What are some of the new skills and abilities you have acquired in the course of your work? How will you continue to master or maintain the skills you acquired during this internship experience and how will you develop related skills in the future?
- What was the educational value of the internship experience? How has it enriched the overall education you are getting at BYU and the more specialized education you are obtaining through the History Department? Would you recommend a similar internship experience to other history students and why?
- How has your internship expanded your understanding of careers in history? Did it inspire you or deter you from wanting to pursue a career in history (or perhaps just that particular history profession)?
- Why is the experience deserving of academic credit?

Final Hours Log: You are responsible for recording the number of hours you work. You may record these hours in a google doc, spreadsheet, note, etc., however, your final hours must be submitted as a PDF document. Please include a log of your hours with your final internship report.

Grading
History 299R is available only on a PASS/FAIL basis. Grades will be awarded based on the student's two written reports, two self-assessments, the internship supervisor's two evaluations, and the FULL completion of the required hours.

University Policy Statements
Policy statements regarding Honor Code, Academic Honesty, Students with Disabilities, and Title IX are attached on the following page of this syllabus.
University Policy Statements for Syllabus

Honor Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Harassment: As required by Title IX of the Education Amendments of 1972, Brigham Young University prohibits sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report-concern or 1-888-238-1062 (24-hours a day). BYU offers confidential resources for those affected by Sexual Misconduct, including the university’s Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university’s Sexual Misconduct Policy, reporting requirements, and resources can be found at http://titleix.byu.edu or by contacting the university’s Title IX Coordinator.

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COURSE DESCRIPTION AND OBJECTIVES

History 496R, Academic Internship: Family History is a required capstone educational experience which provides exposure to the real working world of the family historian/genealogist. The key element of the internship should be rigorous practical experience in the world of genealogical activity and will contain both research and service (indexing, cataloging, etc.) components. The intern should plan to spend a minimum of 126 hours of internship work plus report writing time for a three credit hour internship.

Recognizing that genealogical professionals contribute to the progress of the field as a whole, interns are asked to spend about fifteen to twenty percent of the internship time on a special project having lasting value. Past projects have included indexes to key collections or reference books, guides to genealogical use of a special collection, genealogical research guides to a county or province, and access materials to county histories. The specific placement and special project will be determined on a case-by-case basis by the intern and their internship provider in consultation with the internship course faculty advisor.

LEARNING OUTCOMES

- Students will put into practice the skills in genealogical and historical research that they have learned through their coursework
- Utilize a significant range of skills and abilities in critical thinking, both in historical analysis and genealogical evidentiary analysis
- Possess a command of the key historical and genealogical terms, as well as theoretical background in the discipline
- Identify and solve historical and genealogical problems through primary and secondary source research, using library archival and technological resources
- Produce historical analysis, genealogical research reports, narrative family histories and compiled lineages that are clear, precise and well-written and incorporate the historical background of the time and place
- Demonstrate content knowledge of historical sources for the United States, generally and for a selected geographical region in the U.S. or elsewhere in the world
- Apply research skills learned to the search for their own ancestors and assist others in their searches
**COURSE EXPECTATIONS**

**DEPARTMENT EXPECTATIONS**

1. The internship faculty advisor and/or the internship coordinator will meet with and advise students in determining an appropriate internship placement and projects to be completed.
2. The Internship Coordinator will be available to communicate and meet with students throughout the internship process and will respond to student questions and concerns in a timely manner.
3. The Internship Coordinator will provide a pre-internship orientation for each internship student.
4. Each student will receive the course syllabus and appropriate course assignment documents at the beginning of the term.
5. The Internship Coordinator and internship faculty advisor will routinely assess internship providers to ensure quality internship experiences for students. Internship provider assessments will be conducted through a variety of methods, including, student feedback in formal channels such as assessments and course evaluations, student feedback in communications with the internship coordinator or faculty advisor, site visits to internship providers, and feedback from other university departments and stakeholders.

**STUDENT EXPECTATIONS**

Do not pursue or accept an internship unless you are serious about the opportunity and can complete all the requirements expected of you. Students are expected to adhere to the following guidelines:

- Students will treat the internship as a professional work experience and will demonstrate responsibility to their Internship Supervisor just as any employee is responsible to an employer.
- Students will follow the BYU Honor Code and be professional in dress and behavior.
- Students are responsible for submitting all course assignments on time, in addition to completing the internship work responsibilities as outlined by the internship supervisor.
- Students will respond to all communications from the internship coordinator, internship course faculty, and internship supervisor in a professional and timely manner.
- Students will communicate any changes in the internship situation and report any concerns about the internship to the internship coordinator.
- If student performance does not meet the established standards, the internship provider is not obligated to continue the internship. The internship coordinator reserves the right to contact the experience provider or the student to check on progress, solve problems, provide input, explain expectations, or make changes as necessary.

To successfully participate in the internship and receive course credit, the student must complete the following steps:

**Find an Internship:** Students may enlist the help and resources of the History Internship Coordinator as they search for an internship opportunity. However, students are ultimately responsible for locating and securing their own internship experience. The internship experience must:

1. Provide work, projects, and responsibilities that have material relevancy to the field of history
2. Provide direct, on-site supervision and mentoring by a professional
3. Provide the minimum number of internship work hours needed for academic credit
4. Be done through a university-approved experience provider that is NOT owned/managed by a direct relative of the student intern

**Register for the Internship Course:** Students must register for the internship course prior to starting an internship experience. Internship work hours will not count prior to being officially
registered for the course and internship course credit cannot be given retroactively. To register for the course, students will:

1. Secure an internship experience that meets university and departmental guidelines
2. Meet with the History Internship Coordinator and complete the pre-internship orientation
3. Complete an internship/program application.
   a. For U.S. Internships: submit an application online through IRAMS (at experience.byu.edu). After application is approved, register through BYU MyMap.
   b. For International Internships: coordinate with the Kennedy Center program director. For individual experience internships, refer to their checklist at http://kennedy.byu.edu/international-individual-experience/

**Earning Academic Credit:** After securing an internship and registering, students are ready to start the internship course.

Students may register for up to 6.0 hours of academic internship credit. Both BYU and the History Department require that a student complete at least 42 hours for every hour of academic credit they are seeking. It is the student’s responsibility to keep track of their hours. Travel time to and from your internship location will NOT count toward hours, unless approved by your internship supervisor. The relation between academic credits and hours is represented in the following table:

<table>
<thead>
<tr>
<th>CREDIT HOURS</th>
<th>TOTAL HOURS</th>
<th>HOURS/WEEK (SEMESTER)</th>
<th>HOURS/WEEK (TERM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td>21</td>
<td>2</td>
<td>3-4</td>
</tr>
<tr>
<td>1.0</td>
<td>42</td>
<td>3-5</td>
<td>6</td>
</tr>
<tr>
<td>2.0</td>
<td>84</td>
<td>5-7</td>
<td>12</td>
</tr>
<tr>
<td>3.0</td>
<td>126</td>
<td>7-10</td>
<td>18</td>
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<td>168</td>
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<td>30</td>
</tr>
<tr>
<td>6.0</td>
<td>252</td>
<td>18-20+</td>
<td>36</td>
</tr>
</tbody>
</table>

**Course Assignments and Grading**

**Assignments**
Students will find all course assignment documents through Learning Suite both under the content tab and through the link in the assignment description. All assignments are due by midnight on the date listed below and are to be submitted via Learning Suite. Assignments should be submitted on Learning Suite as PDF files. The final supervisor evaluation assignments are completed online and you will receive a link to the forms through email.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of Expectations</td>
<td>Tuesday, September 7th</td>
</tr>
<tr>
<td>Mid-term Update</td>
<td>Tuesday, October 26th</td>
</tr>
<tr>
<td>Internship Project Report</td>
<td>Tuesday, December 14th</td>
</tr>
<tr>
<td>Final Supervisor Evaluation</td>
<td>Tuesday, December 14th</td>
</tr>
<tr>
<td>Internship Experience Report and Work Hours Log</td>
<td>Tuesday, December 14th</td>
</tr>
</tbody>
</table>
Statement of Expectations - This document facilitates a conversation between you and your internship supervisor about orientation, training, intern responsibilities and project expectations, and intern work schedule. Be specific so expectations between you and your internship supervisor are clear. This document should be discussed and signed by both you and the internship supervisor.

Midterm Update - a brief paragraph update as a word document on how your experience is going and how many hours you have completed.

Supervisor Final Evaluation – Your internship supervisor will complete and submit a final evaluation of your work and provide confirmation of the satisfactory completion of hours. This will be completed through an online format using SkillSurvey. You, and your supervisor will get links to complete this toward the end of the semester. This evaluation is an essential part of your internship experience. We highly encourage you to take time reviewing this survey to update you resume with your strengths and consider areas for improvement. Your final grade is largely based on your supervisor’s evaluation; no final evaluation may result in a failing grade. Please submit to LS a statement that you have reviewed the SkillSurvey and I think you learned from it.

Student Reports: Each of the two student report assignments has a distinct objective. The internship project report is a discussion and examination of the work and activities you have participated in during the internship. The internship experience report is a reflection on the internship experience and how it relates to the discipline and broader issues within the field of Family History.

INTERNSHIP PROJECT REPORT: If you have produced written materials for your internship provider, simply attach them. If you completed a special project, write a report (about 1000 words) about that project. In cases where the intern must keep the details of their particular internship projects confidential, please try to provide a broad overview. Contact the History Internship Coordinator if you have any additional questions about this assignment. Samples of previous internship project reports are also available in the Internship Coordinator’s office. Some suggestions of how to structure your report or what you can include in the report are listed below:

- Photographs: Include photographs of you at work (e.g. analyzing a primary source document, cataloging manuscripts/artifacts, or working in the archives). You may also include photographs of some of the source materials you have used or the progression of the project you have worked on. (Please ask your supervisor for permission to take any photographs.)
- Documents: Include a sample of a catalog that you have worked on, a database you have created, a page of a manuscript that you have edited, or online materials you developed.
- “A day in the life”: Describe what a typical day on your internship entails. What are your daily responsibilities, who do interact with, how do you accomplish your internship duties?
- Internship Journal: A daily or weekly log of internship activities and progress on your project.
- New skills and abilities: Have you learned any new research techniques? Tricks of the trade? What databases, catalogs, and/or operating systems have you used to assist in your work?
- Resume: How would you describe this internship on your resume (in 2-4 bullet points)?

FINAL REPORT: (1000-1500 words, please include your total number of hours worked at the top of your report) The purpose of this report is to offer a thoughtful assessment of your entire internship experience. Remember that this internship was done for Family History credit, so you should emphasize learning that pertains directly to your field of study. You may consider addressing the following questions:

- How has your internship drawn on your family history training (from previous coursework and/or internships) and how has your internship refined or added to that knowledge?
- What are some of the controversies or conflicts surrounding genealogy and history projects in general and your particular internship project? How did the professionals at your internship organization address or resolve some of those problems?
- What are some of the new skills and abilities you have acquired in the course of your work? How will you continue to master or maintain the skills you acquired during this internship experience and how will you develop related skills in the future?
- What was the educational value of the internship experience? How has it enriched the overall education you are getting at BYU and the more specialized education you are obtaining through the History Department? Would you recommend a similar internship experience to other family history students and why?
- How has your internship expanded your understanding of careers in family history? Did it inspire you or deter you from wanting to pursue a career in this field (or perhaps just that particular line of work)?
- Why is the experience deserving of academic credit?

**Grading**
The faculty grading supervisor will review the reports prepared by the intern and the evaluation of the on-site mentor(s) and, possibly taking into account the experiences of other interns in similar situations and discussing the intern’s work with the faculty consultant for the geographic area, assign a letter grade for the internship class.

**University Policy Statements**

Policy statements regarding Honor Code, Academic Honesty, Students with Disabilities, and Title IX are attached to the following page of the syllabus.
University Policy Statements for Syllabus

Honor Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and every instructor’s expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Harassment: As required by Title IX of the Education Amendments of 1972, Brigham Young University prohibits sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report-concern or 1-888-238-1062 (24-hours a day). BYU offers confidential resources for those affected by Sexual Misconduct, including the university’s Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university’s Sexual Misconduct Policy, reporting requirements, and resources can be found at http://titleix.byu.edu or by contacting the university’s Title IX Coordinator.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty: The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health: Mental health concerns and stressful life events can affect students’ academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit https://caps.byu.edu; for more immediate concerns please visit http://help.byu.edu.
Industrial Design
INDES 399R
Assignments

Assignment Descriptions

Email #1

Due: Saturday, Sep 25 at 11:59 pm
Respond to the questions at the end of email one. If you have not received email one from your internship coordinator, it is your responsibility to reach out to them before the deadline.

Email #2

Due: Wednesday, Nov 10 at 11:59 pm
Respond to the questions at the end of email two. If you have not received email two from your internship coordinator, it is your responsibility to reach out to them before the deadline.

Final Report

Due: Wednesday, Dec 08 at 11:59 pm
Submit on Learningsuite (NO hard copies) before 11:59 pm on the last day of classes. You can find instructions for the Final Report under the “Content” tab. Or in the course syllabus accessed through this link INDES 399r Syllabus

Evaluation of Employer

Due: Wednesday, Dec 08 at 11:59 pm
Finalization Form

Due: Wednesday, Dec 08 at 11:59 pm
Fill out paper and submit on Learning Suite (NO hard copies).
Finalization Form Grade.pdf Download

Internship Presentation

Due: Wednesday, Dec 08 at 11:59 pm
-- Turn in a final internship presentation, 7 slides 8.5 x 11 landscape format in a PDF document.
-- Content must reflect your experience and should include:
  - Slide 1: Who you are and where you worked.
  - Slide 2-6: Working environment, projects you worked on, and what kind of work you did (make sure you have permission to share your work from the internship provider).
  - Slide 7: 3 things I learned about design on my internship
  - Slide 8: 3 things I learned about myself on my internship
You will have a chance to personally share your internship presentation experience at the beginning of the fall semester each year.

Email a copy of your presentation to David Morgan at dcmorgan@byu.edu and the TA at cetinternships@byu.edu

INDES 399r Syllabus

Point Breakdown

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email Responses</td>
<td>33.33%</td>
</tr>
<tr>
<td>Final Assignments</td>
<td>66.67%</td>
</tr>
</tbody>
</table>
IT & Cyber Security

IT&C 399R
Course Information

Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
</tr>
<tr>
<td>E</td>
<td>0%</td>
</tr>
<tr>
<td>T</td>
<td>0%</td>
</tr>
</tbody>
</table>

Assignments

Assignment Descriptions

*Internship Proposal Plan*

Due: Monday, Sep 13 at 11:59 pm
Please email your proposal to your internship TA at sot_advisement@byu.edu. For more information on this assignment please view the syllabus which can be located at this link [IT 399r Syllabus](#)
Email #1 Response

Due: Friday, Sep 24 at 11:59 pm
Respond to the questions at the end of email one. If you have not received email one from your internship coordinator, it is your responsibility to reach out to them before the deadline.

Internship Quiz

Due: Friday, Sep 24 at 11:59 pm
Read the Internship and New Hire Guidelines before completing the quiz. You must receive a 100% on this quiz to pass the course.

Email #2 Response

Due: Wednesday, Nov 24 at 11:59 pm
Respond to the questions at the end of email two. If you have not received email two from your internship coordinator, it is your responsibility to reach out to them before the deadline.

Final Report

Due: Wednesday, Dec 08 at 4:00 pm
Submit on Learning Suite (NO hard copies). Information for the assignment can be found in the "Final Report Instructions" page under the "Content" tab and in the syllabus which can be found at this link  
[IT 399r Syllabus](#)

Finalization Form

Due: Wednesday, Dec 08 at 4:00 pm
Fill out paper and submit on Learning Suite (NO hard copies). Finalization Form Grade.pdf [Download](#)
Employer Evaluation

Due: Wednesday, Dec 08 at 4:00 pm
Fill out paper and submit on Learning Suite (NO hard copies).
Evaluation of Employer 2019.pdf Download
Linguistics
LING 399R
LING 399R

Course Information

Description

Ling 399R is the internship course for all students completing a Linguistics/English Language, Editing, or TESOL internship.

Evaluation

Points assigned are place holders; all assignments must be successfully completed in order to receive internship credit. They must be completed in a timely manner. Two late assignments will result in a half-grade deduction, and the grade will continue to be lowered with additional late assignments. We want you to build on your experience throughout the semester, and the progressive submission of your assignments will help accomplish that. You will be asked to make the following progression to complete your internship; once you have successfully completed the 10 (or 11) steps, you will receive a grade:

1. Pre-Approval, Meet with Coordinator
2. Training survey for Professional Competencies development
3. Report 1
4. Work Log 1
5. Work Log 2
6. Mid-Service Evaluation from your supervisor
7. Work Log 3
8. Work Log 4 (including an Appendix for Editing interns)
9. SkillSurvey completed by you
10. SkillSurvey completed by your supervisor
11. TESOL Certificate application if you are a TESOL minor

Assignments

Assignment Descriptions

Registered Credit Hours

<table>
<thead>
<tr>
<th>Sep 01</th>
</tr>
</thead>
</table>

Due: Wednesday, Sep 01 at 11:59 pm
Pre-Approval turned in, course explained

Due: Wednesday, Sep 01 at 11:59 pm
Fill out and submit the Pre-Approval form to Professor Bay (nicole_bay@byu.edu): Pre-Approval Form for Interns.docx  Download

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Column 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td>M Aug 30</td>
<td>Welcome, interns! You will follow the PATH tab for these assignments. Note that each quarter corresponds to the months in our semester. All assignments are expected to be turned on or before the due date. If you are late, your grade will be affected. An A grade cannot be given to students who shirk the responsibility to turn in their work on time.</td>
</tr>
<tr>
<td>W Sep 01</td>
<td>Registered Credit Hours 1=Ed, 2=L/EL, 3=TESOL</td>
</tr>
<tr>
<td>Th Sep 09</td>
<td>Welcome Meeting</td>
</tr>
</tbody>
</table>

Please email me when you need assistance, advice, or encouragement. I'm happy to help you.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>T Sep 14</td>
<td>Devotional: Dale G. Renlund, Quorum of the Twelve Apostles</td>
</tr>
<tr>
<td>M Sep 20</td>
<td></td>
</tr>
<tr>
<td>T Sep 21</td>
<td>Devotional: Paul B. Pieper, General Authority Seventy</td>
</tr>
<tr>
<td>T Sep 28</td>
<td>Forum: Martin Luther King, III, American Human Rights Activist</td>
</tr>
<tr>
<td>Th Sep 30</td>
<td>Work Log 1 Complete First Quarter WL1 Verified</td>
</tr>
<tr>
<td>T Oct 05</td>
<td></td>
</tr>
<tr>
<td>T Oct 12</td>
<td>Devotional: W. Christopher Waddell, First Counselor in the Presiding Bishopric</td>
</tr>
<tr>
<td>M Oct 18</td>
<td></td>
</tr>
<tr>
<td>T Oct 19</td>
<td>Devotional: Becky Craven, Second Counselor in the Young Women General Presidency</td>
</tr>
<tr>
<td>T Oct 26</td>
<td>Forum: Rev. Dr. Andrew Teal, Chaplain, Fellow, &amp; Lecturer in Theology, Pembroke College</td>
</tr>
<tr>
<td>F Oct 29</td>
<td>Work Log 2 Complete Second Quarter Midterm Evaluation WL2 Verified</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 10</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>T Nov 02</td>
<td>Devotional: Julie Valentine, Professor of Nursing at BYU</td>
</tr>
<tr>
<td></td>
<td><strong>Week 11</strong></td>
</tr>
<tr>
<td>T Nov 09</td>
<td>Devotional: Gilbert W. Fellingham, Professor of Statistics at BYU</td>
</tr>
<tr>
<td></td>
<td><strong>Week 12</strong></td>
</tr>
<tr>
<td>M Nov 15</td>
<td></td>
</tr>
<tr>
<td>T Nov 16</td>
<td>Devotional: W. Mark Bassett, General Authority Seventy</td>
</tr>
<tr>
<td></td>
<td><strong>Week 13</strong></td>
</tr>
<tr>
<td>T Nov 23</td>
<td>Friday Instruction</td>
</tr>
<tr>
<td>W Nov 24</td>
<td>No Classes</td>
</tr>
<tr>
<td>Th Nov 25</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>F Nov 26</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td></td>
<td><strong>Week 14</strong></td>
</tr>
<tr>
<td>M Nov 29</td>
<td></td>
</tr>
<tr>
<td>T Nov 30</td>
<td>Forum: William Barber, II, American Protestant Minister and Social Activist</td>
</tr>
<tr>
<td></td>
<td>Work Log 3</td>
</tr>
<tr>
<td></td>
<td>Complete Third Quarter</td>
</tr>
<tr>
<td></td>
<td>WL3 Verified</td>
</tr>
<tr>
<td>F Dec 03</td>
<td>Report 2</td>
</tr>
<tr>
<td></td>
<td><strong>Week 15</strong></td>
</tr>
<tr>
<td>M Dec 06</td>
<td></td>
</tr>
<tr>
<td>T Dec 07</td>
<td>Devotional: Neil L. Andersen, Quorum of the Twelve Apostles</td>
</tr>
<tr>
<td>W Dec 08</td>
<td>Supervisor's SkillSurvey Self-Assessment</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Th Dec 09</td>
<td>Class Presentation</td>
</tr>
<tr>
<td>F Dec 10</td>
<td>Fall Exam Preparation (12/10/2021 - 12/10/2021)</td>
</tr>
<tr>
<td></td>
<td>Work Log 4</td>
</tr>
<tr>
<td></td>
<td>Hours accumulated</td>
</tr>
<tr>
<td></td>
<td>TESOL Certificate Application if TESOL minor</td>
</tr>
<tr>
<td></td>
<td>Complete Final Quarter</td>
</tr>
<tr>
<td></td>
<td>WL4 Verified</td>
</tr>
<tr>
<td>Week 16</td>
<td></td>
</tr>
<tr>
<td>M Dec 13</td>
<td>First Day of Fall Final Exams (12/13/2021 - 12/17/2021)</td>
</tr>
</tbody>
</table>
Music
MUSIC 399R
MUSIC 399R - Academic Internship
Fall 2021
Instructor: Ron Saltmarsh
Office Location: C480A HFAC
Office Phone: (801) 422-5254
Email: ron_saltmarsh@byu.edu

Description: An internship is an academic, curriculum based practical work experience in a particular field of study that enhances student learning, and for which a student is enrolled. Primary supervision is by a qualified workplace supervisor, in addition, a discipline-specific faculty advisor monitors the students experience and academic assignments. Each internship experience counts for academic credit if it is guided by learning objectives set by the student and faculty member.

Prerequisites: Music Major Status, or instructor’s consent.

Materials: No specific materials are required for this course.

Learning Outcomes:
1. Performance: Students will participate in an on or off-campus performance or administrative experience to enhance the student's academic training at the university.
2. Networking: Students will gain access to professional contacts and create a network beneficial to future career choices.
3. Skill Application: Students will apply acquired classroom skills in a professional setting.

Grading: The final grade will be determined by the evaluation performance on the job, hours dedicated to the responsibilities, general attitude, professional behavior, and the required papers.

Class Requirements:
- Meet with the internship coordinator to discuss the internship and fill out the correct paperwork before beginning the internship.
- Fulfill the expectations of the ‘Internship Provider.”
- Work a minimum of 42 hours for each credit hour earned.
- Upload a monthly report to Digital Dialog describing your activities, responsibilities, and any other pertinent information about your internship to date - .pdf format preferred.
- Prepare a 2 - 3 page final report describing the internship experience and answering the questions that will be provided to you. Include responsibilities, value to the student and lessons learned from the experience. The internship coordinator must receive the paper by the stated deadline. Also included a detailed time log for your internship hours from the beginning date to the end.
- A signed Employer Evaluation must be completed. The Employer Evaluation should be submitted to the internship coordinator. It is critical the employer signs this form and returns it to the instructor to be considered valid.
SCHEDULE & ASSIGNMENTS

WEEK 1 or earlier

- Fill out the required internship application for approval and add the internship class to your schedule. *Note: Often internship opportunities don’t correspond succinctly with the add/drop deadline so provisions have been made to accommodate adding the class up through the 2nd block deadline.*

**Monthly Report 1**

Due: Last week of September

- Submit a monthly report describing your assignments and tasks via learning suite.

**Monthly Report 2**

Due: Last week of October

- Submit a monthly report describing your assignments and tasks via learning suite.

**Monthly Report 3**

Due: Last week of November

- Submit a monthly report describing your assignments and tasks via learning suite.

**2 -3 Page Final Report**

Due: Last Day of Finals

- Prepare a 2-page paper describing the internship experience. Include responsibilities, values and lessons learned from the experience. The internship coordinator must receive the paper before the end of the semester. *Also include a separate weekly time log that shows your internship work hours.*

**Employer Evaluation Form**

Due: Last Day of Finals

- A signed Employer Evaluation must be completed. The Employer Evaluation should be submitted to the internship coordinator. It is critical the employer signs this form to be considered valid.
University Policies

HONOR CODE
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STUDENT DISABILITY
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

PREVENTING SEXUAL MISCONDUCT
As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at titleix@byu.edu or 801-422-2180 or Ethics Point at https://titleix.byu.edu/report-concern or 1-888-238-1062 (24 hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

MENTAL HEALTH
Mental health concerns and stressful life events can affect students’ academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information, please visit https://caps.byu.edu; for more immediate concerns, please visit http://help.byu.edu.”
Course Information

Course Purpose

Students will develop a plan for continual learning following graduation and create a stellar application for dietetic internship, employment, or graduate school.

Description

Students in this class will select dietetic internship sites and complete an application for dietetic internship, graduate school, or future employment.

Learning Outcomes

Effective Application Packet
Prepare a succinct and clear application packet for the dietetic internship or other employment/graduate school pursuits.
ACEND 2017 KRDN 1.3, 2.1

Selecting Dietetic Internships
Evaluate personal strengths and weaknesses in context of future dietetic internship, employment, graduate school, or other pursuits.
ACEND 2017 KRDN 1.3, 2.1

Life After Graduation
Develop goals for professional development following graduation.
ACEND 2017 KRDN 1.3

Professional Communication
Demonstrate effective professional oral and written communication.
ACEND 2017 KRDN 2.1

2017 ACEND- Required Core Knowledge

<table>
<thead>
<tr>
<th>Core Knowledge for the RDN</th>
<th>Learning Outcome</th>
<th>Measured Met by</th>
</tr>
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<tbody>
<tr>
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</table>


1.3 Prepare a succinct and clear application for the dietetic internship or other employment/graduate school pursuits.
Evaluate personal strengths and weaknesses in context of future dietetic internship, employment, graduate school, or other pursuits.
Develop goals for professional development following graduation.

2.1 Demonstrate effective professional oral and written communication.

Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACKET Internship Application Preparation Required by Bellini, S</td>
<td>1.75</td>
<td></td>
</tr>
</tbody>
</table>

Grading Policy

This is a Pass/Fail course. In order to pass the course, you must receive 80% or better on the Application Preparation assignments and Participant Points AND meet all of the criteria
for the Alternate Route and Complete Application assignments as outlined in the rubrics. In other words, you will not pass the course until you meet both requirements.

Assignments

Assignment Descriptions

Participation 1

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Description</th>
</tr>
</thead>
</table>
| Participation 1 | Sep 02  | Due: Thursday, Sep 02 at 11:59 pm  

Answer the following question based on today's class.

GRE

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Description</th>
</tr>
</thead>
</table>
| GRE | Sep 02  | Due: Thursday, Sep 02 at 11:59 pm  

Taking the GRE is highly recommended. (The score the BYU NDFS graduate program expects is 300 cumulative for verbal and quantitative and 4 for writing—programs will vary on their requirements.) Even if you do not plan at the outset to apply to a program requiring the GRE, many of the programs in the “second round draft pick” will require it, and you will have an advantage if you have taken it. You can register by phone with a credit or debit card at 1-800-473-2255 or www.ets.org/gre  Cost is $195; the test takes 4 hours and is given on a daily basis, and it takes 10 to 15 days to get results. If you are receiving financial aid, go to the Financial Aid office (A-41 ASB) for a voucher that reduces the price. Plan to take it by the end of December so results can be sent to your selected programs by February 1.

You can find free GRE preparation materials through the HBLL:

1) Go to lib.byu.edu and log in with your net ID and password.  
2) Navigate to the Nutrition, Dietetics & Food Science subject guide.  
3) Click on the "Reference Material" tab near the top of the page.  
4) Click on the link for "Testing & Education Reference Center (Gale)" (which is the last one listed under the heading "NDFS Dictionaries, Encyclopedias, Handbooks, etc."). This will take you to the Testing & Education Reference Center website.  
5) At the top of the page, mouse over the "Grad School Tools" tab and a drop-down menu will appear. Click on "GRE."  
6) From there you'll see links to the GRE prep book and online practice tests. If you click on the link to the online book "Master the GRE," you'll be taken to another page, where you can click on a button that says "Read Book." Click this button and set up an account. Once
you've done this, you can download the practice book in pdf format. You'll also be able to take the 3 online practice tests when you're ready.

**DICAS Account**

<table>
<thead>
<tr>
<th>Sep 09</th>
</tr>
</thead>
</table>

Due: Thursday, Sep 09 at 11:59 pm

**Objectives:**
- Set up an account in Dietetic Internship Centralized Application Services (DICAS) and enter applicant information for internship
- Identify required components of internship application

**Directions:**
- Go to [https://portal.dicas.org/](https://portal.dicas.org/) and create an account. Note you will need to remember your account username and password to complete and submit your official internship application.
- Follow the instructions in DICAS to complete the Applicant Information section. After the Applicant Information section is completed, view the application, print it to a pdf file, save the file and upload to Learning Suite.
- Click on all required sections of the application and review instructions.

**DI Site List**

| Sep 09 |

Due: Thursday, Sep 09 at 11:59 pm

**Objective:**
- Explore dietetic internships and prioritize where you would like to apply.

**Directions:**
- Go to [Accredited Dietetic Internships](https://www.eatright.org/dietetic-internships) Before searching, you may click the box *Only Programs that Result in a Graduate Degree* if you want to complete a master’s degree concurrently with your internship.
- List at least three dietetic internship programs you are interested in applying to and complete the DI Site List form and upload to Learning Suite. DI Site List.xlsx Download

**Participation 2**

| Sep 09 |

Due: Thursday, Sep 09 at 11:59 pm

Answer the following question based on today's class.
Participation 3

Due: Thursday, Sep 16 at 11:59 pm
Answer the following question based on today's class.

Introduction

Due: Thursday, Sep 16 at 11:59 pm
Describe who you are by answering the following questions as if you were introducing yourself to someone. Keep responses brief and aim for the conversation to be 30 seconds.
1. What is your first and last name?
2. What are your career goals?
3. What is one of your best accomplishments?
4. What is one of your greatest strengths?
5. Tell how you used that strength to answer a problem.
Comment on at least 2 other posts and focus on making a connection with someone.

Participation 4

Due: Thursday, Sep 23 at 11:59 pm
Answer the following question based on today's class.

Awards, Experiences, Volunteer Activities

Due: Thursday, Sep 23 at 11:59 pm
Objective:
- Complete the Awards, Experiences, & Volunteer Activities section of the DICAS application

Directions:
- Login to the DICAS account you created
- Follow the directions in DICAS to complete the Awards, Experiences, & Volunteer Activities section
- Refer to grading rubric in Learning Suite
- View application, print a pdf.file, save as LastnameFirstnameExperience
- Upload to Learning Suite
Educational Information

Due: Thursday, Sep 23 at 11:59 pm

Objective:
- Complete Educational Information section of DICAS application

Directions:
- Collect transcript(s) from all universities you have attended and are currently attending (current BYU student progress report will be sufficient for this assignment). Note you will need to verify the information with your official transcript(s) before you submit the actual application to DICAS.
- Login to the DICAS account you created.
- Follow the directions in DICAS to complete the Educational Information Section (DPD Course List Form, Colleges Attended, Sessions and Coursework, and Tests).
  - See Content section of Learning Suite for DPD Course List Form
- View application and print a pdf. file. Save the file Lastname_Firstname_Ed. Submit to Learning Suite.

Participation 5

Due: Thursday, Sep 30 at 11:59 pm

Answer the following question based on today's class.

Participation 6

Due: Thursday, Oct 07 at 11:59 pm

Answer the following question based on today's class.

Peer Review Personal Statement

Due: Thursday, Oct 14 at 11:59 pm

Objective:
- Peer-review personal statement and resume for dietetics internship or other professional field.

Directions:
Since personal statements may contain sensitive information, contact Dr. Bellini if you are not comfortable participating in this activity. You will not be penalized for not participating.

Bring two copies of your personal statement to class to exchange.

Use the [Personal Statement Grading Rubric](#) and provide feedback to two other students in class.

**Resume Draft**

**Objective:**
- Prepare a stellar resume

**Directions:**
- Read grading rubric criteria for resume [Resume Grading Rubric](#)
- Prepare a draft of your resume following the grading rubric criteria.
- Submit a copy of your resume to Learning Suite.

**Personal Statement Draft**

**Objective:**
- Create a stellar personal statement

**Directions:**
- Read the personal statement grading rubric [Personal Statement Grading Rubric](#)
- Create a draft of your personal statement following the criteria found in the grading rubric.
  - Submit a revised copy of your letter to Learning Suite.

**Participation 7**

**Objective:**
- Answer the following question based on today's class.

**Letters of Recommendation**

**Objective:**
- Submit a revised copy of your letter to Learning Suite.
Due: Thursday, Oct 28 at 11:59 pm

Objective:
- Request letters of recommendation for dietetic internship and/or graduate school

Directions:
- Evaluate your strengths and weaknesses using Self Evaluation-1.docx. Download. (This is for your own insight and is similar to what you will be evaluated on by the persons who write your letter of recommendation.)
- Draft an e-mail requesting work supervisor/faculty member to write a letter of recommendation.
  - Submit copy of e-mail to Learning Suite

Participation 8

Due: Thursday, Oct 28 at 11:59 pm
Answer the following question based on today's class.

Participation 9

Due: Thursday, Nov 04 at 11:59 pm
Answer the following question based on today's class.

Feedback Session

Due: Thursday, Nov 04 at 11:59 pm

Objective:
- Review personal statement and resume with Didactic Program Director

Directions:
- Sign-up and meet with Dr. Bellini for 15 minute feedback session on personal statement and resume. https://docs.google.com/spreadsheets/d/17LuKR8EagZhsb_iW7At2FYs25wsWL_4Ks60wxHD6FnY/edit?usp=sharing

Participation 10
Due: Thursday, Nov 11 at 11:59 pm

*Complete Application*

Due: Thursday, Nov 18 at 10:50 am

**Objective:**
- Prepare dietetic internship application

**Directions:**
- Read complete application grading rubrics
- Incorporate feedback from previous assignments into DICAS application
- View and print PDF of DICAS application
- Submit to PDF of application, revised personal statement, and revised resume in one document to Learning Suite

*Participation 11*

Due: Thursday, Nov 18 at 11:59 pm

*Participation 12*

Due: Thursday, Dec 02 at 11:59 pm

*Choosing What to Do with the Spirit as Your Guide (Article Discussion)*

Due: Thursday, Dec 02 at 11:59 pm

Choose one of the four BYU Speeches listed below to read and/or listen to. Come to class prepared to share insight you gained with approximately four others.

- **Timing**
- **Cast Not Away Therefore Your Confidence**
- **Unexpected Path**
- **Waiting Upon the Lord**

As you read and/or listen to the address, ask yourself the following questions:

1. How does this apply to me?
2. What particular words were said that are meaningful to me and why?
3. What action am I going to take based on personal revelation received while reading/listening to this address?
**Video-prompt Interview Report - new**

**Due: Thursday, Dec 02 at 11:59 pm**

This assignment simulates a video-interview for a dietetic internship. You will open a video with pre-recorded interview questions and record yourself answering the questions. Then you will evaluate your interview.

**Course Learning Outcome:** Demonstrate effective professional oral and written communication

**Equipment:** Need to be on a computer with a web camera connected to the internet

Read the attached instructions on how to access GoReact to record and evaluate your interview.

Go React Instructions.docx  Download

---

**Alternate Route**

**Due: Thursday, Dec 09 at 10:50 am**

**Objectives:**
- Propose an alternative to becoming a registered dietitian nutritionist
- Evaluate different options to utilize dietetics degree beyond becoming a registered dietitian nutritionist
- Describe the process to become a nutrition dietetic technician, registered

**Directions:**
- Read the *Becoming a Nutrition Dietetic Technician, Registered*
  http://www.eatrightpro.org/~media/eatrightpro%20files/about%20us/what%20is%20an%20rdn%20and%20dtr/becoming-a-dietetic-technician-registered.ashx

Optional exercise: Read *Untangling the Nutrition Web in Career Development* and complete the self-reflection activities as they apply to you. Please do not write in the book unless you have purchased the book. The reflection activities are for your own use in helping you develop an alternative plan. Many of the career choices identified in the booklet are available to you **WITHOUT the RDN credential**.
- Write a thoughtful one-to-two page paper (*addressing only the one that applies to you*) about what you plan to do if you:
  1. *do not receive an internship appointment.*
  2. *need to defer applying for an internship.*
  3. *never plan to apply for an internship.*
- Submit paper to Learning Suite.

The paper will be evaluated on the following criteria:
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic</td>
<td>Alternative plan is well-thought and has concrete steps to take.</td>
<td>Alternate plan lacks clear direction of how it will be attained.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengths and weaknesses</td>
<td>Clear connections are made between your strengths, talents,</td>
<td>Lack of self-awareness.</td>
</tr>
<tr>
<td></td>
<td>interests, and abilities and alternate goal.</td>
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<tr>
<td></td>
<td>Gaps in current qualifications for alternate route are identified.</td>
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</tbody>
</table>

**Participation 13**

**Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Pre-class Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td>M Aug 30 Monday</td>
<td>Watch DICAS application overview <a href="https://www.youtube.com/watch?v=qP28aNF_hkI">https://www.youtube.com/watch?v=qP28aNF_hkI</a></td>
</tr>
<tr>
<td>Th Sep 02 Thursday</td>
<td>Read <a href="https://www.youtube.com/watch?v=qP28aNF_hkI">Me in 30 Seconds</a></td>
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</table>

**Week 2**

<table>
<thead>
<tr>
<th>Date</th>
<th>Pre-class Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th Sep 09 Thursday</td>
<td>Read <a href="https://www.youtube.com/watch?v=qP28aNF_hkI">Points to Consider</a> pg 4 of packet</td>
</tr>
<tr>
<td></td>
<td>Read <a href="https://www.youtube.com/watch?v=qP28aNF_hkI">Application Pointers</a> pg 8 of packet</td>
</tr>
<tr>
<td></td>
<td>Watch <a href="https://www.youtube.com/watch?v=8A8SXcU9768">https://www.youtube.com/watch?v=8A8SXcU9768</a></td>
</tr>
</tbody>
</table>

**Week 3**
<table>
<thead>
<tr>
<th>Date</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td></td>
</tr>
<tr>
<td>Th Sep 16</td>
<td>Review Utah State University's Dietetic Internship website <a href="#">Utah State Dietetic Internship</a></td>
</tr>
<tr>
<td>Th Sep 23</td>
<td>Prepare questions you have regarding the USU Dietetic Internship</td>
</tr>
<tr>
<td></td>
<td>Review the 3 options that you have to apply to the program (In-Utah, Hybrid, outside-Ut)</td>
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<tr>
<td></td>
<td>review your potential opportunities and your barriers.</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
</tr>
<tr>
<td>Th Sep 30</td>
<td><strong>Pointers for Personal Statement</strong> (pg 14 of packet)</td>
</tr>
<tr>
<td></td>
<td><strong>Concise Writing</strong></td>
</tr>
<tr>
<td>Week 6</td>
<td>Review <a href="#">BYU Career Services</a></td>
</tr>
<tr>
<td>Week 7</td>
<td>Prepare draft of personal statement and resume for peer review.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Sign up for feedback session</td>
</tr>
<tr>
<td>Th Oct 21</td>
<td><a href="https://docs.google.com/spreadsheets/d/17LuKR8EagZhsb_iW7At2FYs25wsWL_4Ks60wxHD6FnY/">https://docs.google.com/spreadsheets/d/17LuKR8EagZhsb_iW7At2FYs25wsWL_4Ks60wxHD6FnY/</a>Sample Request for Recommendations for DICAS Application (pg 16 of packet.)</td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
</tr>
<tr>
<td>Th Nov 04</td>
<td>Read and watch information for students under D&amp;D Digital in the <a href="#">Dietetics Internship M</a></td>
</tr>
<tr>
<td></td>
<td>Read information for students under <a href="#">Computer Matching Applicant Responsibilities</a></td>
</tr>
<tr>
<td></td>
<td>Use the Internship Information Checklist.docx <a href="#">Download</a> to help you organize internships. This is for your use and will not graded.</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Th Nov 11  | • Read the [BYU Dietetic Internship and Masters Admission Requirements and Process](#)  
| Thursday   | • Prepare questions to ask Dr. Williams about the BYU Dietetic Internship and Masters  |
| Week 12    | **Thanksgiving**                                                         |
| Th Nov 18  | **Thanksgiving**                                                         |
| Thursday   | **Thanksgiving**                                                         |
| Week 13    | **Thanksgiving**                                                         |
| Th Nov 25  | **Thanksgiving**                                                         |
| Thursday   | **Thanksgiving**                                                         |
| Week 14    | **Untangling the Nutrition Web in Career Development** (Optional Reading)  
| Th Dec 02  | **Graduate Programs Which Complement a Dietetics Degree** (pg 11 of packet)  
| Thursday   | Read article for discussion. See [Choosing What to Do with the Spirit as Your Guide](#) assignment.  
|            | [DTR Videos](#)                                                          |
| Week 15    | **DTR Videos**                                                           |
| Th Dec 09  | **DTR Videos**                                                           |
| Thursday   | **DTR Videos**                                                           |
PHYSICAL EDUCATION TEACHER EDUCATION 399R
COACHING INTERNSHIP SYLLABUS

Brigham Young University Department of
Teacher Education 205 MCKB

Tara Hall
Advisor PETE Majors & Coaching Minors
249F SFH
Tara.hall@nebo.edu 513-314-7053
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BYU Honor Code .............................................................................................................................................................................. 12

Mutual Obligations ........................................................................................................................................................................... 13

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THE COACHING INTERNSHIP

The purpose of this coaching internship experience is to transfer classroom learning into “real-life” coaching experiences in the work world. Internship experiences can be valuable and rewarding for you as you prepare for a career in coaching. On-the-field experience in coaching provides you with an opportunity to test personal ideas and coaching methods under the supervision and direction of a seasoned head coach. In some internship situations an intern may have responsibilities with the sophomore or J.V. team. In others, an intern may become an assistant under the head coach and work with the varsity team.

The learning outcome is that students will demonstrate their ability to coach by successfully completing at least 50 hours under the supervision of a head coach.

Coaching internships may be completed in the public schools in Utah County and in Salt Lake County. Some special assignments may be made in schools in Wasatch, Juab, and Davis School Districts. LDS Church sports programs do not qualify for this internship program.

One basic requirement for this internship experience is that programs and teams have a direct supervisor. There must be personnel who have the direct legal responsibility for the team, the program, and who will supervise and evaluate your performance.

In the past internship students have, on occasion, taken high school team members to practice sessions and to games in their own car. This practice is prohibited. BYU students should not transport members of the team at any time or under any circumstances. The high school administration should provide for all transportation of all students.

This course is part of your preparation for licensure in a major that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes (https://learningoutcomes.byu.edu/) required for accreditation. Advisors in Education Student Services (350 MCKB / 801-422-3426) can answer questions you have about the licensure requirements (Http://education.byu.edu/ess/licensing.html) for your teaching major.

PROCESS FOR THE INTERNSHIP EXPERIENCE

To be considered for an internship experience, you must be either a Physical Education Teacher Education major and have taken PETE 430 and the specific coaching class in sport you will be doing your internship or a Coaching & Teaching Physical Education minor and must have completed the same as previously mentioned and a minimum of 10 hours in the major or minor program. It is most beneficial for your experience to have as many of the total required classes as possible.
APPLYING FOR THE INTERNSHIP

You are to complete a Coaching Internship Approval Form prior to when you desire to begin the internship with signatures of principal and coach. Submit the completed approval form to Coach Tara Hall.

249F SFH  tara.hall@nebo.edu  A one- or two- page autobiography emphasizing any past performance and/or coaching experience must accompany the approval form. First aid and CPR are also required and copies of your cards should accompany this form.

If you are unable to obtain an internship, speak to Tara Hall for assistance. Every attempt is made to assist you in finding an internship in the sport you request. When this is not possible, be prepared to coach in an alternate sport.

Following is a list of high school interscholastic activities and the season in which they are conducted in the high schools.

<table>
<thead>
<tr>
<th>Fall Sports: (Register for Fall Semester)</th>
<th>Fall/Winter Sports (Register for Fall Semester)</th>
<th>Winter/Spring Sports (Register for Winter Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country (Aug-Oct)</td>
<td>Basketball (Nov-March)</td>
<td>Baseball (Jan-May)</td>
</tr>
<tr>
<td>Football (Aug-Nov)</td>
<td>Drill (Aug-March)</td>
<td>Golf (Girls) (Feb-May)</td>
</tr>
<tr>
<td>Golf (Boys) (July-Oct)</td>
<td>Swimming (Oct-Feb)</td>
<td>Soccer (Boys) (Feb-May)</td>
</tr>
<tr>
<td>Soccer (Girls) (Aug-Oct)</td>
<td>Wrestling (Nov-Feb)</td>
<td>Softball (Feb-May)</td>
</tr>
<tr>
<td>Tennis (Girls) (Aug-Oct)</td>
<td></td>
<td>Tennis–(Boys) (Feb-May)</td>
</tr>
<tr>
<td>Volleyball (Aug-Nov)</td>
<td></td>
<td>Track and Field (Jan-May)</td>
</tr>
</tbody>
</table>
Registering for the Internship

You must contact Coach Hall to make arrangements for an internship. Coach Hall must approve the sport, the coach, and the school. Once the internship has been approved, you will be notified that you may register for PETE 399R, the coaching internship. You determine the number of credits in which to enroll after the internship has been approved in consultation with Coach Hall. 50 hours of coaching are necessary to earn one credit hour. One credit hour fulfills the requirement. It is possible to take up to four credits during your internship. Previous coaching experience with high school teams, little league, or other competitive teams will not be accepted for credit nor will it meet the requirement for the internship.

You must enroll in PETE 399R the semester during which you begin the actual coaching experience (i.e., register in September if you start coaching in November). Because of the nature of internships, it is possible to petition to add an internship after the add/drop deadline. Credit will not be given for the internship experience after the season/semester has been completed. If you begin an internship halfway through a semester, and do not complete the internship until the following semester or later, a “T” grade will be given. “T” simply means work in progress. A grade change will be submitted when all work has been completed.

Acceptance

The next step is to interview with the head coach and the high school principal. Final approval for the internship is made after you have been accepted by the head coach and the school principal and the Internship Application has been submitted online and approval given for you to register.

Pre-Internship Orientation

Each individual student will receive an individual orientation from Coach Hall on the following topics:

- Using the Internship Registration and Management System (IRAMS)
- Assignments and expectations
- Grading Procedures
- Standards of personal conduct
- The nature and amount of supervisory contact between Coach Hall and intern
- The Internship Master Agreement (IMA) or IMOU which outlines the obligations of the student, university, and internship provider.
- Procedures for unanticipated termination of the internship.

Meeting with the Coach: Once you have talked with Coach Hall, you make an appointment with the head coach to determine what will be expected of you during the internship. Suggested questions you should ask during the interview with the coach:

1. What will be my specific coaching assignment? What will be my responsibilities during practice sessions and during games?
2. What are the team policies and the player rules and regulations? Do you want me to handle infractions of these policies or rules by players? What are my responsibilities with regard to team rule infractions?
3. What time commitments must I make with regard to practice sessions, home and away games, team meetings, special coaches meetings, reviewing films, scouting opponents, etc.?
4. What are my responsibilities for practice and game equipment, for preparing facilities that will be used, for my own transportation to away games, for keeping records or statistics, for scouting opponents, etc.?
5. What dress/attire am I expected to wear at practice sessions and games?
6. And, finally, find out any other expectations or responsibilities the coach might have for you that have not been identified above.

During the interview you should be prepared to let the coach know what previous coaching or playing experience you have had and how you can contribute to the success of the team. It is also important to let the coach know your expectations as well. Discuss with the coach what you would like to learn and the coaching
duties you would like during the internship. *Have the head coach sign the Coaching Internship Approval Form.*

**Meeting with the School Principal:** Schedule an appointment with the school principal. Introduce yourself, explain the Coaching Internship Program (if necessary), and find out any procedures, policies, restrictions, etc., with which you need to be acquainted. This meeting with the principal is important as it protects you if a question ever arises as to why you are on campus and what role or responsibility you have in working with high school students. *Have the principal sign the Coaching Internship Approval Form*
REQUIREMENTS FOR THE INTERNSHIP/COURSE OUTLINE

Documentation is required as part of the internship experience. This documentation provides information required for registration and evidence of learning, and it is important that these assignments and reports be well-written, typed in a neat, organized manner, and submitted to Coach Hall as specified. The documents are outlined below and are the criteria used in determining your grade for the internship. All forms are located in the appendix to this syllabus or are available online as fillable forms.

BEFORE the Internship

1. Coaching Internship Approval Form—Complete the approval form—when your plans are approved, schedule appointments with the principal and the supervising coach and get signatures—and turn it in to a Faculty Advisor.

2. Online Internship Application—The information requested on Internship Application Worksheet should be gathered and submitted online either with or after the Coaching Internship Approval Form. It requires approval before you will be able to register for the class.

3. Job Description—Include a job description of your coaching assignment on the Online Internship Application Worksheet.

4. Internship Housing Information—If you are single and not living in BYU approved housing the information in this form must be given to the Off-Campus Housing Office or you will be charged a nonrefundable $25 fine.

5. A copy of Current CPR/First Aid Certification

6. A 1-2 page Resume highlighting your experience as a player, or any previous coaching experience the sport in which you desire an internship. Give one copy to the head coach, and one copy into Coach Hall with the rest of your paperwork.

These forms are due prior to beginning your internship.

DURING the Internship

1. Goal Statements

   Part I—Goal Statement and Action Plan (due 2 weeks into internship)—This goal statement is to be completed after you have been oriented to the coaching experience and have been given your coaching assignment by the head coach. The form should be submitted to a Faculty Advisor within two weeks after the internship assignment has begun. You should retain a copy of the completed form.

   Part II—Goal Statement Evaluation (due at the completion of internship hours)—Part II is a statement indicating if the goals established at the beginning of the internship were reached. This form is to be completed and submitted at the end of the internship experience.

2. Weekly Reports—A weekly report is to be submitted each Monday to Coach Hall (DO NOT wait and turn in all reports at the end of the internship). A copy of the season’s game schedule and a practice time schedule are to be attached to the first week’s report. These weekly reports are the communication source between you and a Faculty Advisor and are an important part of the evaluation of your progress.

   Note: These reports may be handwritten or, but MUST be legible.

3. Evaluation by the Head Coach—Two evaluations of your performance are to be made by the head coach. One is a mid-season progress report (due when completed half of internship hours) and the second is the final evaluation (due at the completion of internship hours).

   You give the head coach a copy of the mid-season progress report form and the final evaluation form. The evaluations are to be completed by the head coach, reviewed with you, and then given or mailed to Coach Tara Hall at the appropriate time (mid-season or at the end).
4. **Assessment of Provider**—Two written assessments of the internship must be turned in. One must be submitted when you have completed half of your hours and the other at the completion of your internship. The form is provided in this syllabus. Coach Hall will be visiting you during at least one game and one practice to check on your progress and the provider.

**AFTER the Internship**

1. **Student’s Self-Evaluation (due at the completion of internship hours)**—Complete the self-evaluation on your performance and identify the value received from the experience.

2. **Student’s Appraisal of the School and the Experience (due when half of internship hours are completed and one due at the completion of internship hours)**—Evaluate the school site and the personnel involved with your internship experience.

3. **Final Written Paper** (due prior to the oral evaluation)—This written paper is the *report of the internship* and is to be submitted at the conclusion of the internship, prior to the final oral evaluation. The paper should include a description of the responsibilities you had working with the team and a description of how the program was administered. The description of how the program was administered should include the following: policies and procedures concerning equipment, budget, facilities, uniforms, transportation, player rules and regulations, etc. The paper should also include a discussion of beneficial experiences, problems that were faced and attempts made to solve them, as well as an overall discussion of the entire experience. This paper is *in addition to* your self-evaluation.

4. **A Final Oral Evaluation and Interview**—At the end of the internship experience, you meet with Coach Hall to discuss your internship experience and to discuss any other pertinent information about the internship. All forms and papers are to be completed and submitted prior to scheduling the oral review. This oral evaluation is to be scheduled at the completion of the coaching experience and must be completed *before FINALS WEEK at the end of the semester or term*.

5. **Thank You Letter to the Head Coach (due at the completion of internship hours)**—You are to send a thank you letter to the head coach and include a copy of the letter with the final written reports.
Grading
You should be fully aware that academic credit will not be granted merely for hours spent on the job. Grades will be awarded based on the quality of the academic work done. You should be aware that as the number of credits increase, there will be a corresponding increase in the academic expectations (in addition to the actual number of hours of work required).

Coach Hall will determine the grade for the internship. It will be based upon punctuality in submitting weekly and final reports, the quality and completeness of assignments and overall academic performance. Comments and recommendations from the head coach will be strongly considered, but will not be the sole nor principal basis for the grade. Percentages used to evaluate your performance are as follows:

- Weekly Reports and Supervision: 30%
- Student's Evaluations: 40%
  - Goal Statements—(Part I and Part II)
  - Self-evaluation
  - Appraisal of School and Experience
  - Final Written Paper—Report of Internship
- Head Coaches Evaluations: 20%
- Final Oral Interview: 10%

All students are expected to complete all assignments. A grade will not be given until all requirements have been completed.

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95% - 100%</td>
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<tr>
<td>A-</td>
<td>90% - 94%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>84% - 86%</td>
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<tr>
<td>B-</td>
<td>80% - 83%</td>
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<td>C+</td>
<td>77% - 79%</td>
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<tr>
<td>C-</td>
<td>70% - 73%</td>
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<td>D+</td>
<td>67% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>64% - 66%</td>
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<tr>
<td>D-</td>
<td>60% - 63%</td>
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<tr>
<td>F</td>
<td>0% - 59%</td>
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</table>
Best Practices

**Supervision:** Students participating in the internship program will be observed by Coach Hall and the head coach. Coach Hall will visit you and observe both practice sessions and game situations as time and travel permit.

**Professionalism:** While participating in the internship experience, you are encouraged to develop a friendly and professional relationship with personnel of the cooperating agency or school. As normal a professional climate as possible should be cultivated so that the internship will be rewarding. Where possible, use your own initiative and ideas, so long as there is harmony with the policies of the agency or school. Professionalism includes too many facets to discuss fully; however, there are some important points with which you definitely need to be concerned.

**Dependability:** It is vital that the school and coaching staff receive a fair amount of dependable work from you. Everything outlined and accepted for you to do should be accomplished in good form.

**Punctuality:** Closely related to dependability is punctuality. An important part of your obligation during your internship experience is to be at the assigned station sufficiently early each day to make necessary preparations, i.e., having materials, supplies, equipment, and facilities ready before the time of the event.

**Initiative:** Most coaches will appreciate an individual who has the initiative and creativity to move forward with programs and ideas; however, you must be cooperative at all times in accomplishing the purposes and goals of the school and coaching staff.

**Accepting Constructive Suggestions:** Some of you will make errors during your experience, and it is difficult to provide solutions to these and other problems ahead of time; but honesty with self, with the school, and with others who are involved is important. Acknowledging that errors are made, accepting responsibility for your actions, and being open to constructive suggestions opens the way to learning, provides for good communications and relations with the head coach, and enhances completion of the work in a proper manner.

**Positivity:** Do not think or talk negatively about the position, the coaches, or the program. Approach negative situations with a positive outlook and attempt to correct and improve them. This will benefit both you and the school.

**Dress:** Appearance has much to do with impressions created not only at the beginning but throughout the total experience. At all times clothing should be in good taste, clean and well pressed. Hair and person should be well groomed at all times, according to the activity being conducted. University standards must be adhered to at all times. This will help maintain a positive attitude toward school personnel and the participants in the program.

**Preparation:** Do not attempt to just “get by.” Know what you are doing—the head coach and team members can soon detect the individual who is not prepared. Remember, the well-prepared individual is a confident person. In relation to being prepared, the coach needs to know your comprehension levels, skills and attitudes, and that you will plan in advance the things that need to be done ahead of time and will not be rushed just before the planned event. Planning should involve knowledge of at least the following: approximate number of participants, their ages and backgrounds, facility and equipment needs and availability, time of activity, appropriate dress, leadership assistance needed, and how to inform participants of the time, place and dress. The outstanding coach is enthusiastic, shows no favoritism, insists on proper discipline, is sympathetic to the participants’ desires, and finally, conducts a great program!
Benefits of Internships

The benefits of internships are divided into three groups of people who actively participate in internships: Students, Departments/University, and Experience Providers.

Students

- Gain exposure to real-world problems and issues that perhaps are not found in textbooks.
- Cultivate adaptability and creativity in a dynamic world.
- Increase marketability to employers. On average, only 30% of graduating seniors have job offers before graduation; however, after completing an internship, that figure rises to 58%.
- Evaluate specific companies or specific careers prior to committing to full-time employment—a "try before you buy" type experience.
- Ease transition from being a student to entering the workforce.
- Increase opportunities within a company for faster advancement and growth.
- Increase self-confidence in the workplace while developing an expanded network of associates and professionals.
- Facilitate a higher starting salary than non-interns. In a recent study interns received, on average, $2,240 more than non-interns for starting salary.
- Have résumé-building experiences while applying academic concepts and principles.
- Spread the gospel in many areas through example and lifestyles.
- Have opportunities to fund college education.
- Have personal growth experiences and exposure to different job opportunities.
- Have hands-on opportunities to work with equipment and technology that may not be available on campus.
- According to interns from BYU, students gain the following benefits through academic internships: experience, skill development, perspective, supervision, professional connections, academic credit, earnings, the opportunity to represent BYU, and to provide service to others.

Department/University

- Validates the university’s curriculum in a working environment.
- Improves post-graduation statistics for the university.
- May accelerate corporate fund-raising efforts.
- Allows the university to admit more students because many interns spend the semester off campus.
- Provides learning experiences that are more valuable than case studies and lectures.
- Connects faculty to current trends within their professional field.
- Develops more competitive and employable graduates.
- Increases program credibility and student excellence as well as stronger ties with alumni in the professional fields.

Experience Providers

- Creates the opportunity to recruit future employees. (In one year, Hewlett Packard recruited 70% of its new hires from its pool of interns.)
- Gives the opportunity to evaluate prospective employees virtually risk free.
- Saves money since an intern receives less pay and fewer benefits than a full-time employee.
- Functions as flexible, cost-effective workforce without long-term commitments.
- Frees up professional staff to pursue more creative projects.
- Offers a year-round source of highly motivated pre-professionals.
- Garners quality candidates for temporary or seasonal positions and short-term projects.
- Brings new and innovative ideas to an employer.
- Presents an excellent way to find new, energetic, and skilled employees who bring latest industry knowledge fresh from lectures and other campus resources.
- Seamlessly converts student interns to full-time employees who can be immediately productive.
- Strengthens the bond with the university and projects a favorable image in the community.
- Allows the employer the opportunity to have an impact on molding the lives of students.
Students enrolled in an internship are expected to adhere to the BYU Honor Code. Some of the portions most applicable to an internship setting are stated below.

Brigham Young University exists to provide a university education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere can be preserved through commitment to conduct that reflects those ideals and principles.

As a matter of personal commitment, students, staff, and faculty of Brigham Young University are expected to demonstrate in daily living on and off campus those moral virtues encompassed in the gospel of Jesus Christ, and will:

- Be honest
- Live a chaste and virtuous life
- Obey the law
- Use clean language
- Respect others
- Abstain from alcoholic beverages, tobacco, tea, coffee, and drug abuse

**Dress and Grooming Standards**
The dress and grooming of both men and women should always be modest, neat and clean, consistent with the dignity of representing Brigham Young University and The Church of Jesus Christ of Latter-day Saints.

Modesty and cleanliness are important values that reflect personal dignity and integrity, through which students, staff, and faculty of BYU represent the principles and standards of the Church. These members of the BYU community commit themselves to observe the following standards, which reflect the direction of the BYU Board of Trustees and the Church publication—For the Strength of Youth:

Clothing should be modest in fabric, fit, and style, and appropriate for the occasion. Skirts and shorts should be knee length or lower. Clothing which is sleeveless, strapless, or revealing is not acceptable. Shoes should be worn in public areas.

A clean and well-cared-for appearance should be maintained. Hairstyles should be clean and neat, avoiding extreme styles. Men’s hair should be trimmed above the collar, leaving the ear uncovered. If worn, mustaches should be neatly trimmed. Earrings for men are unacceptable, and beards are not acceptable, except for certified medical reasons.

**Ecclesiastical Endorsement**

Your annual ecclesiastical endorsement must be in effect during the semester of your internship.
Mutual Obligations

The following mutual obligations are outlined in the Master Internship Agreement between Brigham Young University and your internship provider. It is essential that each party meets all of its obligations. It is your responsibility to become familiar with the obligations required of the university, the provider, and you. If you have questions, or if these obligations are not being met, call your BYU Faculty Advisor.

BYU SHALL:
1. Assume general responsibility for the pre-internship orientation, academic instruction, advisement, and evaluation of the student.
2. Communicate and consult with the Experience Provider to facilitate the successful operation of the internship program.
3. Inform the student that he/she is subject to the general rules, policies, and procedures of the Experience Provider.
4. Respond in a timely manner via the BYU Faculty Advisor to any complaints concerning the student.
5. Approve, in consultation with the Experience Provider, the BYU students who will be placed in internships and the dates for which their internships will be in effect.
6. Cooperate with the Experience Provider in determining and formulating work descriptions and job assignments for the students.
7. Provide liability insurance to cover damage or harm caused by Intern in the amount of $1,000,000 per person, per occurrence, $3,000,000 in the aggregate.

THE EXPERIENCE PROVIDER SHALL:
1. Accept a mutually approved student without discrimination because of race, color, sex, creed, national origin, religion, age, or disability.
2. Accept the primary responsibility for supervision and control of the student at the worksite.
3. Designate a qualified supervisor who will also serve as liaison with the BYU faculty advisor and the student.
4. Provide a work description and orient the student to the Experience Provider’s rules, policies and procedures.
5. Evaluate the Intern’s performance and notify BYU’s Faculty Advisor of any cause of dissatisfaction with or of any known misconduct on the part of the Intern.
6. Provide planned and supervised opportunities for each Intern to perform tasks to acquire and practice various skills based on objectives compatible with those of BYU’s program.
7. Comply with all the federal, state, local and municipal laws, ordinances and codes applicable to Experience Provider.

THE STUDENT SHALL:
1. Comply with all Experience Provider policies and procedures.
2. Complete the internship during dates specified, unless released by the Experience Provider, submitting all reports and assignments as required.
3. Work conscientiously under the supervision assigned by the Experience Provider, submitting all reports and assignments as required.
4. Report serious problems including physical, safety or personnel to the Experience Provider supervisor and the BYU Faculty Advisor.
5. Adhere to the BYU Honor Code and Dress and Grooming Standards.
6. Receive and read a copy of the Master Internship Agreement between BYU and the Experience Provider and agree to abide by its terms by clicking that you agree to the Student Internship Agreement when you complete your Internship Application online. (This document, Mutual Obligations, is your copy of the Master Internship Agreement.)
7. Be enrolled in an internship course.
8. Complete all BYU Internship assignments and course work as outlined by the applicable department.
9. Consult with my personal physician in regard to necessary immunizations and any other medical matters relating to my participation in the internship program.
10. Authorize BYU’s designated representative to grant permission for my necessary medical treatment for which I will be financially responsible if, during my participation in the program, I become incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from my family.
11. Participation as an intern may involve risks not found in study at BYU. These include risks involved in traveling to and returning from place of internship; different standards of design, safety, and maintenance of buildings, public places, and conveyances; local medical and weather conditions. I represent that I have made my own investigation and am willing to accept these risks.
12. Be personally responsible for all housing, transportation, study, and other arrangements in connection with my internship and personally bear all associated costs. In addition, be personally responsible for any financial liability and obligation which I personally incur and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by me during my participation in the internship program. I understand that BYU does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer, or other provider of goods or services involved in the internship. I understand that BYU is not responsible for matters that are beyond its control, including, without limitation, strikes, war, loss, or theft of personal belongings, delays, weather, acts of God, governmental restrictions or acts, errors, or omissions of third party providers of goods or services.
13. Abide by all applicable laws. I understand I must personally attend to any legal problems I encounter or incur as an intern.
14. Acknowledge and agree that BYU is acting as an internship facilitator only and that BYU will be neither responsible for nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused by the internship, including but not limited to such claims, disputes, losses, damages, injuries, adverse events and outcomes caused by Experience Provider’s actions, inactions or negligence, even if BYU has been advised of the possibility of such.
15. Acknowledge and agree that as an Intern, I am placed with the Experience Provider in order to receive educational experience as part of my academic curriculum; my duties performed as an Intern are not performed as an employee of the Experience Provider but rather in fulfillment of the academic requirements of my academic experience and are to be performed under direct supervision by the Experience Provider’s personnel. To the extent allowed under state and/or Federal law, neither the Experience Provider nor BYU is required to provider worker’s compensation coverage for my participation in this educational experience.
16. Acknowledge that all creative work performed as part of my internship shall be considered a “work made for hire” and that all copyright and other intellectual property rights in any such original creative work produced by me shall be owned entirely by the Experience Provider. Further, I agree not to utilize, incorporate, or otherwise make use of any pre-existing intellectual property and/or trade secrets of Brigham Young University in the creative work or internship performance without the express written permission of Brigham Young University.
School of Family Life
SFL 399R
SFL 399R

Course Information

Description

Supervised professional experiences linking academic learning with experience in the field. NOTE: Forty-five internship hours required per credit hour.

If Signed Up for More than 3 credits

Students can register for 1-3 credits for the course. The Assignments section of Learning Suite include all assignments that must be completed for 3 credits. On very rare occasions, students may petition for more than 3.0 credits (please contact Dr. Bean for specifics).

Assignments – SFL 399R

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<thead>
<tr>
<th>Assignments</th>
<th>Number of Credits</th>
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<td>1</td>
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<tr>
<td>Introductory e-mail</td>
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<tr>
<td>Student agreement, syllabus &amp; handout quiz</td>
<td></td>
</tr>
<tr>
<td>Weekly time logs/journals</td>
<td></td>
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<tr>
<td>Learning goals planning worksheet</td>
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<tr>
<td>Learning goals evaluation</td>
<td></td>
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<tr>
<td>Mid-semester employer evaluation &amp; time log verification</td>
<td></td>
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<tr>
<td>Final employer evaluation &amp; time log verification</td>
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<tr>
<td>Qualtrics survey</td>
<td></td>
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<tr>
<td>Exit interview/powerpoint</td>
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<tr>
<td>Reflective Paper</td>
<td>X*</td>
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<td>Assignment</td>
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<tr>
<td>In-depth overview of agency</td>
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</tr>
<tr>
<td>Interview with key person at agency</td>
<td>X*</td>
</tr>
<tr>
<td>Resume</td>
<td>X</td>
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<tr>
<td>Readings #1 and #2</td>
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</tr>
<tr>
<td>3 page paper related to internship</td>
<td></td>
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<tr>
<td>6 page paper related to internship</td>
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<tr>
<td>10 page paper related to internship</td>
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<tr>
<td>13 page paper related to internship</td>
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<tr>
<td>16 page paper related to internship</td>
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<tr>
<td>20 page paper</td>
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* Choose one of these assignments

1 credit – introductory e-mail, syllabus quiz, weekly time logs & journals, midsemester & final employer & self evaluations, learning goals and objectives worksheet, learning goals and objectives evaluation, exit interview and powerpoint, qualtrics survey

2 credits - all assignments required for 1 credit plus reflective paper and interview with a key person at the agency OR in-depth overview of the agency.

3 credits - all assignments required for 2 credits plus resume assignment, reading quizzes, in-depth overview of the agency paper AND interview with key person at the agency

4 credits - all assignments required for 3 credits plus a 3 page paper with 3 different references on a topic related to your internship

5 credits - all assignments required for 3 credits plus a 6 page paper with 6 different references on a topic related to your internship

6 credits - all assignments required for 3 credits plus a 9-10 page paper with 9-10 different references on a topic related to your internship

7 credits - all assignments required for 3 credits plus a 13 page paper with 13 different references on a topic related to your internship

8 credits - all assignments required for 3 credits plus a 16 page paper with 16 different references on a topic related to your internship

9 credits - all assignments required for 3 credits plus a 19-20 page paper with 20 different references on a topic related to your internship

Paper related to your internship/future professional goals
Purpose: The purpose of this assignment is to help you learn more about a topic of interest related to your internship and/or professional goals. This paper is designed to help you to become a better intern or professional in the future.

Requirements: The requirements for the paper are based on how many total hours you are taking:
- 4 credits - 3 page paper with at least 3 different references; 10% of grade**
- 5 credits - 6 page paper with at least 6 different references; 20% of grade**
- 6 credits - 9-10 page paper with at least 9-10 different references; 30% of grade**
- 7 credits - 13 page paper with at least 13 different references; 40% of grade**
- 8 credits - 16 page paper with at least 16 different references; 40% of grade**
- 9 credits - 19-20 page paper with at least 20 different references; 40% of grade**
* For those of you who have taken hours a previous semester, add the number of hours last semester to the number of hours this semester to determine the size of your paper (if you have any questions, please verify with Dr. Bean)
** Page length does not include title page & reference list

Criteria:
- This is expected to be a research paper. You may use references from professional journals, as well as from websites. More than half of your references should be from professional journals. If you use a website as a reference, you need to determine that it is reputable (if you have questions about this, contact Dr. Bean).
- Be sure to integrate the information from your sources. Information from sources should be paraphrased and not directly quoted. Assertions in the paper should be referenced with sources using APA format.
- If you would like to integrate personal experiences from your internship to the content of this paper, you may; however, your personal experiences should not take up more than ¼ of the text of the paper.
- Please use 1 inch margins and 12-pt Times New Roman font. Follow APA format for the paper and references and proofread your paper for spelling and grammar errors. A good reference for APA format is: https://owl.english.purdue.edu/owl/resource/560/01/
- If you need assistance with writing, the FHSS Writing Lab is a great resource. It is best to make an appointment. Their website is: https://fhsswriting.byu.edu/Pages/home.aspx

Details about the scoring rubric for the research paper can be found under Content

Due Date: The due date for this assignment is on the Class Schedule. E-mail the research paper to Dr. Bean (roy_bean@byu.edu) by 10:00 pm.

Late Policy: For each day late 10% will be deducted. Papers received after 5 days late will only receive at most 50% credit.

Prerequisites

Junior or senior status; completion of SFL 101, 160, SFL 210 and completion or concurrent enrollment in at least 9 hours of 300-400 level courses. Must have a
minimum 2.30 cumulative grade point average and be in good Honor Code and academic standing at BYU.

**Attendance Policy**

This is an online class. Academic credit will be awarded for successful performance in the course and will be determined by the number of hours you spend in the workplace during the semester (travel time does not count). The specific assignments of credit are shown below:

<table>
<thead>
<tr>
<th>Number of Credit Hours</th>
<th>Total hours during the semester</th>
<th>Average hours worked per week</th>
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<tr>
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<td>315</td>
<td>22-24</td>
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<tr>
<td>8</td>
<td>360</td>
<td>25-27</td>
</tr>
<tr>
<td>9</td>
<td>405</td>
<td>28-30</td>
</tr>
</tbody>
</table>

No more than 9 hours of credit will be awarded for one internship. Up to 3 credit hours may be applied toward the capstone requirement in SFL.

**Grading Policy**

- Your grade for SFL 399R depends on your successful completion of your required internship hours AND your internship academic assignments.
Please carefully read the syllabus so you understand the nature of the assignments, how you will be graded, the grading scale, DEADLINES, and late policy.

Some of your academic assignments require a signature and will need to be scanned before submitting to Learning Suite so be sure to identify ahead of time where you can scan documents. You can also submit a picture for these assignments, if that is easier.

Part of learning to be a professional is completion of assignments in a timely manner. Points for late assignments will be reduced 10% for each day late. Assignments handed in more than 5 days late will receive at most 50% of their point value. The exception to this is your time logs. Late time logs will only receive 50% credit.

If you enter the course after the Add/Drop deadline or if your internship starts later than the 2nd week of the semester, it is your responsibility to meet with Dr. Bean to complete a contract with revised due dates for your assignments.

If you had an internship in previous semesters or are signed up for more than 3 credits, please contact Dr. Bean because you will need to complete additional assignments.

### Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94.5%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5%</td>
</tr>
<tr>
<td>B+</td>
<td>86.5%</td>
</tr>
<tr>
<td>B</td>
<td>82.5%</td>
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<tr>
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<td>D</td>
<td>62.5%</td>
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<tr>
<td>D-</td>
<td>59.5%</td>
</tr>
<tr>
<td>E</td>
<td>0%</td>
</tr>
</tbody>
</table>
Pre-internship Orientation

A pre-internship orientation will be held at the date and time noted on the schedule. All interns should attend this required orientation meeting. During the orientation, we review the syllabus in detail, become aware of each other's internship assignments, and have the opportunity to raise questions.

Dress and Grooming Standards

These standards apply while on your internship, even if you are not attending classes on campus - just remember that you are representing Brigham Young University, the Church, and the Lord.

- The dress and grooming of both men and women should always be modest, neat, and clean consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher learning.
- Modesty and cleanliness are important values that reflect personal dignity and integrity, through which students, staff, and faculty represent the principles and standards of the Church. Members of the BYU community commit themselves to observe the standards, which reflect the direction given by the Board of Trustees and the Church publication For the Strength of Youth (see BYU Dress and Grooming Standards if you are confused about what you are agreeing to do)

Scanning Documents

Your supervisor evaluations and time log verifications, learning goals and objectives, and the rough draft of your resume will all need to be scanned. There are a number of ways you can do this. Please start investigating NOW where you can scan your documents. *A more convenient option for you may be to take a picture of your signed documents with your phone and upload them to Learning Suite before the due date, rather than scanning your documents. Scanning Information:

1. Many libraries or workplaces have copy machines that can scan documents.
2. The JFSB Copy Center (in the basement of the JFSB on the northwest side of the building) has a copy machine that will scan multiple pages and then e-mail them to you as one continuous file. They are open 8-5 on M-F and the cost is 5 cents per page if you want to go that route.
3. Whatever method you use to scan documents, it is your responsibility to make sure that the print is large and legible enough that I can read it without my Urim & Thummim.
4. Before submitting your documents to Learning Suite, double check to make sure the required signature has been scanned on the document.
5. If you do not have the capability to scan assignments as one continuous file (ie you have a number of separate files to be uploaded) you can upload them onto Learning Suite using
a zip file. One of our awesome TAs has made step-by-step instructions regarding how to upload them as a zip file using a PC. You can find those instructions under Content --> Handouts --> 4. Converting to zip file for Learning Suite submission.

6. **Please do not e-mail files or submit hard copies. Contact our TA if you have questions about creating a zip file.**

**Learning Outcomes**

- Complete a supervised internship in an employment setting or agency related to human development, marriage, family, or home.
- Link academic learning and coursework with these professional experiences.
- Complete a minimum of 45 hands-on hours per credit.

**Credits and Assignments**

Students can register for 1-3 credits for the course. The *Assignments* section of Learning Suite include all assignments that must be completed for 3 credits. On very rare occasions, students may petition for more than 3.0 credits (please contact Dr. Bean for specifics).

**Assignments – SFL 399R**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1     1.5  2  3  4  5  6  7  8  9</td>
</tr>
<tr>
<td>Introductory e-mail</td>
<td>X  X  X  X  X  X  X  X  X  X</td>
</tr>
<tr>
<td>Student agreement, syllabus &amp; handout quiz</td>
<td>X  X  X  X  X  X  X  X  X  X</td>
</tr>
<tr>
<td>Weekly time logs/journals</td>
<td>X  X  X  X  X  X  X  X  X  X</td>
</tr>
<tr>
<td>Learning goals planning worksheet</td>
<td>X  X  X  X  X  X  X  X  X  X</td>
</tr>
<tr>
<td>Learning goals evaluation</td>
<td>X  X  X  X  X  X  X  X  X  X</td>
</tr>
<tr>
<td>Mid-semester employer evaluation &amp; time log verification</td>
<td>X  X  X  X  X  X  X  X  X  X</td>
</tr>
<tr>
<td>Final employer evaluation &amp; time log verification</td>
<td>X  X  X  X  X  X  X  X  X  X</td>
</tr>
<tr>
<td>Qualtrics survey</td>
<td>X  X  X  X  X  X  X  X  X  X</td>
</tr>
<tr>
<td>Exit interview/powerpoint</td>
<td>X  X  X  X  X  X  X  X  X  X</td>
</tr>
</tbody>
</table>
Reflective Paper | X* X X X X X X X X
---|---
In-depth overview of agency | X* X* X X X X X X X
---|---
Interview with key person at agency | X* X* X X X X X X X
---|---
Resume | X X X X X X X
---|---
Readings #1 and #2 | X X X X X X X

* Choose one of these assignments
1 credit – introductory e-mail, syllabus quiz, weekly time logs & journals, midsemester & final employer & self evaluations, learning goals and objectives worksheet, learning goals and objectives evaluation, exit interview and powerpoint, qualtrics survey
2 credits - all assignments required for 1 credit plus reflective paper and interview with a key person at the agency OR in-depth overview of the agency.
3 credits - all assignments required for 2 credits plus resume assignment, reading quizzes, in-depth overview of the agency paper AND interview with key person at the agency

**Termination Information**

If extenuating circumstances arise, the intern must consult with Dr. Bean before terminating his/her internship midstream. Professional courtesy dictates that the agency be given at least a two-week notice. The Internship Coordinator will work with the intern to facilitate the smoothest adjustment for the agency. **Remember, the internship agreement is between BYU, the service provider, and the student, and ALL THREE must be involved in any decision to discontinue the relationship. You can't just stop going to your internship!**

**Required Assignments**
The following assignments must be completed or you will receive an “F” for this course:

- Student Agreement
- Syllabus & Handout Quiz
- Learning Goals & Objectives Planning Worksheet signed by supervisor
- Learning Goals & Objectives Evaluation signed by supervisor
- Supervisor Midterm Internship Evaluation & Time Log Verification
- Supervisor Final Internship Evaluation & Time Log Verification
- Reflective Paper
- Exit Interview and PowerPoint

Maintaining Contact if Differences Arise

If any difficulties arise that cannot be resolved through your work supervisor, do not hesitate to contact Dr. Bean.

Learning Suite Helpful Hints

- It is your responsibility to check Learning Suite at least once a week for announcements, messages, and to verify that you have submitted your assignments correctly.
- All assignments should be uploaded onto Learning Suite by 11:59 p.m. on the due date. Please do not e-mail assignments to me or hand in hard copies.
- While you are reviewing the syllabus for your syllabus quiz, take note of which assignments require you to meet with your work supervisor or get their signature. You should schedule these meetings with your work supervisor about a week ahead of time so plan ahead.
- On some of your assignments we will provide you with feedback, especially if points have been taken off. Just go to the Assignment page of Learning Suite and click on the Feedback button for that assignment.

Weekly Logs/Time Logs

- These will be turned in every other week during the semester - see assignments & class schedule for due dates and criteria.
- The prompt questions for journal entries vary by week, so be sure to complete the prompts for the assigned week.
- If your internship requires you to maintain a daily log, you may use their form in place of the regular daily log form; however, you must get prior approval.
are responsible to email a sample log to Dr. Bean. Substitute time logs submitted without prior consent will not be accepted.

Note: **Provo School District Interns** must black out all confidential and identifying information (clients' names, etc.)

- Counting internship hours
- Here’s what you **CAN** count:
  - Time spent writing your goals and objectives
  - Time spent visiting with your work supervisor about your goals and objectives (planning & evaluating)
  - Time spent evaluating your work performance with your work supervisor (mid-semester and at the end of the semester)
  - Time spent in trainings, including Internship Orientation.
  - Time preparing for a presentation or teaching assignment you are doing as part of your internship.
  - Meals if you are supervising clients while you eat.

Here’s what you **CANT** count as part of your internship hours:

- Time spent completing your journals and time logs
- Time spent writing your in-depth overview of agency/internship site, interview with a key person, and reflection paper
- Time spent completing any other assignment

**Late policy:** Time logs/Journals are due by 11:59 pm on the due date. If you turn your Weekly Time Log/Journal in late, you will only receive 50% credit.

### Assignments

#### Assignment Descriptions

**Internship Orientation**

<table>
<thead>
<tr>
<th>Sep</th>
<th>07</th>
</tr>
</thead>
</table>

Due: Tuesday, Sep 07 at 4:30 pm

**Week 1 Time Log/Journal**

<table>
<thead>
<tr>
<th>Sep</th>
<th>07</th>
</tr>
</thead>
</table>

Due: Tuesday, Sep 07 at 11:59 pm
- Record your hours and responsibilities **each day** on the weekly Time Log form. **Do not copy what you have written from one week to the next.**
- Calculate your total hours and cumulative hours for the week.
- **At the end of each week** complete your 2 journal questions. **The prompt questions for journal entries vary by week, so be sure to complete the**
prompts for the assigned week. Do not just copy what you have written from one week to the next.

- If you did not work this week, just write "Did not work" on the time log for this week, but you still must answer the journal questions.
- Check the rubric criteria to see how you will be graded.

Time log Formatting and Submission Directions.pdf  Download  Look over this document for further instruction on how to complete and submit your time log each week.

Time Log and Journal Worksheet - Follow this link to download the spreadsheet you will use to complete your time log each week. Click on the link and then select "make a copy." You will use this to complete all of your weekly time logs in the future.

Please upload this assignment on Learning Suite by 11:59 p.m. on the due date.

Late policy: You will only receive 2.5 points for this assignment if it is turned in late

Grading Rubric  (5 points possible)
To receive full points:
1. Records time of day worked and hours worked for all days worked
2. Provides a description of assignments and responsibilities every day worked
3. Provides both weekly and cumulative totals
4. Provides thoughtful responses to journal questions
5. Typed
6. -2.5 if late

Readings #1 Quiz

Due: Tuesday, Sep 14 at 11:59 pm
This 13 question quiz is OPEN BOOK and you may take it as many times as you wish; however, it must be completed by the deadline. This quiz covers "The 10 Worst Mistakes of First-Time Job Hunters" and "Results from the York College Professionalism in the Workplace Study 2013"p. 7-17. These readings can be found under Content --> Readings on Learning Suite
Student Agreement (required assignment)

Due: Wednesday, Sep 15 at 11:59 pm
Note: This assignment must be completed for you to pass this course. This is to verify that you understand the requirements for an internship. It should take you about 3 minutes to complete. You can retake this. This assignment will ask you if you have read Exhibit A – Student Agreement of the BYU Internship Master Agreement (found on Learning Suite under Content ---> Handouts).

Syllabus & Handout Quiz (required assignment)

Due: Wednesday, Sep 15 at 11:59 pm
Note: This assignment must be completed for you to pass this course. You may use your syllabus and handouts when completing this 10 item quiz and take it as many times as you wish; however it must be completed by the deadline. This quiz will ask if you have thoroughly and completely read the 3 handouts found on Content-->Handouts on Learning Suite and the syllabus. You will also be asked if you have listened to the explanation of the syllabus found under Content on Learning Suite. You will answer a few questions about the content of the syllabus.

Introductory E-Mail

Due: Friday, Sep 17 at 11:59 pm
Please write a brief introductory e-mail so I can get to know you (just a couple of paragraphs). Send to roy.Bean@byu.edu. Please include the following:
- Your name and telephone number
- Where you are doing your internship, how many credits you are taking, and 1 or 2 sentences about your responsibilities as an intern
- Your major (Family Studies or Human Development), what year you are in school (junior/senior), and when you plan to graduate.
- Tell me where you grew up and "what you want to be when you grow up." I wanted to be a garbage man, because I thought the big garbage trucks were amazing.
- Tell me a little bit about yourself (some ideas are: family, mission, hobbies, interests, where you’ve lived, etc.)

Week 2 & 3 Time Log/Journal
Due: Tuesday, Sep 21 at 11:59 pm

The worksheet needed to complete this assignment is linked in the "Week 1 Time Log/Journal" assignment description.

- Record your hours and responsibilities each day on the weekly Time Log form. Do not copy what you have written from one week to the next.
- Calculate your total hours and cumulative hours for the week.
- At the end of each week complete your 2 journal questions. The prompt questions for journal entries vary by week, so be sure to complete the prompts for the assigned week. Do not just copy what you have written from one week to the next.
- If you did not work this week, just write "Did not work" on the time log for this week but you still must answer the journal questions.
- Check the rubric criteria to see how you will be graded.

Look over this document for further instruction on how to complete and submit your time log each week.

Time log Formatting and Submission Directions.pdf Download

Please upload this assignment on Learning Suite by 11:59 p.m. on the due date.

Late policy: You will only receive 2.5 points for this assignment if it is turned in late

Grading Rubric (5 points possible)

To receive full points:

1. Records time of day worked and hours worked for all days worked
2. Provides a description of assignments and responsibilities every day worked
3. Provides both weekly and cumulative totals
4. Provides thoughtful responses to journal questions
5. Typed
6. -2.5 if late

Learning Goals/Objectives Planning (must meet with Work Supervisor)

| Sep | 21 |

Due: Tuesday, Sep 21 at 11:59 pm

1. Note: This assignment is REQUIRED and must be completed for you to pass this course.
2. Please make an appointment with your work supervisor at the internship site about a week ahead of time.
3. Before your appointment, identify 5 internship learning goals and objectives on the Learning Goals worksheet. Objectives should be specific things you will **do** to achieve your learning goals. See Learning goals sample for ideas.
4. Then meet with your work supervisor and review your 5 internship goals and objectives using the completed worksheet.
5. The planning worksheet should be typed (not hand written) and signed by your work supervisor.
6. Check the rubric criteria at the end of the assignment instructions to see how you will be graded.

**Please scan this assignment and upload it on Learning Suite by 11:59 p.m. on the due date. Late policy: -10% for each day late. Assignments submitted after 5 days will receive at most 50% of total points.**

Learning Goals Worksheet.doc  Download
Learning_goals sample.doc  Download

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### Readings #2 Quiz

<table>
<thead>
<tr>
<th>Date</th>
<th>Due</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 28</td>
<td>Tuesday, Sep 28 at 11:59 pm</td>
<td>This 7 question quiz is OPEN BOOK and you may take it as many times as you wish; however, it must be completed by the deadline. This quiz covers &quot;10 Qualities to Look For in New Hires&quot; and &quot;5 Mistakes College Jobs Seekers Make.&quot; These readings can be found under Content --&gt; Readings on Learning Suite.</td>
</tr>
</tbody>
</table>

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### In-depth Overview of Agency/Internship Site

<table>
<thead>
<tr>
<th>Date</th>
<th>Due</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 30</td>
<td>Thursday, Sep 30 at 11:59 pm</td>
<td><strong>Please upload this assignment on Learning Suite by 11:59 p.m. on the due date. Late policy: -10% for each day late. Assignments submitted after 5 days will receive at most 50% of total points.</strong></td>
</tr>
</tbody>
</table>

SFL 399-Agency-Overview.docx  Download

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### Week 4 & 5 Time Log/Journal

<table>
<thead>
<tr>
<th>Date</th>
<th>Due</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 05</td>
<td>Tuesday, Oct 05 at 11:59 pm</td>
<td><strong>The worksheet needed to complete this assignment is linked in the &quot;Week 1 Time Log/Journal&quot; assignment description.</strong></td>
</tr>
</tbody>
</table>
• Record your hours and responsibilities **each day** on the weekly Time Log form. **Do not copy what you have written from one week to the next.**
• Calculate your total hours and cumulative hours for the week.
• **At the end of each week** complete your 2 journal questions. **The prompt questions for journal entries vary by week, so be sure to complete the prompts for the assigned week. Do not just copy what you have written from one week to the next.**
• If you did not work this week, just write "Did not work" on the time log for this week **but you still must answer the journal questions.**
• Check the rubric criteria to see how you will be graded.

**Look over this document for further instruction on how to complete and submit your time log each week.** [Timelog Formatting and Submission Directions.pdf Download](#)

**Please upload this assignment on Learning Suite by 11:59 p.m. on the due date.**

**Late policy:** You will only receive 2.5 points for this assignment if it is turned in late.

**Grading Rubric**  (5 points possible)

To receive full points:
1. Records time of day worked and hours worked for all days worked
2. Provides a description of assignments and responsibilities every day worked
3. Provides both weekly and cumulative totals
4. Provides thoughtful responses to journal questions
5. Typed
6. -2.5 if late

**Midcourse Evaluation**

**Due: Thursday, Oct 14 at 11:59 pm**
You can receive 5 points of extra credit by completing the midcourse course evaluation by following the link that will be sent to you. I will be able to see that you have completed an evaluation, but names are not associated with evaluations.

**Week 6 & 7 Time Log/Journal**

**Due: Tuesday, Oct 19 at 11:59 pm**
The worksheet needed to complete this assignment is linked in the "Week 1 Time Log/Journal" assignment description.

- Record your hours and responsibilities each day on the weekly Time Log form. Do not copy what you have written from one week to the next.
- Calculate your total hours and cumulative hours for the week.
- At the end of each week complete your 2 journal questions. The prompt questions for journal entries vary by week, so be sure to complete the prompts for the assigned week. Do not just copy what you have written from one week to the next.
- If you did not work this week, just write "Did not work" on the time log for this week but you still must answer the journal questions.
- Check the rubric criteria to see how you will be graded.

Look over this document for further instruction on how to complete and submit your time log each week. Time log Formatting and Submission Directions.pdf  Download

Please upload this assignment on Learning Suite by 11:59 p.m. on the due date. Late policy: You will only receive 2.5 points for this assignment if it is turned in late

Grading Rubric  (5 points possible)
To receive full points:
1. Records time of day worked and hours worked for all days worked
2. Provides a description of assignments and responsibilities every day worked
3. Provides both weekly and cumulative totals
4. Provides thoughtful responses to journal questions
5. Typed
6. -2.5 if late

Midterm Internship Evaluations and Time Log Verification

<table>
<thead>
<tr>
<th>Oct</th>
</tr>
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<tbody>
<tr>
<td>21</td>
</tr>
</tbody>
</table>

Due: Thursday, Oct 21 at 11:59 pm

**Evaluations (Self & Experience Provider)**
1. Please make an appointment with your supervisor at your internship site about a week ahead of time.
2. Prior to the meeting, fill out the Self Evaluation form independently (i.e., not with your work supervisor).
3. Have your supervisor fill out the Experience Provider Evaluation Form before the meeting as well. It is your responsibility to make sure your
work supervisor knows he/she needs to complete the entire form (including strengths, areas of improvement, and noteworthy involvement specific assignments).

4. Meet with your work supervisor and discuss and learn about your strengths and where you need to challenge yourself.

5. Check the rubric criteria at the end of the evaluation form to see how you will be graded.

**Time Log Verification**

1. Fill in the work hours you have completed from your time logs.

2. Have your supervisor sign the form, verifying you have completed your hours.

3. Check the rubric criteria at the end of the form to see how you will be graded.

**Midterm Evaluation and Time Log Verification.docx** [Download]

Please upload both Evaluation Forms and the Time Log Verification here on Learning Suite by 11:59 p.m. on the due date. Late policy: -10% for each day late. Assignments submitted after 5 days will receive at most 50% of total points.

**Interview with Key Person at Internship**

| Oct | 28 |

Due: Thursday, Oct 28 at 11:59 pm

Conduct an interview with a key person in your agency, following the instructions in the attached sheet. The grading rubric can be found at the end of the instruction sheet.

**Please upload this assignment on Learning Suite by 11:59 p.m. on the due date. Late policy: -10% for each day late. Assignments submitted after 5 days will receive at most 50% of total points.**

SFL 399-Interview with Key Person.docx [Download]

**Week 8 & 9 Time Log/Journal**

| Nov | 02 |

Due: Tuesday, Nov 02 at 11:59 pm

The worksheet needed to complete this assignment is linked in the "Week 1 Time Log/Journal" assignment description.

- Record your hours and responsibilities **each day** on the weekly Time Log form. **Do not copy what you have written from one week to the next.**
- Calculate your total hours and cumulative hours for the week.
• **At the end of each week** complete your 2 journal questions. **The prompt questions for journal entries vary by week, so be sure to complete the prompts for the assigned week. Do not just copy what you have written from one week to the next.**
• If you did not work this week, just write "Did not work" on the time log for this week **but you still must answer the journal questions.**
• Check the rubric criteria to see how you will be graded.

**Look over this document for further instruction on how to complete and submit your time log each week.** Time log Formatting and Submission Directions.pdf  Download

Please upload this assignment on *Learning Suite* by 11:59 p.m. on the due date.  
**Late policy: You will only receive 2.5 points for this assignment if it is turned in late**

**Grading Rubric**  (5 points possible)
To receive full points:
1. Records time of day worked and hours worked for all days worked
2. Provides a description of assignments and responsibilities every day worked
3. Provides both weekly and cumulative totals
4. Provides thoughtful responses to journal questions
5. Typed
6. -2.5 if late

**Resume Assignment - Critiqued and Revised Resume**

<table>
<thead>
<tr>
<th>Nov 16</th>
</tr>
</thead>
</table>

Due: Tuesday, Nov 16 at 11:59 pm  
Prepare for the next opportunity after your internship!
1. **Update your resume, adding in** your internship.
   • While updating your resume---be sure to review all the Career Services resume aids/handouts available on their website:  [https://careers.byu.edu/resumes](https://careers.byu.edu/resumes)
2. **Make an appointment** with Career Services to review your resume. Call them at **801-422-3000** or go to [https://careers.byu.edu/make-an-appointment](https://careers.byu.edu/make-an-appointment) to make an appointment to review your resume. While you can set up only a resume appointment, we strongly encourage you to also meet with Ben Dewry, the Career Director over the School of Family Life. He can offer great career guidance for SFL majors.
3. **Take your resume to Career Services** (2400 WSC) for them to review it with you and critique. You can also schedule a virtual meeting if that is easier. If you choose to meet with Ben Dewry, he can offer other career guidance in addition to resumes.
• Have the person in the career center you meet with initial your critiqued resume. If you meet virtually, they will send you an electronic rubric that is filled out and signed, so you can submit that as proof of your meeting instead.

4. **Make the suggested changes** to your resume as recommended by the Career Services personnel.

• Proofread your resume very carefully because points will be deducted for grammar and spelling errors (the easiest way to kill your chance for being considered for a job is to have a grammar or spelling error on your resume!).

5. You will **upload 2 documents** for this assignment:

• 1. Your **critiqued and initialed resume** that was reviewed by career services (or the electronic rubric for virtual meetings)

• 2. Your **newest revised resume** that you updated after receiving the suggestions from career services.

**Late policy:** -10% for each day late. Assignments submitted after 5 days will receive at most 50% of total points.

**Week 10 & 11 Time Log/Journal**

<table>
<thead>
<tr>
<th>Nov 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
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</tbody>
</table>

Due: Tuesday, Nov 16 at 11:59 pm

**The worksheet needed to complete this assignment is linked in the "Week 1 Time Log/Journal" assignment description.**

• Record your hours and responsibilities each day on the weekly Time Log form. **Do not copy what you have written from one week to the next.**

• Calculate your total hours and cumulative hours for the week.

• **At the end of each week** complete your 2 journal questions. The prompt questions for journal entries vary by week, so be sure to complete the prompts for the assigned week. **Do not just copy what you have written from one week to the next.**

• If you did not work this week, just write "Did not work" on the time log for this week **but you still must answer the journal questions.**

• Check the rubric criteria to see how you will be graded.

**Look over this document for further instruction on how to complete and submit your time log each week.** Time log Formatting and Submission Directions.pdf  Download

Please upload this assignment on **Learning Suite** by 11:59 p.m. on the due date.

**Late policy:** You will only receive 2.5 points for this assignment if it is turned in late
Grading Rubric (5 points possible)
To receive full points:
1. Records time of day worked and hours worked for all days worked
2. Provides a description of assignments and responsibilities every day worked
3. Provides both weekly and cumulative totals
4. Provides thoughtful responses to journal questions
5. Typed
6. -2.5 if late

Qualtrics Survey

Due: Tuesday, Nov 30 at 11:59 pm
- Complete the Qualtrics survey found at:
  https://byu.az1.qualtrics.com/jfe/form/SV_eo3AEK96OOfypuc
  When you complete the survey, we are notified that you have done so. Consequently, there is nothing to upload to Learning Suite.

Week 12 & 13 Time Log/Journal

Due: Tuesday, Nov 30 at 11:59 pm
The worksheet needed to complete this assignment is linked in the "Week 1 Time Log/Journal" assignment description.
- Record your hours and responsibilities each day on the weekly Time Log form. **Do not copy what you have written from one week to the next.**
- Calculate your total hours and cumulative hours for the week.
- **At the end of each week** complete your 2 journal questions. **The prompt questions for journal entries vary by week, so be sure to complete the prompts for the assigned week. Do not just copy what you have written from one week to the next.**
- If you did not work this week, just write "Did not work" on the time log for this week **but you still must answer the journal questions.**
- Check the rubric criteria to see how you will be graded.

Look over this document for further instruction on how to complete and submit your time log each week. Time log Formatting and Submission Directions.pdf Download

Please upload this assignment on Learning Suite by 11:59 p.m. on the due date.
Late policy: You will only receive 2.5 points for this assignment if it is turned in late
Grading Rubric  (5 points possible)
To receive full points:
1. Records time of day worked and hours worked for all days worked
2. Provides a description of assignments and responsibilities every day worked
3. Provides both weekly and cumulative totals
4. Provides thoughtful responses to journal questions
5. Typed
6. -2.5 if late

Final Internship Evaluations

Final Internship Evaluations.docx  Download
Due: Thursday, Dec 02 at 11:59 pm
- Please make an appointment with your work supervisor at your internship site about a week ahead of time.
- Both you and your work supervisor are expected to fill out the evaluation forms independently and completely.
- Then meet with your work supervisor and discuss your evaluations.
- Make sure your supervisor has signed both the evaluation sheet and your time log summary sheet (uploaded in a separate assignment).

Learning Goals/Objectives Evaluation (must meet with Work Supervisor)

Learning Goals/Objectives Evaluation (must meet with Work Supervisor).docx  Download
Due: Thursday, Dec 02 at 11:59 pm
1. Note: This assignment is REQUIRED and must be completed for you to pass this course.
2. Please make an appointment with your work supervisor at your internship site about a week ahead of time.
3. Fill out the Learning Goals and Objectives Evaluation form (type your responses) and then review it with your work supervisor to assess your progress.
4. The form should be signed by your work supervisor (no scanned or typed signatures).

Please scan this assignment and upload it on Learning Suite by 11:59 p.m. on the due date. Late policy: -10% for each day late. Assignments submitted after 5 days will receive at most 50% of total points.
Learning Goals Evaluation.doc  Download

Reflective Paper (required assignment)

Due: Tuesday, Dec 07 at 11:59 pm

Note: This assignment must be completed for you to pass this course.
The reflective paper provides an opportunity for you to summarize your internship experiences and reflect on and evaluate them.
See the attached instruction sheet for criteria. The grading rubric can be found at the end of the instruction sheet.
SFL 399-Reflective Paper.docx  Download

Please upload this assignment on Learning Suite by 11:59 on the due date.
Late policy: -10% for each day late. Assignments submitted after 5 days will receive at most 50% of total points.

SUPERVISOR Final Time Log Verification Sheet (must meet with Work Supervisor; required assignment)

Due: Wednesday, Dec 08 at 11:59 pm

Please scan and upload YOUR WORK SUPERVISOR’S Time Log Verification Sheet after you have completed all your required hours (you will not be marked late if you need to work after the deadline to complete your hours).
1. Note: This assignment must be completed for you to pass this course.
2. STUDENTS should fill in work hours completed from your time logs.
3. SUPERVISORS should sign the form, verifying you have completed your hours.

2nd_Supervisor Time Log Verification.docx  Download

Teacher Evaluation

Due: Wednesday, Dec 08 at 11:59 pm

You can receive 5 points of extra credit by completing the course teacher evaluation. I will be able to see that you have completed an evaluation, but names are not associated with evaluations and I don't see the evaluation until after grades are submitted.

Week 14 & 15 Time Log/Journal
Due: Wednesday, Dec 08 at 11:59 pm

The worksheet needed to complete this assignment is linked in the "Week 1 Time Log/Journal" assignment description.

Please upload your time log/journal only after you have completed all your required internship hours (you will not be marked late if you need to work after the deadline to complete your hours).

- Record your hours and responsibilities each day on the weekly Time Log form. **Do not copy what you have written from one week to the next.**
- Calculate your total hours and cumulative hours for the week.
- **At the end of each week** complete your 2 journal questions. **The prompt questions for journal entries vary by week, so be sure to complete the prompts for the assigned week. Do not just copy what you have written from one week to the next.**
- If you did not work this week, just write "Did not work" on the time log for this week but you still must answer the journal questions.
- Check the rubric criteria to see how you will be graded.

**Look over this document for further instruction on how to complete and submit your time log each week.** Time log Formatting and Submission Directions.pdf Download

Grading Rubric  (5 points possible)
To receive full points:
1. Records time of day worked and hours worked for all days worked
2. Provides a description of assignments and responsibilities every day worked
3. Provides both weekly and cumulative totals
4. Provides thoughtful responses to journal questions
5. Typed
6. -2.5 if late

**Exit Interview/PowerPoint (Sign up by Nov. 30th, held in Dec)**

Due: Friday, Dec 10 at 11:59 pm

- **Note: This assignment is REQUIRED and must be completed for you to pass this course.**
- Sign-up on Google doc for a 20-minute exit interview the last week of the semester. You can find the schedule at this link: https://docs.google.com/document/d/192ipj1dyv3nNQ5Fknct4hjmO3G6qM9DAgkADTg4WF2tE/edit.
Because of COVID-19 restrictions, all appointments will occur via Zoom: https://byu.zoom.us/j/93004247921?pwd=ZnNFVS9qWnlISHFDVGhvTGRxUEhSZz09
Please be on time and present a 4 slide PowerPoint that we can discuss. Also, upload your PowerPoint onto Learning Suite.
The four slides should include:
  o (Slide 1) your name, name of your internship agency or business, # of credits you are taking, total # of hours worked to this point, & your intended month & year of graduation.
  o (Slide 2) three things you learned in your BYU coursework that you applied during your internship,
  o (Slide 3) 2-3 greatest challenges you faced in your internship, and
  o (Slide 4) 2-3 suggestions for future interns serving at this internship site.

Note: I will not be able to give you a grade until I hold an exit interview. I look forward to meeting with each of you as you complete your internship.

Late policy: -10% for each day late. Assignments submitted after 5 days will receive at most 50% of total points.

Schedule

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<tr>
<th>Date</th>
<th>Column 1</th>
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<tbody>
<tr>
<td></td>
<td>Date</td>
<td>Column 1</td>
</tr>
<tr>
<td>Week 1</td>
<td>M Aug 30 Monday</td>
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</tbody>
</table>
|           | T Aug 31 Tuesday                            | Syllabus & Handout Quiz (required assignment) | Opens
<p>|           | Readings #1 Quiz Opens                       | Readings #2 Quiz Opens                       |
|           | Student Agreement (required assignment) Opens |                                              |
| Week 2    | M Sep 06 Monday                             | Labor Day                                    |
|           | T Sep 07 Tuesday                            | Week 1 Time Log/Journal                      |
|           |                                              | Required orientation session meets at 4:30-5:30 pm via |
|           |                                              | Zoom.                                        |
|           |                                              | Link:                                        |
|           |                                              | Devotional: President Kevin J Worthen        |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Th Sep 09</td>
<td><strong>Internship Orientation</strong></td>
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<td><strong>Set up an appointment with your internship experience provider (i.e. your work supervisor) to discuss your Learning Goals and Objectives</strong></td>
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<td><strong>Week 3</strong></td>
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<tr>
<td>T Sep 14</td>
<td><strong>Readings #1 Quiz Closes</strong></td>
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<tr>
<td>W Sep 15</td>
<td><strong>Student Agreement (required assignment) Closes</strong></td>
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<td><strong>Syllabus &amp; Handout Quiz (required assignment) Closes</strong></td>
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<td><strong>F Sep 17</strong></td>
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<td><strong>Introductory E-Mail</strong></td>
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<td><strong>Week 4</strong></td>
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<tr>
<td>T Sep 21</td>
<td><strong>Week 2 &amp; 3 Time Log/Journal Learning Goals/Objectives Planning (must meet with Work Supervisor)</strong></td>
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<td><strong>Devotional: Paul B. Pieper, General Authority Seventy</strong></td>
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<td><strong>Week 5</strong></td>
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<tr>
<td>T Sep 28</td>
<td><strong>Readings #2 Quiz Closes</strong></td>
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<td><strong>Forum: Martin Luther King, III, American Human</strong></td>
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<tr>
<td>Th Sep 30</td>
<td><strong>In-depth Overview of Agency/Internship Site</strong></td>
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<td>Week 6</td>
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<td>T Oct 05</td>
<td><strong>Week 4 &amp; 5 Time Log/Journal</strong></td>
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<tr>
<td>Tuesday</td>
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<td>Week 7</td>
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<td>T Oct 12</td>
<td><strong>Reminder: Set up an appointment with your internship experience provider (i.e. your work supervisor) to discuss your Midterm Evaluations and Time Log Verification (Due 10/21).</strong></td>
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<td>Tuesday</td>
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<td>Th Oct 14</td>
<td><strong>Midcourse Evaluation</strong></td>
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<td>Week 8</td>
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<td>T Oct 19</td>
<td><strong>Week 6 &amp; 7 Time Log/Journal</strong></td>
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<tr>
<td>Tuesday</td>
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<td>Date</td>
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<tr>
<td>W Oct 20</td>
<td><strong>Midterm Internship Evaluations and Time Log Verification</strong></td>
</tr>
<tr>
<td>Th Oct 21</td>
<td><strong>Interview with Key Person at Internship</strong></td>
</tr>
<tr>
<td>W Oct 27</td>
<td><strong>Forum: Rev. Dr. Andrew Teal, Chaplain, Fellow, &amp; Lecturer in Theology, Pembroke College</strong></td>
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<tr>
<td>Th Oct 28</td>
<td><strong>Reminder: Start working on the resume assignment that is due in a couple weeks. It is a multiple part assignment, so you will need to start early. Make sure to leave enough time to schedule a meeting with Career Services!</strong></td>
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<td>T Nov 02</td>
<td><strong>Devotional: Julie Valente, Profess of Nursing at BYU</strong></td>
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<td>Th Nov 04</td>
<td><strong>Week 8 &amp; 9 Time Log/Journal</strong></td>
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<td>Week 11</td>
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<tr>
<td><strong>T Nov 09 Tuesday</strong></td>
<td>Devotio nal: Gilbert W. Fellingham, Professor of Statistics at BYU</td>
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<th>Week 12</th>
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<td><strong>T Nov 16 Tuesday</strong></td>
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<td><strong>W Nov 24 Wednesday</strong></td>
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<td><strong>Th Nov 25 Thursday</strong></td>
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<td><strong>F Nov 26 Friday</strong></td>
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<th>Week 14</th>
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<td>F Dec 03</td>
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<td>Week 15</td>
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<tr>
<td>T Dec 07</td>
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<td>W Dec 08</td>
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**Note:**
- LAST DAY TO HAND IN LATE WORK. THE ONLY ASSIGNMENTS THAT WILL BE ACCEPTED FOR CREDIT AFTER THIS DATE ARE YOUR FINAL TIME LOG AND TIME LOG VERIFICATION SHEET (if you haven’t finished your hours as of today)
- SUPERVISOR Final Time Log Verification Sheet (must meet with Work Supervisor; required assignment)
- Teacher Evaluation

**Forum:**
- William Barber, II, American Protestant Minister and Social Activist
- Neil L. Andersen, Quorum of the Twelve Apostles
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</table>
| F Dec 10 Friday | Fall Exam Preparation (12/10/2021 - 12/10/2021)  
Exit Interview/PowerPoint (Sign up by Nov. 30th, held in Dec) |
| Week 16 |                                                                        |
| M Dec 13 Monday | First Day of Fall Final Exams (12/13/2021 - 12/17/2021)               |
SOC 399R - Academic Internship
Fall 2021
Section 001:

Instructor: Dr. Lisa Leake
Email: Lisa_Leake@byu.edu
Office: 2040 JFSB
Office Hours: TBA. Tuesdays or Thursdays, or by appointment via Zoom (See Class Information Tab on Learning Suite for Zoom Personal Meeting Link and more information).

Course Information

Description

Sociology internships are intended to help sociology majors integrate the knowledge and skills learned in the sociology degree program with their own life goals and professional and career interests. This is an opportunity to apply what you have learned in your sociology classes to a real-world professional setting and work experience. The internship is designed to be a semester-long experience, with students working approximately 42 hours for every 1 hour of university credit. Additional course assignments are designed to enhance your internship experience by applying sociological perspectives.

Following the principles of Experiential Learning, the value of your internship expands as you purposely articulate your intentions for your internship experience, integrate what you know with what you experience and do, and then reflect on and record what you have learned. This BYU course is designed to maximize the personal and professional growth each student can experience through ALL three steps of this iterative process.

Learning Outcomes:

Develop Professional Competencies:

a. Lifelong practice of Networking: Establish a lifelong practice of making connections and creating a network of people that will help the student develop professionally

b. Professionalism: Develop a professional sense of the work that will help the students identify personal goals and learning outcomes for the semester.

Apply Tools of Sociological Discipline:

b. Application of Sociological Understanding to Real World Settings: Apply your academic training to real-world settings, specifically by
making clear connections between sociological concepts and theories and your workplace experiences.

d. **Organizational analysis:** Produce a professional analysis of the organization where the student works.

**Lifelong practice of Learning:** Inspire a lifelong practice of learning and experiencing growth through setting intentions, integrating practices, and reflecting on outcomes.

**Assignments**

**Assignment Descriptions**

A. **Personal Information Form: Due the end of the First/Second Week of Semester (Saturday, by 11:59 p.m.)**

Complete the Personal Information Form (found in the Content Section of Learning Suite) and submit it via Learning Suite by the second week of the semester.

B. **Weekly Reporting Form (Due weekly by Saturday night)**

Complete the Weekly Reporting Form, a Word document found in the Content section of Learning Suite and upload it by Saturday night. This is a weekly assignment, which is due each Saturday night. You are welcome to turn it in on Friday, if you wish, after your internship's work is done for the week.

C. **Weekly Journal About Your Internship Experience [Private] (Reply Weekly by Saturday night)**

You are expected to privately write 1-2 pages (at least 2 detailed paragraphs) each week on your internship experiences, questions, thoughts, plans, etc. Be sure to discuss how your work helps you to meet your internship goals. Also, what sociology principles, concepts, or theories helped you understand what you experienced this past week?

**Format:** Keep a private record where it works best for you. I won’t read your entries; report each week whether you did it or not.

**Report:** Weekly report on Learning Suite whether or not you have journaled about your internship experiences for that week. Entering a brief reply (Yes/No) on the Submit response notes area is Sufficient. You do NOT need to submit or upload your entries.

**Due Date:** A yes/no response is due each week before midnight Saturday night.

D. **Meetings with Instructor (Four times), Due Saturday after the Last Day of Classes**
Visit the internship coordinator at least FOUR times during the semester. The first should occur the first two weeks of class. Ideally, these would be with other Internship peers (depending on schedules), if possible. Meetings may be in person in the Internship Coordinator’s office or via Zoom (given the needs of pandemic conditions). Please use the Zoom Personal Meeting Room link shared in Learning Suite Announcements or under the Content Tab. In these meetings, we will mainly discuss your internship experience, but also answer questions about your class assignments. For full credit and to help you throughout the semester, please don’t try to schedule your four visits in the last two weeks of the semester!

**Format:** Turn in a list of dates of the visits. (This may be via email or by typing the dates in the Submit/Notes box section for this assignment).

**Points:** 40 points (10 points per visit)

**E. Internship goals: Due at the end of the third week of classes (Saturday, September 18th at 11:59 pm)**

Write a short essay that describes four specific goals and how you plan to achieve them in your internship setting. Goals may be in the following areas:

1. Knowledge goals: what will you learn?
2. Skill goals: what skills will you acquire or enhance?
3. Personal goals: how will you achieve personal growth (including interpersonal skills)?
4. Career development goals: how will your internship responsibilities/experiences relate to your career plans?

**Format:** About 2 pages, double-spaced.

**F. Book Review: Due at the end of the 8th Week of Classes (Saturday, Oct 16th)**

Choose a book to read and review that is related to the substantive work associated with your internship. (I encourage you to first ask your supervisor/ coworkers for recommendations in your area of focus.) Be sure to discuss with me (the instructor) which book you are thinking about reading BEFORE beginning.

In your report, describe the author’s core ideas and conclusions, and discuss how they specifically relate to your internship.

**Format:** About four pages, double-spaced. (Be sure to include the name and author of the book.)

**G. Organizational Analysis and Critique: Due at the end of the 12th week of classes (Saturday, Nov 13th, at 11:59 pm)**
The purpose of this assignment is to provide a careful analysis of your internship organization. The paper should be organized into the following three sections:

1. Description of the organization. What is its mission and unofficial purposes? Historical origins? Size? How is it funded?
2. Analysis of the organization’s performance. How successful is it in relation to its goals? Why is or why is it not successful in accomplishing its goals?
3. Critique of the organization. What recommendations would you make to improve the organization’s performance?

Format: About five pages, double-spaced.

H. Internship Reflection Paper: Due Saturday after the Last day of Classes (Saturday, Dec 11th at 11:59 pm)

As your internship is coming to a close, please reflect on the experience. Focus your essay on the following four questions:

1. What did you learn about social agencies and processes meant to help others? Tie your response to at least one sociological concept or theory.
2. What skills did you acquire or improve upon?
3. What did you learn about your career possibilities?
4. In what ways did you grow as a person?

Format: About four or five pages, double-spaced.

I. Optional Mid-Semester and Final Intern-Supervisor Evaluation Form.

Students will be encouraged to use the Intern-Supervisor evaluation survey as a discussion tool with their supervisor at the mid-point of the semester and at the end of the semester. At this point, it is encouraged, but not mandatory.

Point Breakdown

<table>
<thead>
<tr>
<th>Categories</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>67.1%</td>
</tr>
<tr>
<td>Weekly Reporting Form</td>
<td>16.4%</td>
</tr>
<tr>
<td>Journal</td>
<td>16.4%</td>
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Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<tr>
<td>B+</td>
<td>87%</td>
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<tr>
<td>B</td>
<td>83%</td>
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<tr>
<td>B-</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>77%</td>
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Grading Policy

There are 365 points possible in the class.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at http://titleix.byu.edu or by contacting the university's Title IX Coordinator.
Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health

Mental health concerns and stressful life events can affect students’ academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit https://caps.byu.edu; for more immediate concerns please visit http://help.byu.edu.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism- Intentional plagiarism is the deliberate act of representing the words, ideas, or data of
another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

**Schedule**: (Please see Schedule as posted on Learning Suite)
Student Activities

STAC 199R
Dear Student:

Student Wellness is extremely pleased that you have chosen to complete a team manager internship. This internship will give you a wonderful opportunity to gain valuable practical experience and allow you to interact with coaches, athletes and Athletic Department staff.

To ensure that you have a positive experience and for your protection, it is imperative that you follow the guidelines, meet the deadlines, and submit all required forms in this packet. Please read through this packet carefully and make note of the deadlines and requirements outlined within.

We wish you every success as you complete this internship experience. If you have questions, please feel free to discuss them with your advisor or with me.

Sincerely,

Matthew Nix
Team Manager Class Coordinator
331 SAB
Provo, UT 64602
801-422-3304
Matthew_nix@byu.edu
THE TEAM MANAGER INTERNSHIP

Welcome to the team manager internship. The goal of this internship is to transfer classroom learning into real life work experience in the field of athletic team management. You will be working behind the scenes to help the coaching staffs and student athletes achieve the goals of success on the field. Internship experiences can be valuable and rewarding for you as you prepare for a career in the field of athletics.

The Team Manager Internship has three main categories: team manager, equipment manager and video manager. You will be assigned to work either with a specific team or with a full time Athletic Department employee who works with several different sports. In either case, you will have a direct supervisor who will give you assignments and evaluate your work. At the end of each semester, you will be graded based on your performance in the tasks assigned to you. Compensation may be provided in the form of hourly wages or scholarships at the discretion of the Athletic Department.

PROCESS FOR THE INTERNSHIP EXPERIENCE

When you have been selected to serve as a team manager in one of the above categories, you need to apply for the internship online through the BYU Internship Office. Once your internship has been approved, you can register for STAC 199R, Section 1, the team manager section. The internship is a one credit hour class. In order to qualify for the one credit hour, you must work at least 50 hours during the semester. Additional hours worked will not result in additional credit for that semester. You can repeat the class to receive one credit hour each semester of your internship.

You must enroll in the class prior to or during the semester in which you are working. You will not receive credit for prior work experience.

REQUIREMENTS FOR THE INTERNSHIP

Written assignments, reports and evaluations are required as part of the internship experience. Like other university courses, these reports, assignments and evaluations are to show evidence of learning. It is important that these assignments and reports are well-written, typed in a neat, organized manner and submitted to Mr. Nix as specified. The written assignments are outlined below and are the criteria used in determining your grade for the internship. All forms are located in the Learning Suite. Please submit all assignments through the Learning Suite online.

BEFORE THE INTERNSHIP

- Be selected for a team manager position by a member of the Athletic Department staff.
- Submit the Application for a Team Manager Internship online through the BYU Internship office and then add the class to your schedule before the add deadline.
DURING THE INTERNSHIP

Pre-Internship Orientation

- A pre-internship orientation will be held on the 2nd Thursday after the start of school at 11 am in the SAB Conference Room on the 3rd floor of the SAB. In this meeting, we will discuss how the internship will work and answer any questions that you might have.

Goal Statements

- Part 1 - This goal statement should be completed after you have been oriented to the internship experience. The form should be submitted to Mr. Nix within two weeks after the internship assignment has begun. You should retain a copy of the completed form for your records.

- Part 2 - This form evaluates the goals established at the beginning of the internship and your success in achieving those goals. This form should be completed and returned to Mr. Nix before the last day of class in the semester of the internship.

Bi-Weekly Reports

- A bi-weekly report is to be submitted to Mr. Nix every other Monday (do not wait until the end of the semester to turn in all the reports). A copy of your anticipated work schedule should be attached to the first bi-weekly report submitted. These weekly reports are the communication source between you and Mr. Nix and are an important part of the evaluation of your progress.

Supervisor Evaluations

- Your direct supervisor will be required to submit an evaluation at the end of the semester. The form should be given to you supervisor and then sent directly to Mr. Nix by your supervisor.

AFTER THE INTERNSHIP

- Submit your final written paper to Mr. Nix by the last day of class. This written paper is the report of the internship and is to be submitted at the conclusion of the internship. The paper should include a description of the responsibilities you had working with the team and a description of the operation in your area. The description of the operation of your area should include the following: the policies and procedures concerning equipment, budget, facilities, uniforms, transportation, conduct rules and regulations. The paper should also include a discussion of beneficial experiences, problems that were faced and attempts made to solve them, as well as an overall discussion of the entire experience. This paper is in addition to your self-evaluation.
**GRADING**

You should be fully aware that academic credit will not be granted merely for hours spent on the job. Grades will be awarded based on the quality of the academic work. Mr. Nix, in consultation with your direct supervisor, will determine your grade for the internship. It will be based upon punctuality in submitting bi-weekly and final reports, the quality and completeness of assignments and overall academic performance. Comments and recommendations from your direct supervisor will be strongly considered, but will not be the sole nor principal basis for the grade. Your grade will be determined by the following point scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi-Weekly Reports</td>
<td>10 points each (70 total)</td>
</tr>
<tr>
<td>Student Evaluations</td>
<td></td>
</tr>
<tr>
<td>Goal Statements (Part I and II)</td>
<td>60 points each (120 total)</td>
</tr>
<tr>
<td>Final Written Paper – Report of Internship</td>
<td>60 points</td>
</tr>
<tr>
<td>Direct Supervisor’s Evaluation</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>350</strong></td>
</tr>
</tbody>
</table>

Grade scale:
- A – 315-350
- B – 280-314
- C – 245-279
- D – 210-244
- E – 0-209

Assignment Due Dates: Assignments are due on the date listed in the syllabus. Any assignment turned in more than 1 week late will receive half credit. No assignments will be accepted after the last day of class.

All students are expected to complete all assignments. A grade will not be given until all requirements have been completed and turned in.

**PROFESSIONALISM**

While participating in the internship experience, you are encouraged to develop a friendly and professional relationship with the staff, coaches and student athletes you will be working with. Despite the informal atmosphere of athletics, you should maintain a level of professionalism and sportsmanship that displays honor and represents BYU is a positive way.

Professionalism includes too many facets to discuss fully. However, there are some important points with which you definitely need to be concerned.

*Dependability*

It is vital that the school and coaching staff receive a fair amount of dependable work from you. Everything outlined and accepted for you to do should be accomplished in good form.
Punctuality
Closely related to dependability is punctuality. An important part of your obligation during your internship experience is to be at the assigned location sufficiently early each day to make necessary preparations, i.e., having all materials, supplies, equipment and facilities ready before the time they are needed.

Initiative
Most supervisors and coaches will appreciate an individual who has the initiative and creativity to move forward with programs and ideas. However, you must be cooperative at all times in accomplishing the purposes and goals of the coaching staff and the program.

Accepting Constructive Suggestions
Some of you will make errors during your experience. Honesty and accountability are important aspects of any working relationship. Take responsibility for errors and seek feedback as to how to fix problems and improve. Remember that feedback is a gift. When taken in a spirit of improvement, feedback can make you a better asset to the program. Be open to constructive suggestions. They will open the way to learning, provide good communication and relations with your supervisor and will enhance the completion of the work in a proper manner.

Professionalism
Do not talk negatively about the position, the coaches or the program. Approach negative situations with a positive outlook and attempt to correct and improve them. This will benefit both you and the program you are supporting.

Dress
Appearance had much to do with impressions created not only at the beginning but throughout the total experience. At all times, clothing should be in good taste, clean and well pressed. Hair and person should be well groomed at all times, according to the activity being conducted. University standards must be adhered to at all times. Please seek direction from your supervisor as to appropriate attire for the various activities you will participate in.

Preparation
Do not attempt to just “get by.” Know what you are doing. Your supervisor, the coaching staff and the student athletes will soon detect the individual who is not prepared. Get direction from your supervisor if you feel additional training or direction is needed. Remember, a well prepared individual is a confident person. In relation to being prepared, your supervisor needs to know that you will plan in advance the things that need to be done ahead and time and will not be rushed just before the planned event.

Sportsmanship
As a team manager and a representative of Brigham Young University Athletics, you should always conduct yourself with good sportsmanship. It is inappropriate to insult or degrade officials, visiting teams, fans or staff at any time. Your comments should be positive, cheering for your team, not against the other team. Poor sportsmanship reflects poorly on you and the program and will not be tolerated.
Student Development
STDEV 199R
STDEV 199R

Course Information

Description

The Student Development 199R courses are designed to allow students to participate in an internship which will allow them to explore a career or major which they have interest in. This particular section of the course is designed to allow students who are participating in either the BYU EMS volunteer program or the BYU Continuing Education EMT Certification Courses to receive academic credit for their experience. As an academic course there are assignments and deadlines that will be outlined in other sections and are completely separate from any task or assignment required by the EMS or EMT staff. The university has identified that to receive one credit hour of university credit you must participate in 42 hours of internship experience. For most students this means they will have to participate in 126 hours of internship for the 3 credit hours they receive.

As is the case with most internship credit offered at BYU you will end up having two groups you report information to. These individuals will be Dan Chandler, the Internship Coordinator & Kevin Peterson (BYU EMS and/or his staff) who will fill the role of Internship Provider. You will need to fulfill all obligations to the providers as well as complete academic assignments from the coordinator (located in Learning Suite).

It is an important note that this 199R credit is not, nor was it ever meant to give you direct academic credit for the EMS or EMT education you are receiving. This statement is meant to highlight that although I most definitely acknowledge that Kevin and his staff are providing a top notch educational experience, this internship class is not designed to give you academic credit for that experience but rather allow you go take advantage of the hours you will participate with them to get exploratory internship credit. The university has specific policies regarding what work must be completed in order for us to offer the 199R credit so although I fully acknowledge you have plenty on your plate with your EMS or EMT duties; in order to give you credit, further internship assignments must be completed as well.

Prerequisites

In order to participate in this course you must have either been accepted by Kevin Peterson as a volunteer of the BYU EMS program or you must have paid for and be thus enrolled in the BYU EMT Certification Course through Continuing Education. You must also complete a Student Internship Application and Supplemental Internship Application. By nature of being able to see this page the two final items listed would have been completed.
Learning Outcomes

**Understanding the Legal Profession**
Students will have a better understanding of what a legal education and career requires and provides.

**Deciding about Law**
Students will be able to accurately assess whether or not a legal education and career is the correct choice for them.

**Career Choice**
Students will be able to better determine major and/or career paths based on hands-on experiences in the internship provider workplace setting.

Grading Scale

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<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>95%</td>
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<td>A-</td>
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Grading Policy

You will be graded on the assignments listed for 50% of your grade and your internship provider’s feedback and evaluation will make up the remaining 50%.

Late Work Policy:
- Assignments due on the day of the final will not be accepted as late as they constitute your final exam.
• All other assignments are due at the time posted in Learning Suite and are **deducted 1/2 total points** minus any applicable reduction due to quality or completion until the final assignments of the class are due.
• Late work **will not** be accepted after the Final Evaluation is due.

For Grading Purposes and Reference, if you are not able to get the hours you sign up for, you will be graded according to the chart below (this is the 3 credit hour example).

**3 Credit Time Log Scale:**
- 21 hours to 41.5 hours = 17% or 6.8 points
- 42 hours to 62.5 hours = 33% or 13.2 points
- 63 hours to 83.5 hours = 50% or 20 points
- 84 hours to 104.5 hours = 66% or 26.4 points
- 105 hours to 125.5 hours = 83% or 33.2 points
- 126 hours or more = 100% or 40 points

**Participation Policy**

50% of your grade in this class and all of your internship will be based on the participation you put into it. Kevin will keep me up to date as to your interactions with him and his programs.

If there is a problem there and you were to receive no points from the EMS/EMT program, the best grade you could earn would be a D.

**Assignments**

**Assignment Descriptions**

*Introductory Reflection*

Due: Monday, Oct 04 at 11:59 pm
Please write a 200-300 word essay as to why you chose to get involved with the world of Emergency Medicine. What personal background and future goals do you have that have steered you in this direction? Please include why you feel that the BYU EMT Course or participating with the BYU EMS Agency will help you accomplish your goals.

*Reflection of September*

Due: Saturday, Oct 16 at 11:59 pm
Write a 300 word essay answering the following question:
• What has the past month taught you about working in emergency medicine? In what ways have your experiences increased or decreased your desire to work in this field more?

ALTERNATE ASSIGNMENT
• Submit one of your PCRs from the previous month without any of the patient sensitive details included. Please include all portions of the report that are not part of the confidential information. Please include an explanation of how this experience helped you explore emergency medicine.

Reflection of October

Due: Wednesday, Nov 10 at 11:59 pm
Write a 300 word essay answering the following question:
• What has the past month taught you about working in emergency medicine? In what ways have your experiences increased or decreased your desire to work in this field more?

ALTERNATE ASSIGNMENT
• Submit one of your PCRs from the previous month without any of the patient sensitive details included. Please include all portions of the report that are not part of the confidential information. Please include an explanation of how this experience helped you explore emergency medicine.

Lesson Plan

Due: Saturday, Nov 20 at 11:59 pm
(Worth 5.1%)
Submit a lesson plan/activity outline to teach another person a principle of emergency medicine that you have learned from your experience. This plan should include:
1. An introductory paragraph describing the topic of the lesson plan and why you feel that this is a valuable thing to learn.
2. Bullet points of topics to teach and estimates of time to teach topics.
3. A list of activities or materials needed to teach topic.

Reflection of November

Due: Sunday, Dec 05 at 11:59 pm
Write a 300 word essay answering the following question:
• What has the past month taught you about working in emergency medicine? In what ways have your experiences increased or decreased your desire to work in this field more?

ALTERNATE ASSIGNMENT
• Submit one of your PCRs from the previous month without any of the patient sensitive details included. Please include all portions of the report that are not part of the confidential information. Please include an explanation of how this experience helped you explore emergency medicine.

Internship Provider Evaluation

Dec 17
Due: Friday, Dec 17 at 11:59 pm
(Worth 20/100 points)
As outlined in the syllabus your internship provider will give me a report as to the level of involvement and participation which you took part for the semester. These points will be exclusively his to award.

Final Evaluation

Dec 17
Due: Friday, Dec 17 at 11:59 pm
(Worth 6.1%)
Answer the following list of questions where applicable. Answers should be submitted in complete sentences and/or paragraphs and the question need not be included in your answer.

1. Identify one thing you feel needs to improve within the organization/course you are participating in.
2. What is one of the most rewarding experiences you had during your internship?
3. What is one of the hardest things you had to face as part of your internship?
4. For Returning Interns
   a. What is one thing you learned about being an EMT that you didn’t learn in previous experiences?
   b. What are your feelings about the leadership component of being a more seasoned EMT?
5. How has this semester shaped your thoughts about future work in the realm of emergency medicine?

PLEASE NOTE THAT BECAUSE THIS AND FINAL TIME LOG CONSTITUTE YOUR FINAL FOR THIS CLASS NO LATE WORK WILL BE ACCEPTED.
Final Time Log/Adequate Internship Hours

Due: Friday, Dec 17 at 11:59 pm
A time log of all of your internship experience with the date and hours you worked on each task including weekly, monthly, and total number of hours worked must be tracked and submitted.

If you cannot demonstrate that you worked sufficient hours for what you signed up for when you applied for the internship (1-3 Credits) you will receive a reduced number of points for the number of hours short.

Please be aware that if you cannot demonstrate sufficient hours the number of points for this assignment will be reduced to the next .5 credit hour mark points.

PLEASE NOTE THAT BECAUSE THIS AND FINAL EVALUATION CONSTITUTE YOUR FINAL FOR THIS CLASS NO LATE WORK WILL BE ACCEPTED.

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Column 1</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Th Sep 02</td>
<td>Please remember that there is no class either in person or via zoom for this course. The credit you get is for the time you put into</td>
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<tr>
<td>Thursday</td>
<td>either your EMT Course or your EMS experience with the BYU EMS Agency. If you have questions or concerns at any point of the semester,</td>
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<td>please make an appointment to visit via ZOOM with the instructor.</td>
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<td>Week 2</td>
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<td>Thursday</td>
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<td>Week 3</td>
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<td>Th Sep 16</td>
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<td>Week 5</td>
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<td>Week 6</td>
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<td>T Oct 05</td>
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<td>Th Oct 07</td>
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<td>Week 7</td>
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<td>Th Oct 14</td>
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<td>Sa Oct 16</td>
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<td>Week 8</td>
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<td>Th Oct 21</td>
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<td>Week 9</td>
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<td>Th Oct 28</td>
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<td>Week 10</td>
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<td>F Nov 05</td>
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<td>Sa Nov 06</td>
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<td>Week 11</td>
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<td>Day</td>
<td>Event/Note</td>
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<td>W Nov 10</td>
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<td>Sa Nov 13</td>
<td>Saturday</td>
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<td>Week 12</td>
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<td>Th Nov 18</td>
<td>Thursday</td>
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<td>Sa Nov 20</td>
<td>Saturday</td>
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<td>Week 13</td>
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<td>Th Nov 25</td>
<td>Thursday  <strong>Thanksgiving</strong></td>
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<tr>
<td>Week 14</td>
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<td>Th Dec 02</td>
<td>Thursday</td>
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<td>Su Dec 05</td>
<td>Sunday</td>
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<tr>
<td>Week 15</td>
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<tr>
<td>W Dec 08</td>
<td>Wednesday  Please note that there is not a formal come to class and take a final for the internship course. You will, however, be required to turn in all your work by 11:59 pm the last day of finals and as such NO LATE WORK WILL BE ACCEPTED AFTER THIS DATE!</td>
</tr>
<tr>
<td>Th Dec 09</td>
<td>Thursday</td>
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<tr>
<td>F Dec 10</td>
<td><strong>Fall Exam Preparation</strong>  <em>(12/10/2021 - 12/10/2021)</em></td>
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<tr>
<td>Sa Dec 11</td>
<td>Saturday</td>
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<tr>
<td>Week 16</td>
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<td>F Dec 17</td>
<td>Friday</td>
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STDEV 399R

Course Information

Description

This course is designed to give students greater insight and understanding of health professions by mentoring students as they observe and interact with practitioners and clinicians in the medical, dental and allied health fields.

Students in the course must find their own clinical shadowing or work experience, which must be in the healthcare field.

Learning Outcomes

Gain Experience Through Shadowing Professionals
Students will gain valuable experience by shadowing and working with current health professionals.

Improve Ability to Communicate in a Professional Setting
Students will improve their ability to converse with health care professionals.

Research Different Healthcare Practices
Students will learn about different healthcare practices.

Develop Professional Relationships
Students will develop meaningful professional relationships with their internship providers.

Grading Scale

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<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<tr>
<td>B+</td>
<td>87%</td>
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<td>B</td>
<td>83%</td>
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<td>B-</td>
<td>80%</td>
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<td>C+</td>
<td>77%</td>
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<td>C</td>
<td>73%</td>
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</table>
Attendance Policy

You are expected to meet with the professor at the end of the semester. This meeting is worth 10 points.

There are no exceptions or make-ups for your missed meeting, unless the internship site is out-of-state. In this case, students will have to work with the instructor to find an alternative.

Grading Policy

You must complete at least 42 hours of shadowing for every 1 credit hour. Students may register for up to 3 credit hours.

Late Work Policy:
***Your grade in this class is based not only upon your completion of the assignments, but also upon your ability to take responsibility for timely submission of your assignments.***

NO late weekly time logs will be accepted.
All other assignments will be accepted for two weeks after the deadline for half credit.

Classroom Procedures

We will not be meeting in-person for class. As a result, it is important you communicate with your professor if any problems arise at your internship.

Teaching Philosophy

I don't believe in busy work! The assignments in this course have been carefully selected to:
1) Meet accreditation standards
2) Meet the learning objectives set forth by the curriculum of this course
3) Enhance the internship experience
This is a university level course and thus, requires outside homework and some attendance. The internship experience is not a good fit for students who do not wish to complete the added work that corresponds to a university course. The assignments have been carefully vetted to contribute to the learning without adding worthless and unnecessary fluff.

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Column 1</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>M Aug 30</td>
<td>Weekly Log #1 Opens</td>
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<tr>
<td>T Aug 31</td>
<td>Syllabus Quiz Opens</td>
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<tr>
<td>Week 2</td>
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<td>M Sep 06</td>
<td>Labor Day</td>
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<td>T Sep 07</td>
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<tr>
<td>Sa Sep 11</td>
<td>Weekly Log #1 Closes</td>
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<tr>
<td>Week 3</td>
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<tr>
<td>M Sep 13</td>
<td>Weekly Log #2 Opens</td>
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<tr>
<td>T Sep 14</td>
<td>Weekly Log #3 Opens</td>
</tr>
<tr>
<td>Sa Sep 18</td>
<td>Initial Expectations Form</td>
</tr>
<tr>
<td>Week 4</td>
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<td>M Sep 20</td>
<td>Weekly Log #4 Opens</td>
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<td>Date</td>
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<tr>
<td>T Sep 21</td>
<td>Weekly Log #3 Closes</td>
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<tr>
<td>Sa Sep 25</td>
<td>Weekly Log #4 Closes</td>
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<td></td>
<td>Weekly Log #3 Closes</td>
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<tr>
<td>Week 5</td>
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<tr>
<td>M Sep 27</td>
<td>Weekly Log #5 Opens</td>
</tr>
<tr>
<td>T Sep 28</td>
<td>Research Paper 1</td>
</tr>
<tr>
<td>Sa Oct 02</td>
<td>Weekly Log #5 Closes</td>
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<tr>
<td>Week 6</td>
<td></td>
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<tr>
<td>M Oct 04</td>
<td>Weekly Log #6 Opens</td>
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<td>T Oct 05</td>
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<tr>
<td>Sa Oct 09</td>
<td>Weekly Log #6 Closes</td>
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<tr>
<td>Week 7</td>
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<td>M Oct 11</td>
<td>Weekly Log #7 Opens</td>
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<td>T Oct 12</td>
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<td>Sa Oct 16</td>
<td>Weekly Log #7 Closes</td>
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<tr>
<td>Week 8</td>
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<tr>
<td>M Oct 18</td>
<td>Weekly Log #8 Opens</td>
</tr>
<tr>
<td>T Oct 19</td>
<td>Midterm Progress Form</td>
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<td>Sa Oct 23</td>
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<td>Week 9</td>
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<td>M Oct 25</td>
<td>Weekly Log #9 Opens</td>
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<td>T Oct 26</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>F Oct 29</td>
<td>Weekly Log #8 Closes</td>
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<tr>
<td>Sa Oct 30</td>
<td>Weekly Log #9 Closes</td>
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<td></td>
<td><strong>Week 10</strong></td>
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<tr>
<td>M Nov 01</td>
<td>Weekly Log #10 Opens</td>
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<tr>
<td>T Nov 02</td>
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<tr>
<td>Sa Nov 06</td>
<td>Weekly Log #10 Closes</td>
</tr>
<tr>
<td></td>
<td><strong>Week 11</strong></td>
</tr>
<tr>
<td>M Nov 08</td>
<td>Weekly Log #11 Opens</td>
</tr>
<tr>
<td>T Nov 09</td>
<td>Research Paper 2</td>
</tr>
<tr>
<td>Th Nov 11</td>
<td>Syllabus Quiz Closes</td>
</tr>
<tr>
<td>Sa Nov 13</td>
<td>Weekly Log #11 Closes</td>
</tr>
<tr>
<td></td>
<td><strong>Week 12</strong></td>
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<tr>
<td>M Nov 15</td>
<td>Weekly Log #12 Opens</td>
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<td>T Nov 16</td>
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<tr>
<td>Sa Nov 20</td>
<td>Weekly Log #12 Closes</td>
</tr>
<tr>
<td>Su Nov 21</td>
<td>Instructor Ratings Open Fall</td>
</tr>
<tr>
<td></td>
<td><strong>Week 13</strong></td>
</tr>
<tr>
<td>M Nov 22</td>
<td>Final Thank-You Card</td>
</tr>
<tr>
<td></td>
<td>Weekly Log #13 Opens</td>
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<tr>
<td>T Nov 23</td>
<td>Final Evaluations</td>
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<td></td>
<td>Friday Instruction</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<td>--------------</td>
<td>--------------------------------------------</td>
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<tr>
<td>W Nov 24</td>
<td>No Classes</td>
</tr>
<tr>
<td>Th Nov 25</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>F Nov 26</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>Sa Nov 27</td>
<td>Weekly Log #13 Closes</td>
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<td></td>
<td>Week 14</td>
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<tr>
<td>M Nov 29</td>
<td>Weekly Log #14 Opens</td>
</tr>
<tr>
<td>T Nov 30</td>
<td>Site Evaluation</td>
</tr>
<tr>
<td>Sa Dec 04</td>
<td>Weekly Log #14 Closes</td>
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<td></td>
<td>Week 15</td>
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<td>T Dec 07</td>
<td>Final Exam:</td>
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<td>116 HRCB</td>
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<td>3:00pm - 6:00pm</td>
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<tr>
<td>W Dec 08</td>
<td>Reflective Paper Mandatory Meeting</td>
</tr>
<tr>
<td>F Dec 10</td>
<td>Fall Exam Preparation</td>
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<td>(12/10/2021 - 12/10/2021)</td>
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<tr>
<td>Sa Dec 11</td>
<td>Weekly Log #14 Closes</td>
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<tr>
<td></td>
<td>Week 16</td>
</tr>
<tr>
<td>M Dec 13</td>
<td>First Day of Fall Final Exams</td>
</tr>
<tr>
<td></td>
<td>(12/13/2021 - 12/17/2021)</td>
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</tbody>
</table>

**Assignments**

**Assignment Description**
Weekly Log #1

Due: Saturday, Sep 11 at 11:59 pm
Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about your internship site or if there is anything you need the internship coordinator to know. ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.

Initial Expectations Form

Due: Tuesday, Sep 14 at 11:59 pm
Have a discussion with your internship supervisor to clarify expectations for a successful internship experience. Complete the form (found under "content") after your discussion. This form is to be completed by YOU.

If you have already taken this course before, please submit a brief description of how you plan to improve this semester.

Weekly Log #2

Due: Saturday, Sep 18 at 11:59 pm
Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about your internship site or if there is anything you need the internship coordinator to know. ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.

Weekly Log #4

Due: Saturday, Sep 25 at 11:59 pm
Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about
your internship site or if there is anything you need the internship coordinator to know.
ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.

Weekly Log #3

<table>
<thead>
<tr>
<th>Due: Saturday, Sep 25 at 11:59 pm</th>
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<tbody>
<tr>
<td>Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about your internship site or if there is anything you need the internship coordinator to know. ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.</td>
</tr>
</tbody>
</table>

Research Paper 1

<table>
<thead>
<tr>
<th>Due: Tuesday, Sep 28 at 11:59 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>As you shadow/work, you will undoubtedly come across diagnoses, procedures, diseases, and disorders you are unfamiliar with. These papers are designed to give you an opportunity to research something that you encountered while shadowing to better understand what you are seeing. You may choose to research any intervention, specialty, procedure, diagnosis, disease, disorder, etc. that you have encountered while shadowing. This can also be a great opportunity to build rapport with your internship provider by following up with him/her about what you found out. Plus, throughout your career, you will have to remain current through continued research. Now is a great time to start! Each paper must be 2 pages, typed, double spaced, 1 inch margins, Times New Roman 12 pt. font. You must use at least 2 references. Cite using whichever official format you prefer (APA, MLA, etc.). See <a href="http://healthlinks.washington.edu/hsl/styleguides/ama.html">http://healthlinks.washington.edu/hsl/styleguides/ama.html</a> for helpful information on correct citations. Contents of the paper must be original. The papers must be submitted via Learning Suite or email.</td>
</tr>
</tbody>
</table>

Weekly Log #5

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<tr>
<th>Due: Saturday, Oct 02 at 11:59 pm</th>
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<tbody>
<tr>
<td>Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about your internship site or if there is anything you need the internship coordinator to know.</td>
</tr>
</tbody>
</table>
ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.

**Weekly Log #6**

<table>
<thead>
<tr>
<th>Oct</th>
<th>09</th>
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<tbody>
<tr>
<td>Due: Saturday, Oct 09 at 11:59 pm</td>
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</tbody>
</table>
Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about your internship site or if there is anything you need the internship coordinator to know. ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.

**Weekly Log #7**

<table>
<thead>
<tr>
<th>Oct</th>
<th>16</th>
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<tbody>
<tr>
<td>Due: Saturday, Oct 16 at 11:59 pm</td>
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</table>
Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about your internship site or if there is anything you need the internship coordinator to know. ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.

**Midterm Progress Form**

<table>
<thead>
<tr>
<th>Oct</th>
<th>19</th>
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<tbody>
<tr>
<td>Due: Tuesday, Oct 19 at 11:59 pm</td>
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</table>
Use the Midterm Progress Form to have a discussion with your internship supervisor about your progress so far. Complete the form (found under "Content") after your discussion. This form is meant to be completed by YOU.

*If you have already taken this course before, submit a written evaluation of your strengths and weaknesses in this position.*

**Weekly Log #8**

<table>
<thead>
<tr>
<th>Oct</th>
<th>29</th>
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<tbody>
<tr>
<td>Due: Friday, Oct 29 at 11:59 pm</td>
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</tbody>
</table>
Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about your internship site or if there is anything you need the internship coordinator to know. ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.

**Weekly Log #9**

Oct 30

Due: Saturday, Oct 30 at 11:59 pm

Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about your internship site or if there is anything you need the internship coordinator to know. ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.

**Weekly Log #10**

Nov 06

Due: Saturday, Nov 06 at 11:59 pm

Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about your internship site or if there is anything you need the internship coordinator to know. ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.

**Research Paper 2**

Nov 09

Due: Tuesday, Nov 09 at 11:59 pm

As you shadow/work, you will undoubtedly come across diagnoses, procedures, diseases, and disorders you are unfamiliar with. These papers are designed to give you an opportunity to research something that you encountered while shadowing to better understand what you are seeing. You may choose to research any intervention, specialty, procedure, diagnosis, disease, disorder, etc. that you have encountered while shadowing. This can also be a great opportunity to build rapport with your internship provider by following up with him/her about what you found out. Plus, throughout your career, you will have to remain current through continued research. Now is a great time to start!
Each paper must be 2 pages, typed, double spaced, 1 inch margins, Times New Roman 12 pt. font. You must use at least 2 references. Cite using whichever official format you prefer (APA, MLA, etc.). See [http://healthlinks.washington.edu/hsl/styleguides/ama.html](http://healthlinks.washington.edu/hsl/styleguides/ama.html) for helpful information on correct citations. Contents of the paper must be original. The papers must be submitted via Learning Suite or email.

**Syllabus Quiz**

**Nov 11**

Due: Thursday, Nov 11 at 11:59 pm
Please take this quiz after reviewing the first week of class video recording found under the content tab.

**Weekly Log #11**

**Nov 13**

Due: Saturday, Nov 13 at 11:59 pm
Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about your internship site or if there is anything you need the internship coordinator to know. ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.

**Weekly Log #12**

**Nov 20**

Due: Saturday, Nov 20 at 11:59 pm
Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about your internship site or if there is anything you need the internship coordinator to know. ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.

**Final Thank-You Card**

**Nov 22**

Due: Monday, Nov 22 at 11:00 am
Due via email or Learning Suite.
Write a thank you card to your internship site. A handwritten note is more thoughtful and professional, but you may also type a note. Submit a copy of your card/note (e.g. pdf, picture). You are responsible for sending/giving the note to your provider.

**Final Evaluations**

<table>
<thead>
<tr>
<th>Nov</th>
<th>22</th>
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</table>

Due: Monday, Nov 22 at 10:00 pm
Have a final discussion with your internship supervisor regarding the internship experience.
This form is to be completed and SIGNED by your internship supervisor. The form is found under "content".

*If you have already taken this course before, please still submit this form.*

**Weekly Log #13**

<table>
<thead>
<tr>
<th>Nov</th>
<th>27</th>
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</table>

Due: Saturday, Nov 27 at 11:59 pm
Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about your internship site or if there is anything you need the internship coordinator to know. ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.

**Site Evaluation**

<table>
<thead>
<tr>
<th>Nov</th>
<th>30</th>
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</table>

Due: Tuesday, Nov 30 at 11:59 pm
Complete an evaluation of your internship site.

*If you have already taken this course before, submit a brief description of what you learned/how you grew this semester, compared to previous semesters in this position.*

**Weekly Log #14**

<table>
<thead>
<tr>
<th>Dec</th>
<th>04</th>
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Due: Saturday, Dec 04 at 11:59 pm
Please enter the number of hours you shadowed/worked and your total number of hours shadowed/worked. Describe something you did this week that correlated with one of the Learning Outcomes (found in the syllabus). Please tell us if you have any concerns about your internship site or if there is anything you need the internship coordinator to know. ALWAYS complete a weekly log, even if you did not shadow/work that week. You are graded for completing the log, not for getting hours. Also, no late logs will be accepted.

**Mandatory Meeting**

<table>
<thead>
<tr>
<th>Dec</th>
<th>08</th>
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Due: Wednesday, Dec 08 at 11:59 pm
Set up a time with Ashley to meet to review your internship and semester expectations. This is a mandatory assignment.
Here is the link to set up an appointment with Ashley:
https://saasta.byu.edu/auth/ymessage/student/appointments/?workgroupId=PPA

**Reflective Paper**

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<tr>
<th>Dec</th>
<th>08</th>
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Due: Wednesday, Dec 08 at 11:59 pm
The purpose of the reflective paper is for you to evaluate and express your experience with a particular physician or office. This may include a summary of the types of experiences you observe and were involved in; however, the focus of the reflective paper should be to internalize and critically analyze the experience and its applicability to you. In other words “What is the personal application?”
If you need assistance, there are prompts available under "content".

Your paper must be sufficiently long enough to offer a thoughtful reflection. Though not required, you are strongly encouraged to share this paper with your supervising health care provider, to share your perspective with them, as well as receive feedback regarding the experience and your growth.

The papers must be submitted via Learning Suite or email.

**You will be graded on sincerity, thoughtfulness, and professionalism.**
Student Development
STDEV 496R
STDEV 496R Syllabus

Instructor
Kris Tina Carlston
Phone
801-422-3044
Email
ktc@byu.edu
Office Location
3328 WSC

Course Overview
The legal internship course provides students with an opportunity to interact with legal professionals through a legal internship and allows students to reflect on what they are learning during their internship.

Upon completing the course, students will be able to do the following:
- Students will have a better understanding of what a legal education and career requires and provides.
- Students will be able to more accurately assess whether or not a legal education and career is the correct choice for them.
- Students will feel comfortable interacting with legal professionals.

All learning outcomes will be assessed by the following:
- Completion of 42 internship hours per credit
- Journal entries
- Final evaluation
- Firm evaluation

Suggested Text
Black’s Law Dictionary

Course Materials
Additional materials provided through Learning Suite.

Grading and Breakdown
Your grade will be weighted according to the following breakdown:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>15%</td>
<td>30 pts Attendance at mandatory meetings</td>
</tr>
<tr>
<td></td>
<td>10 pts Completion of final evaluation</td>
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<tr>
<td></td>
<td>10 pts Completion of firm evaluation</td>
</tr>
</tbody>
</table>
25%  52 pts Completion of weekly assignments

60%  42 pts Completion of internship hours (dependent on number of credits)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93</td>
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<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
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<tr>
<td>B</td>
<td>83</td>
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<tr>
<td>B-</td>
<td>80</td>
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<tr>
<td>C+</td>
<td>77</td>
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<table>
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<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<td>C</td>
<td>73</td>
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<tr>
<td>C-</td>
<td>70</td>
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<tr>
<td>D+</td>
<td>67</td>
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<tr>
<td>D</td>
<td>63</td>
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<tr>
<td>D-</td>
<td>60</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 59.9</td>
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</table>

Class Mandatory Meetings and Evaluations

Orientation Meeting

Must be scheduled with professor between August 30-September 3.
At the beginning of the semester you will be required to meet with the professor and go over course information. This meeting should take 15-20 minutes.

Midcourse Firm Evaluation

Must be scheduled with internship contact for completion due Monday, October 18.
You’ll need to schedule a meeting with a contact at your internship and fill out the form available for download on Learning Suite. Use this as an opportunity to ask questions that will improve your internship experience. You’ll need to upload this firm ALONG with a spreadsheet of your hours to date for credit.

Final Class Evaluation

The final evaluation is a series of questions asked about your internship to help you reflect on the experience. You are to submit a typed, 4-6 page, double-spaced, 12 pt font, final evaluation. The questions are available on Learning Suite. You will also submit a LOG OF HOURS under this assignment for full credit documenting the hours worked at the internship.

Final Firm Evaluation

The firm evaluation is a survey your experience provider must fill out regarding your performance as an intern. Please meet with the contact at your firm to go over the form together and submit the completed and signed form.
Completion of Internship Hours

Forty-two hours is the amount set by the department and is the general university standard for 1.0 credit. You must complete the hours required for the amount of credit you registered for (i.e. 1 credit=42 hours, 2 credits=84 hours, 3 credits=126 hours).

Anytime spent on internship work whether done in the offices or not can count, including:

- Research
- Writing
- Conversations with attorneys
- Court observation

However, time spent commuting to and from the office does NOT count as internship hours. Also, time spent doing weekly homework assignments or extra credit does NOT count as internship hours. Keep track of all your hours on a weekly spreadsheet log. At the end of the semester, you will be required to submit this log and it will determine your grade for completion of hours.

Extra Credit

You may receive extra credit by attending certain events advertised on Learning Suite throughout the semester. You may earn a total of up to 2% extra credit.

Weekly Assignments

Each week you will have an assignment due by Monday night at 11:59 PM that you submit via Learning Suite. Each entry is worth 4 points. Late assignments are not accepted.

Each journal will be a discussion of two things:

1. Describe what you are currently working on and reflect on what you have learned that week (1 point)
2. Respond to the weekly topic listed in the assignment schedule. (3 points)

You do not need to divide the space evenly between the topics but must address each in turn (see sample journal entry on page 8 of this syllabus). If you discuss both topics and meet the required word count of 400 words or more, you will receive full credit. Failing to include a word count on the journal entry will cost you ½ a point. Please refer to learning suite for a sample of a completed journal.

1 If additional hours are required, student may observe court at the Utah County Justice Court. A schedule of daily proceedings is available at http://www.co.utah.ut.us/Dept/JustCrt/index.asp. You must get approval from the TA before attending!
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Meeting with professor</td>
<td>Consider what you want to get out of this internship and list 3 specific objectives for your experience. Think of some specific ways to fulfill those objectives during this semester. Take these objectives when you meet with your attorney and discuss how you plan to achieve these goals.</td>
<td>Sept 6</td>
</tr>
<tr>
<td></td>
<td>Journal 1</td>
<td></td>
<td>Sept 6</td>
</tr>
<tr>
<td>Week 2</td>
<td>Journal 2</td>
<td>Find the following case: 879 P.2d 1371 Answer the following questions: Who is bringing the case before the court? Who is being defended? What happened to the plaintiff? What did the defense state on their behalf? What was the outcome according to the court? What was the dissent? Which opinion do you think is right and why?</td>
<td>Sept 13</td>
</tr>
<tr>
<td>Week 3</td>
<td>Journal 3</td>
<td>Use Black’s Law Dictionary to define the terms.</td>
<td>Sept 20</td>
</tr>
<tr>
<td>Week 4</td>
<td>Journal 4</td>
<td>Read the article and answer the questions on Learning Suite</td>
<td>Sept 27</td>
</tr>
<tr>
<td>Week 5</td>
<td>Journal 5</td>
<td>Read the case and answer the questions on Learning Suite</td>
<td>Oct 4</td>
</tr>
<tr>
<td>Week 6</td>
<td>Journal 6</td>
<td>Read the case and answer the questions on Learning Suite</td>
<td>Oct 11</td>
</tr>
<tr>
<td>Midterm Firm Evaluation</td>
<td>Journal 7</td>
<td>Question 1: Share a meaningful experience that you have had thus far and what you have learned from it. Question 2: What are some of the things you admire about the attorney you work with? Are there practices or habits that you would seek to emulate?</td>
<td>Oct 18</td>
</tr>
<tr>
<td>Week 8</td>
<td>Journal 8</td>
<td>Meet with the contact at your firm and fill out the form on Learning Suite. Use this as an opportunity to ask questions that will improve your internship experience.</td>
<td>Oct 25</td>
</tr>
<tr>
<td>Week 9</td>
<td>Journal 9</td>
<td>Create an account through Access Lex. Attend one of the webinars that is interesting to you and include in your write-up about what you learned in your journal this week.</td>
<td>Nov 1</td>
</tr>
<tr>
<td>Week 10</td>
<td>Journal 10</td>
<td>Read the article and answer the provided question(s): Is the billable hour dead? Ask your attorney how things are billed at his/her firm. How does your attorney feel about billable hours? What do you think about them?</td>
<td>Nov 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listen to at least one episode of the six-episode podcast series “Radiolab Presents –More Perfect.” After listening, please discuss the episode you listened to, why did you choose that episode?</td>
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<tr>
<td>Week</td>
<td>Assignment</td>
<td>Description</td>
<td>Due Date</td>
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<tr>
<td>Week 11</td>
<td>Journal 11</td>
<td>Judges are tasked with being impartial members of the legal profession but even some judges admit that this is almost impossible. Take an implicit bias test found at the link provided on Learning Suite (choose just one test). Why did you choose that test? You do not need to disclose the results but were you surprised by the results? What did you learn about yourself from taking this bias test?</td>
<td>Nov 15</td>
</tr>
<tr>
<td>Week 12</td>
<td>Journal 12</td>
<td>You are to watch one of the “best legal movies of all time” from this list provided on Learning Suite. After watching please discuss in your journal the accuracy of the movie. How much was the law really involved? Do you feel this is an accurate portrayal of what being a lawyer and practicing the law is really about? (If not happy with the choices on this list please get approval from the TA for another legal movie).</td>
<td>Nov 22</td>
</tr>
<tr>
<td>Week 13</td>
<td>Journal 13</td>
<td>Question 1: With your internship experience almost complete, has this experience encouraged or discouraged you from attending law school? Question 2: Identify a law school you would be interested in attending—contact the professor and she will provide you with a list of former BYU students attending this law school. Email or meet with the student to find out about his or her law school experience. What do they wish they would have done before law school to prepare?</td>
<td>Nov 29</td>
</tr>
<tr>
<td>Week 14</td>
<td>Journal 14</td>
<td>Complete the worksheet from MAX Pre-Law titled Choosing the Right Law School.</td>
<td>Dec 6</td>
</tr>
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<td>The final evaluation is a series of questions asked about your internship to help you reflect on the experience and help the Prelaw Office determine which internships to continue in future semesters. It is included in this packet, but because you must submit a typed, 4-6 page, double-spaced, 12. pt font final evaluation, we will have the evaluation available on Learning Suite for your convenience. The final evaluation is worth 10 points. So long as you answer all questions thoroughly and type the document, you will receive credit. If you do not answer all the questions or handwrite the document, you will receive only partial credit. Late evaluations will not be accepted. The firm evaluation is a survey your</td>
<td>Dec 9</td>
</tr>
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<td>(Last day of classes)</td>
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</tbody>
</table>
experience provider must fill out regarding your performance as an intern. Please meet with the contact at your firm to go over the form together and submit the completed and signed form on Learning Suite. Late or incomplete evaluations will not be accepted.

**Frequently Asked Questions**

*What kind of work will I be doing?*

The work you will be doing varies by firm and intern. We have had interns do everything from go to court to legal research to answering phones to filing to reconstructing an accident scene on a freeway. In some cases, the attorneys underestimate your abilities and might have a tendency to give you more menial work. In these situations, do the work assigned as best as possible but take the initiative to ask for more advanced assignments or to get involved in things that you are interested in. In other cases, the attorney might overestimate your abilities; in these situations, ask as many questions as possible, and if you become very uncomfortable with the assignment let the attorney know your concerns. It is also important to realize that while you are doing this internship to gain meaningful legal experience, much of that experience can come by way of observation. You are not legally trained and because of that, you cannot do the work that an attorney can do. However, even by doing something as simple as answering phones, filing, etc. you can get a better idea for what attorneys have to do on a daily basis.

*What if I am not getting enough hours?*

Sometimes law firms are less than creative in the assignments they give to you and can run out of things for you to do. In this case, you should first try to work with your law firm to create meaningful legal opportunities for you. Take the initiative and don’t be afraid to ask for such opportunities. Ideas for things you could ask to do include legal research, observing any legal proceeding (court appearances, depositions, client meetings, etc.), drafting of legal documents, and a myriad of other things. Sometimes despite a student’s best efforts, they are not able to secure enough assignments from the law firm in order to meet their 42 hours. In the rare case that this happens, please contact Professor Carlston immediately (do not wait until the end of the semester) and she will work out something with you to make sure you get all your hours.

*What if my attorneys are impossible to get a hold of?*

Attorneys, like many professionals, are generally very busy people and can sometimes be hard to get a hold of. First of all, be persistent. Call as many times as necessary and visit the office if needed. Second, try to set up a weekly meeting time with the attorney where you can discuss assignments and upcoming observational opportunities. Third, follow-up by confirming every visit with a phone call or email until you come to know the attorney well enough to know whether they are the type of attorney to remember such meetings or whether they are the type who are so busy that they might forget an internship meeting.
Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards.

Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 801.422.2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment

By law, Brigham Young University is obligated to protect its students from gender discrimination, including unlawful sexual harassment, in all programs and activities sponsored by the university. As you embark on your internship, please be aware of what constitutes sexual harassment and what you should do if you encounter it during your internship opportunity.

Definition

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made a term or condition of an individual’s employment, or
- Submission to or rejection of the conduct by an individual is used as a basis for employment decisions affecting the individual; or
- The conduct interferes with an individual’s work performance or creates an intimidating, hostile, or offensive working environment.

Examples

Behaviors that contribute to a hostile environment include, but are not limited to:

- Discussing sexual activities
- Telling off-color jokes
- Unnecessary touching
- Commenting on physical attributes
- Displaying sexually suggestive pictures
- Using crude language or demeaning or inappropriate terms
- Using indecent gestures
- Engaging in hostile physical conduct

Appropriate Response

Both employers and employees have a responsibility to prevent and stop workplace harassment. If you experience harassment while participating in a BYU-sponsored internship, report the behavior to your internship coordinator and your experience provider. They will take appropriate action to address and correct the behavior. You may also contact the university’s Equal Opportunity Manager or 24-hour hotline at:
Equal Opportunity Manager
Brigham Young University
801.422.5895
sue_demartini@byu.edu
24-hour hotline: 1.888.238.1062

**Students with Disabilities**

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.
Course Information

Description

The Department of Theater and Media Arts encourages all students to enhance their academic education with an internship related to their field of study. As students receive hands-on work experience within the internship, they are able to assess their interests, gain confidence, and develop professional skills. Many students have found that internships are the best route to full-time employment following graduation. As you begin your internship, you are expected to do your best in learning from those who have hired you as an intern. How hard you work will be a reflection not only on yourself, but also on future BYU interns the company may want to bring on. Make sure you leave an impression that can open doors for others as well as yourself.

Prerequisites

To apply for a TMA internship, you must be a student in the TMA Department. Pre-Internship Orientation

Before being accepted into this class, you are required to have a pre-internship orientation with the TMA Department Internship Coordinator. They will review the IRAMS registration process as well as the paperwork required from the TMA department. They will also discuss with you the following:

- Assignments and expectations
- Grading procedures
- Standards of personal conduct
- The nature and amount of supervisory contact between the faculty advisor/department coordinator and the student
- The Internship Master Agreement (IMA) or IMOU which outlines the obligations of the student, university, and internship provider
- Procedures for unanticipated termination of the internship

You must return all required paperwork, signed by your faculty advisor to be approved to register for the internship class.

Grading Policy

In addition to performing your on-the-job internship activities, you will need to submit a work log/journal and a written report about your internship experience. The work log/journal and report become the record of what you have learned in the internship and
are the primary means by which the internship coordinator evaluates your internship. Your work will be evaluated on how you analyze your experience and reflect on what you learned and how well you present your ideas in an understandable manner.

**Work Log/Journal (10 points each)**
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly in order to receive full credit. These can be found in the "Exams" section of Learning Suite. Because not all internships are the same length in time, you will only need to create work logs/journal for the weeks you are working on your internship. If you complete your internship before finals, please let me know via email so I can know when to stop grading your journals. If you start mid semester, please start with Journal #1 for your first week and continue until the end of your semester/internship.

**Supervisor Evaluation (10 points extra credit)**
At the end of your internship, you may have your internship supervisor submit an online evaluation of your work during the semester. The link to the evaluation can be found by clicking on the Supervisor Evaluation Assignment.

**Written Report (100 points)**
The written report, which is due at the end of your internship experience (usually during finals week), should be 1-2 pages (single spaced) per credit hour and address different aspects of your internship. This report will need to be uploaded to learning suite. Following are points you should cover in your report:

- An introduction explaining the setting where you completed your internship and how your job related to the entire work of your organization. Your narrative should be descriptive and factual.
- An analysis and evaluation of your status and contribution within the organization as a whole, and of the actual work you did during your internship. In this section, you should consider the issues at the heart of your future profession and discuss the implication of your experience on your future educational and occupational goals.
- A thoughtful assessment of the skills and abilities you learned, including how your previous goals and objectives for the internship were met.
- Include your overall feelings regarding the internship experience – Did you feel what you did for the company was relevant? Was the overall experience rewarding?
# Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
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<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>77%</td>
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<tr>
<td>C</td>
<td>73%</td>
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<tr>
<td>C-</td>
<td>70%</td>
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<tr>
<td>D+</td>
<td>67%</td>
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<td>D</td>
<td>63%</td>
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<td>D-</td>
<td>60%</td>
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</table>

# Assignments

## Assignment Descriptions

*Final Written Report*

Due: Friday, Dec 17 at 11:59 pm

The Final Written Report, which is due at the end of your internship experience (usually during finals week), **should be 1-2 pages (single spaced) per credit hour** and address different aspects of your internship. Following are points you should cover in your report:
• An introduction explaining the setting where you completed your internship and how your job related to the entire work of your organization. Your narrative should be descriptive and factual.
• An analysis and evaluation of your status and contribution within the organization as a whole, and of the actual work you did during your internship. In this section, you should consider the issues at the heart of your future profession and discuss the implication of your experience on your future educational and occupational goals.
• A thoughtful assessment of the skills and abilities you learned, including how your previous goals and objectives for the internship were met.
• Include your overall feelings regarding the internship experience – Did you feel what you did for the company was relevant? Was the overall experience rewarding?

Weekly Work Log/Journal 09

Due: Friday, Dec 17 at 11:59 pm
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 14

Due: Friday, Dec 17 at 11:59 pm
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 15

Due: Friday, Dec 17 at 11:59 pm
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week.
These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

**Weekly Work Log/Journal 11**

Due: Friday, Dec 17 at 11:59 pm  
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

**Weekly Work Log/Journal 06**

Due: Friday, Dec 17 at 11:59 pm  
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

**Weekly Work Log/Journal 05**

Due: Friday, Dec 17 at 11:59 pm  
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

**Weekly Work Log/Journal 10**

Due: Friday, Dec 17 at 11:59 pm  
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week.
These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 08

Due: Friday, Dec 17 at 11:59 pm
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Photo of your Internship (Extra Credit)

Due: Friday, Dec 17 at 11:59 pm
As part of our goal to encourage more students to seek out internships, we would like you to share with us any photos of you working at your internship. We will use these photos in our marketing and promotions as well as our experiential learning reporting to the college, which could help provide more internship funds/support for future interns. This assignment is optional and worth 5 points extra credit.

Weekly Work Log/Journal 04

Due: Friday, Dec 17 at 11:59 pm
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 07

Due: Friday, Dec 17 at 11:59 pm
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week.
Weekly Work Log/Journal 02

Due: Friday, Dec 17 at 11:59 pm
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 12

Due: Friday, Dec 17 at 11:59 pm
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 01

Due: Friday, Dec 17 at 11:59 pm
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 13

Due: Friday, Dec 17 at 11:59 pm
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week.
These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Supervisor Evaluation (Extra Credit)

Due: Friday, Dec 17 at 11:59 pm
At the end of your internship experience, you may have your supervisor fill out an evaluation of your performance during your internship. Please share the following link to the evaluation survey with your supervisor.
TMA Internship Evaluation Survey:  
https://form.jotform.com/73535381081152
Once filled out, the form will automatically be sent to me and I will input your score. It is up to you to make sure your supervisor fills out the evaluation. If you have a problem, please let me know before the due date.

Weekly Work Log/Journal 03

Due: Friday, Dec 17 at 11:59 pm
The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Column 1</th>
<th>Column 2</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>M Aug 30</td>
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<tr>
<td>Monday</td>
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<td>Week 2</td>
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<td>M Sep 06</td>
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<tr>
<td>Monday</td>
<td>Labor Day</td>
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<tr>
<td>Turn in Weekly Work Log/Journal</td>
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<td>Week 3</td>
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<td>Date</td>
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<tr>
<td>M Sep 13</td>
<td>Turn in Weekly Work Log/Journal</td>
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<td>Week 4</td>
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<td>M Sep 20</td>
<td>Turn in Weekly Work Log/Journal</td>
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<td>Week 5</td>
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<td>M Sep 27</td>
<td>Turn in Weekly Work Log/Journal</td>
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<td>Week 6</td>
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<td>M Oct 04</td>
<td>Turn in Weekly Work Log/Journal</td>
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<td>Week 7</td>
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<td>M Oct 11</td>
<td>Turn in Weekly Work Log/Journal</td>
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<td>Week 8</td>
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<td>M Oct 18</td>
<td>Turn in Weekly Work Log/Journal</td>
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<td>Week 9</td>
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<td>M Oct 25</td>
<td>Turn in Weekly Work Log/Journal</td>
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<td>Week 10</td>
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<td>M Nov 01</td>
<td>Turn in Weekly Work Log/Journal</td>
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<td>Week 11</td>
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<td>M Nov 08</td>
<td>Turn in Weekly Work Log/Journal</td>
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<td>Week 12</td>
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<td>Date</td>
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<tr>
<td>M Nov 15</td>
<td>Turn in Weekly Work Log/Journal</td>
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<td>Su Nov 21</td>
<td>Instructor Ratings Open Fall</td>
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<tr>
<td>Week 13</td>
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<td>M Nov 22</td>
<td>Turn in Weekly Work Log/Journal</td>
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<td>T Nov 23</td>
<td>Friday Instruction</td>
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<tr>
<td>W Nov 24</td>
<td>No Classes</td>
<td></td>
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<tr>
<td>Th Nov 25</td>
<td>Thanksgiving</td>
<td></td>
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<tr>
<td>F Nov 26</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>Week 14</td>
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<td>M Nov 29</td>
<td>Turn in Weekly Work Log/Journal</td>
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<td>Week 15</td>
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<td>M Dec 06</td>
<td>Turn in Weekly Work Log/Journal</td>
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</tr>
<tr>
<td>F Dec 10</td>
<td>Fall Exam Preparation (12/10/2021 - 12/10/2021)</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Dec 13</td>
<td>First Day of Fall Final Exams (12/13/2021 - 12/17/2021)</td>
<td></td>
</tr>
<tr>
<td>F Dec 17</td>
<td>All Journals and Final Papers are due</td>
<td></td>
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