



# 2023 **SAMPLE SYLLABI**

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A Compilation of Fall 2023 Internship Course Syllabi

Office of Experiential Learning and Internships - 1134 WSC - 801-422-3602 - [internship@byu.edu](mailto:internship@byu.edu)

# Course Syllabi Listed Alphabetically

## Art Education

ARTED 496R

## Communication Disorders

COMD 688R

## Communications

COMM 399R

## Design

DES 496R

## Early Childhood Education

ECE 399R

## Economics

ECON 199R

## Educational Leadership and Foundations

EL ED 496R

## Linguistics

LING 399R

## Manufacturing Engineering

MFGEN 399R

## Marriott School of Business

MSB 199R and MSB 496R

## Music

MUSIC 399R

## Nutrition, Dietetics, and Food Science

NDFS 399R

## Physical Education Teacher Education

PETE 399R

## School of Family Life

SFL 399R

## Sociology

SOC 399R

## Social Work

SOC W 655R

## Student Development (199R, 399R, 496R)

STDEV 199R, STDEV 399R, and STDEV 496R



# **Art Education**

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**ARTED 496R**

## **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 the PPAT.

### **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?
5. What is the potential role of art education in schools?
6. What is the role of the classical repertoire of art education within the emerging worlds of visual culture and digital media?
7. What is the role of art, artistry and teaching in personal spiritual development?
8. What kinds of learning environments foster creativity, innovation and art making?
9. How is art education informed and/or hindered by standards and foundations?
10. 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](mailto: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.



# **Comm. Disorders**

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**COMD 688R**

**Practicum in Communication Disorders – Clinical Externship**  
**ComD 688R, section 3 – Fall semester 2023**

**Instructor:** Julie Schow MS CCC-SLP, Externship coordinator and Assistant Clinical Professor

**Office:** TLRB 131

**Office Hours:** Wednesday 6:00 – 7:00 pm (prior to class) or by appointment in person or zoom

**Office phone:** (801) 422 – 5021

**Email:** [julieschow@byu.edu](mailto:julieschow@byu.edu)

**Class schedule:** In person Class meetings are scheduled on the first Wednesday of each month from 7:00 – 8:30 pm in TLRB 125.

**Course Purpose:**

Welcome to externship practicum. I am excited for you to experience a new setting, new clients, new supervisors and new learning while you participate in the day-to-day workload of a valued community partner Speech Language Pathologist. As a graduate student clinician, you have great expectations set for yourself and at your sites. This course is designed as a source of connection to your cohort and externship coordinator while supporting your personal and clinical growth. To maximize your learning, you will participate in the required online and in class assignments of this course therefore attendance each month is mandatory. In addition to meeting as a group monthly for our formal class, we will stay connected through your digital dialog writing responses in Learning Suite.

You will take this course twice during your graduate experience. The format will be similar each semester with variations to your assignment expectations and the professional development topics. It is intended that at the completion of your two externship experiences and this course over two semesters you will have demonstrated the required professional practice knowledge outlined in the KASA standards.

**Prerequisites:**

Accepted into the BYU ComD graduate program. Completion and demonstrated competence in all preparatory disorders area coursework (B- or better grade). Successful Completion of first year clinic experience. Accepted and scheduled in an off-campus externship experience during the semester/ term of this course. Completed and Approved IRAMS application with all required student obligation documents in place. Site specific preparation requirements completed prior to first day of externship.

**Learning Outcomes**

- 1. Interleaving BYU aims into clinical externships:** Students will understand and demonstrate the BYU aims by behaving in an ethical and professional manner when interacting with other professionals, clients, caregivers, faculty, staff, and fellow students during their externship placements and in class. They will recognize the value of their BYU education that is Spiritually Strengthening, Intellectually Enlarging, Character Building, Leading to Lifelong Learning and Service as they apply these values to their clinical externships.
- 2. Professionalism and Certification Readiness:** Students will demonstrate and apply knowledge of current professional issues: including ethics, critical thinking, professional communication, service delivery models, scope of practice, advocacy and legal rights, cultural humility, diversity and current certification standards through class discussion, presentations, class

writings, externship associations and other application activities, by engaging in respectful and civil dialogue in the classroom and community.

- 3. Plan and Implement Assessments:** Students will demonstrate ability to plan and implement an assessment of clients presenting with various communication disorders (as identified in ASHA's nine disorder areas) and with various severity levels while under the direction of a certified SLP.
- 4. Plan and Implement Treatments:** Students will demonstrate the ability to plan and implement treatment of clients who present with various communication disorders (as identified in ASHA's nine disorder areas) and with various severity levels while under the direction of a certified SLP.
- 5. Case Management Skills:** Students will demonstrate appropriate case management skills including appropriate social behavior, oral, and written communication, prevention activities, and sensitivity to multicultural populations while working under the direction of a certified SLP.
- 6. Internship Policies:** Students will demonstrate understanding of all internship policies and procedures.
- 7. Clinical Writing:** Students will demonstrate appropriate clinical writing skills through treatment plan/progress notes, assessment reports and SOAP notes.

### **Personal Learning goals for this course:**

In addition to the stated learning outcomes there is great value in intentionally setting goals for yourself for this experience. Your first digital dialog writing prompt will ask you to share your goals.

### **Classroom Procedures:**

In person class attendance is required. Please notify the instructor prior to class if you are not able to attend in person.

### **Required Materials:**

Current CALIPSO registration

Reading materials provided through learning suite and the ASHA website

Externship Handbook

### **Assignments overview :**

For assignment due dates and descriptions please reference posted information in learning suite

1. Externship Handbook Review
2. Supervisor Verification & CALIPSO registration
3. Externship reflection responses in Digital Dialog
4. Preferred Practice Policy Review
5. Scope of Practice Review
6. Ethics Review
7. Experiential Learning Presentation
8. Supervisor feedback rating in CALIPSO & Site feedback rating in CALIPSO
9. Attendance in class
10. Clinical skills competency review – this is your final rating and feedback from your site supervisor in CALIPSO.

### **Course Schedule:**

| Date   | Class  |
|--------|--|
| 9/6/23 | 1. Syllabus Review, Assignment overview, Course Expectations, Google doc information updates, communication with supervisor and externship coordinator expectations, CALIPSO supervisor registration |



|         |   |
|---------|---|
|         | 2. Update on sites, questions<br>3. Professional development topic<br>Clinical Practicum Hours<br>Supervision Requirements<br>Certification standards and Process |
| 10/4/23 | 1. Update on Sites<br>2. Prof development topic<br>PRAXIS prep<br>Professionalism & Personal Leadership   |
| 11/1/23 | 1. Update on Sites<br>2. In Class presentations   |
| 12/6/23 | 1. Update on Sites<br>2. In Class Presentations   |

### **Course Policies:**

**Clinical Rotation Attendance Policy:** Students are expected to match their site supervisor's hours and schedule at their externship sites. Professionalism is critical, so students are expected to be on time. Failure to attend an externship assignment without notifying externship coordinator AND the site supervisor may result in a failing grade. Student may also be subject to an immediate dismissal from the site and may not be allowed to return to that site in the future. NOTE: If a student receives a failing grade in ComD 688R, all clinical practicum hours earned during the semester or term become invalid and cannot be submitted as ASHA clinical practicum hours.

**Grading policy:** Grades are calculated by points in weighted categories. 75% of your grade will be calculated from your supervisors rating of your clinical performance at your externship site. 25% of your grade will be calculated from required professional and academic assignments. Please see the assignment section of Learning Suite for a current description of each assignment.

**Remediation plan:** If a student demonstrates need for extra support or is slow to meet competencies, the student, site supervisor, and externship coordinator will work together to informally support the student in meeting expected levels of performance. However, if a student's average score falls below a 3.0 in either evaluation skills, treatment skills, or professional qualities as documented in CALIPSO, then a formal remediation plan will be implemented. This formal remediation plan will be developed and documented in CALIPSO as part of the evaluation by the student and the site supervisor in coordination with the externship coordinator. Additional procedural details for remediation are outlined in the externship handbook.

**BYU Honor Code:** In keeping with the principles of the BYU Honor Code, students are expected to be honest in all 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. Honor Code expectations extend to all off-campus externship sites. For more information go to: <https://policy.byu.edu/view/index.php?p=26>

**Department of Communication Disorders *Mission Statement:*** *We build belonging, achievement, and growth through Christlike service to: Empower lifelong learners , Engage in impactful research, Provide compassionate, evidence-based clinical care.*

***Core Values:*** *Belonging, Becoming, Collaboration, Kindness*

## All policies and procedures for externships are detailed in the current [Graduate Externship Handbook](#)

**KASA standards:**For purposes of CAA accreditation standards it is noted that the following standards are reflected in the intentional design of this course:

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| KASA Skills   | ComD 688R – sec3/4 externship practicum  |
| 3.1B Professional Practice Competencies:<br><br>Accountability, integrity, effective communication skills, clinical reasoning, evidence based practice, concern for Individuals Served, Cultural Competence, Professional Duty, Collaborative Practice  | These topics are infused in the assignments, expectations and requirements of this course  |
| 3.1.3B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences The program must include content and opportunities to learn so that each student can demonstrate knowledge of principles and methods of identification of communication and swallowing disorders and differences, principles and methods of prevention of communication and swallowing disorders.  | Externship practicum site experiences include the opportunity for students to demonstrate this knowledge and the results re recorded in the CALIPSO midterm and final clinical competency reviews                        |
| 3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with articulation; fluency; voice and resonance, including respiration and phonation; receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities; hearing, including the impact on speech and language; swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology); cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning); social aspects of communication (e.g., behavioral and social skills affecting communication); and augmentative and alternative communication needs. | CALIPSO skills competency final ratings for the aggregate of each 688R practicum course will indicate passing skills for these areas. BYU graduation requirement is minimum of 5 hours required in each of these 9 areas |

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| <p>3.1.6B General Knowledge and Skills Applicable to Professional Practice The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with the aforementioned communication and swallowing disorders across the lifespan and by demonstration of ethical conduct; August 2017, rev. August 2020 Standards for Accreditation Page 23 of 42 integration and application of knowledge of the interdependence of speech, language, and hearing; engagement in contemporary professional issues and advocacy; processes of clinical education and supervision; professionalism and professional behavior in keeping with the expectations for a speech-language pathologist; interaction skills and personal qualities, including counseling and collaboration; self-evaluation of effectiveness of practice.</p>   | <p>Externship practicum site experiences include the opportunity for students to demonstrate this knowledge and the results recorded in the CALIPSO midterm and final clinical competency reviews.</p> <p>Contemporary professional practice issues are covered in the required online assignments, reflective writing prompts, student presentations and professional practice topics covered in class.</p> |
| <p>3.6B The clinical education component of an effective entry-level speech-language pathology program is planned for each student so that there is access to a base of individuals who may be served that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, populations, and age groups. The comprehensive clinical experiences must include direct contact with individuals seeking service, consultation, recordkeeping, and administrative duties relevant to professional service delivery in speech-language pathology. Requirement for Review: The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical educational experiences so that each student has an opportunity to experience the breadth and depth of clinical practice, obtain experiences with diverse populations, obtain a variety of clinical experiences in different work settings, obtain experiences with appropriate equipment and resources, learn from experienced speech-language pathologists who will serve as effective clinical educators.</p> | <p>Each site placement is vetted for exemplary professional supervision and two externships are completed with a focus across the life span ( one pediatric focus and one adult focus)</p>   |
| <p>3.7B An effective speech-language pathology program ensures that clinical education is provided in a manner that supports student development so that each student is prepared to enter professional practice. The type and structure of the clinical education is commensurate with the development of knowledge and skills of each student. Requirement for Review: The program must demonstrate that the procedures used in clinical education ensure that student development is supported and that each student acquires the independence needed to enter professional practice. August 2017, rev. August 2020 Standards for Accreditation Page 25 of 42 The program must demonstrate that the clinical education component of the program is structured to be consistent with the knowledge and skills levels of each student.</p>  | <p>Students are individually supported throughout the application and placement in their clinical sites and supported by their site supervisor and BYU externship coordinator through individual and group advising sessions and access to current resource and reference information. Student tracking log, midterm goals set with supervisor and final clinical review of competencies,</p>                |
| <p>3.8B Clinical education is provided in a manner that ensures that the welfare of each person served by a student and clinical educator team is protected and in accordance with recognized standards of ethical practice and relevant federal and state regulations. Requirement for Review: The program must demonstrate that the supervision provided to each student is adjusted to ensure that the specific needs are met for each individual who is receiving services. The program must demonstrate that the procedures used in clinical education ensure that the welfare of each person being served by the student and clinical educator team is protected. The program must demonstrate that the services provided by the student and clinical educator team are in accordance with recognized standards of ethical practice and relevant federal and state regulations.</p>  | <p>Student tracking log</p>  |
| <p>3.9B Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty. Requirement for Review: The program must have evidence of valid agreements (written or electronic) with all active external facilities in which students are placed for clinical practicum experiences. The program must have written policies regarding the role of students in the selection of externship sites and the placement of students in the sites. The program must have written policies that describe the processes used by the program to select and place students in external facilities. The program must have written policies and procedures that describe the processes used to determine whether a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student. The program must have</p>   | <p>Byu office of experiential learning and internships oversees this process</p> <p><a href="https://experience.byu.edu/imas-forms">https://experience.byu.edu/imas-forms</a>, BYU ComD externship handbook, externship yearly information document, CALIPSO site feedback, CALIPSO supervisor feedback, Email, phone and in person communication with site</p>  |

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| processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met.   | supervisors, site coordinators and<br>BYU externship coordinator   |
| 3.10B An effective entry-level speech-language pathology program ensures that its students know the expectations regarding their exercise of the highest level of academic and clinical integrity during all aspects of their education. Requirement for Review: The program must have written policies and procedures that describe program expectations of student behavior with regard to academic and clinical conduct. The program must have policies and procedures that describe the processes used to address violations of academic and clinical conduct, including, but not limited to, plagiarism, dishonesty, and all aspects of cheating, and violations of ethical practice.  | <a href="#">BYU ComD externship handbook</a>   |
| 4.3 The program has policies and procedures for identifying the need to provide intervention for each student who does not meet program expectations for the acquisition of knowledge and skills in the academic and clinical components of the program. Requirement for Review: The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the academic component of the curriculum. The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the clinical component of the curriculum. The program has policies and procedures for implementing and documenting all forms of intervention used to facilitate each student's success in meeting the program's expectations. The program must demonstrate that the policies and procedures are applied consistently across all students who are identified as needing intervention. |  |
| 4.6 Students receive advising on a regular basis that pertains to both academic and clinical performance and progress. Requirement for Review: The program must maintain records of advisement for each of its students. The program must maintain records demonstrating that students are advised on a timely and continuing basis regarding their academic and clinical progress. The program must maintain records demonstrating that any concerns about a student's performance in meeting the program requirements, including language proficiency, are addressed with the student   | Externship advising sessions, Group orientation - fall, winter and spring of first year, Student tracking log, Individual meetings scheduled a minimum of 1/ semester fall, winter and spring of first year and as needed during second year, During second year students check in monthly as a group with in person class meetings during the externship placements in addition to weekly online writing reflections. |



# Communications

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COMMS 399R

## **COMMS 399R-001 COMMS STUDIES SYLLABUS**

FALL 2023

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*After securing a qualifying internship/experience and submitting an online internship application, students are able to register for the online internship course.*

### **COURSE INFORMATION & REQUIREMENTS**

#### **COURSE INFORMATION & PURPOSE:**

Communications 399R is a 1-credit, pass/fail internship elective 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.

Students are required to complete a total of 42 hours at the approved internship experience. **Hours cannot be counted until students are registered for course credit.** To receive credit, course assignments and hours must be completed while registered for and participating in the approved internship experience. **With any unexpected changes while enrolled and participating in the internship, please contact the Communications Internship & Career Services Office at [comms\\_internship@byu.edu](mailto:comms_internship@byu.edu) (801) 422-5836 first to discuss the situation.**

#### **LEARNING OUTCOMES:**

The academic assignments are specifically designed with the intent to enrich the learning experience throughout the internship through application and reflection:

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

Below 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."**

### **Semester Assignment Overview:**

| Assignment                                | Due Date |
|---|----------|
| Learner's Permit                          | 9/10     |
| Weekly Report 1                           | 9/17     |
| Weekly Report 2                           | 10/1     |
| Weekly Report 3 w Informational Interview | 10/15    |
| Student Experience Evaluation             | 10/29    |
| Resume Review                             | 11/5     |
| Weekly Report 4                           | 11/19    |
| Employer Evaluation                       | 11/19    |
| Weekly Report 5                           | 12/10    |
| Reflection Paper                          | 12/13    |

## **INTERNSHIP ATTENDANCE & PROGRESS**

### **Learner's Permit – 5% of grade **Due 9/10/23****

- Found in Learning Suite Exams. **Students must successfully get a 100% on the exam before they can receive a final grade for the course.** Before completing this assignment, 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." The quiz will also ask for: **Three personal internship objectives that are SMART: specific, measurable, achievable, relevant, and time-based, and your employer's contact information.**

### **Weekly Internship Reports – 25% of grade **Due Every Few Weeks, Check Learning Suite****

- No matter the length of the internship, five reports are required. Your internship reports will be graded based on the following criteria:
  - Frequency: **every week, according to the dates listed on Learning Suite**
  - Quality of information & reflection.
  - Hours reported: **42 hours total**

**Internship Reports are due every week at 11:59pm on the following dates:**

**Report 1: 9/17**

**Report 2: 10/1**

**Report 3: 10/15**

**Report 4: 11/19**

**Report 5: 12/10**

# PROFESSIONAL DEVELOPMENT

## **Informational Interview – 10% of grade Due 10/15/23**

**Submitted on LS as part of Weekly Report 3**

- Conduct an Informational Interview with a professional in a career of your choice. The interview can be very brief (10-15 minutes) and can be conducted in-person, over the phone, via zoom, etc. You can interview a supervisor or colleague at 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.

## **Resume Review – 10% of grade Due 11/5/23**

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>. 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>. 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 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. **You may need to ask for a rubric from 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.
5. Submit the following four documents on Learning Suite:
  - 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)



### **Employer Evaluation – 15% of grade Due 11/19/23**

- Provide your employer information via the Learner's Permit quiz on Learning Suite (due 11/19/23)
- 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.

## **LEARNING & REFLECTION**

### **Mid-Semester Student Experience Evaluation – 15% of grade Due 10/29/23**

- Access the Mid-Semester Eval link through Learning Suite. Take the short Qualtrics survey.
- 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.

### **Reflection Paper – 20% of grade Due 12/13/23**

- 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 specific internship experiences as they apply to the established internship objectives.
- Reflection Papers should include the following:
  - A URL to a personal LinkedIn Profile/Portfolio/Website. This should reflect an updated profile picture, recent work samples or experiences, and your resume. This should be the first line of your paper before the summary and reflection.
  - 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)
  - 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)
    - What areas are identified in this report as areas where I can continue to improve? What can I do to improve these competencies?
    - What guidance can I draw from my employer's comments to help me learn from a mistake and further enhance my strengths?

Assignments that do not follow the format listed below will be subject to a lower grade. Your reflection paper submission must appear as indicated:

- Papers should be double-spaced, 12 pt. font, Times New Roman, with 1" margins on all sides.
- Papers should be 1-2 pages.
- The following right-aligned header should appear on each page: Last name, First name, Reflection Paper.

- Papers should be saved as a PDF or Word (.doc or .docx) and have the following file name: Last Name, First Name, Reflection Paper. ***Pages files or other formats will NOT be accepted.***

## GRADES & REQUIRED INTERNSHIP HOURS

### **T GRADES:**

If you will not be finishing your required 42 hours during your term/semester of registration, you are eligible for a “T” grade. A temporary or “T” grade allows an extension of 1 term or semester to finish the hours and assignments. Students will only be allowed “T” grades to finish hours and not in order to give more time to finish required assignments.

*Example: If you are enrolled in Winter Semester and do not reach 42 hours by the end of the Semester, you will be awarded a “T” and must have all hours and assignments finished by the end of Spring term.*

### **MID-SEMESTER SUPERVISOR CHANGES OR HOUR CONCERNS:**

If your internship on-site supervisor changes during your internship, contact the internship office immediately to update your paperwork. You must send the following information for your new supervisor to the internship office: Name, Job Title, Phone Number, and Email Address.

If the lack of hours is due to a nonacademic extenuating circumstance that arises after the discontinuance deadline the student can arrange with the internship director to receive an “incomplete” in the course. Please refer to the [Registrar’s Office website](#) for policies and procedures on obtaining and filing an “incomplete” contract.

### **ASSIGNMENT LATE POLICY:**

All assignments 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 reflection paper, but it was submitted three days late, your final grade on the paper will be 17/20.)

Please email the Comms Internship Office if you miss a report to complete it for reduced credit. If your internship extends beyond the end of the term and you won't have your 42 hours done by that date, contact [comms\\_internship@byu.edu](mailto:comms_internship@byu.edu) to discuss your options, such as extending your internship as a T-grade.

## UNIVERSITY POLICIES

### **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](mailto: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.

### **Workplace Etiquette:**

The work environment you will enter at your internship may be completely different from 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, professionally, and abide by BYU Dress and Grooming Standards.
- 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.

### **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 or visit the [BYU Honor Code website](#) if you have questions about those standards.

### **Unanticipated Termination Policy:**

In the event of concerns, conflict, unanticipated termination, or if your internship ends earlier than expected, you are expected to contact your faculty mentor and/or Nicole Norris, the Communications Internship Coordinator, immediately. Email [nicole\\_norris@byu.edu](mailto:nicole_norris@byu.edu) or the Communications Internship & Career Services Office [comms\\_internship@byu.edu](mailto:comms_internship@byu.edu), and/or your faculty advisor 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.

## SCHOOL OF COMMUNICATIONS STATEMENTS

### **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.<sup>[1]</sup> 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.<sup>[2]</sup> 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."<sup>[3]</sup> 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."<sup>[4]</sup>

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.

### **BYU School of Communications Mission Statement:**

We at the BYU School of Communications are a consecrated community of disciples, scholars, and mentors who strive to walk in the meekness of Christ's spirit, as we inspire learning through love, faith, and service that prepares each child of God to share light and hope with the world.

### **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 & Career Services Office at [comms\\_internship@byu.edu](mailto:comms_internship@byu.edu) (801) 422-5836** or to your faculty mentor. We are here to help you have a great internship experience!



# Design

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DES 496R

# Instructor/TA Info

## Instructor Information

**Name:** Stephanie Miller

**Office Location:** 1100N WCCB

**Office Phone:** 801-422-8773

**Email:** stephanie\_miller@byu.edu

## Course Information

### Course Work

### Course Work

#### Weekly Work Log/Journal (30 pts)—Due on Fridays

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 experience. Also include actual hours worked during the specified week. These summaries should be submitted via Learning Suite.

#### Internship Supervisor Evaluation (10 pts)

At the end of your internship, the internship coordinator will email the your intersnhip supervisor a link to the Intern Evaluation Form to assess your service during your internship. It is up to you, to make sure your supervisor fills out the evaluation. The Internship Coordinator will contact you if there are any problems with getting ahold of the intern provider/supervisor.

#### Exit Survey (10 pts)

Near the end of your internship experience, you will complete the Internship Exit Survey. The purpose of this survey is to help you reflect on the experience, evaluate your internship provider, and measure the quality of your internship experience. The survey also provides information that will help the department assess future internship opportunities for other students.

#### Internship Report (20 pts)

Upon completion of your internship, you will submit a report. The report should tell us what your internship was like and include images that represent your experience.\* Your report is to be should be submitted before your internship ends or by the last of finals. The following are points that you will be asked to report on.

- Describe your experience, sharing highlights, unique experiences and opportunities that may have arisen from the experience.
- An assessment of the skills and abilities you learned and how this experience has impacted your future educational and professional goals.

\* Include images of you doing artwork, you with your internship provider, working in the studio or other work environment, etc. By sending us these images, you are agreeing to let us use them for department purposes.

#### Final Presentation (20 pts)

7 slides formatted in a PDF document. Content should reflect your experience and include: who you worked for, projects you worked on, working environment, things you learned about design, and things you learned about yourself. Final presentation should be attached to internship report.

If you receive a scholarship for your internship experience, your internship report will be shared with donors who like to see the benefit of their donations.

## Description

### COURSE INFORMATION

#### Description

The Department of Design 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 a professional setting, they are able to assess their interests, gain confidence, and develop professional skills.

As you begin your internship, you are expected to do your best in learning from those who have hired you as an intern. Work hard, be diligent and responsible as well as dress appropriately. How hard you work and how you present yourself will be a reflection not only on yourself, but also on the university, area and future BYU interns the company/individual may want to bring on. Good relations will not only help you in your future endeavors but also help us in placing qualified applicants in the years to come. In our experience one of the best ways of strengthening our program is through quality internships.

#### Prior to your Internship

- Meet with faculty mentor to discuss possible internship opportunities.
- Schedule a pre-internship orientation with the Internship Coordinator to discuss how to obtain school credit for an internship, how to use the Internship and Management System (IRAMS), expectations, assignments, grading procedure, standards of personal conduct, supervisory contact between faculty mentor/internship coordinator, the internship agreement (IMA), and procedures for unanticipated termination of the internship.
- Go to <https://experience.byu.edu/students> (<https://experience.byu.edu/students>) to fill out the IRAMS application in order to receive university credit. You will need the following information to complete the application:
  - Where you will be living during your internship
  - The name of your Intern provider, location, supervisor/point of contact
  - The length of your internship
  - A description of your internship- your responsibilities and expectations
  - The name of your faculty mentor
  - An Internship Agreement, which outlines the obligations of the student, university, and internship provider. The Internship Coordinator attaches the Internship Agreement. If there is not an agreement on file, you will be contacted and asked to have your intern provider sign the form.
- How many credits you would like to take. Students may register from 1.0-6.0 credit hours. The Department of Design requires that a student complete at least 45 hours for every credit hour they are enrolled in. The relation between academic credits and hours is represented in the following table:

| Credit Hours | Total Hours | Average Hours/Week<br>(Semester) | Average Hours/Week<br>(Term) |
|--------------|-------------|----------------------------------|------------------------------|
| 1.0          | 45          | 3-5                              | 6-8                          |
| 2.0          | 90          | 4-6                              | 8-11                         |
| 3.0          | 135         | 7-9                              | 14-16                        |
| 4.0          | 180         | 10-12                            | 17                           |
| 5.0          | 225         | 13-15                            | 28                           |
| 6.0          | 270         | 18-20                            | 33                           |

Upon approval of your application by the internship coordinator, the Experiential Learning office will notify you to register for the class.

## Learning Outcomes

### Skill Application

Students will have the opportunity to apply their design skills in a real working environment.

### Client Needs and Design Integrity

Students will learn how to meet the needs of the client while preserving the integrity of the design principles they have learned in class. Communication skills are paramount.

### Effective Collaboration

Students will be able to interact with team members from all areas of expertise on a real-world project.

## Grading Scale

| Grades | Percent |
|--------|---------|
| A      | 93%     |
| A-     | 90%     |
| B+     | 87%     |
| B      | 83%     |
| B-     | 80%     |
| C+     | 77%     |
| C      | 73%     |
| C-     | 70%     |
| D+     | 67%     |
| D      | 63%     |
| D-     | 60%     |
| E      | 0%      |
| T      | 0%      |

## Grading Policy

|                                     |                |
|-------------------------------------|----------------|
| Successful completion of Internship | 10 pts.        |
| Weekly work log/journal             | 30 pts.        |
| Internship Report                   | 20 pts.        |
| Final Presentation                  | 20 pts         |
| Internship Supervisor evaluation    | 10 pts.        |
| <u>Exit Survey</u>                  | <u>10 pts.</u> |

**Total Points: 100 pts**

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

A letter grade is issued upon completion of internship, summation of experience submitted, the intern evaluation form, and the exit survey.

A "T" Grade will be issued if the length of the internship extends beyond the semester/term grade submittal deadline and/or if all documents have not been submitted to the Internship Coordinator before the deadline. A "T" grade indicates course work is in progress and will be changed to a letter grade when all documents are



submitted and evaluated.

## Participation Policy

### Successful Completion of Internship (10 pts)

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 Design Department. Establishing a good relationship with the intern provider will not only help you in your future endeavors, but will also help us in placing qualified applicants in the years to come. Please be your best in your interactions, punctuality, and professional experience.

### Assignments

Because not all internships are the same length in time or begin and end at the same time, you will only need to create work logs/journals for the weeks you are working on your internship.

- Submit your work log/journal at the end of each week to your internship coordinator and faculty mentor. These weekly summaries begin when your internship begins, and come to a close at the end of your internship.
- Internship Report due at the end of your internship experience, usually during finals week.
- Intern Provider/Supervisor Evaluation is due at the end of your internship.
- Final Presentation due at the end of your internship experience and included as part of your internship report, usually during finals week.

## Assignments

### Assignment Descriptions

#### Weekly Work Log 1

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Sep  
08

Due: Friday, Sep 08 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 2

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Sep  
15

Due: Friday, Sep 15 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 3

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Sep  
22

Due: Friday, Sep 22 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 4

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Sep  
29

Due: Friday, Sep 29 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 5

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Oct  
06

Due: Friday, Oct 06 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 6

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Oct  
13

Due: Friday, Oct 13 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 7

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Oct  
20

Due: Friday, Oct 20 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 8

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Oct  
27

Due: Friday, Oct 27 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 9

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Nov  
03

Due: Friday, Nov 03 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 10

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Nov  
10

Due: Friday, Nov 10 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 11

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Nov  
17

Due: Friday, Nov 17 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 12

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Nov  
24

Due: Friday, Nov 24 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 13

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Dec

Due: Friday, Dec 01 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 14

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Dec  
08

Due: Friday, Dec 08 at 11:59 pm

---

The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Weekly Work Log 15

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Dec  
15

Due: Friday, Dec 15 at 11:59 pm

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The work log/journal consists of:

1. A descriptive summary of your internship activities for each week.
2. Problems you may have encountered or new concepts you've learned.
3. Self-reflection on your experience.
4. Include total hours worked during the week.

#### Exit Survey

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Dec  
21

Due: Thursday, Dec 21 at 11:59 pm

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Complete this assignment towards the end of your internship. The purpose of the survey is to help you to reflect on the internship, measure the quality of the experience, and provide an evaluation of your internship provider. The survey also provides information that will help the department assess future internship opportunities for other students.

#### Completion of Internship

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Dec  
21

Due: Thursday, Dec 21 at 11:59 pm

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At the end of the Internship, submit the total number of hours worked/completed.

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 Department of Design. Establishing a good relationship with the intern provider will not only help you in your future endeavors, but will also help us in placing qualified applicants in the years to come. Please be your best in your interactions, punctuality, and professional experience.

#### Internship Supervisor Evaluation

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Dec

At the end of your internship, the internship coordinator will email the provider a link to the Evaluation Form to assess your service during your internship. The Internship Coordinator will contact you if there are any problems with getting ahold of the intern provider/supervisor.

### Internship Report/Final Presentation

Upon completion of your internship, you will submit a report and a final presentation. The report should summarize the internship the internship experience and include images that capture the experience.\* The report should be submitted at the end of the internship or on the last day of finals.

The following are points that you will be asked to report on.

- Describe your experience, sharing highlights, unique experiences and opportunities that may have arisen from the experience.
- An assessment of the skills and abilities you learned and how this experience has impacted your future educational and professional goals.

\* Include images of you doing artwork, you with your internship provider, working in the studio or other work environment, etc. By sending us these images, you are agreeing to let us use them for department purposes.

If you receive a scholarship for your internship experience, your internship report will be shared with donors who like to see the benefit of their donations.

### Final Presentation

7 slides formatted in a PDF document. Content should reflect your experience and include: who you worked for, projects you worked on, working environment, things you learned about design, and things you learned about yourself. Final presentation should be attached to internship report.

### Point Breakdown

| Categories        | Percent of Grade |
|-------------------|------------------|
| Weekly Work Logs  | 30%              |
| End of Internship | 70%              |

## 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](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<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> (<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](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<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.

## **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.

## **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](http://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> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## **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

## Schedule

| Date             | Column 1                  | Column 2 |
|------------------|---------------------------|----------|
| Week 1           |                           |          |
| T Sep 05 Tuesday | <b>Start of Classes</b>   |          |
| F Sep 08 Friday  | <b>Weekly Work Log 1</b>  |          |
| Week 2           |                           |          |
| T Sep 12 Tuesday |                           |          |
| F Sep 15 Friday  | <b>Weekly Work Log 2</b>  |          |
| Week 3           |                           |          |
| T Sep 19 Tuesday |                           |          |
| F Sep 22 Friday  | <b>Weekly Work Log 3</b>  |          |
| Week 4           |                           |          |
| T Sep 26 Tuesday |                           |          |
| F Sep 29 Friday  | <b>Weekly Work Log 4</b>  |          |
| Week 5           |                           |          |
| T Oct 03 Tuesday |                           |          |
| F Oct 06 Friday  | <b>Weekly Work Log 5</b>  |          |
| Week 6           |                           |          |
| T Oct 10 Tuesday |                           |          |
| F Oct 13 Friday  | <b>Weekly Work Log 6</b>  |          |
| Week 7           |                           |          |
| T Oct 17 Tuesday |                           |          |
| F Oct 20 Friday  | <b>Weekly Work Log 7</b>  |          |
| Week 8           |                           |          |
| T Oct 24 Tuesday |                           |          |
| F Oct 27 Friday  | <b>Weekly Work Log 8</b>  |          |
| Week 9           |                           |          |
| T Oct 31 Tuesday |                           |          |
| F Nov 03 Friday  | <b>Weekly Work Log 9</b>  |          |
| Week 10          |                           |          |
| T Nov 07 Tuesday |                           |          |
| F Nov 10 Friday  | <b>Weekly Work Log 10</b> |          |

|                    |   |  |
|--------------------|---|--|
| Week 11            |   |  |
| T Nov 14 Tuesday   |   |  |
| F Nov 17 Friday    | <b>Weekly Work Log 11</b>   |  |
| Week 12            |   |  |
| T Nov 21 Tuesday   | <b>Friday Instruction</b>   |  |
| W Nov 22 Wednesday | <b>No Classes</b>   |  |
| Th Nov 23 Thursday | <b>Thanksgiving</b>   |  |
| F Nov 24 Friday    | <b>Thanksgiving Holiday</b><br><b>Weekly Work Log 12</b>  |  |
| Week 13            |   |  |
| T Nov 28 Tuesday   |   |  |
| F Dec 01 Friday    | <b>Weekly Work Log 13</b>   |  |
| Week 14            |   |  |
| T Dec 05 Tuesday   |   |  |
| F Dec 08 Friday    | <b>Weekly Work Log 14</b>   |  |
| Week 15            |   |  |
| T Dec 12 Tuesday   |   |  |
| Th Dec 14 Thursday | <b>Last Day of Class</b>  |  |
| F Dec 15 Friday    | <b>Exam Preparation Day</b><br><b>Weekly Work Log 15</b>  |  |
| Week 16            |   |  |
| M Dec 18 Monday    | <b>Final Exam Day</b>   |  |
| T Dec 19 Tuesday   | <b>Final Exam Day</b>   |  |
| W Dec 20 Wednesday | <b>Final Exam Day</b>   |  |
| Th Dec 21 Thursday | <b>Completion of Internship</b><br><b>Exit Survey</b><br><b>Internship Report/Final Presentation</b><br><b>Internship Supervisor Evaluation</b> |  |





# **Early Childhood Ed**

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**ECE 399R**

# BYU | David O. McKay School of Education

## ECE 399R: Primary Grade Practicum and Seminar

Offered: Fall, Winter

Monday, Tuesday, Wednesday (7AM-4PM practicum last 7 weeks of the semester) Thursdays, 2:00 - 2:50 pm all semester

### Instructors and CFAs:

Hannah Camit

[hannah.camit@nebo.edu](mailto:hannah.camit@nebo.edu)

Cheree Caldwell

[ccaldwell@alpinedistrict.org](mailto:ccaldwell@alpinedistrict.org)

### Course Description

This course and practicum will build on the experiences you had in ECE 336, 330 and 299R. By the end of the course and your practicum experience you will be able to effectively plan and teach student centered lessons, provide effective feedback to students, and use appropriate child guidance strategies for the individuals and the whole class.

### Materials:

Required Texts: Weinstein, C.S., & Romano, M. (2019) *Elementary classroom management: Lessons from research and practice*. McGraw Hill.

Bailey, B. (2015). *Conscious discipline: Building resilient classrooms*. (Expanded ed.). Loving Guidance.

### Course Objectives and Course Learning Outcomes

By the end of the course, students will be able to:

1. Create a positive learning environment in your practicum classroom.
2. Use appropriate child guidance strategies.
3. Plan engaging core-aligned lessons.
4. Create student centered engaging lessons
5. Reflect on your planning and teaching to improve your practice.

### Student Success

To be successful in this course, you must:

- Exhibit professionalism in your actions, interactions, contributions, and work
- Communicate regularly with your instructor and colleagues—this includes checking your email regularly

- Be prepared and punctual for course meetings
- Actively participate and contribute to course discussions and activities
- Complete assignments by the specified due dates

### **Participation Policy**

- Attendance, preparation, and active participation are expected for all classes and demonstrate professionalism.
- Preparation for class includes carefully completing all of the required readings and assignments prior to class and being willing to contribute to the learning process during class discussions and activities.
- Active participation involves contributing to all discussions, course activities, group work, and presentations. Your learning will be enhanced to the degree of effort you invest in class.
- Email is an important communication tool in this course and a primary means of communication between the instructor and individual students. Please be sure to check your BYU email daily.
- Technology should enhance your participation in the course. Please use professionalism in your use of technology. If any technology becomes a distraction, please put it away out of courtesy to your instructor and colleagues.
- Please ask for clarification about any activities, projects, and discussion as needed. I am happy to provide assistance, but it is your responsibility to contact me to do so.

### **Attendance Policy**

You are entering the teaching profession, and it is important to exemplify and develop your professionalism now. Attending all practicum and lecture classes, being punctual, coming prepared, and engaging in the materials and activities are important habits. These responsibilities will enhance your learning and growth as you prepare to enter the teaching profession. Please email and let the instructor know if you are unable to attend class or will be arriving late/leaving early. Permission to miss practicum hours due to illness or family emergencies must be obtained from your CFA prior to the start of the school day. Absences and/or frequent tardiness will affect your grade for the course. **Any absence during practicum will need to be made up before the end of the semester.**

## Grading Policy

You will exhibit professionalism in your participation, contributions, and submitted work. The PAES and EDA as well as a variety of informal assessments will be used to evaluate your growth and learning throughout this course. You are responsible for knowing when assignments are due and how to submit them. Please ask the instructor if you have questions. All assignments, unless specified otherwise, will be submitted online through Learning Suite..

## PAES SCORES

The PAES evaluation instrument is not a grading scale, it is a growth model. No beginning teacher candidate is at and “ **Effective** ” level in most, if any, of the indicators. It takes knowledge, experience, and reflection to become an “**Effective** ” teacher. This is why we have three field experiences built into your educational journey. We expect to see growth during each of these experiences.

The indicators on the PAES will be assessed using multiple types of data as evidence. This evidence will be gathered using (1) observations, (2) artifacts including lesson plans, assessments, assessment data, and (3) pre- and post-conferences, and (4) consultations with you, your mentor teacher, and school personnel.

When using the tool, the evaluator will score the developing candidate using the ***Present (0), Beginning (1), or Developing (2)*** levels on the rubric. A student must score at least an 80 percent overall. A “No” on 10.1 or 10.2 will result in a failing PAES evaluation. ***Not***

## EDA

The Educator Dispositions Assessment is administered once before you are admitted to the program and three times while you are in the program –at the conclusion of 1<sup>st</sup> practicum, 2<sup>nd</sup> practicum, and student teaching. The passing score on the EDA is 1.6 or higher. If you fall below this requirement, a remediation plan will be created to assist you in your efforts to improve your teacher dispositions. Your final student teaching EDA score must be a 1.6 or higher to qualify for graduation and licensure.

**Assignments for Lecture portion of 399R      - You must obtain 80% of total points to pass the class.**

| Assignment:  | Due Date:<br>(tentative according to<br>class schedule) | Points:   |
|--|---|-----------|
| 1. 16 Attendance/Reading Quizzes   | By 11:59 pm the day of class                            | 5 points  |
| <b>2. Autobiography:</b> Write a one page autobiography about yourself and your teaching experiences. This will be used in your student teaching/ intern application and will be given to your mentors for each placement.                                     | September 13  | 15 points |
| <b>3. Scripted Lesson Assignment:</b> With a small group, rewrite a scripted lesson into the ECE lesson plan format making sure to adjust the script to be developmentally appropriate and engaging. Teach this lesson to a small group of peers during class. | Wednesday, September 27                                 | 20 points |
| <b>4 Getting to know your students:</b> Create an activity you will use to   | Thursday, Oct 19th                                      | 10 points |

|  |  |           |
|--|--|-----------|
| get to know the students in your class the first few weeks of practicum.   |  |           |
| <b>5. 7 Practicum Journal Entries:</b> Each week that you are in your practicum classroom, you will write a journal entry using Digital Dialogue in which you respond to the provided prompts. This is due before class each week  | Wednesday night before Thursday class during practicum | 35 points |
| <b>6. 14 Practicum Questions for your Peers:</b> At the end of each of your journal entries, you will ask two questions you have for your peers about your practicum teaching experience. Look through your peers' questions and be prepared to discuss some of these in class. You will be expected to respond to each one. These are due before class each week. | Wednesday night before Thursday class during practicum | 14 Points |
| <b>7. Data Collection Assignment:</b> During your practicum experience you will collect data on each lesson you teach. For one of the observed   | Nov. 30th  | 10 points |

|   |                  |                |
|---|------------------|----------------|
| lessons you will bring the data with you to be analyzed and write a reflection about how it will inform your future teaching.   |                  |                |
| <b>8. Practicum Reflection Videos:</b> Record yourself twice during practicum. You will record one small group lesson and one whole class lesson. You will then cite your recording as you answer the reflection questions on Learning Suite. | Thursday, Dec 14 | 20 points each |

**Assignments for Practicum that are evaluated in your PAES and EDA. These assignments will factor into your final grade.**

|  |   |
|--|---|
| <b>Observed Lessons during practicum:</b><br>Your CFA will observe you teach at least 3 times during practicum for the PAES. Two lessons will be whole group and one lesson will be small group. In addition to sharing these lesson plans with your mentor and CFA upload them to Learning Suite. | The night before you teach at 6PM           |
| <b>Midterm and Final PAES Self - Evaluation:</b> Complete a self -evaluation of your performance on the PAES twice during the semester with evidence for each standard.  | Midterm Due Nov 16th<br>Final Due: Dec 14th |

|  |                                       |
|--|---------------------------------------|
| <b>Practicum Binder:</b> During practicum keep a binder with assessments, daily lesson plans, daily notes and reflection. Your CFA will check this binder when they visit. It may be digital or paper. | checked during practicum observations |
|--|---------------------------------------|

## 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 & 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](mailto:t9coordinator@byu.edu) or (801) 422 -8692. Reports may also be submitted through Ethics Point 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), 270 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.

***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

***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 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.

## Resources

### Counseling & Psychological Services

<https://caps.byu.edu/>

Resources include clinical services, consultation, outreach, and more aimed at maintaining and supporting mental health.

### Biofeedback Services

<https://caps.byu.edu/biofeedback>

Biofeedback training can help you to learn to respond to your body's stress signals before they become too intense and to take action to relieve stress throughout the day before it impacts your

ability to complete your tasks or handle your emotions. To make a one-on-one appointment call 801 422-3035 or come by the Counseling and Psychological Services reception desk in 500 WSC between 8am and 5pm weekdays.

### **Self Help Apps Provided by BYU**

<https://caps.byu.edu/helpful-apps>

Free Apps provided by BYU to help students with various topics such as mood tracking, self-harm, suicide prevention, mindfulness meditation, depression, anxiety, and negative thinking patterns.

### **Mental Health Class at BYU**

*STDEV 141R Individual Development*

Learn skills to achieve balance and competency in the developmental challenges facing college students and throughout the lifespan. Learn and practice skills and psychological theories related to six areas of personal development.

### **Career Services**

<https://careers.byu.edu/>

Services include exploring career options, developing a career path, creating or improving resumes and cover letters, practicing interview skills, building Handshake and LinkedIn Profiles, and expanding career network.

### **Multicultural Student Services**

<https://multicultural.byu.edu/>

The Multicultural Student Services office serves American minority students and the university community at BYU by offering a number of programs and services: Advisement in academic, cultural, financial, social, and personal needs. Fostering leadership development and opportunities. Providing cultural events which educate and include all students. Tracking academic progress of students and sponsoring college preparation programs.

### **Tutoring Service**

<https://tutoring.byu.edu/>

Get one-on-one assistance to help you through any rough spots in your course. Schedule either 60 minutes once a week, or 30 minutes twice a week.

### **Women's Services & Resources**

<https://wsr.byu.edu/>

WSR is an information and referral network for BYU students, staff, and faculty. We address women's issues in a positive, proactive way. As a Campus Life office, we collaborate with other BYU offices and departments, as well as the community, to best serve both the women and men at BYU. Our services, events, and educational programs have been created to meet your needs and enhance your college experience.

### **Financial Fitness Center**

<https://financialplan.byu.edu/>

The mission of the BYU Financial Fitness Center is to help each student to wisely assume responsibility for their own financial well-being. Services include: debt management tool, budget calculator, loan calculator, tax help, scholarship help, insurance help, federal financial aid, career planning, free shredding, and much more!

### **Title IX**

<https://titleix.byu.edu/>

Brigham Young University is dedicated to providing an environment free from unlawful sex discrimination. Services include resources provided by the university to assist students, faculty, staff and administrative employees, and others participating in BYU's education programs and activities.

### **LGBTQ+ Resources**

<https://www.facebook.com/UsGaAtByu>

<https://www.equalityutah.org/resources/lgbt+-resource-guide>

Resources include LGBTQ+ information for filing a discrimination claim; support for youth, college students, and families; legal support; counseling and crisis help; and ID document change.

### **Academic Support**

<https://aso.byu.edu/academic-and-campus-resources>

Overarching hub that includes many of the numerous resources provided by BYU.

### **Race, Equity, and Belonging**

<https://race.byu.edu/resources>

## **ECE 399R Tentative Class Schedule**

| <b>Date:</b>                      | <b>Topic and Readings:</b>   | <b>Assignments Due:</b>  |
|-----------------------------------|--|--|
| <b>TH September 7</b>             | <b>Syllabus and Student Teacher/ Intern Applications</b>                                 | <ul style="list-style-type: none"> <li>• <b>Placement survey</b></li> </ul>              |
| <b>TH September 14</b>            | Why we need explicit instruction and New Lesson Plan                                     | <ul style="list-style-type: none"> <li>• <b>Autobiography due Sept. 13th</b></li> </ul>  |
| <b>TH September 21</b>            | Student Engagement Strategies  |  |
| <b>TH September 28</b>            | Group Lessons  | <ul style="list-style-type: none"> <li>• <b>Scripted Lesson plan- Sept 27</b></li> </ul> |
| <b>TH October 5</b>               | Student Teacher Relationships<br>Readings: Bailey: Ch 3<br>Romano & Weinstein: Chapter 3 |  |
| <b>M October 6th<br/>8am- 2PM</b> | Practicum Orientation- lunch will be provided  |  |

|                 |   |   |
|-----------------|---|---|
| TH October 12   | Formative Assessment  |   |
| TH October 19th | DAP Principles<br>Readings: DAP Principles<br>Utah state laws for educators<br>Utah State Performance Standards |   |
| M October 23    | First Day of Practicum  |   |
| TH October 26   | Behavior Expectations and Consequences<br>Readings: Bailey: Ch 10<br>Romano & Weinstein: Chapters 12            | <ul style="list-style-type: none"> <li>• Journal 1</li> <li>• Getting to know your students</li> </ul>  |
| TH Nov 2        | Transitions and Schema<br>Readings: Romano & Weinstein: Chapter 8   | <ul style="list-style-type: none"> <li>• Journal 2</li> </ul>   |
| Th Nov 9        | Student Centered Activities   | <ul style="list-style-type: none"> <li>• Journal 3</li> </ul>   |
| Th Nov 16       | Deeper Learning and Critical Thinking<br>Readings on Learning Suite   | <ul style="list-style-type: none"> <li>• Journal 4</li> <li>• PAES Midterm due</li> </ul>   |
| Nov 22-24       | Thanksgiving Break  |   |
| Th Nov 30       | Data Analysis   | <ul style="list-style-type: none"> <li>• Journal 5</li> <li>• -bring collected data to class</li> </ul>   |
| Th Dec 7        | Differentiation   | <ul style="list-style-type: none"> <li>• Journal 6</li> </ul>   |
| Th Dec 14       | Putting it all together   | <ul style="list-style-type: none"> <li>• Journal 7</li> <li>• 3 observed lessons</li> <li>• videos and reflections</li> <li>• final PAES</li> </ul> |



# Economics

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ECON 199R

## Economics 199R Syllabus – Fall 2023

Internship Coordinator: Olga McCallson Email: [alumni\\_economics@byu.edu](mailto:alumni_economics@byu.edu)

Phone: 801-422-9323 -or- 801-422-3802 Office: 2146-D West View Building

### Course Outcomes:

- Student will acquire professional experience in the economics discipline.
- Student will demonstrate professional communication skills.
- Student will increase marketability to employers post-graduation.

### Course Information:

Economics 199R is a .5 credit class. It is intended to be used when an internship provider or internship funding requires a student to receive credit for the internship. The class is graded on a **pass/fail system**. To pass the class, you must earn 70% after submitting the assignments. Failure to complete all of the assignments will result in a failing grade.

### Assignments:

- **Internship Orientation:** Meet with the internship coordinator before beginning your internship to discuss IRAMS, assignments, grading, personal conduct standards, etc. Once you have registered for the Econ 199R class, email the internship coordinator to confirm your registration. (It is your responsibility to make sure you are enrolled).
- **Acknowledgement of Expectations:** Sign this form to indicate you have read and understand the requirements and expectations for this course. Email a copy of your signed form to the internship coordinator at [alumni-economics@byu.edu](mailto:alumni-economics@byu.edu) by **September 16, 2023**.
- **Developing Professional Competencies Assignment:** You will be provided a list of professional competencies – behavioral capacities, knowledge, or abilities that enable good performance in a particular role. You are required to choose 3 competencies from the offered list to develop and advance throughout the semester. Record your specific expectations and a plan to further develop your 3 chosen professional competencies. Submit this assignment in Learning Suite by **September 23, 2023**.
- **Mid-Semester Reflection Assignment:** This assignment will give you an opportunity to reflect on your progress. Submit 1-2 paragraphs in Learning Suite by **November 4, 2023**.
- **Student Evaluation:** The evaluation survey will be emailed to you two weeks before the end of the semester/term. You must complete the survey by **the last day of classes**. Additionally, an evaluation form will be sent to your internship provider to evaluate your work ethics and performance.
- **Final Report:** Write a 2-3 paragraph final report describing your internship experience and your plans for integrating the competencies you have developed throughout the semester in future experiences. Submit this assignment in Learning Suite by **December 15, 2023**.

I understand the assignments and acknowledge that failure to complete these assignments by the due date will result in a failing grade for the internship.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Semester/Term \_\_\_\_\_



# **Educational Leadership and Foundations**

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**EL ED 496R**

# Instructor/TA Info

## Instructor Information

**Name:** Teresa Leavitt

**Office Location:** 206-F MCKB

**Office Phone:** 801-422-7570

**Office Hours:** Thu 8:15am-8:50am

Fri 8:15am-8:50am

Or By Appointment

**Email:** teresa\_leavitt@byu.edu

## TA Information

**Name:** Lilly Taylor

**Office Phone:** 801-376-3088

**Email:** lillytaylor3088@gmail.com

**Name:** Janelle Griffiths

**Email:** janelle.griffiths@gmail.com

**Name:** Lacey Mason

**Email:** lmason@alpinedistrict.org

**Name:** Quinn Braden

**Email:** qbraden@alpinedistrict.org

# Course Information

## Description

Teacher candidates in this course will apply knowledge from various content and methods courses as they relate to teaching in an elementary classroom. Students will observe, plan, teach, assess, and reflect throughout the course as they assume solo teaching responsibilities as the teacher of record in a public school setting. Time in the classroom is supplemented with regular seminars with other teacher candidates and BYU faculty. Primary responsibilities include:

- Preparing daily lesson plans ***at least one week in advance***
- Satisfactorily fulfilling all typical responsibilities of a classroom teacher (including assignments given by the principal)
- Demonstrating outstanding professionalism
- Signing up for observations in a timely manner
- Attending all intern seminars
- Completing end of program assessments and assignments

Interns will be observed on a regular basis by both school and university supervisors (typically monthly, though at the beginning of the year there may be additional observations- informal and formal.) Utah State Board Rule requires that interns be at their assigned school for contract hours.

Successful completion of the internship (12 credits of EI Ed 496) is based on achieving a minimum score on the final PAES evaluation in the spring (which is based partially on the bullet list above).

Interns must also receive a passing score on the EDA and pass the PPAT assessment and Utah Foundations of Reading test to graduate with licensure. Interns are expected to complete all expectations of their teaching contract with the school district.



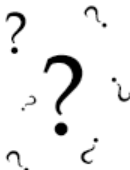
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### Prerequisites

- Successful completion of all other required courses for the elementary education program
- Passing scores on all areas of the Praxis assessment
- Clearance through Advisement Center
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In addition, interns are expected to attend the pre-internship orientation to be held at the end of winter semester/beginning of spring term. Topics to be covered include, but are not limited to: registration (IRAMS and through AIM), teaching and professionalism expectations, brief overview of PPAT assessment, supervision of the internship, etc.

### Materials

| Item   | Price (new) | Price (used) |
|--|-------------|--------------|
|  <u>Lesson Plan Book</u> - Required |             |              |

### Learning Outcomes

#### EI 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 Praxis Performance Assessment for Teachers (PPAT) that measures their skills in using contextual factors, planning, assessment, lesson design, interpretation of student performance, and reflection.

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| Grades | Percent |
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As the teacher of record in the public school classroom, it is expected that interns will be prepared and present for school on a daily basis for the duration of the teaching contract they have signed. All other typical expectations of a teacher that may extend beyond contract hours are also required (e.g., parent-teacher conferences).

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Due: Thursday, Dec 14 at 11:59 am

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Pass **PPAT** Tasks 2, 3, and 4 with a cut score 36/60. Upload a screenshot of your scores from ETS to Learning Suite.

Note: You must pass the PPAT in order to pass the internship course.

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Pass the Educator Disposition Assessment (**EDA**) with 80%.

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14

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By mid-May be acceptably proficient in all areas of the PAES evaluation as determined by both school and university supervisors.

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Sign the PAES on **Educator**, when prompted.

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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](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<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> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

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## 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

## Schedule

| Date             | Trainings/Seminars      | Other Info |
|------------------|-------------------------|------------|
| Week 1           |                         |            |
| T Sep 05 Tuesday | <b>Start of Classes</b> |            |
| Week 2           |                         |            |
| T Sep 12 Tuesday |                         |            |
| Week 3           |                         |            |

|                    |  |  |
|--------------------|--|--|
| T Sep 19 Tuesday   | Intern Seminar 4-5:30 p.m.<br>Location: Alpine District Media Center   |  |
| Week 4             |  |  |
| T Sep 26 Tuesday   |  |  |
| Week 5             |  |  |
| T Oct 03 Tuesday   |  |  |
| Week 6             |  |  |
| T Oct 10 Tuesday   | Intern Seminar 4-5:30 p.m.<br>Location: Deerfield Elementary<br><b>Special Guest Speaker:</b> Dr. Ramona Cutri   |  |
| Week 7             |  |  |
| T Oct 17 Tuesday   |  |  |
| Week 8             |  |  |
| T Oct 24 Tuesday   |  |  |
| Week 9             |  |  |
| T Oct 31 Tuesday   |  |  |
| Week 10            |  |  |
| T Nov 07 Tuesday   |  |  |
| Week 11            |  |  |
| T Nov 14 Tuesday   | Intern Seminar 4-5:30 p.m.<br>Location: Deerfield Elementary<br><b>Special Guest Speaker:</b> Dr. Rebecca Hunter |  |
| Week 12            |  |  |
| T Nov 21 Tuesday   | <b>Friday Instruction</b>  |  |
| W Nov 22 Wednesday | <b>No Classes</b>  |  |
| Th Nov 23 Thursday | <b>Thanksgiving</b>  |  |
| F Nov 24 Friday    | <b>Thanksgiving Holiday</b>  |  |
| Week 13            |  |  |
| T Nov 28 Tuesday   |  |  |
| Week 14            |  |  |
| T Dec 05 Tuesday   | Intern Seminar 4-5:30 p.m.<br>Location: Deerfield Elementary   |  |
| Week 15            |  |  |
| T Dec 12 Tuesday   |  |  |

|                    |  |   |
|--------------------|--|---|
| Th Dec 14 Thursday | <b>Last Day of Class</b><br>Tentative Winter Semester Intern Seminar Dates:<br>Jan. 9th<br>Feb. 13th<br>March 12th<br>April 9th<br>May TBA<br><br><b>TBD Education Career Fair</b> | PPAT Deadlines:<br>Registration- Feb. 7th<br>Task 1- Feb. 15th (earlier to BYU, date TBA)<br>Task 2 & 3- March 6th<br>Task 4- April 3rd |
| F Dec 15 Friday    | <b>Exam Preparation Day</b>  |   |
| Week 16            |  |   |
| M Dec 18 Monday    | <b>Final Exam Day</b>  |   |
| T Dec 19 Tuesday   | <b>Final Exam Day</b>  |   |
| W Dec 20 Wednesday | <b>Final Exam Day</b>  |   |

# Instructor/TA Info

## Instructor Information

**Name:** Julie Peery

**Email:** julie.peery@byu.edu

## TA Information

**Name:** Marlayne Harward

**Office Location:** CFA offices

**Email:** marlayne.harward@nebo.edu

**Name:** Sarah Ward Ward

**Email:** sarah.ward@nebo.edu

**Name:** Bethany Prestwich

**Office Location:** CFA offices

**Email:** bethany.prestwich@nebo.edu

# Course Information

## Description

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No materials

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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

## Schedule

| Date             | Column 1   | Column 2 |
|------------------|--|----------|
| Week 1           |  |          |
| T Sep 05 Tuesday | <b>Start of Classes</b>  |          |
| Week 2           |  |          |
| T Sep 12 Tuesday |  |          |
| Week 3           |  |          |
| T Sep 19 Tuesday | Intern Seminar 4-5:30 p.m.<br>Location: Alpine District Media Center |          |
| Week 4           |  |          |
| T Sep 26 Tuesday |  |          |
| Week 5           |  |          |
| T Oct 03 Tuesday |  |          |
| Week 6           |  |          |
| T Oct 10 Tuesday | Intern Seminar 4-5:30 p.m.<br>Location: Deerfield Elementary         |          |
| Week 7           |  |          |
| T Oct 17 Tuesday |  |          |
| Week 8           |  |          |

|                    |  |  |
|--------------------|--|--|
| T Oct 24 Tuesday   |  |  |
| Week 9             |  |  |
| T Oct 31 Tuesday   |  |  |
| Week 10            |  |  |
| T Nov 07 Tuesday   |  |  |
| Week 11            |  |  |
| T Nov 14 Tuesday   | Intern Seminar 4-5:30 p.m.<br>Location: Deerfield Elementary   |  |
| Week 12            |  |  |
| T Nov 21 Tuesday   | <b>Friday Instruction</b>  |  |
| W Nov 22 Wednesday | <b>No Classes</b>  |  |
| Th Nov 23 Thursday | <b>Thanksgiving</b>  |  |
| F Nov 24 Friday    | <b>Thanksgiving Holiday</b>  |  |
| Week 13            |  |  |
| T Nov 28 Tuesday   |  |  |
| Week 14            |  |  |
| T Dec 05 Tuesday   | Intern Seminar 4-5:30 p.m.<br>Location: Deerfield Elementary   |  |
| Week 15            |  |  |
| T Dec 12 Tuesday   |  |  |
| Th Dec 14 Thursday | <b>Last Day of Class</b><br><br>Tentative Winter Semester Intern Seminar Dates:<br><br>Jan. 9th<br>Feb. 13th<br>March 12th<br>April 9th<br>May TBA<br><br><b>TBD Education Career Fair</b> |  |
| F Dec 15 Friday    | <b>Exam Preparation Day</b>  |  |
| Week 16            |  |  |
| M Dec 18 Monday    | <b>Final Exam Day</b>  |  |
| T Dec 19 Tuesday   | <b>Final Exam Day</b>  |  |
| W Dec 20 Wednesday | <b>Final Exam Day</b>  |  |

# Instructor/TA Info

## Instructor Information

**Name:** Michael Cowan  
**Office Location:** 201-G MCKB  
**Office Phone:** 801-422-6031  
**Office Hours:** Only By Appointment  
**Email:** mbcowan@byu.edu

## TA Information

**Name:** Petrina Steele  
**Office Location:** 215 MCKB  
**Office Phone:** 214-789-9125  
**Office Hours:** Only By Appointment  
**Email:** petrina.steele@jordandistrict.org

**Name:** Shlori Daniels  
**Office Location:** 215 MCKB  
**Office Phone:** 801-647-9589  
**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 EI Ed 400, student teaching.

## Prerequisites

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

## Course Purpose

### EL ED 496R Academic Internship

This in-field practical course extends over a full academic school year as a classroom teaching intern in one the public schools in the BYU-Public School Partnership. The academic internship is offered as an option in lieu of EI Ed 400, student teaching. Participants gain a comprehensive exposure to, and understanding of, all aspects of elementary teaching across an entire school year of experiences.

## Learning Outcomes

### EI 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 Praxis Performance Assessment for Teachers (PPAT) that measures their skills in using contextual factors, planning, assessment, lesson design, interpretation of student performance, and reflection.

## Grading Scale

| Grades | Percent |
|--------|---------|
| P      | 70%     |
| E      | 0%      |

## 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 his/her current disposition relative to commonly utilized performance standards and expectations identified in nationally recognized teacher evaluation instruments. It is important to understand that it is essential that interns pass both the PAES and EDA evaluations. An unacceptable level of performance as measured by these instruments places the intern in jeopardy of falling the ELED 400R class. Interns are also required by both Brigham Young University and the Utah State Board of Education to pass the Praxis Performance Assessment for Teachers (PPAT) during the second semester of the school year. During seminars schedule throughout the year, interns will be informed on the importance of, and necessary steps, to pass these requirements.

## 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 addition, 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 an absence.

## Attendance Policy

See **Participation Policy** segment of the syllabus.

## In-Field Travel to Assigned Practicum School

Students are fully responsible for providing their own transportation to the assigned schools where their field-based assignment is located, and the University has no obligation to pay for gas. The University sees the travel to the schools as being similar to the textbooks or materials student need to purchase for their university courses.

Professors and staff are not permitted to assign or talk with students about making carpool arrangement. Students should carefully consider their insurance policy and remember that each student is still fully responsible for getting themselves to their field experiences should these arrangements not work out.

## University Statement on Coursework and Fieldwork

In order to create an equitable and consistent process across all programs, the University adopted (11 January 2022) the following statement as the BYU policy on course deficiencies and the final clinical experience:

1. Major and Minor Courses: All courses required to complete the major and minor teaching programs must be completed prior to the start of the final clinical experiences. Programs retain the option to select an earlier

completion date for these courses. Note that programs may require a specific course ( e.g., seminar or capstone course) along with the final clinical experience.

2. Concurrent Enrollment: Due to the demands of the final clinical experiences and the rigors of the state-mandated pedagogical performance assessment (Praxis Performance Assessment of Teachers-- PPAT) candidates are discouraged from taking additional non-program approved coursework while enrolled in the clinical experience. Student teaching remains the priority. Any additional coursework must not conflict with student teaching/internship contract hours and requirements.
3. Subsequent Courses: Student Teaching or the Teaching Internship are expected to be the final capstone experience in a candidate's BYU degree. Candidates are highly encouraged to complete student teaching or an internship at the end of the program. Any exception for coursework after student teaching or internship requires program approval. Subsequent coursework must not extend graduation to the next academic year.

## Assignments

### Assignment Descriptions

#### Intern Seminar #2

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Sep  
05

Due: Tuesday, Sep 05 at 11:59 pm

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#### Intern Seminar #2

4:00 - 5:00 p.m.

See the Learning Suite Schedule for seminar location.

#### Intern Seminar #3

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Oct  
17

Due: Tuesday, Oct 17 at 11:59 pm

---

#### Intern Seminar #3

4:00 - 5:00 p.m.

See the Learning Suite Schedule for seminar location.

#### Intern Seminar #4

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Nov  
28

Due: Tuesday, Nov 28 at 11:59 pm

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#### Intern Seminar #4

4:00 - 5:00 p.m.

See the Learning Suite Schedule for seminar location.

**Note:** Winter 2024 semester intern seminars will be communicated after the beginning of the new year.

### Educator Disposition Assessment (1st & 2nd Semesters)

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Dec  
15

Due: Friday, Dec 15 at 11:00 pm

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Educator Disposition Assessment.pdf [Download \(plugins/Upload/fileDownload.php?fileId=8422555b-cFxR-V9M6-zGBO-sbb528021d4f&pubhash=BgFYwINbFlt4S3XN8AdFZSglgqeFjOS2dlfqYiVrw0WELAfFD4bmJY6k-jrbG3sZtCg4qRWwNM-h\\_WT7CorKvg==\)](#)

### Seminar Attendance (1st & 2nd Semesters)

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Dec

Due: Friday, Dec 15 at 11:00 pm

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Regular intern seminars will be held throughout the year. Attendance is mandatory. Locations will be announced prior to each seminar.

### **PAES Evaluation Progressive & Final Second Semester Scores**

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Dec  
15

Due: Friday, Dec 15 at 11:00 pm

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By mid-April be acceptably proficient in all areas of the PAES evaluation as determined by both school and university supervisors.

### **Planning Book Completion**

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Dec  
15

Due: Friday, Dec 15 at 11:59 pm

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You are expected to complete a planning book throughout the school year that help you plan daily and weekly classroom instruction and provides documented evidence on what has been taught over your tenure as an intern.

Your facilitator will instruct you on the small box format expected in your lesson book. Your facilitator will transmit assignment completion to your liaison for consideration of your P/F grade which will determine successful ELED 496R course completion.

### **EL ED 496R Course Evaluation**

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Dec  
15

Due: Friday, Dec 15 at 11:59 pm

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Complete the BYU evaluation that will be sent electronically to your email inbox. The feedback you provide helps us improve the teaching, learning, and the educational experiences for future students.

### **Grade Book Completion**

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Dec  
15

Due: Friday, Dec 15 at 11:59 pm

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Student progress is measured by entries in the teacher's grade book. You will expected to maintain a grade book throughout the school year as evidence of your ability to address district and state required curriculum and as a means to communicate with the school and parents on individual student's progress.

Your facilitator will instruct you on appropriate grading practices. The facilitator will transmit assignment completion to your liaison for consideration of your P/F grade which will determine successful ELED 496R course completion.

## **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](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<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> (<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](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

## 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

| Date             | Calendar Reminders  | PPAT Important Dates   | Seminars   |
|------------------|---|--|--|
| Week 1           |   |  |  |
| M Aug 14 Monday  | <b>First Contract Day for Jordan Teachers</b><br><br>The district will offer specialized training sessions for Jordan teachers during some of the days prior to the first day of school. Check with your grade level team, your principal and/or your facilitator for more details on these events. | There are no fall semester PPAT task due dates or deadlines. Interns will be oriented to the PPAT during the November 28 seminar. This will give you a chance to being Task #1 early.<br><br>Due dates for all PPAT tasks will occur during the second semester. | <b>Note:</b> Intern Seminar #1 was held on April 28 providing you an initial orientation to the internship and employment processing through the Jordan District Human Resources Department. |
| Week 4           |   |  |  |
| T Sep 05 Tuesday | <b>Start of Classes</b><br><br>BYU Begins Fall Semester Courses<br><br><b>Intern Seminar #2</b>   |  | Intern Seminar #2<br><br>4:00 - 5:00 p.m.<br><br>Location TBA  |
| Week 10          |   |  |  |
| T Oct 17 Tuesday | <b>Intern Seminar #3</b>  |  | Intern Seminar #3<br><br>4:00 - 5:00 p.m.<br><br>Location TBA  |
| Week 15          |   |  |  |

|                    |  |  |  |
|--------------------|--|--|--|
| T Nov 21 Tuesday   | <b>Friday Instruction</b>  |  |  |
| W Nov 22 Wednesday | <b>No Classes</b>  |  |  |
| Th Nov 23 Thursday | <b>Thanksgiving</b>  |  |  |
| F Nov 24 Friday    | <b>Thanksgiving Holiday</b>  |  |  |
| Week 16            |  |  |  |
| T Nov 28 Tuesday   | <b>Intern Seminar #4</b>   |  | Intern Seminar #4: PPAT<br>Task #1 Orientation<br>4:00 - 5:00 p.m.<br>Location TBA |
| Week 18            |  |  |  |
| Th Dec 14 Thursday | <b>Last Day of Class</b>   |  |  |
| F Dec 15 Friday    | <b>Exam Preparation Day</b>  |  |  |
| Week 19            |  |  |  |
| M Dec 18 Monday    | <b>Final Exam Day</b>  |  |  |
| T Dec 19 Tuesday   | <b>Final Exam Day</b>  |  |  |
| W Dec 20 Wednesday | <b>Final Exam Day</b>  |  |  |
| Th Dec 21 Thursday | <b>Last Day of the First Semester</b><br><br>Congratulations! You have made it through the first semester as a professional educator. Take a few minutes during your well-deserved winter break to consider how much you have learned and how you have improved as an educator over the past several months. |  |  |



# Linguistics

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LING 399R

# Instructor/TA Info

## Instructor Information

**Instructor:** Nicole Bay

**Office:** Brigham Young University - 4065 JFSB

**Office Hours:** Tue, Thu 3:30pm-4:20pm

Or By Appointment

**Email:** nicole\_bay@byu.edu

# Course Information

## Description

Linguistics 399R, Academic Internship, is the internship course for linguistics, editing and publishing, and TESOL undergraduate students. As they work in their internships, interns will complete assignments that focus their efforts on growing academically and professionally and on overcoming obstacles by reflecting on goals and plans, strategies, effort, outcomes, and revision of plans.

## Prerequisites

Because interns are required to apply academic principles to their internship, there are some prerequisites necessary.

**TESOL minors** must complete all requirements for the TESOL minor prior to applying for an internship.

**Linguistics and Applied English Linguistics majors** should complete either L201 or E223 and at least one course from their major related to their internship.

**Editing and Publishing majors** should complete either E223 or L201, and it is recommended that they complete E322, E325, and E350 prior to their internship.

## Course Purpose

### L399R Course Purpose

Through application of academic principles and through an experiential focus on technical and soft skills, Linguistics 399R and its respective internships help prepare students for employment in a linguistic, editing and publishing, or TESOL field.

## Learning Outcomes

### Apply academic coursework to the world

Students will learn to apply concepts learned in their academic classes to everyday, practical, linguistic situations outside the university.

### Enrich classroom concepts through work experience

Interns' real-world work experiences will enhance and enrich their understanding of academic concepts they learned in university classes.

## Professional Competencies

Develop and apply general professional skills to real-world work settings.

## Attendance and Participation

No attendance is required for this class.

## Evaluation

All assignments must be completed thoughtfully and in a timely manner in order to receive internship credit.

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 cannot receive credit if you do not complete your hours, even if you've completed all other assignments.

You are required to work 42 hours at your internship for each credit hour you've registered for.

1 credit = 42 hours  
2 credits = 84 hours  
3 credits = 126 hours, etc.

## **Requirement 7 Credit**

### **Linguistics Majors:**

You may use your internship to fulfill 3 credit hours (one course) of Requirement 7 if your internship was sufficiently rigorous and if you registered for at least 3 credit hours. To have it applied to Requirement 7, follow these instructions:

1. Complete your internship and all assignments for L399R.
2. Go to the office to obtain a Course Substitution form and fill it out.
3. Take it to the Linguistics program director to review and sign. (The secretary can tell you which professor it is.)
4. Take it to the Liberal Arts Advisement Center (1041 JFSB) and have an advisor apply it to your record.

### **Applied English Linguistics Majors:**

You are only required to take 1 credit to fulfill Requirement 7, although if your primary track is TESOL/Language Acquisition, and if you choose to do your internship at the ELC, you'll be required to register for 3 credit hours. Your internship should automatically be applied to your record.

### **Editing and Publishing Majors:**

You are only required to take 1 credit to fulfill Requirement 7, although you can certainly take more. Your internship should automatically be applied to your record.

## **Assignment Descriptions**

### **Pre-Approval, Meet with Coordinator**

- You did this in the application process--free points!

### **Training survey for Professional Competencies development**

- This assignment will train you on the seven professional competencies we hope you are able to develop and improve on during your internship.
- Notice that in this assignment and in the work logs you'll do each quarter, you'll be asked to focus on the professional competencies and some "can do" statements, or claims. The purpose for this focus is to help you recognize where you want to be and how you'll get there.
- Read about each competency, watch its respective video, and write up a plan for how you will work to develop and implement that competency.

### **Report 1**

**Purpose:** Report 1 helps you focus on how you can prepare for a successful internship and what you want to have gained by the end of your internship. You will set two kinds of goals: academic and professional. At the end of the internship, you'll report your progress on these goals.

**Due date:** approximately one week after the beginning of your internship

**Prepare:** Before completing Report 1, read the following articles on making good first impressions and effective goal setting:

- "This *Simpsons* Matrix Will Help You Make Better First Impressions" (<https://www.thecut.com/2015/05/simpsons-first-impression-matrix.html>).
- "Locke's Goal-Setting Theory" ([https://www.mindtools.com/pages/article/newHTE\\_87.htm](https://www.mindtools.com/pages/article/newHTE_87.htm)).

**Length:** one to two pages

**Content:** Your report should include the following sections:

1. *Establish Expectations*

State a brief introduction describing yourself, where you are interning, the circumstances of the internship (where, when, and with whom you work), and your understanding of what work and assignments you will do in the internship.

## 2. *Set Academic and Professional Goals*

You should be both applying what you've learned in classes to your internship, as well as learning more about linguistics, language, editing, or teaching English. Using the guidelines in "Locke's Goal-Setting Theory," **set two academic goals** to help you focus on learning during your internship.

**Set one or more goals related to the professional competencies** you learned about in the Professional Competency assignment that you hope to work on during your internship.

Professional Competencies Review:

- setting expectations (which you're doing now by making goals)
- harnessing cultural diversity
- cultivating professional relationships
- contributing to effective teams
- making sense of data
- communicating effectively
- managing a project

## 3. *Create Positive First Impressions*

Discuss how you can be perceived as both warm and competent. Focus on what skills you already have and which ones you want to work on.

## 4. *Lay the Groundwork for Strong Working Relationships*

Report on your first meeting with your supervisor and what you discussed. If you haven't met yet, you can plan to ask about the expectations the company has for you, how you can ask for help, how often you will interact with the supervisor, anything else you think that will improve your experience. If appropriate, share your goals with your onsite internship supervisor.

**Submit your report online under Learning Suite assignments or through Path.**

**For full credit, you need to include all four sections. Note: Your goals *must* be concrete and measurable.** For example, do NOT say, "I want to get better at appreciating cultural diversity." That's just a wish. What will you actually do to better appreciate cultural diversity within the context of your internship?

## LinkedIn Learning Assignment

Choose one LinkedIn Learning class from the list below that will help you in your internship. (If you prefer to watch a different one that you think will serve your needs better, then find one and okay it with me. It should be 45 to 90 minutes long.) Watch it and take notes.

After watching the class, write a couple of paragraphs on what you learned and how you can apply it to your current internship.

Submit your write-up on Learning Suite.

I have noted next to each course which interns might benefit the most from it, but you are welcome to select the course you think will be best for you, regardless of the type of internship you're doing.

Possible Courses:

- Critical Thinking for More Effective Communication (Ling, TESOL, Editing)
- Developing a Critical Thinking Mindset (Ling, TESOL, Editing)
- Leadership through Feedback (Editing)
- Creating an Amazing Syllabus (TESOL)
- Learning How to Increase Learner Engagement (TESOL)
- Project Management Simplified (Ling, Editing)
- Project Management Reinvented for Non-Project Managers (Ling, Editing)
- Outlook: Efficient Email Management (Ling, Editing)
- Slack Essential Training (Ling, Editing)

Accessing LinkedIn Learning for free:

Follow these instructions provided by LinkedIn Learning. Note: You must use your BYU email address.

### **Work Logs 1–4 and Verification**

You will keep track of the hours and activities you work on for your internship. Keeping track of activities will help you focus on your goals, what obstacles you may encounter, the feedback you get, and how you work to overcome those obstacles to achieve your goals.

There are four work logs, each to be turned in at the end of a quarter. Each work log has a learning outcome focus based on one or more professional competencies. Keep that competency in mind as you do your work that quarter. At the end of the quarter, you'll answer questions based on those competencies. The questions are designed to help you focus on your plan for that competency, what you actually did, the feedback you got, and how you can improve your development of that competency.

Submit your work logs both on Learning Suite and to your supervisor. Ask your supervisor to email me at nicole\_bay@byu.edu to verify your hours at the end of each quarter.

### **SkillSurvey Self-Assessment**

This survey focuses on both professional competencies and applying skills from your major or minor to your internship. Your supervisor will also fill out a SkillSurvey. When you've both submitted them, I will send you a report that you'll be able to use to evaluate how you've progressed and what you can work on to prepare you for the workplace. You'll also use the results of the SkillSurvey to write Report 2.

### **Report 2**

**Purpose:** Report 2 gives you the chance to evaluate your experience as an intern. You will focus on your progress on the goals you set at the beginning of your internship and on how you process your self-assessment and your supervisor's assessment of your professional competencies and workplace skills.

**Length:** This report should be two to three pages, double-spaced (not counting the appendix for editing interns).

**Content:** Report 2 should include the following sections:

#### *1. Overview*

Write a brief description of the work you did during your internship and an analysis and evaluation of how your work contributed to the company, organization, or department as a whole.

#### *2. Academic Application and Learning*

Write a one-page, detailed description of

- what principles and skills you've learned in your linguistics/English linguistics classes that you applied to your internship,
- what linguistic-related principles and skills you learned on your internship,
- your progress on your academic goals (be sure to list them), and
- what you can do to continue to grow and learn in this area.

#### *3. Professional Goals*

Choose one professional competency goal you worked on this semester and do the following:

- Write a "can do" claim about that competency. (See the "can do" statements in the Professional Competency assignment or the claims on the work logs for reference.)
- Write about your experiences with this claim and how you worked on your goal to be able to state this claim. Include obstacles you faced and how you overcame them. Be sure to connect your experience directly to your claim.

#### *4. SkillSurvey Analysis*

Write an evaluation of your SkillSurvey results. What were your strengths? How did your strengths match up with what employers are looking for? What can you work on? What plans have you made to improve in those areas?

#### *5. Resumé Statement*



Write a statement you could use on your resume that succinctly sums up your professional experience at your internship.

(an example from Jesse Vincent:

Assisted in the building of a language-learning project that has over 18,000 words in 30 languages by training employees on core linguistic principles, maintaining and fixing the language database, and building an English corpus to identify the most important words to teach.)

6. Optional: Include a photograph of you working as an intern, along with a release saying we can use your name and photo in talking about internships.

7. **For Editing interns only:** Include an appendix containing portions of two samples of the work you did during your internship. These samples will be kept confidential.

Upload the report into Learning Suite. If you cannot attach your Appendix to Report 2 because of formatting differences, email the Appendix/ces directly to [nicole\\_bay@byu.edu](mailto:nicole_bay@byu.edu)

For full credit, you will need to respond thoughtfully to each of the items above.

### TESOL Certificate Application (for TESOL minors only)

Fill out the application attached to the assignment. Your TESOL certificate will be mailed to you after graduation if you complete all the requirements, which include foreign language courses, all TESOL minor courses, and the TESOL internship.

**Completion of the required minimum number of hours** (1 credit = 42 hours of work; 2 credits = 84; 3 credits = 126)

## Assignments

### Assignment Descriptions

#### Registered Credit Hours

Sep  
05

Due: Tuesday, Sep 05 at 12:00 am

This is merely an indication of how many credit hours you've registered for and has no bearing on your grade.

**1=Ed, 2=L/EL, 3=TESOL**

Sep  
05

Due: Tuesday, Sep 05 at 12:00 am

1 = Editing

2 = Linguistics

3 = TESOL

(This item is for record-keeping purposes and is not a part of your grade.)

#### Pre-Approval turned in, course explained

Sep  
05

Due: Tuesday, Sep 05 at 11:59 pm

Your pre-approval form should have been turned in to Professor Bay before you were able to register for Ling 399R. If, by chance, you have not turned it in, please download it, fill it out, and email it to her at [nicole\\_bay@byu.edu](mailto:nicole_bay@byu.edu).

L399R Pre-Approval Form.docx [Download \(plugins/Upload/fileDownload.php?fileId=57433e0e-EQd7-W0mW-zS0o-tc02ac86c575&pubhash=6oC0J8eh6FJQERbhe-kXS0BAZ5ilu6p8j9A51ChvMdVwZuSaF-soBw9COUHieVgBecfuulT9RkYkQqk1ymfcPw==\)](https://plugins/Upload/fileDownload.php?fileId=57433e0e-EQd7-W0mW-zS0o-tc02ac86c575&pubhash=6oC0J8eh6FJQERbhe-kXS0BAZ5ilu6p8j9A51ChvMdVwZuSaF-soBw9COUHieVgBecfuulT9RkYkQqk1ymfcPw==)

## Professional Competencies

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Sep  
06

Due: Wednesday, Sep 06 at 11:59 pm

Complete this Qualtrics training survey. Submit a statement on the Learning Suite assignment saying you took it .

### Professional Competencies Training Survey

([https://byu.az1.qualtrics.com/jfe/form/SV\\_cAylZT2VeYelzeJ](https://byu.az1.qualtrics.com/jfe/form/SV_cAylZT2VeYelzeJ)).

## Report 1

---

Sep  
08

Due: Friday, Sep 08 at 11:59 pm

### **REPORT 1**

**Purpose:** Report 1 helps you focus on how you can prepare for a successful internship and what you want to have gained by the end of your internship. You will set two kinds of goals: academic and professional. At the end of the internship, you'll report your progress on these goals.

**Due date:** approximately one week after the beginning of your internship

**Prepare:** Before completing Report 1, read the following articles on making good first impressions and effective goal setting:

- "[This Simpsons Matrix Will Help You Make Better First Impressions](https://www.thecut.com/2015/05/simpsons-first-impression-matrix.html)" (<https://www.thecut.com/2015/05/simpsons-first-impression-matrix.html>)
- "[Locke's Goal-Setting Theory](https://www.mindtools.com/pages/article/newHTE_87.htm)" ([https://www.mindtools.com/pages/article/newHTE\\_87.htm](https://www.mindtools.com/pages/article/newHTE_87.htm))

**Length:** one to two pages

**Content:** Your report should include the following sections:

#### 1. *Establish Expectations*

- State a brief introduction describing yourself, where you are interning, the circumstances of the internship (where, when, and with whom you work), and your understanding of what work and assignments you will do in the internship.

#### 2. *Set Academic and Professional Goals*

- You should be both applying what you've learned in classes to your internship, as well as learning more about linguistics, language, editing, or teaching English. Using the guidelines in "Locke's Goal-Setting Theory," **set two academic goals** to help you focus on learning during your internship.
- **Set one or more goals related to the professional competencies** you learned about in the Professional Competency assignment that you hope to work on during your internship.
  - Professional Competencies Review:
    - setting expectations (which you're doing now by making goals)
    - harnessing cultural diversity
    - cultivating professional relationships
    - contributing to effective teams
    - making sense of data
    - communicating effectively
    - managing a project

### 3. Create Positive First Impressions

Discuss how you can be perceived as both warm and competent. Focus on what skills you already have and which ones you want to work on.

### 4. Lay the Groundwork for Strong Working Relationships

Report on your first meeting with your supervisor and what you discussed. If you haven't met yet, you can plan to ask about the expectations the company has for you, how you can ask for help, how often you will interact with the supervisor, anything else you think that will improve your experience. If appropriate, share your goals with your onsite internship supervisor.

**Submit your report online under Learning Suite assignments or through Path.**

**For full credit, you need to include all four sections. Note: Your goals *must* be concrete and measurable.** For example, do NOT say, "I want to get better at appreciating cultural diversity." That's just a wish. What will you actually do to better appreciate cultural diversity within the context of your internship?

### LinkedIn Learning Class

Sep  
15

Due: Friday, Sep 15 at 11:59 pm

**Choose one LinkedIn Learning class from the list below** that will help you in your internship. (If you prefer to watch a different one that you think will serve your needs better, then find one and okay it with me. It should be 45 to 90 minutes long.) Watch it and take notes.

After watching the class, write a couple of paragraphs on what you learned and how you can apply it to your current internship.

Submit your write-up on Learning Suite.

I have noted next to each course which interns might benefit the most from it, but you are welcome to select the course you think will be best for you, regardless of the type of internship you're doing.

#### Possible Courses:

- Critical Thinking for More Effective Communication (Ling, TESOL, Editing)
- Developing a Critical Thinking Mindset (Ling, TESOL, Editing)
- Leadership through Feedback (Editing)
- Creating an Amazing Syllabus (TESOL)
- Learning How to Increase Learner Engagement (TESOL)
- Project Management Simplified (Ling, Editing)
- Project Management Reinvented for Non-Project Managers (Ling, Editing)
- Outlook: Efficient Email Management (Ling, Editing)
- Slack Essential Training (Ling, Editing)

#### Accessing LinkedIn Learning for free:

Follow [these \(https://www.linkedin.com/pulse/free-linkedin-learning-college-students-step-marcelo-wilen-menezes/\)](https://www.linkedin.com/pulse/free-linkedin-learning-college-students-step-marcelo-wilen-menezes/) instructions provided by LinkedIn Learning. Note: You must use your BYU email address.

### WL1 Verified

Sep  
29

Due: Friday, Sep 29 at 11:59 pm

Have your supervisor email [nicole\\_bay@byu.edu](mailto:nicole_bay@byu.edu) to verify your hours.

### Work Log 1

Sep  
29

Due: Friday, Sep 29 at 11:59 pm

Work Log 1.docx [Download \(plugins/Upload/fileDownload.php?fileId=62290c72-i894-xwEt-ObAS-0U6179f9b843&pubhash=p2azRhU6wmFdpJEgQYXslkuumes8bvzjTI0Lp-j9Jl45QmKRYm5qd7MuHgQSD-fyxIY6hES-DhtqFbf1cdkBEg==\)](#).

## Work Log 2

Oct  
27

Due: Friday, Oct 27 at 11:59 pm

Work Log 2.docx [Download \(plugins/Upload/fileDownload.php?fileId=c604d540-r7RF-I5WN-QXu1-wTa963701110&pubhash=OdArtXU19Q5zkjoPZSQX6coDnfWs8JicpJmGUWs6-9AV4MQ5No5zydgrs6vFn9jJlOftitGzL35QcBq193WMA==\)](#).

## WL2 Verified

Oct  
27

Due: Friday, Oct 27 at 11:59 pm

Have your supervisor email [nicole\\_bay@byu.edu](mailto:nicole_bay@byu.edu) to verify your hours.

## WL3 Verified

Nov  
17

Due: Friday, Nov 17 at 11:59 pm

## Work Log 3

Nov  
17

Due: Friday, Nov 17 at 11:59 pm

Work Log 3.docx [Download \(plugins/Upload/fileDownload.php?fileId=4c5cc159-SrmM-NbQ4-IWMk-k1856e3a8e06&pubhash=uqGmzK1EmvORp2j-tU96\\_Q1gR0r2q4ortbFhhIHNAHRoPHIH2gD6jvSVFN3WXsLYnePQTR431azXeddBPQ7ZQ==\)](#).

## Supervisor's SkillSurvey

Dec  
05

Due: Tuesday, Dec 05 at 11:50 pm

Your internship supervisor will complete a SkillSurvey about you as an intern. You will be able to see it at the end of the semester.

Three to four weeks before the end of the semester, your supervisor will receive information about the SkillSurvey that they will fill out. About two weeks before the end of class, they'll receive an email with a link to the survey. They'll have until the end of the semester to fill it out.

Dec  
05

Due: Tuesday, Dec 05 at 11:59 pm

This assessment is for you as an intern to fill out about yourself and your internship experience. Three to four weeks before the end of the semester, you'll receive information from SkillSurvey to prepare you to take the survey. Then, about two weeks before the end of the semester, you'll receive an email inviting you to take the survey. You'll have until the end of the semester to take it.

### Report 2

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Dec  
11

Due: Monday, Dec 11 at 11:59 pm

### **REPORT 2**

**Purpose:** Report 2 gives you the chance to evaluate your experience as an intern. You will focus on your progress on the goals you set at the beginning of your internship and on how you process your self-assessment and your supervisor's assessment of your professional competencies and workplace skills.

**Length:** This report should be two to three pages, double-spaced (not counting the appendix for editing interns).

**Content:** Report 2 should include the following sections:

#### 1. *Overview*

Write a brief description of the work you did during your internship and an analysis and evaluation of how your work contributed to the company, organization, or department as a whole.

#### 2. *Academic Application and Learning*

- Write a one-page, detailed description of
  - what principles and skills you've learned in your linguistics/English linguistics classes that you applied to your internship,
  - what linguistic-related principles and skills you learned on your internship,
  - your progress on your academic goals (be sure to list them), and
  - what you can do to continue to grow and learn in this area.

#### 3. *Professional Goals*

Choose one professional competency goal you worked on this semester and do the following:

- Write a "can do" claim about that competency. (See the "can do" statements in the Professional Competency assignment or the claims on the work logs for reference.)
- Write about your experiences with this claim and how you worked on your goal to be able to state this claim. Include obstacles you faced and how you overcame them. Be sure to connect your experience directly to your claim.

#### 4. *SkillSurvey Analysis*

Write an evaluation of your SkillSurvey results. What were your strengths? How did your strengths match up with what employers are looking for? What can you work on? What plans have you made to improve in those areas?

#### 5. *Resumé Statement*

Write a statement you could use on your resume that succinctly sums up your professional experience at your internship.

(an example from Jesse Vincent:

Assisted in the building of a language-learning project that has over 18,000 words in 30 languages by training employees on core linguistic principles, maintaining and fixing the language database, and building an English corpus to identify the most important words to teach.)

6. Optional: Include a photograph of you working as an intern, along with a release saying we can use your name and photo in talking about internships.

7. **For Editing interns only:** Include an appendix containing portions of two samples of the work you did during your internship. These samples will be kept confidential.

**Upload the report into Learning Suite. If you cannot attach your Appendix to Report 2 because of formatting differences, email the Appendix/ces directly to [nicole\\_bay@byu.edu](mailto:nicole_bay@byu.edu)**  
**For full credit, you will need to respond thoughtfully to each of the items above.**

#### Work Log 4

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

Work Log 4.docx [Download \(plugins/Upload/fileDownload.php?fileId=97dde702-bAoA-kqGm-R4C5-VU195bd061bd&pubhash=Qo1X44niq\\_6k7n085DTalpZ24v6VDG2-nzhP7AVCqYkjUxNOMXB3fWpXaQsMMLVojJLFk97WgeYHa1Mw6DABUg==\)](#)

#### WL4 Verified

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

Have your supervisor email [nicole\\_bay@byu.edu](mailto:nicole_bay@byu.edu) to verify your hours.

#### TESOL Certificate Application if TESOL minor

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

Application for TESOL CERTIFICATE.docx [Download \(plugins/Upload/fileDownload.php?fileId=692f8fba-qo4P-8V5w-cH5U-iwdeaef233e6&pubhash=Mju\\_O8Q45CpvkpaFcF6GoO8wO7LVbWBkuzuEUXqA2s7o28ehwsd1XnPJJfZ76BvY3k3\\_nIEA-puUyqZW8poDCw==\)](#)

#### Hours accumulated

Dec  
15

Due: Friday, Dec 15 at 11:59 pm

This is an ongoing record of your internship hours that I use to keep track of your progress and is not for points.

## 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.

## **BYU Sexual Assault Survivor Advocacy Services**

If you have been a victim of sexual assault, or if you know someone who has, please don't hesitate to get help. BYU Sexual Assault Survivor Advocacy Services can help. Please see their website for more information: <https://advocates.byu.edu/>.

## **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](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<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> (<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](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<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.

## **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](http://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> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## **BYU College of Humanities Statement on Inclusion**

We strive to cultivate mutual respect and empathy for all people, no matter their ethnic, racial, or cultural background, or sexual orientation. Elder Ballard said at a BYU devotional in Feb. 2020: "Through discrimination, racism, sexism, and other social ills, we will often impose false identities on others that keep

them and us from progressing. This can stop when we see all people as children of God. We consider every person divine in origin, nature, and potential. Each possesses seeds of divinity. And 'each is a beloved spirit [child] of heavenly parents.'"

We invite all to participate in open and honest inquiry in our classrooms where we deal with complicated social and moral issues. In these conversations we seek to

- Respect and value the contributions of people from backgrounds, religions, and cultures other than our own
- Be aware of hurtful words and phrases
- Learn about and understand different cultural traditions
- Acknowledge discomfort when participating in class discussions about difficult topics
- Speak up on behalf of those who may be hurt by harmful speech
- Show willingness to work in groups with people of diverse backgrounds
- Respond with humility and teachability when our words offend
- Approach these issues with sincerity, respect, and compassion
- Express tolerance, love, and understanding

We fall short of our ideals when we

- Behave as if one is morally superior for treating someone of another race with kindness or not recognizing that benevolent stereotypes can be condescending or paternalistic
- Use words without understanding social context or the full range of a term's meanings
- Expect that everyone in the Church shares similar cultural or political values
- Tacitly accept derogatory, racist, or sexist language without calling it into question
- Excuse or minimize the damage done by others—including leaders—who discriminate or who are biased
- Make assumptions about someone's abilities or attributes based on the color of their skin or national origin
- Assume on the basis of a person's appearance or accent that they come from another country or have a certain immigration status
- Presume that those who suffer from famine, poverty, crime, environmental disasters, or war brought these conditions upon themselves

The College of Humanities is attuned to the reality of an increasingly diverse Church membership. We aspire to better understand our own language and history, and to use language to connect and heal rather than to divide and harm. We invite students, staff, and faculty to use their time in our college to strive toward conduct worthy of Christian discipleship, where we are "no more strangers and foreigners, but fellowcitizens with the saints, and of the household of God" (Ephesians 2:19).


### **BYU College of Humanities Statement on Respect and Equity**

The BYU College of Humanities strives to become a community of spiritual, emotional, and intellectual maturity. All participants in classes offered by our college are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. As President Oaks has advised, "Followers of Christ should be examples of civility." In keeping with this guidance, class members should eschew insults and slurs of any variety; should engage openly and respectfully in dialogue with other members of the class, especially when discussing emotionally-charged issues; and should refrain from making assumptions based on gender, economic status, race, ethnicity, sexual orientation, or other groupings. Let our classrooms be places where we follow President Nelson's call to "lead out in abandoning attitudes and actions of prejudice." Let us use sensitivity when discussing Church policies related to gender, in "ways that show empathy and understanding for everyone," in Elder Holland's words. In addition, please be careful to treat all instructors and teaching assistants with due respect for their position and qualifications ([studies \(https://www.insidehighered.com/blogs/university-venus/gender-bias-student-evaluations\)](https://www.insidehighered.com/blogs/university-venus/gender-bias-student-evaluations) suggest that students consistently evaluate instructors differently based on gender). We urge members of our community to embrace a professional ethic, and to recognize that all of God's children bring something unique and valuable to our collective experience.

## **Schedule**



| Date               | Assignments Due  |
|--------------------|--|
| Week 1             |  |
| T Sep 05 Tuesday   | <b>Start of Classes</b><br><b>Registered Credit Hours</b><br><b>1=Ed, 2=L/EL, 3=TESOL</b><br><b>Pre-Approval turned in, course explained</b>                 |
| W Sep 06 Wednesday | <b>Professional Competencies</b>   |
| F Sep 08 Friday    | <b>Report 1</b>  |
| Week 2             |  |
| F Sep 15 Friday    | <b>LinkedIn Learning Class</b>   |
| Week 4             |  |
| F Sep 29 Friday    | <b>Work Log 1</b><br><b>WL1 Verified</b><br><b>Complete First Quarter</b>  |
| Week 8             |  |
| F Oct 27 Friday    | <b>Work Log 2</b><br><b>Complete Second Quarter</b><br><b>WL2 Verified</b>   |
| Week 11            |  |
| F Nov 17 Friday    | <b>Work Log 3</b><br><b>Complete Third Quarter</b><br><b>WL3 Verified</b>  |
| Week 12            |  |
| T Nov 21 Tuesday   | <b>Friday Instruction</b>  |
| W Nov 22 Wednesday | <b>No Classes</b>  |
| Th Nov 23 Thursday | <b>Thanksgiving</b>  |
| F Nov 24 Friday    | <b>Thanksgiving Holiday</b>  |
| Week 14            |  |
| T Dec 05 Tuesday   | <b>Your SkillSurvey Self-Assessment</b><br><b>Supervisor's SkillSurvey</b>   |
| Week 15            |  |
| M Dec 11 Monday    | <b>Report 2</b>  |
| Th Dec 14 Thursday | <b>Last Day of Class</b><br><b>TESOL Certificate Application if TESOL minor</b><br><b>Work Log 4</b><br><b>WL4 Verified</b><br><b>Complete Final Quarter</b> |
| F Dec 15 Friday    | <b>Exam Preparation Day</b><br><b>Hours accumulated</b>  |
| Week 16            |  |
| M Dec 18 Monday    | <b>Final Exam Day</b>  |
| T Dec 19 Tuesday   | <b>Final Exam Day</b>  |
| W Dec 20 Wednesday | <b>Final Exam Day</b>  |



# **Manufacturing Engineering**

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**MFGEN 399R**

## Instructor/TA Info

### Instructor Information

**Name:** Alisha Wall

**Office Location:** Brigham Young University - 265 CTB

**Office Phone:** 801-422-1819

**Email:** awall14037@gmail.com

**Name:** Tracy Nelson

**Office Location:** 265 CTB

**Office Phone:** 801-422-6233

**Email:** nelsontw@byu.edu

### TA Information

**Name:** Bo Ingram

**Office Location:** Brigham Young University - 265 CTB

**Office Phone:** 801-422-6300

**Email:** ctbfm@byu.edu

## Course Information

### Description

Working in teams to solve problems encountered in industry. Project management and reporting under guidance of industry supervisor and department faculty.

### Learning Outcomes

#### Communication

Students will demonstrate an ability to communicate effectively with a range of audiences.

### Grading Scale

| Grades | Percent |
|--------|---------|
| P      | 100%    |
| E      | 0%      |

### Grading Policy

This is a pass/fail course. All assignments must be completed with a 100% score to pass this course.

## Assignments

### Assignment Descriptions

#### Email #1

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|           |
|-----------|
| Oct<br>07 |
|-----------|

Due: Saturday, Oct 07 at 11:59 pm

Enter your responses here from the email you received titled Email #1. If you did not receive that email, please call the TA.

#### Email #2

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|           |
|-----------|
| Nov<br>17 |
|-----------|

Due: Friday, Nov 17 at 11:59 pm

Enter your responses here from the email you received titled Email #2. If you did not receive that email, please call the TA.

## Evaluation of Employer

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Dec  
13

Due: Wednesday, Dec 13 at 11:59 pm

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Submit through Learning Suite.

Evaluation of Employer 2019.pdf [Download \(plugins/Upload/fileDownload.php?fileId=4b47f16b-g84G-mXza-JbUf-r13ff16dc23f&pubhash=oY26xtn75aM0b6l3a7X3Qi\\_LMR1laZ3tUuaxKBfh84NO0V4kTR2oqVlvOrXX6ofSGKgZrvzILXrau9zM\\_5vnOQ==\)](#)

## Final Report

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Dec  
13

Due: Wednesday, Dec 13 at 11:59 pm

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6-8 page final report on your internship experience. See instructions under Content. Turn in through Learningsuite.

## Finalization Form

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Dec  
13

Due: Wednesday, Dec 13 at 11:59 pm

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New Finalization Form Grade.pdf [Download \(plugins/Upload/fileDownload.php?fileId=e670a43b-xorN-rA6c-8oES-aC2b6256005d&pubhash=VUg3tMmKZsbDYWAhWILlf9Q9j\\_BnJ4gaynKmdhmgNVyRHKrkXydWcFYBJweQpeFEhM-zPOWHCQaC0PzbEU-KQ==\)](#)

Turn in through Learning Suite.

## Weekly Report #3

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

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Answer the questions found under the content tabs. You must get a 7/7 on these questions.

## Weekly Report #4

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

---

Answer the questions found under the content tabs. You must get a 7/7 on these questions.

## Weekly Report #1

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

---

Answer the questions found under the content tabs. You must get a 7/7 on these questions.

## Weekly Report #2

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

---

Answer the questions found under the content tabs. You must get a 7/7 on these questions.

## Internship Quiz

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

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Please read the Internship and New Hire Guidelines found under Content before taking this quiz. You must get 100% on this quiz to pass the course.

# 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](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<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> (<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](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<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.

## Mental Health Concerns

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](http://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> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<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

| Date               | Column 1   | Column 2 |
|--------------------|--|----------|
| Week 1             |  |          |
| T Sep 05 Tuesday   | <b>Start of Classes</b>  |          |
| W Sep 06 Wednesday | <b>Internship Quiz Opens</b><br><b>Weekly Report #1 Opens</b><br><b>Weekly Report #2 Opens</b><br><b>Weekly Report #3 Opens</b><br><b>Weekly Report #4 Opens</b> |          |
| Week 2             |  |          |
| T Sep 12 Tuesday   |  |          |
| Week 3             |  |          |
| T Sep 19 Tuesday   |  |          |
| Week 4             |  |          |
| T Sep 26 Tuesday   |  |          |
| Week 5             |  |          |
| T Oct 03 Tuesday   |  |          |
| Sa Oct 07 Saturday |  |          |
| Week 6             |  |          |
| T Oct 10 Tuesday   |  |          |
| Week 7             |  |          |
| T Oct 17 Tuesday   |  |          |
| Week 8             |  |          |
| T Oct 24 Tuesday   |  |          |
| Week 9             |  |          |
| T Oct 31 Tuesday   |  |          |
| Week 10            |  |          |
| T Nov 07 Tuesday   |  |          |
| Week 11            |  |          |
| T Nov 14 Tuesday   |  |          |
| F Nov 17 Friday    |  |          |
| Week 12            |  |          |

|                    |   |  |
|--------------------|---|--|
| T Nov 21 Tuesday   | <b>Friday Instruction</b>   |  |
| W Nov 22 Wednesday | <b>No Classes</b>   |  |
| Th Nov 23 Thursday | <b>Thanksgiving</b>   |  |
| F Nov 24 Friday    | <b>Thanksgiving Holiday</b>   |  |
| Week 13            |   |  |
| T Nov 28 Tuesday   |   |  |
| Week 14            |   |  |
| T Dec 05 Tuesday   |   |  |
| Week 15            |   |  |
| T Dec 12 Tuesday   |   |  |
| W Dec 13 Wednesday |   |  |
| Th Dec 14 Thursday | <b>Last Day of Class</b><br><b>Internship Quiz Closes</b><br><b>Weekly Report #1 Closes</b><br><b>Weekly Report #2 Closes</b><br><b>Weekly Report #3 Closes</b><br><b>Weekly Report #4 Closes</b> |  |
| F Dec 15 Friday    | <b>Exam Preparation Day</b>   |  |
| Week 16            |   |  |
| M Dec 18 Monday    | <b>Final Exam Day</b>   |  |
| T Dec 19 Tuesday   | <b>Final Exam Day</b>   |  |
| W Dec 20 Wednesday | <b>Final Exam Day</b>   |  |



# **Marriott School of Business**

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**MSB 199R, 496R**



# COURSE SYLLABUS

## Academic Internship Courses MSB 199R AND 496R

### Course Requirements

1. For one credit hour:
  - Complete at least **50 hours** of work
  - Complete 3 reports throughout the semester
  - Submit internship hours worked
  - Complete evaluation (student and internship provider)
2. For two credit hours:
  - Complete at least **100 hours** of work
  - Complete 3 reports throughout the semester
  - Submit internship hours worked
  - Complete evaluation (student and internship provider)
3. For three credit hours:
  - Complete at least **150 hours** of work
  - Complete 3 reports throughout the semester
  - Submit internship hours worked
  - Complete evaluation (student and internship provider)

### Reports

The purpose of these reports is to have the student reflect on their experiences in their internship. Students will write a report specifically answering a list of questions given in Learning Suite (LS). They will complete 3 reports throughout the semester. Due dates and rubrics can be found under each assignment in LS.

### Hours Worked

Students will submit weekly internship hours through a link provided in the schedule tab on Learning Suite.

## Skill Survey Evaluation

At the end of the internship, students will receive a self-evaluation from Skill Survey and an evaluation link that will be sent to their direct supervisor.

## Course Outcomes

- Implement academic knowledge into a professional business setting.
- Identify potential mentors in their field as they network with professionals.
- Explore and gather information and increase skills toward career preparation.
- Increase professionalism and problem solving abilities in a business setting.

## Contact

Please reach out to the internship coordinator if you have any questions or issues.

Email: [msb\\_internship@byu.edu](mailto:msb_internship@byu.edu)

Office: 460 TNRB

Phone: (801) 422-2026

## Grading

MSB 496R Grades will be determined by total percentage of points earned, according to the grading scale below:

|    |     |
|----|-----|
| A  | 91% |
| A- | 89% |
| B+ | 87% |
| B  | 83% |
| B- | 80% |
| C+ | 77% |
| C  | 73% |
| C- | 70% |
| D+ | 67% |
| D  | 63% |
| D- | 60% |
| E  | 0%  |

MSB 199R grades are either Passing or Failing. Passing is 70% or higher. Failing is 69% and lower.



**Music**

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**MUSIC 399R**

# MUSIC 399R - Academic Internship

**Fall 2023**

**Instructor:** Ron Saltmarsh

**Office Location:** 2069 MB

**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 2<sup>nd</sup> 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

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.

### 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 & RESPONDING TO 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](mailto: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.

### 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.

## 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](https://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>."



# **Nutrition, Dietetics, and Food Science**

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**NDFS 399R**



## Instructor/TA Info

### Instructor Information

**Name:** Rickelle Richards

**Office Location:** S-233 ESC

**Office Phone:** 801-422-6855

**Office Hours:** Tue, Thu 8:30am-9:30am

Or By Appointment

**Email:** rickelle\_richards@byu.edu

## Course Information

### Description

The Nutritional Science Internship Program (NDFS 399R) is designed to allow students majoring in nutritional science the opportunity to gain work experience with a community nutrition organization or nutrition-related industry. The internship allows students to develop skills and practical knowledge beyond the classroom. The responsibility for finding and setting up an internship rests with the student. The student should also discuss their intent with their Nutritional Science Academic Advisor and the Nutritional Science Internship Coordinator at least one semester prior to participation in the internship program. The minimum number of internship work hours is 42 hours per hour of internship course credit; students can enroll up to a maximum of 3 credit hours for the nutritional science major and up to a maximum of 1 credit hour for the nutritional science minor.

Students will earn credit in NDFS 399R by meeting the guidelines outlined in this policy statement. The internship may be terminated for sufficient reasons by the community organization/industry manager, the student or the Nutritional Science Internship Coordinator with two weeks written notice.

### Learning Outcomes

#### Practical Experience

Gain practical experience in a nutrition related organization or field.

#### Apply Didactic Knowledge

Apply didactic knowledge to real-life situations through hands-on activities in nutrition.

#### Communication and Networking

Develop communication and networking skills to set foundations for future work opportunities in nutrition.

### NDFS 399R Internship Program Guidelines

#### Setting up Your Internship Prior to NDFS 399R Enrollment

To be eligible for NDFS 399R academic credit, you must coordinate with Nutritional Science Internship Coordinator to accomplish these tasks in setting up your internship:

- Discuss your intended internship with the Nutritional Science Internship Coordinator to ensure it will fulfill the NDFS 399R Academic Internship in Nutritional Science requirements.
- Coordinate with the Nutritional Science Internship Coordinator to ensure an Internship Master Agreement (IMA) is in place with the internship sponsoring agency. This document outlines the obligations of the student, university, and internship provider.
- Submit an internship application through the Internship Registration and Management System (IRAMS) for approval by the Nutritional Science Internship Coordinator and the BYU Internship Office for academic credit (see <https://intern.byu.edu/> (<https://intern.byu.edu/>))
- Register for NDFS 399R credits, as agreed on in the internship application.

### NDFS 399R Orientation Meeting

During the first week of your internship, students must complete an orientation meeting with the Nutritional Science Internship Coordinator. These topics will be discussed at the orientation:

- Standards of personal conduct while in the internship
- The nature and amount of supervisory contact between the Nutritional Science Internship Coordinator and the student
- Setting internship goals
- Assignments and expectations
- Grading procedures

## Student and Internship Provider Evaluations

Students will submit monthly summaries (20 points each), midterm and final evaluations (25 points each) of the internship provider, and a final report (50 points). Monthly summaries and the final report will conform to the assignment guidelines as outlined in the "Assignments" tab on Learning Suite. Submit monthly summaries and the final report through Learning Suite. Midterm and final evaluations of the internship provider are submitted through Qualtrics survey links (see the "Assignments" tab on Learning Suite).

The internship provider will also be asked by the Nutritional Science Internship Coordinator to evaluate the student's progress through a midterm and final evaluation survey (Qualtrics link; 25 points each), report problems and confer with the Nutritional Science Internship Coordinator during the tenure of the internship program. Students can view the survey questions through the "Assignments" tab on Learning Suite.

The Nutritional Science Internship Coordinator may also visit the community site to assess the student's progress and to meet in-person with the internship provider. If any problems arise during the internship, as reported by the student formally through the monthly reports or informally or as reported by the internship providers, necessary changes will be made by the Nutritional Science Internship Coordinator to address the concerns.

## Insurance and Workman's Compensation

Insurance coverage is solely the responsibility of the student and employer.

## Procedures for Unanticipated Discontinuation of Internship

Students who feel they must leave or not start an internship for which they have registered must consult with the Nutritional Science Internship Coordinator and explain their reasons for wanting to discontinue the internship. If the department agrees with the student's decision, the internship provider must be given appropriate, timely notice about the discontinuance.

If the decision to discontinue comes after the drop deadline, the student must petition to quit the internship. If the student has received money from a BYU college or department to help defray expenses associated with the internship, the student may be required to give back an amount commensurate with the time not spent in the internship.

Students who leave internships early without notifying the Nutritional Science Internship Coordinator and the internship site supervisor may receive a low or failing grade for the internship and may be blocked from registering for future internships. The student is responsible for officially dropping the course and is subject to university regulations concerning deadlines for drops/adds.

## Grading Policy

**A 10% late penalty will be given for assignments submitted within 7 days of the due date. No late assignments will be accepted after 7 days.**

## Grading Scale

| Grades | Percent |
|--------|---------|
| A      | 93%     |
| A-     | 90%     |
| B+     | 87%     |
| B      | 83%     |
| B-     | 80%     |
| C+     | 77%     |
| C      | 73%     |
| C-     | 70%     |
| D+     | 67%     |
| D      | 63%     |
| D-     | 60%     |
| E      | 0%      |

## Assignments

### Assignment Descriptions

#### NDFS 399R Orientation Meeting with Dr. Richards

Sep

Due: Tuesday, Sep 12 at 11:59 pm

Schedule a meeting with Dr. Richards for an orientation of course expectations to fulfill your NDFS 399R Academic Internship in Nutritional Science credit(s).

Schedule a meeting through Dr. Richards' Doodle bookable calendar: <https://doodle.com/mm/rickellerichards/book-a-time>  
(<https://doodle.com/mm/rickellerichards/book-a-time>)

### Setting Internship Goals

Sep  
22

Due: Friday, Sep 22 at 11:59 pm

In this assignment, you will set 1-3 realistic, measurable goals that you want to achieve in your internship. They can focus on knowledge, skills or qualities/characteristics you hope to strengthen during your internship.

### Monthly Report (September)

Sep  
30

Due: Saturday, Sep 30 at 11:59 pm

- Download Monthly Report Form: NDFS 399R Monthly Report Form.docx [Download \(plugins/Upload/fileDownload.php?fileId=71a8562c-wlB0-Qazw-m0WT-ov5a19b89271&pubhash=iLU74v7XRaXHmdlJRvJEfUG5I73kwGhA4-P2hqm5bfyB1lukYtQUgn9Cq4Hs7Ykmv-yQ6RTCJDPeEaOT0Q3OdA==\)](#)
- Upload Monthly Report to Learning Suite in .doc, .docx, or .pdf format

### Midterm Internship Provider Evaluation of Student

Oct  
30

Due: Monday, Oct 30 at 11:59 pm

- Provide Dr. Richards with contact information for the person who was your direct supervisor at the internship location.
- Dr. Richards will email this person a link to the midterm performance evaluation form: Midterm Internship Provider Evaluation of Student.pdf [Download \(plugins/Upload/fileDownload.php?fileId=d3eefdba-7DE1-dwHU-jFSk-jm84ab922699&pubhash=CclsLuBhUfuimEpC0jE1hc5HWs8SZqeG73n9taunBmi9orfXUkBuPLdfreZr\\_WSzRR5bai\\_rFaZJUq3zzIM2g==\)](#)

### Midterm Student Evaluation of Internship Provider

Oct  
30

Due: Monday, Oct 30 at 11:59 pm

Use this [survey link \(https://byu.az1.qualtrics.com/jfe/form/SV\\_82phGeb1XZiv1lx\)](https://byu.az1.qualtrics.com/jfe/form/SV_82phGeb1XZiv1lx) to provide feedback on your internship provider.

### Monthly Report (October)

Oct  
31

Due: Tuesday, Oct 31 at 11:59 pm

- Download Monthly Report Form: NDFS 399R Monthly Report Form.docx [Download \(plugins/Upload/fileDownload.php?fileId=71a8562c-wlB0-Qazw-m0WT-ov5a19b89271&pubhash=iLU74v7XRaXHmdlJRvJEfUG5I73kwGhA4-P2hqm5bfyB1lukYtQUgn9Cq4Hs7Ykmv-yQ6RTCJDPeEaOT0Q3OdA==\)](#)
- Upload Monthly Report to Learning Suite in .doc, .docx, or .pdf format

### Monthly Report (November)

Nov  
30

Due: Thursday, Nov 30 at 11:59 pm

- Download Monthly Report Form: NDFS 399R Monthly Report Form.docx [Download \(plugins/Upload/fileDownload.php?fileId=71a8562c-wIB0-Qazw-m0WT-ov5a19b89271&pubhash=iLU74v7XRaXHmdlJRvJEfUG5I73kwGhA4-P2hqm5bfyB1lukYtQUgn9Cq4Hs7Ykmv-yQ6RTCJDPeEaOT0Q3OdA==\)](#)
- Upload Monthly Report to Learning Suite in .doc, .docx, or .pdf format

### Final Internship Provider Evaluation of Student

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

- Provide Dr. Richards with contact information for the person who was your direct supervisor at the internship location.
- Dr. Richards will email this person a link to the final performance evaluation form: Final Internship Provider Evaluation of Student.pdf [Download \(plugins/Upload/fileDownload.php?fileId=9b9cb83f-SXET-qOY4-WGv3-kl6b34666076&pubhash=9peXfYwOEMAOEDfij3jVxzhJxa-WNtRluZGHJXdx7S3Z2eOJ9BXT4OeC8LotRoiREZeZSLt2lwaU93sDAsBA==\)](#)

### Final Student Evaluation of Internship Provider

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

Use this [survey link \(https://byu.az1.qualtrics.com/jfe/form/SV\\_cN1hrxErZzv7ld3\)](https://byu.az1.qualtrics.com/jfe/form/SV_cN1hrxErZzv7ld3) to provide feedback on your internship provider.

### Final Work Experience Report

Dec  
21

Due: Thursday, Dec 21 at 11:59 pm

- Download the Report Instructions/Template: NDFS 399R Final Work Experience Report Instructions.docx [Download \(plugins/Upload/fileDownload.php?fileId=ac224940-Edus-f5GX-Hfzk-wd392bcd187&pubhash=IN06anhWR2OuKc1UddeJXFpOERAKaQTSJV5dfallOACAG0e8XhN28ZO5RW\\_UDhMDioFmQl-Ju14LkQV0Cya5w==\)](#)
- Upload Report to Learning Suite in .doc, .docx, or .pdf format

## 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](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<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> (<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](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<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.

## 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>)

## Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

## Compliance Hotline and BYU Policies

If you have questions about university policies, including those discussed in this syllabus, please visit <https://policy.byu.edu> (<https://policy.byu.edu>).

If you observe any non-emergency dangerous, illegal, or suspicious activity occurring on campus or by a member of the BYU community, please report it through the BYU Compliance Hotline at <https://hotline.byu.edu> (<https://hotline.byu.edu>).

Emergencies and ongoing criminal activity should be reported directly to BYU Police at 801-422-2911.

## 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. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

## Mental Health Concerns

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](https://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> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## 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.

## 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

## Schedule

| Date             | Internship Assignments   |
|------------------|--|
| Week 1           |  |
| T Sep 05 Tuesday | <b>Start of Classes</b><br><b>Setting Internship Goals Opens</b> |
| Week 2           |  |
| M Sep 11 Monday  |  |

|                    |  |
|--------------------|--|
| T Sep 12 Tuesday   | <b>NDFS 399R Orientation Meeting with Dr. Richards</b>   |
| Week 3             |  |
| T Sep 19 Tuesday   |  |
| F Sep 22 Friday    | <b>Setting Internship Goals Closes</b>   |
| Week 4             |  |
| T Sep 26 Tuesday   |  |
| Sa Sep 30 Saturday | <b>Monthly Report (September)</b>  |
| Week 5             |  |
| T Oct 03 Tuesday   |  |
| F Oct 06 Friday    |  |
| Week 6             |  |
| T Oct 10 Tuesday   |  |
| Week 7             |  |
| T Oct 17 Tuesday   |  |
| Week 8             |  |
| T Oct 24 Tuesday   |  |
| Week 9             |  |
| M Oct 30 Monday    | <b>Midterm Internship Provider Evaluation of Student<br/>Midterm Student Evaluation of Internship Provider</b>                   |
| T Oct 31 Tuesday   | <b>Monthly Report (October)</b>  |
| Week 10            |  |
| T Nov 07 Tuesday   |  |
| Week 11            |  |
| T Nov 14 Tuesday   |  |
| Week 12            |  |
| T Nov 21 Tuesday   | <b>Friday Instruction</b>  |
| W Nov 22 Wednesday | <b>No Classes</b>  |
| Th Nov 23 Thursday | <b>Thanksgiving</b>  |
| F Nov 24 Friday    | <b>Thanksgiving Holiday</b>  |
| Week 13            |  |
| T Nov 28 Tuesday   |  |
| Th Nov 30 Thursday | <b>Monthly Report (November)</b>   |
| Week 14            |  |
| T Dec 05 Tuesday   |  |
| Week 15            |  |
| T Dec 12 Tuesday   |  |
| Th Dec 14 Thursday | <b>Last Day of Class<br/>Final Internship Provider Evaluation of Student<br/>Final Student Evaluation of Internship Provider</b> |
| F Dec 15 Friday    | <b>Exam Preparation Day</b>  |
| Week 16            |  |
| M Dec 18 Monday    | <b>Final Exam Day</b>  |
| T Dec 19 Tuesday   | <b>Final Exam Day</b>  |
| W Dec 20 Wednesday | <b>Final Exam Day</b>  |







# **Physical Ed Teacher Education**

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**PETE 399R**

1/10/2019

# 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  
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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](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.

### Fall Sports

#### (Register for Fall Semester)

Cross Country (Aug-Oct)

Football (Aug-Nov)

Golf (Boys) (July-Oct)

Soccer (Girls) (Aug-Oct)

Tennis (Girls) (Aug-Oct)

Volleyball (Aug-Nov)

### Fall/Winter Sports

#### (Register for Fall Semester)

Basketball (Nov-March)

Drill (Aug-March)

Swimming (Oct-Feb)

Wrestling (Nov-Feb)

### Winter/Spring Sports

#### (Register for Winter Semester)

Baseball (Jan-May)

Golf (Girls) (Feb-May)

Soccer (Boys) (Feb-May)

Softball (Feb-May)

Tennis-(Boys) (Feb-May)

Track and Field (Jan-May)

## 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 orientated 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(1 due when half of intership 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

|    |            |
|----|------------|
| A  | 95% - 100% |
| A- | 90% - 94%  |
| B+ | 87% - 89%  |
| B  | 84% - 86%  |
| B- | 80% - 83%  |
| C+ | 77% - 79%  |
| C  | 74% - 76%  |
| C- | 70% - 73%  |
| D+ | 67% - 69%  |
| D  | 64% - 66%  |
| D- | 60% - 63%  |
| F  | 0% - 59%   |

## 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 work force without long-term commitments.
- Frees up professional staff to pursue more creative projects.
- Offers a year-round source of highly motivated preprofessionals.
- 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.

# BRIGHAM YOUNG UNIVERSITY HONOR CODE

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 direction of the supervisor 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 educational 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 provide worker's compensation coverage for my participating 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.

## Appendix of Forms

|  |              |
|--|--------------|
| <i>Approval Form for PETE Majors .....</i>           | <i>15</i>    |
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| <i>Online Application Worksheet.....</i>             | <i>17</i>    |
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| <i>Student Self Evaluation.....</i>                  | <i>25-30</i> |
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*These files can be found individually as Word files on this webpage.*

**Department of Teacher Education**  
**COACHING INTERNSHIP APPROVAL FORM (PETE MAJORS)**

|                   |       |                                     |
|-------------------|-------|-------------------------------------|
| Name              | Major | BYU ID #                            |
| Present Address   |       | E-mail                              |
|                   |       | Present Phone                       |
| Permanent Address |       | Permanent Phone                     |
|                   |       | Anticipated Graduation Date (MM/YY) |

**Class Standing:**    Sophomore £      Junior £      Senior £  
**GPA:**                Overall GPA—      GPA in Major—      •      Gender—      Age—  
**Marital Status:**   Single £      Married £      Name of Spouse: \_\_\_\_\_  
**Autobiography:**   Attach a typed, one- or two-page autobiography highlighting your experience as a player or any previous coaching experience in the sport or sports in which you desire    an internship.

**Internship Application Worksheet:**

☐ I have completed the [online Internship Application](#) and received approval to register

**First Aid and CPR:**      £    I have attached copies of my current certifications in CPR and First Aid to this application

A PETE student must complete the first semester of the  
 PETE major before being eligible for an internship assignment.

|   |  |
|---|--|
| Semester and Year you desire an internship:      Fall _____      Win _____      Spr _____      Su _____             |  |
| Sport in which you desire your internship:  |  |
| Desired geographic location for internship:   |  |
| High School in which you desire your internship:  |  |
| Name, Title, Phone, and Address of the <a href="#">Head Coach</a> at the school in which you request an internship: | Signature of <a href="#">Head Coach</a>        |
| Name, Title, Phone, and Address of the <a href="#">Principal</a> at the school in which you request an internship:  | Signature of <a href="#">Principal</a>         |
| Signature of <a href="#">Student</a>  | Signature of <a href="#">Advisor</a> Tara Hall |

**Return this form to:**      Coach Tara Hall  
                                      PETE Department  
                                      249F SFH or [tara.hall@nebo.edu](mailto:tara.hall@nebo.edu)  
                                      Brigham Young University Provo, UT 84602-2212



**Department of Teacher Education**  
**COACHING INTERNSHIP APPROVAL FORM (COACHING MINORS)**

|                   |       |                                     |
|-------------------|-------|-------------------------------------|
| Name              | Major | BYU ID#                             |
| Present Address   |       | E-mail Address                      |
|                   |       | Present Phone                       |
| Permanent Address |       | Permanent Phone                     |
|                   |       | Anticipated Graduation Date (MM/YY) |

**Class Standing:**    Sophomore £      Junior £      Senior £  
**GPA:**                    Overall GPA—      GPA in Major—      •    Gender—    Age—  
**Marital Status:**    Single £      Married £      Name of Spouse: \_\_\_\_\_  
**Autobiography:**    Attach a typed, one- or two-page autobiography highlighting your experience as a player or any previous coaching experience in the sport or sports in which you desire an internship.

**Internship Application Worksheet:**

☐ I have completed the [online](#) Internship Application and received approval to register

**First Aid and CPR:**    £    I have attached copies of my current certifications in CPR and First Aid to this application

A student must complete a minimum of ten (10) credit hours in the Coaching & Teaching Physical Education Minor before being eligible for an internship assignment. Prerequisite and coaching courses that should be completed prior to the internship experience are listed below. Indicate those courses that have been completed and your grade for each course.

| COACHING COURSES |  | COMPLETED | GRADE |
|------------------|--|-----------|-------|
| ExSc 320         | BASIC ATHLETIC TRAINING                                    |           |       |
| ExSc 321         | BASIC ATHLETIC TRAINING LAB                                |           |       |
| NDFS 100         | Essentials of Human Nutrition                              |           |       |
| PETE 230         | K-12 PHYSICAL ACTIVITY CONTENT & SKILLS 1                  |           |       |
| PETE 229         | Physical Education Pedagogy (Prerequisite PETE 230)        |           |       |
| PETE 300         | Advocacy for Physical Education                            |           |       |
| PETE 330R-347    | COACHING TECHNIQUES (class covering your internship sport) |           |       |
| PETE 364         | SCIENTIFIC BASES OF SPORT 1: MOTOR LEARNING                |           |       |
| PETE 366         | SCIENTIFIC BASES OF SPORT 3: EXERCISE PHYSIOLOGY           |           |       |
| PETE 430         | PRINCIPLES OF COACHING                                     |           |       |

Semester and Year you desire an internship:    Fall \_\_\_\_\_    Win \_\_\_\_\_    Sp \_\_\_\_\_    Su \_\_\_\_\_

Sport in which you desire your internship:

Desired geographic location for internship:

High School in which you desire your internship:

|   |   |
|---|---|
| Name, Title, Phone, and Address of the <a href="#">Head Coach</a> at the school in which you request an internship: | Signature of <a href="#">Head Coach</a> |
| Name, Title, Phone, and Address of the <a href="#">Principal</a> at the school in which you request an internship:  | Signature of <a href="#">Principal</a>  |

|                                      |  |
|--------------------------------------|--|
| Signature of <a href="#">Student</a> | Signature of <a href="#">Faculty Advisor</a> : Tara Hall |
|--------------------------------------|--|

**Return this form to:**    Coach Tara Hall  
                                      PETE Department  
                                      249F SFH or [tara.hall@nebo.edu](mailto:tara.hall@nebo.edu)  
                                      Brigham Young University Provo, UT 84602-2212

# Online Internship Application Worksheet

## Department of Teacher Education

**(this information is needed to complete the online application — required before registration is allowed)**

1. Gather the information requested on this form. Your information should be where you will be living while completing your internship.
2. Go online and begin registration for this class (initially there is no "A" to add the class. Click on APPROVED [Internship Application](#) link above where you add classes to complete form, using the information gathered below.)
3. Enter all requested information and submit. After the instructor approves your application, it goes to the Internship Office for approval, and then you receive an e-mail saying you can register for the class. If there is an international aspect to the internship, the International Internship Coordinator will also have to approve your application.
4. If you have any questions, contact the instructor:

Coaching Minors & PETE Majors— Tara Hall \* 513-314-7053 \* [tara.hall@nebo.edu](mailto:tara.hall@nebo.edu)

**PLEASE PRINT**

|                                 |  |       |  |              |       |
|---------------------------------|--|-------|--|--------------|-------|
| Student Name                    |  | ID#   |  | E-mail       |       |
| Address                         |  |       |  |              |       |
| City                            |  | State |  | Zip          |       |
| Experience Provider (school)    |  |       |  | Phone        |       |
| Address                         |  |       |  | City         | State |
| On-Site Supervisor (head coach) |  |       |  | Direct Phone |       |
| Position/Title (Sport)          |  |       |  | E-mail       |       |

|  |                                    |                                      |                                      |  |
|--|------------------------------------|--------------------------------------|--------------------------------------|--|
| <b>Enrollment Year</b>   | <input type="checkbox"/> Fall (yr) | <input type="checkbox"/> Winter (yr) | <input type="checkbox"/> Spring (yr) | <input type="checkbox"/> Summer (yr)   |
| <b>Enrolled in</b><br>Section 001 PETE Majors<br>Section 002 Coaching Minors | PETE 399R                          | <b>Section</b>                       | <b># of Credits</b>                  | Faculty Internship Advisor<br>Tara Hall * 513-314-7053 * <a href="mailto:tara.hall@nebo.edu">tara.hall@nebo.edu</a> (majors) |
| <b>Duration of Internship</b>  | <b>Begin Date:</b>                 |                                      | <b>End Date:</b>                     |  |

- ☐ I am aware that health insurance is required and will have it in place when I begin the internship.
- ☐ I have notified the Off-Campus Housing Office of my living arrangements, if required.
- ☐ I have read the 16-item Student Agreement on the next page, the Honor Code, and Mutual Obligations and agree to follow them.
- ☐ I have read and understand the Internship Master Agreement.

## INTERNSHIP MASTER AGREEMENT Brigham Young University

This Agreement is entered into this \_\_\_\_\_ day of, 201\_\_\_\_ ("Effective Date") between Brigham Young University, a Utah nonprofit corporation and educational institution ("BYU"), and

\_\_\_\_\_ (the "Experience Provider") located at  
\_\_\_\_\_.

1. **PURPOSE.** In order to facilitate internship opportunities and educational experiences for students, this Agreement is intended to govern the relationship between Experience Provider and BYU with respect to student Interns from BYU in an internship arrangement with the Experience Provider.

### 2. GENERAL CONSIDERATIONS.

- 2.1 An internship is a cooperative student program between BYU and the Experience Provider. The Experience Provider will provide supervision, facilities, and instruction that help students of BYU (each an "Intern") acquire skills and knowledge related to their chosen field of study or occupation.
- 2.2 This Agreement is effective as of the Effective Date and may be terminated by BYU or the Experience Provider for any reason by providing 90 days advance written notice to the other party.
- 2.3 Experience Provider and BYU shall each provide a contact person (the "Internship Coordinator") for activities related to the performance of this Agreement. The following contact names and addresses shall be the initial Internship Coordinators for the Experience Provider and for BYU. Others may be designated in writing by the parties at any time.

#### For Experience Provider:

\_\_\_\_\_, Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

#### For BYU:

\_\_\_\_\_, Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

- 2.4 BYU and the Experience Provider agree to indemnify each other from any claims or liability, including reasonable attorneys' fees, due to their respective negligent acts or omissions arising from the performance of this Agreement. Each party further agrees to have in effect insurance coverage to adequately underwrite this promise of indemnity.
- 2.5 Neither BYU nor the Experience Provider will be responsible nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused only by the other party's actions, inactions or negligence. If, however, such claims, disputes, losses, damages, injuries, adverse events or outcomes are the result of the joint fault of both the Experience Provider and BYU, the obligation of each party to indemnify the other hereunder shall be limited to the extent of the indemnifying party's respective fault.
- 2.6 This Master Agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between BYU and the Experience Provider and their employees, Interns, or agents; but rather is an Agreement by and among two independent contractors. Each Intern is placed with the Experience Provider in order to receive educational experience as part of the employee of the Experience Provider but rather in fulfillment of the academic requirements of the educational experience and are 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 provide worker's compensation coverage for the Interns participating in the educational experience.
- 2.7 The parties acknowledge and agree that it shall be the responsibility of each Intern to: (i) comply with the Experience Provider's policies and procedures; (ii) report any serious problems related to the Experience Provider, including safety and personnel problems, to the Internship Coordinator at BYU and the Experience Provider; and (iii) maintain a health insurance policy in effect during the full period of any internship with the Experience Provider.
- 2.8 This Agreement covers (check one): Single location of Experience Provider—i.e., only that location with address listed



4.5 If applicable, pay the Intern the agreed upon rate of compensation for the term of the internship and fulfill all legal requirements related to Experience Provider's independent contractor/employment relationship with the Intern; and

4.6 Accept the primary responsibility for supervision and control of the Intern at the internship site.

5. **ENTIRE AGREEMENT.** This Agreement constitutes the entire agreement of the parties with respect to the subject matter of this agreement.

IN WITNESS WHEREOF, THE PARTIES HAVE AFFIXED THEIR SIGNATURES BELOW:

**Experience Provider**

By \_\_\_\_\_ Printed Name \_\_\_\_\_

Date \_\_\_\_\_

**Brigham Young University**

By: \_\_\_\_\_ Printed Name Adrienne Chamberlain

Date \_\_\_\_\_

## Internship Housing Information

Single students serving internships who are living in **non-BYU-contracted** housing (this includes when you are away from campus) are required to submit their housing information to BYU Off-Campus Housing to exempt them from the University policy requirement for **single undergraduate** students to live in BYU-contracted housing. Failure to do so will result in a \$25 **nonrefundable** fine being assessed to your account.

If you are living in BYU-contracted housing while doing an internship locally or commuting within Utah (like to SLC), you don't need to submit any housing information, but you **must** update your contracted residential address to where you're currently living.

Call, fax, or e-mail the required information (see below) to:  
 BYU Off-Campus Housing  
 801-422-1513 (ph)  
 801-422-0182 (fax)  
[och@byu.edu](mailto:och@byu.edu)

If you have questions, contact the instructor:

*PETE Majors & Coaching Minors* — Tara Hall \* 513-314-7053 \* [tara.hall@nebo.edu](mailto:tara.hall@nebo.edu)

***PLEASE PRINT***

|   |   |                |   |  |   |
|---|---|----------------|---|--|---|
| Student Last Name, First Name   |   | ID#            |   | E-mail   |   |
| Internship Living Address   |   |                |   |  |   |
| City  |   | State          | Zip                                       | Phone  |   |
| Experience Provider (school)  |   |                |   | Main Phone   |   |
| Internship Experience Provider Address                                |   |                |   | City   | State                                     |
| On-Site Supervisor (head coach)                                       |   |                |   | Direct Phone   |   |
| Position/Title (Sport)  |   |                |   | E-mail   |   |
| Enrollment Year   | <input type="checkbox"/> Fall ____ (yr) |                | <input type="checkbox"/> Winter ____ (yr) |  | <input type="checkbox"/> Spring ____ (yr) |
| Enrolled in<br>Section 001 PETE Majors<br>Section 002 Coaching Minors | PETE<br>399R                            | Section<br>No. | # of Credits                              | Coaching—Faculty Internship Advisors:<br>Tara Hall * 513-314-7053 * <a href="mailto:tara.hall@nebo.edu">tara.hall@nebo.edu</a> |   |
| Duration of Internship  | <b>Begin Date:</b>                      |                |   | <b>End Date:</b>   |   |



***David O. McKay School of Education***  
**DEPARTMENT OF TEACHER EDUCATION**  
**205 MCKB • Brigham Young University • Provo UT 84602-5099**

|  |  |                             |  |
|--|--|-----------------------------|--|
| Indicate your PETE situation<br><input type="checkbox"/> Minor<br><input type="checkbox"/> Major                                       | <b>BRIGHAM YOUNG UNIVERSITY</b><br><b>COACHING INTERNSHIP</b><br><b><i>WEEKLY REPORT</i></b> |                             | Please duplicate and complete one form for each week of your internship (to be turned in each week to your Faculty Advisor). |
| Name   | Week of (date)   |                             |  |
| Sport  | School   |                             |  |
| My personal goal this week   |  |                             |  |
| Team goal this week:   |  |                             |  |
| <i>Briefly describe your coaching assignments and any other responsibilities completed this week. Record the hours spent coaching.</i> |  |                             |  |
| <b>Monday</b>  |  |                             |  |
| Hours  |  |                             |  |
| <b>Tuesday</b>   |  |                             |  |
| Hours  |  |                             |  |
| <b>Wednesday</b>   |  |                             |  |
| Hours  |  |                             |  |
| <b>Thursday</b>  |  |                             |  |
| Hours  |  |                             |  |
| <b>Friday</b>  |  |                             |  |
| Hours  |  |                             |  |
| <b>Saturday</b>  |  |                             |  |
| Hours  |  |                             |  |
| Total hours for week   |  | Cumulative hours for season |  |

BRIGHAM YOUNG UNIVERSITY  
**COACHING INTERNSHIP**  
*GOAL STATEMENT AND ACTION PLAN—PART I*

|  |  |
|--|--|
|  |  |
|--|--|

Identify three major goals (objectives) you plan to achieve with your athletes during this internship experience and three major goals you plan to achieve for yourself. Briefly discuss how you plan to accomplish each goal. *Use additional pages if necessary.* (Reminder: All forms should be typed.) **Due within two weeks of start of internship.**

**MAJOR GOALS WITH ATHLETES (in order of priority)**

1.

2.

3.

**MAJOR GOALS FOR MYSELF (in order of priority)**

1.

2.

3.



BRIGHAM YOUNG UNIVERSITY  
**COACHING INTERNSHIP**  
*GOAL STATEMENT EVALUATION—PART II*

|  |  |
|--|--|
|  |  |
|--|--|

Discuss how successful you were in meeting each goal you established at the beginning of the internship experience. Discuss each goal. Use additional paper if necessary.

**MAJOR GOALS WITH THE ATHLETE**

1.

2.

3.

**MAJOR GOALS FOR MYSELF**

1.

2.

3.

Name

Date

Coaching Assignment (Sport)

Head Coach

Experience Provider / School

**BRIGHAM YOUNG UNIVERSITY**  
**COACHING INTERNSHIP**  
***STUDENT SELF-EVALUATION***

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

Reflect on the skills and aptitudes you demonstrated while coaching in this internship experience. Write comments that reflect the progress you made in the improvement of your coaching skills. Describe the events that illustrate your actions and behavior for each following question. Under Improvement Strategies indicate how you could improve on your performance.

1. Were your actions and behavior (in practices and in contests) consistent with your philosophy?

Improvement Strategies:



2. Were you able to communicate effectively with the athletes, other coaches, parents, officials, and administrators?

Improvement Strategies:

3. How effective were you in teaching sport skills? Were you able to explain and demonstrate skills to the athletes? Were you able to correct errors in the players' skill performance?

Improvement Strategies:

4. Were you able to analyze the game strategies and make adjustments to correct weaknesses? (For individual sport events answer this question in relation to adjusting the strategy of the individual performer.)

Improvement Strategies:

5. Did you systematically plan the season and daily workout and practice sessions? Did you make effective use of practice time? If you were not involved in planning practice sessions, comment on the effectiveness of the workout and make suggestions on how you would do things differently.

Improvement Strategies:

6. To what extent did you manage the equipment and facilities effectively? Did you inspect the equipment and facilities regularly to provide for a safe environment? Were maintenance records kept and filed? If you were not given these responsibilities, comment on how you would handle equipment and facilities.

Improvement Strategies:



## ***REPORT OF THE INTERNSHIP***

### **FINAL PAPER**

Discuss your assignment in relation to the quality of the experience and the quantity of work or time you spent during the internship. *(Limit this evaluation to 3 pages or less.)*

In addition, answer the following questions:

A. What could *YOU* have done to improve your internship experience?

B. What could *BYU* have done to improve your internship experience?

Name

Date

Coaching Assignment (Sport)

Head Coach

Experience Provider

**BRIGHAM YOUNG UNIVERSITY**  
**COACHING INTERNSHIP**  
***STUDENT'S APPRAISAL OF SCHOOL/AGENCY***

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

*Code: A—Always, F—Frequently, O—Occasionally, S—Seldom, N—Never (check the appropriate column)*

|   | A | F | O | S | N |
|---|---|---|---|---|---|
| Did your head coach orient you effectively to your coaching assignment?   |   |   |   |   |   |
| Was your head coach of assistance in your developing an effective working relationship with the other coaches and the athletes?       |   |   |   |   |   |
| Did your head coach appear interested in you as an individual?  |   |   |   |   |   |
| Did your head coach provide adequate opportunity and training to help you improve your coaching and teaching skills?                  |   |   |   |   |   |
| Did your head coach motivate you to improve yourself?   |   |   |   |   |   |
| Did you receive adequate instructions or assistance from the head coach in the conduct of your coaching assignment?                   |   |   |   |   |   |
| Did the head coach schedule conferences or meet with you to provide feedback and an on-going evaluation of your coaching performance? |   |   |   |   |   |
| Was the head coach willing to listen to whatever suggestions or recommendations you offered?  |   |   |   |   |   |
| Was he/she willing to discuss them with you?  |   |   |   |   |   |
| Comment on your relationship with the head and assistant coaches:   |   |   |   |   |   |

**Briefly respond to the following questions:**

1. Describe your working relationship with the athletes and others involved in the program.
2. Did the school provide adequate resources, facilities, and equipment, etc., for you to complete your assignment? Were you accepted as a functional member of the staff?
3. Did you feel you were performing work that was of value to the individual athlete, to the team? Was your assignment challenging to you? Did you learn more about the job of coaching from this experience?

5. Other suggestions, considerations, or statements regarding the experience at this school or agency:

**BRIGHAM YOUNG UNIVERSITY  
COACHING INTERN  
MID-SEASON PROGRESS REPORT**

|                             |                      |
|-----------------------------|----------------------|
| Intern's Name               | Date                 |
| Coaching Assignment (Sport) | Head Coach           |
| Experience Provider         | Head Coach Signature |

***Instructions:** The head coach or supervisor of the intern should complete this form. Please evaluate the student objectively, comparing him/her with other students of comparable academic level and training. It is also suggested that the head coach discuss this evaluation with the intern. A Faculty Advisor will use this evaluation to guide and counsel the intern.*

1. Briefly discuss the position and responsibilities assigned to intern.

2. Check the appropriate column:

*Code: E—Excellent, VG—Very Good, A—Average, F—Fair, U—Unsatisfactory*

|   | E | VG | A | F | U |
|---|---|----|---|---|---|
| Dependable in completing assignments          |   |    |   |   |   |
| Takes directions                              |   |    |   |   |   |
| Able to communicate with athletes and coaches |   |    |   |   |   |
| Takes initiative                              |   |    |   |   |   |
| Able to organize materials and events         |   |    |   |   |   |
| Knows sport skills and tactics                |   |    |   |   |   |
| Produces quality work                         |   |    |   |   |   |
| Attends as required                           |   |    |   |   |   |
| Punctual                                      |   |    |   |   |   |
| Overall performance                           |   |    |   |   |   |

3. Comment on student's performance:

Please submit this evaluation to: **PETE Majors and Coaching Minors**

Coach Tara Hall  
PETE Department  
249F SFH or [tara.hall@nebo.edu](mailto:tara.hall@nebo.edu)  
Brigham Young University  
Provo, UT 84602-2212

**BRIGHAM YOUNG UNIVERSITY**  
**COACHING INTERNSHIP FINAL EVALUATION**

|                             |                       |                        |
|-----------------------------|-----------------------|------------------------|
| Name                        | ID#                   |                        |
| Coaching Assignment (Sport) | Date                  |                        |
| Experience Provider         |                       |                        |
| Supervisor's Name (Print)   | Supervisor's Position | Supervisor's Signature |

**To be completed by the Head Coach or Immediate Supervisor**

Please evaluate the student objectively, comparing the intern with other students or workers of comparable academic level or with other personnel assigned the same or similar tasks. Remarks are particularly helpful, and any additional comments or information that will help to provide a clear picture of the intern's performance and responsibilities can be attached to this form. This evaluation will be used to assist in determining a grade for the student and as a basis for counseling. It is strongly suggested that the head coach or supervisor discuss this evaluation of the student's performance with the student. Please be candid; this joint evaluation is of paramount importance to the student's professional and personal development. Because this evaluation is a factor in determining this individual's grade, it is an education record under the Family Education Rights and Privacy Act. Under this law, the student has a legal right to examine this evaluation upon request.

Please check the appropriate space to indicate the student's progress or attainment and make any additional comments in the space provided. There may be statements that do not apply to your situation or may request information not available to you. If this is true simply omit responding to those items.

*The content of this recommendation will be disclosed to prospective employers and may be reviewed by the student.  
(Please type or print with black ink, if possible.)*

*Code: E—Excellent, VG—Very Good, A—Average, F—Fair, U—Unsatisfactory*

| PART I—Personal Qualities  | E | VG | A | F | U |
|--|---|----|---|---|---|
| Sets a positive example in the use of language, in deed or action, and in appearance.  |   |    |   |   |   |
| Respects student athlete's rights and abilities.   |   |    |   |   |   |
| Has a positive attitude and enthusiastic personality.  |   |    |   |   |   |
| Has emotional stability and self-control.  |   |    |   |   |   |
| Cooperates with and has good interpersonal relations with the athletes, other coaches, staff and the parents.                    |   |    |   |   |   |
| Knows how to motivate athletes.  |   |    |   |   |   |
| Helps the athletes know and follow the training rules, team rules, and the consequences of breaking such rules and requirements. |   |    |   |   |   |
| Is honest and fair in dealing with athletes/coaches.   |   |    |   |   |   |
| Is concerned about the athletes' academic achievements as well as athletic ability.  |   |    |   |   |   |
| Is loyal and supportive to the head coach and the school's athletic policies.  |   |    |   |   |   |
| Demonstrates and teaches good sportsmanship to players.  |   |    |   |   |   |
| Is respectful toward opponents, parents, officials, media, etc.  |   |    |   |   |   |
| Can communicate effectively with athletes, coaches, parents, etc.  |   |    |   |   |   |

Code: E—Excellent, VG—Very Good, A—Average, F—Fair, U—Unsatisfactory

| <b>PART II—Knowledge of the Sport and Methods of Coaching</b>  | <b>E</b> | <b>VG</b> | <b>A</b> | <b>F</b> | <b>U</b> |
|--|----------|-----------|----------|----------|----------|
| Is knowledgeable of the skills and techniques necessary for each position in the sport.                      |          |           |          |          |          |
| Uses sound up-to-date methods to teach skills and techniques (drills, scrimmage, etc.).                      |          |           |          |          |          |
| Is knowledgeable and effectively uses up-to-date offensive and defensive strategy in the sport.              |          |           |          |          |          |
| Has a good knowledge of scouting techniques, can scout effectively and can effectively use scouting reports. |          |           |          |          |          |
| Evaluates team personnel in drill performance and in practice sessions effectively.                          |          |           |          |          |          |
| Evaluates game performance effectively.  |          |           |          |          |          |
| <b>PART III—General Functions and Responsibilities</b>   | <b>E</b> | <b>VG</b> | <b>A</b> | <b>F</b> | <b>U</b> |
| Uses the daily practice time efficiently.  |          |           |          |          |          |
| Uses and cares for facilities and equipment efficiently.   |          |           |          |          |          |
| Is knowledgeable about training and conditioning programs and procedures for the athlete.                    |          |           |          |          |          |
| Performs game management tasks efficiently.  |          |           |          |          |          |
| Uses proper procedures for prevention of injuries.   |          |           |          |          |          |
| Uses proper procedures for handling injuries.  |          |           |          |          |          |
| Is able to properly fit equipment to prevent injuries.   |          |           |          |          |          |
| Employs reasonable and prudent conduct to avoid negligence and liability.                                    |          |           |          |          |          |
| Assists in program evaluation effectively.   |          |           |          |          |          |
| Is capable of assisting in evaluating officials.   |          |           |          |          |          |
| Understands the importance of good relations with all news media, fans, and parents.                         |          |           |          |          |          |
| Knows and abides by the school and/or district policies governing athletics.                                 |          |           |          |          |          |
| COMMENTS:  |          |           |          |          |          |

Please submit this evaluation to:

**PETE Majors and Coaching Minors**

Coach Tara Hall  
 PETE Department  
 249F SFH or [tara.hall@nebo.edu](mailto:tara.hall@nebo.edu)  
 Brigham Young University  
 Provo, UT 84602-2212

Intern's Name

Intern's Signature

Coaching Assignment (Sport)

Date

BRIGHAM YOUNG UNIVERSITY  
COACHING INTERNSHIP

Experience Provider

**To be completed by student.**

I ☐ agree / ☐ disagree with my Head Coach (supervisor's) evaluation.

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

If you DO NOT concur with your Head Coach or supervisor's evaluation, please comment as to your reason.





# **School of Family Life**

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**SFL 399R**

## Instructor/TA Info

### Instructor Information

**Name:** Roy Bean

**Office Location:** Continuing Education

**Office Phone:** 801-422-2349

**Email:** roy\_bean@byu.edu

### TA Information

**Name:** Samuel Richardson

**Email:** samrichardson313@gmail.com

## Course Information

### Description

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

### 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:

| Number of Credit Hours | Total hours during the semester | Average hours worked per week |
|------------------------|---------------------------------|-------------------------------|
| 1                      | 45                              | 3-5                           |
| 2                      | 90                              | 6-8                           |
| 3                      | 135                             | 9-11                          |
|                        |                                 |                               |
|                        |                                 |                               |

No more than 3 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, please contact Dr. Bean because you will need to complete additional assignments.

### Grading Scale

| Grades | Percent |
|--------|---------|
| A      | 94.5%   |
| A-     | 89.5%   |
| B+     | 86.5%   |
| B      | 82.5%   |
| B-     | 79.5%   |
| C+     | 76.5%   |
| C      | 72.5%   |
| C-     | 69.5%   |
| D+     | 66.5%   |
| D      | 62.5%   |
| D-     | 59.5%   |
| E      | 0%      |

### 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

| Assignments  | Number of Credits |     |    |   |  |
|--|-------------------|-----|----|---|--|
|  | 1                 | 1.5 | 2  | 3 |  |
| Introductory e-mail                                      | X                 | X   | X  | X |  |
| Student agreement, syllabus & handout quiz               | X                 | X   | X  | X |  |
| Weekly time logs/journals                                | X                 | X   | X  | X |  |
| Learning goals planning worksheet                        | X                 | X   | X  | X |  |
| Learning goals evaluation                                | X                 | X   | X  | X |  |
| Mid-semester employer evaluation & time log verification | X                 | X   | X  | X |  |
| Final employer evaluation & time log verification        | X                 | X   | X  | X |  |
| Qualtrics survey   | X                 | X   | X  | X |  |
| Exit interview/powerpoint                                | X                 | X   | X  | X |  |
| Reflective Paper   |                   | X*  | X  | X |  |
| In-depth overview of agency                              |                   | X*  | X* | X |  |
| Interview with key person at agency                      |                   | X*  | X* | X |  |
| Resume   |                   |     |    | X |  |
| Readings #1 and #2                                       |                   |     |    | 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.** You 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 **CAN'T** 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.**

### 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

[illegible]

|  |   |    |    |   |   |   |   |   |   |   |
|--|---|----|----|---|---|---|---|---|---|---|
| Student agreement, syllabus & handout quiz               | X | X  | X  | X | X | X | X | X | X | X |
| Weekly time logs/journals                                | X | X  | X  | X | X | X | X | X | X | X |
| Learning goals planning worksheet                        | X | X  | X  | X | X | X | X | X | X | X |
| Learning goals evaluation                                | X | X  | X  | X | X | X | X | X | X | X |
| Mid-semester employer evaluation & time log verification | X | X  | X  | X | X | X | X | X | X | X |
| Final employer evaluation & time log verification        | X | X  | X  | X | X | X | X | X | X | X |
| Qualtrics survey   | X | X  | X  | X | X | X | X | X | X | X |
| Exit interview/powerpoint                                | X | X  | X  | X | X | X | X | X | X | X |
| 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 |
| 3 page paper related to internship                       |   |    |    |   | X |   |   |   |   |   |
| 6 page paper related to internship                       |   |    |    |   |   | X |   |   |   |   |
| 10 page paper related to internship                      |   |    |    |   |   |   | X |   |   |   |
| 13 page paper related to internship                      |   |    |    |   |   |   |   | X |   |   |
| 16 page paper related to internship                      |   |    |    |   |   |   |   |   | X |   |
| 20 page paper  |   |    |    |   |   |   |   |   |   | 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

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/> (<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> (<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.

## Assignments

### Assignment Descriptions

#### Internship Orientation (7-8pm)

Sep  
12

Due: Tuesday, Sep 12 at 7:00 pm

**Required orientation session meets at 7-8 pm via Zoom.**

**Link:** <https://byu.zoom.us/j/97550063568?pwd=bVcxYmNheFJ1aFpyR1g2SXI5YldTdDz09>  
(<https://byu.zoom.us/j/92854527958?pwd=MIhyQmRMQloyVExiWWtOMnRkYVhJdz09>)

#### Week 1 Time Log/Journal

Sep  
13

Due: Wednesday, Sep 13 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 Video Walk Through.mp4

**Time log Formatting and Submission Directions.pdf** [Download \(plugins/Upload/fileDownload.php?fileId=820d66d8-aw9a-PDFH-8nYM-xH00be4cfb3e&pubhash=mHISbYot4I4-i7pmDm9Rz3U0kE-1L77JZfVof4HtRZHFXWFqJllqCVR\\_\\_pvqzZp0HbVjE1ghC8TyKMTvEuJDpQ==\)](#) **Look over this document for further instruction on how to complete and submit your time log each week.**

## Time Log and Journal Worksheet.pdf - Follow this link

([http://docs.google.com/spreadsheets/d/1TGI6Hoq0Ln8OjCN7pQHn9i0PHR06t\\_m1GpRtbU7hV78/edit](http://docs.google.com/spreadsheets/d/1TGI6Hoq0Ln8OjCN7pQHn9i0PHR06t_m1GpRtbU7hV78/edit)) 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

### Student Agreement (required assignment)

Sep  
16

Due: Saturday, Sep 16 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)

Sep  
16

Due: Saturday, Sep 16 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 (Ethical Standards and Liability Issues, Tips for a successful Internship, and Exhibit A of Internship Master Agreement) found on Content-->Handouts on Learning Suite and the syllabus. You will answer a few questions about the content of the syllabus.

### Introductory E-Mail

Sep  
22

Due: Friday, Sep 22 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](mailto: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.)

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

Sep



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 \(plugins/Upload/fileDownload.php?fileId=de95348d-ZFW8-NzDA-dK8J-0E15e52b5f2a&pubhash=GPXqFhTFod9U4Tcioiwb11CBj32W3Z4LmxXSWH9cjkyH\\_o6qkEO10SXTmb8Dygs5DdJEaWfgg5irUKIalk9-GA==\)](#)

Learning\_goals sample.doc [Download \(plugins/Upload/fileDownload.php?fileId=706fc6d6-TLno-SLvJ-DdaM-Mv257bdefcdc&pubhash=rsah80vsAsMZXdK4AUUJfHqeLS38T1BcM4QaEE6StgyNUs01GK2chPhxDICDXqPacfUH\\_x8beWN3gj1bBmtHGA==\)](#)

## Week 2 & 3 Time Log/Journal

**Time log Formatting and Submission Directions.pdf** [Download \(plugins/Upload/fileDownload.php?fileId=820d66d8-aw9a-PDFH-8nYM-xH00be4cfb3e&pubhash=mHISbYot4I4-i7pmDm9Rz3U0kE-1L77JZfVof4HtRZHFXWFqJllqCVR\\_\\_pvqzZp0HbVJE1ghC8TyKMVtEuJDpQ==\)](#) **Look over this document for further instruction on how to complete and submit your time log each week.**



Time Log Video Walk Through.mp4

**Time Log and Journal Worksheet.pdf - Follow this link**

**([http://docs.google.com/spreadsheets/d/1TGI6Hoq0Ln8OjCN7pQHn9i0PHR06t\\_m1GpRtbU7hV78/edit](http://docs.google.com/spreadsheets/d/1TGI6Hoq0Ln8OjCN7pQHn9i0PHR06t_m1GpRtbU7hV78/edit)) 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.**

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 \(plugins/Upload/fileDownload.php?fileId=820d66d8-aw9a-PDFH-8nYM-xH00be4cfb3e&pubhash=mHISbYot4I4-i7pmDm9Rz3U0kE-1L77JZfVof4HtRZHFXWFqJllqCVR\\_\\_pvqzZp0HbVJE1ghC8TyKMVtEuJDpQ==\)](#)

**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

### Review of Internship (So Far) and Goal Setting/Internship Experience

---

Sep  
27

Due: Wednesday, Sep 27 at 7:00 pm

**Required Review session meets at 7-8 pm via Zoom.**

**Link:** <https://byu.zoom.us/j/92561294939?pwd=WFNqUFJjWGR2S05aNDg4QVNIM1MxQT09>

Review of Goal Setting/Internship Experience: Discussion of your experiences in the internship so far, including the goal setting/objective determining process. Dr. Bean will talk about common issues that interns face:

- Unclear role demands and what to do next
- The need for initiative and creativity
- Punctuality and dependability
- Planning for the future (including Grad School)

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

---

Oct  
05

Due: Thursday, Oct 05 at 11:59 pm

- Conduct an in-depth overview of your agency/internship site, using the attached instructions.
- 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-Agency-Overview.docx [Download \(plugins/Upload/fileDownload.php?fileId=79fcf2f6-5PFc-T82I-NWiY-5o5914057f72&pubhash=l-jS2zdv-uoASG04qDBVXmF1IGKrq6VuZiFyFjxRGxLHzWgeBcYFNJO6wk95xZRKGCD356aYnxvlxj59PMH4w==\)](#)

### Readings #1 Quiz

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Oct  
06

Due: Friday, Oct 06 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 15 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

### Readings #2 Quiz

---

Oct  
06

Due: Friday, Oct 06 at 11:59 pm

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 "10 Qualities to Look For in New Hires" and "5 Mistakes College Jobs Seekers Make." These readings can be found under Content --> Readings on Learning Suite.

### Week 4 & 5 Time Log/Journal

---

Oct  
10

Due: Tuesday, Oct 10 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 \(plugins/Upload/fileDownload.php?fileId=820d66d8-aw9a-PDFH-8nYM-xH00be4cfb3e&pubhash=mHISbYot4I4-i7pmDm9Rz3U0kE-1L77JZfVof4HtRZHFxfWfQJllqCVR\\_\\_pvqzZp0HbVjE1ghC8TyKMVtEuJDpQ==\)](#)

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

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

Oct  
24

Due: Tuesday, Oct 24 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 \(plugins/Upload/fileDownload.php?fileId=820d66d8-aw9a-PDFH-8nYM-xH00be4cfb3e&pubhash=mHISbYot4I4-i7pmDm9Rz3U0kE-1L77JZfVof4HtRZHFxfWfQJllqCVR\\_\\_pvqzZp0HbVjE1ghC8TyKMVtEuJDpQ==\)](#)

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

#### Company Information

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Oct  
26

Due: Thursday, Oct 26 at 11:59 pm

This assignment is set up to help other students become informed of possible employment and volunteer options. Please fill out this form with information from your internship including a description and how to apply. Later in the semester we will send the responses out to all the students in the class.

<https://forms.gle/wu2SZVre1eXN3nro8> (<https://forms.gle/Koa65GAgMzQXe5nN6>).

#### Midterm Internship Evaluations and Time Log Verification

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Nov  
02

Due: Thursday, Nov 02 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 Evaluations and Time Log Verification.docx [Download \(plugins/Upload/fileDownload.php?fileId=1352723a-tibS-W24b-KXpp-J55b36e13e5f&pubhash=ech50KXVNi6tuGi8OPNF-Eyj4kYedmsK\\_f9DY2\\_vefdluFD2KSIDNMwt3vggWfuMazllqJLJ71wYoxOMHR6vw==\)](#)

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.

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

---

Nov  
07

Due: Tuesday, Nov 07 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 \(plugins/Upload/fileDownload.php?fileId=820d66d8-aw9a-PDFH-8nYM-xH00be4cfb3e&pubhash=mHISbYot4I4-i7pmDm9Rz3U0kE-1L77JZfVof4HtRZHFXWFqJllqCVR\\_\\_pvqzZp0HbVjE1ghC8TyKMVtEuJDpQ==\)](#).

**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

#### Interview with Key Person at Internship

Nov  
09

Due: Thursday, Nov 09 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 \(plugins/Upload/fileDownload.php?fileId=7dc63ae3-C8rg-sDWj-xJWh-fmbe2c223a11&pubhash=t\\_T6nOGeCy9TEUx-HcrvcINVAfuJZwYbkDQlZ\\_EboWa5sYnSTz759iqXudVmN7QKuza3XhMb2Ar9tHGp841tpA==\)](#).

#### Resume Assignment - Critiqued and Revised Resume

Nov  
14

Due: Tuesday, Nov 14 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 Natalie Hansen, 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.

Resume Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=3ca16bdf-4iaq-cTR6-OkOw-Epf1cb14a655&pubhash=uhs8f9ll8Z3pddc7kMmQGy8bPzPIPRSa2YC7PQh\\_Z17H4GRkJlqQBXsGxw04helrMSr9cdf7ZtfG-13lpMwepg==\)](#)

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

Nov  
21

Due: Tuesday, Nov 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 \(plugins/Upload/fileDownload.php?fileId=820d66d8-aw9a-PDFH-8nYM-xH00be4cfb3e&pubhash=mHISbYot4l4-i7pmDm9Rz3U0kE-1L77JZfVof4HtRZHFXWFqJllqCVR\\_\\_pvqzZp0HbVjE1ghC8TyKMVtEuJDpQ==\)](#)

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

#### Reflective Paper (required assignment)

Dec  
05

Due: Tuesday, Dec 05 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 (2022 update).docx [Download \(plugins/Upload/fileDownload.php?fileId=58b8574c-jltq-3MZr-rfGB-bmbd2d6a76cc&pubhash=Wtagrgjde\\_B73NSLMCqBhodjyM6-vB0lh7yRwIXnbaGlquzRoHYFWl2u9tDmmlBs\\_GyuxtiZsr4\\_0V5GgOWYRA==\)](#)

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.

### Week 12 & 13 Time Log/Journal

Dec  
05

Due: Tuesday, Dec 05 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 \(plugins/Upload/fileDownload.php?fileId=820d66d8-aw9a-PDFH-8nYM-xH00be4cfb3e&pubhash=mHISbYot4l4-i7pmDm9Rz3U0kE-1L77JZfVof4HtRZHFXWFqJllqCVR\\_\\_pvqzZp0HbVJE1ghC8TyKMVtEuJDpQ==\)](#)

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

Dec  
08

Due: Friday, Dec 08 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).

Final Internship Evaluations.docx [Download \(plugins/Upload/fileDownload.php?fileId=9ab33f7c-WmlJ-HN9q-ufMW-U1e26a658f2&pubhash=4376EIRK35CvkYbx2IXL8OHQeA7qILFR8XURkltgshY0T361rwGp3UVE5txWvm0A3MZyExZga-uF4xsm-t93aQ==\)](#)

Please upload YOUR EVALUATION 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.

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

Dec  
08

Due: Friday, Dec 08 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 \(plugins/Upload/fileDownload.php?fileId=48ce5166-mZjB-YksM-Nr8c-kz0a2135a3ef&pubhash=yKviFZI8\\_wB7ucMrRiMAi1NPCfpE1dufz33Z6LprM0g4kYACidNz9Dz\\_R5Flqfc\\_G3LryU-ah3yJVlp7zvHuHg==\)](https://plugins/Upload/fileDownload.php?fileId=48ce5166-mZjB-YksM-Nr8c-kz0a2135a3ef&pubhash=yKviFZI8_wB7ucMrRiMAi1NPCfpE1dufz33Z6LprM0g4kYACidNz9Dz_R5Flqfc_G3LryU-ah3yJVlp7zvHuHg==)

### Exit Interview Dec 15 (Sign up for assignments and upload PowerPoint presentations)

Dec  
11

Due: Monday, Dec 11 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. You can find the sign-up sheet and schedule at: <https://docs.google.com/document/d/192lpj1dyv3nNQ5Fknc4hjmO3G6qM9DAgkADTg4WF2tE/edit> (<https://docs.google.com/document/d/192lpj1dyv3nNQ5Fknc4hjmO3G6qM9DAgkADTg4WF2tE/edit>).
- For your convenience, exit interviews will occur via Zoom, [https://byu.zoom.us/j/92604449797?](https://byu.zoom.us/j/92604449797?pwd=YjIjTempwMHZYVnBocTdobEp5RDI5QT09)pwd=YjIjTempwMHZYVnBocTdobEp5RDI5QT09
- Please be on time and present a **4 slide PowerPoint** that we can discuss - Reminder to **upload your PowerPoint onto Learning Suite.**
- The four slides should include:
  - (Slide 1) name of your internship agency or business; your internship position, with a 1-sentence description of main duties; # of credits you are taking; total # of hours worked to this point; & your intended month & year of graduation.
  - (Slide 2) three things you learned in your BYU coursework that you then applied during your internship,
  - (Slide 3) 2-3 greatest challenges you faced in your internship, and
  - (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.**

### Week 14 & 15 Time Log/Journal

Dec  
14

Due: Thursday, Dec 14 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 \(plugins/Upload/fileDownload.php?fileId=820d66d8-aw9a-PDFH-8nYM-xH00be4cfb3e&pubhash=mHISbYot4I4-i7pmDm9Rz3U0kE-1L77JZfVof4HtRZHFXWFqJllqCVR\\_\\_pvqzZp0HbVjE1ghC8TyKMVtEuJDpQ==\)](#).

### 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

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

Dec  
14

Due: Thursday, Dec 14 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 \(plugins/Upload/fileDownload.php?fileId=a21f6b24-S9Us-igmb-Q5f9-a9502b981e9f&pubhash=DINwZL3vBM7h13vfVXJFznr1vDA\\_kHMTk\\_ezTXCJthxfwE6bMTVSYKpKYd1MznEJpyZjRBAHSN8gHepVI9NRcw==\)](#)

### Qualtrics Survey (Feedback about your Internship Experience)

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

Complete the Qualtrics survey found at: [https://byu.az1.qualtrics.com/jfe/form/SV\\_eo3AEK96OOOfypuc](https://byu.az1.qualtrics.com/jfe/form/SV_eo3AEK96OOOfypuc) Once you finish the survey, please complete this one question quiz asking if you took the survey.

### Teacher Evaluation

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

You can receive 5 points by completing the course teacher evaluation. This evaluation is sent out by BYU close to the end of the semester in the Student Ratings email. After you have completed the evaluation, take this one question quiz. I encourage you to provide detailed feedback so that we can make this class even better for future students. As always, your feedback is anonymous and I won't see the evaluations until after grades are submitted.

## 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.

## 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

## 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](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<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> (<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](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<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.

## Mental Health Concerns

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](http://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> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<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.

## FHSS Diversity and Inclusion Syllabus Statement

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statement<sup>i</sup>, the BYU honor code<sup>ii</sup>, and principles of Christian discipleship<sup>iii</sup>. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"<sup>iv</sup>. This includes embracing one another compassionately and "eliminating] any prejudice, including racism, sexism, and nationalism"<sup>v</sup> "regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges."<sup>vi</sup> It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."<sup>iii</sup> To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

<sup>i</sup> "provide an education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy."

<sup>ii</sup> "[we live] in accordance with the principles of the gospel of Jesus Christ and strive to maintain the highest standards in [our] personal conduct regarding honor, integrity, morality, and consideration of others."

<sup>iii</sup> "The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children." President Russell M. Nelson, News Release, 2020; <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>; (<https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>); [https://medium.com/@Ch\\_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37](https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37) ([https://medium.com/@Ch\\_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37](https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37)).

"he inviteth them all to come unto him and partake of his goodness; and he denieth none that come unto him, black and white, bond and free, male and female; and he remembereth the heathen; and all are alike unto God, both Jew and Gentile." (2 Nephi 26:33)

<sup>iv</sup> Elder Jeffrey R. Holland, "A Perfect Brightness of Hope", April, 2020

<sup>v</sup> Elder M. Russell Ballard, "The Trek Continues", October, 2017

<sup>vi</sup> President Russell M. Nelson, "The Love and Laws of God", September, 2019

## Schedule

| Date               | Column 1  | Column 2 |
|--------------------|---|----------|
| Week 1             |   |          |
| T Sep 05 Tuesday   | <b>Start of Classes</b><br><b>Syllabus &amp; Handout Quiz (required assignment) Opens</b><br><b>Readings #1 Quiz Opens</b><br><b>Readings #2 Quiz Opens</b><br><b>Student Agreement (required assignment) Opens</b>   |          |
| Th Sep 07 Thursday | <b>Qualtrics Survey (Feedback about your Internship Experience) Opens</b><br><b>Teacher Evaluation Opens</b>  |          |
| Week 2             |   |          |
| T Sep 12 Tuesday   | <b>Required orientation session meets at 7-8 pm via Zoom.</b><br><b>Link:</b><br><a href="https://byu.zoom.us/j/97550063568?pwd=bVcxYmNheFJ1aFpyR1g2SXl5YldTdDz09">https://byu.zoom.us/j/97550063568?pwd=bVcxYmNheFJ1aFpyR1g2SXl5YldTdDz09</a><br><b>Internship Orientation (7-8pm)</b> |          |
| W Sep 13 Wednesday | <b>Week 1 Time Log/Journal</b>  |          |
| Sa Sep 16 Saturday | <b>Student Agreement (required assignment) Closes</b><br><b>Syllabus &amp; Handout Quiz (required assignment) Closes</b>  |          |
| Week 3             |   |          |
| T Sep 19 Tuesday   | <b>Reminder: Start to set up an appointment with your internship experience provider (i.e. your work supervisor) to discuss your Learning Goals and Objectives (due 9/26).</b>  |          |
| F Sep 22 Friday    | <b>Introductory E-Mail</b>  |          |
| Week 4             |   |          |

|                    |  |  |
|--------------------|--|--|
| T Sep 26 Tuesday   | <b>Week 2 &amp; 3 Time Log/Journal</b><br><b>Learning Goals/Objectives Planning (must meet with Work Supervisor)</b>   |  |
| W Sep 27 Wednesday | <b>Review of Internship (So Far) and Goal Setting/Internship Experience</b>  |  |
| Week 5             |  |  |
| T Oct 03 Tuesday   |  |  |
| Th Oct 05 Thursday | <b>In-depth Overview of Agency/Internship Site</b>   |  |
| F Oct 06 Friday    | <b>Readings #2 Quiz Closes</b><br><b>Readings #1 Quiz Closes</b>   |  |
| Sa Oct 07 Saturday | <b>Reminder: If you are taking 3 credit hours you should have completed approximately 45 internship hours by today.</b>  |  |
| Week 6             |  |  |
| T Oct 10 Tuesday   | <b>Week 4 &amp; 5 Time Log/Journal</b>   |  |
| Week 7             |  |  |
| T Oct 17 Tuesday   |  |  |
| Week 8             |  |  |
| T Oct 24 Tuesday   | <b>Week 6 &amp; 7 Time Log/Journal</b><br><b>Reminder: Set up an appointment with a key person from your internship to interview them for the interview assignment (due 11/09).</b>  |  |
| Th Oct 26 Thursday | <b>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 11/02).</b><br><b>Company Information</b>   |  |
| Week 9             |  |  |
| T Oct 31 Tuesday   |  |  |
| Th Nov 02 Thursday | <b>Midterm Internship Evaluations and Time Log Verification</b>  |  |
| Sa Nov 04 Saturday | <b>Reminder: If you are taking 3 credit hours you should have completed approximately 90 internship hours by today.</b>  |  |
| Week 10            |  |  |
| T Nov 07 Tuesday   | <b>Week 8 &amp; 9 Time Log/Journal</b><br><b>Reminder: Start working on the resume assignment that is due next week. 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! (Due 1/14).</b> |  |
| W Nov 08 Wednesday |  |  |
| Th Nov 09 Thursday | <b>Interview with Key Person at Internship</b>   |  |
| Week 11            |  |  |
| T Nov 14 Tuesday   | <b>Resume Assignment - Critiqued and Revised Resume</b>  |  |
| Week 12            |  |  |
| T Nov 21 Tuesday   | <b>Friday Instruction</b><br><b>Week 10 &amp; 11 Time Log/Journal</b>  |  |
| W Nov 22 Wednesday | <b>No Classes</b>  |  |
| Th Nov 23 Thursday | <b>Thanksgiving</b>  |  |
| F Nov 24 Friday    | <b>Thanksgiving Holiday</b>  |  |
| Week 13            |  |  |
| T Nov 28 Tuesday   |  |  |
| Th Nov 30 Thursday | <b>Set up appointments with your internship experience provider (i.e. your work supervisor) to discuss your Learning Goals/Objectives Evaluations (due 12/08) and the Supervisor Final Evaluations and Time Log Verification (due 12/14).</b>                                      |  |
| Week 14            |  |  |

|                    |   |  |
|--------------------|---|--|
| M Dec 04 Monday    |   |  |
| T Dec 05 Tuesday   | <b>Reflective Paper (required assignment)</b><br><b>Week 12 &amp; 13 Time Log/Journal</b>   |  |
| Th Dec 07 Thursday | <b>For those taking more than 3 credits: E-mail research paper to Dr. Bean by 11:59 pm.</b>   |  |
| F Dec 08 Friday    | <b>Final Internship Evaluations</b><br><b>Learning Goals/Objectives Evaluation (must meet with Work Supervisor)</b>   |  |
| Week 15            |   |  |
| M Dec 11 Monday    | <p><b>EXIT INTERVIEWS (8am - 6pm)</b></p> <p><b>Zoom Link: <a href="https://byu.zoom.us/j/92330318261?pwd=Q3psZmNEcnZ0c3FjTEN5bnpxQ01Fdz09">https://byu.zoom.us/j/92330318261?pwd=Q3psZmNEcnZ0c3FjTEN5bnpxQ01Fdz09</a></b></p> <ul style="list-style-type: none"> <li>• <b>Note: This assignment is REQUIRED and must be completed for you to pass this course.</b></li> <li>• Sign-up on Google doc for a 20-minute exit interview the last week of the semester. You can find the schedule at: <a href="https://docs.google.com/document/d/192lpj1dyv3nNQ5Fknc4hjmO3G6qM9DAgkADTg4WF2tE/edit">https://docs.google.com/document/d/192lpj1dyv3nNQ5Fknc4hjmO3G6qM9DAgkADTg4WF2tE/edit</a></li> <li>•</li> <li>• For your convenience (and mine), all appointments will occur via Zoom on August 10th:</li> <li>• <a href="https://byu.zoom.us/j/92330318261?pwd=Q3psZmNEcnZ0c3FjTEN5bnpxQ01Fdz09">https://byu.zoom.us/j/92330318261?pwd=Q3psZmNEcnZ0c3FjTEN5bnpxQ01Fdz09</a></li> <li>•</li> <li>• Please be on time and present <b>a 4 slide PowerPoint</b> that we can discuss - Reminder to <b>upload your PowerPoint onto Learning Suite</b>.</li> <li>• The four slides should include: <ul style="list-style-type: none"> <li>◦ (Slide 1) your name, name of your internship agency or business, # of credits you are taking, total # of hours worked to this point, &amp; your intended month &amp; year of graduation.</li> <li>◦ (Slide 2) three things you learned in your BYU coursework that you applied during your internship,</li> <li>◦ (Slide 3) 2-3 greatest challenges you faced in your internship, and</li> <li>◦ (Slide 4) 2-3 suggestions for future interns serving at this internship site.</li> </ul> </li> <li>• <b>Note: I will not be able to give you a grade until I hold an exit interview.</b> I look forward to meeting with each of you as you complete your internship.</li> <li>• <b>Late policy: -10% for each day late. Assignments submitted after 5 days will receive at most 50% of total points.</b></li> <li>• For a brief explanation of the exit interview (3 minutes, 20 seconds), please watch the following video:</li> </ul> <div data-bbox="417 1199 555 1304" data-label="Image"> </div> <p>zoom_1.mp4</p> <p><b>Reminder: If you are taking 3 credit hours you should have completed approximately 135 internship hours by today.</b></p> <p>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)</p> <p>GOOD LUCK WITH FINALS</p> <p><b>Exit Interview Dec 15 (Sign up for assignments and upload PowerPoint presentations)</b></p> |  |
| T Dec 12 Tuesday   |   |  |

|                    |   |   |
|--------------------|---|---|
| Th Dec 14 Thursday | <b>Last Day of Class</b><br><b>Qualtrics Survey (Feedback about your Internship Experience) Closes</b><br><b>Week 14 &amp; 15 Time Log/Journal</b><br><b>Teacher Evaluation Closes</b><br><b>SUPERVISOR Final Time Log Verification Sheet (must meet with Work Supervisor; required assignment)</b> | Last day to submit late work (besides the Week 14/15 time log/journal and the Supervisor Final Time Log Verification Sheet) |
| F Dec 15 Friday    | <b>Exam Preparation Day</b>   |   |
| Week 16            |   |   |
| M Dec 18 Monday    | <b>Final Exam Day</b>   |   |
| T Dec 19 Tuesday   | <b>Final Exam Day</b>   |   |
| W Dec 20 Wednesday | <b>Final Exam Day</b>   |   |



# **Sociology**

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**SOC 399R**

# SOC 399R - Academic Internship

Fall 2023

Section 1

**Instructor:** Dr. Lisa Leake

**Email:** Lisa\_Leake@byu.edu

**Office:** 2040 JFSB

**Office Hours:** TBA, by appointment, and via Zoom  
<https://byu.zoom.us/j/4603747140>

## Course Information

### Description

Sociology internships are intended to help sociology majors prepare for future careers and integrate the knowledge and skills learned in the sociology degree program with their own life goals and professional and career interests. Internships are an opportunity to learn about yourself, through successes and failures, and to apply what you are learning in a real-world professional setting. This course is designed to be a semester-long experience, with students working approximately 42 hours for every 1 hour of university credit (e.g., 126 hours for 3 credits). Weekly reports and additional course assignments are designed to enhance your internship experience and to help you apply 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. **Professionalism:** Develop a professional sense of the work that will help the students identify personal goals and learning outcomes for the semester.



- b. Collaboration:** Increase students' ability to collaborate and work as a team in a real, world setting.
- c. Lifelong practice of Networking:** Establish a lifelong practice of making connections and creating a network of people that will help the student develop professionally.

#### **Apply Tools of Sociological Discipline:**

- d. 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.
- e. 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 end of 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 Check 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.

**Journal Check:** Weekly report on Learning Suite whether 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. [On LS/ Assignments/ Journal Check assignment #x/; click on the corresponding green Submit button; in the Notes portion of the popup screen, type "Yes" or "No"; then blue submit button.]

**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 during 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. 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. These meetings should be at least two weeks apart. 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 second/third week of classes (Saturday, September 23rd 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 Approval and Review: Approval is due at the end of the 4<sup>th</sup> week (Saturday, October 7<sup>th</sup>) and the Book Review is due the end of the 7<sup>th</sup> Week (Saturday, October 28<sup>th</sup>)**

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.) For full credit, be sure to discuss with me (the instructor) which book you are thinking about reading **BEFORE** beginning (ideally by **Saturday, October 7<sup>th</sup>**)

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 10<sup>th</sup> week of classes (Saturday, November 25<sup>th</sup>, 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 purpose? 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 midnight Saturday, December 16<sup>th</sup> (after the last week of class).**

As your internship is ending, 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?
- \*5. Please include a photo or image with a separate 200-word blurb, explaining how this image represents a key experience or story of learning during this semester. \*New Winter 2023.

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

## I. Mid-Semester / Final Intern-Supervisor Evaluation Form (Optional)

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/or at the end of the semester. Credit will be given (10 points) or waived, based on student's need.

**ALL assignments (including late work) are to be submitted NO later than midnight Monday, December 18<sup>th</sup>.**

## Point Breakdown

| Categories            | Percent of Grade |
|-----------------------|------------------|
| Assignments           | 67.1%            |
| Weekly Reporting Form | 16.4%            |
| Journal               | 16.4%            |

## Grading Scale

| Grades | Percent |
|--------|---------|
| A      | 93%     |
| A-     | 90%     |
| B+     | 87%     |
| B      | 83%     |
| B-     | 80%     |
| C+     | 77%     |
| C      | 73%     |
| C-     | 70%     |
| D+     | 67%     |

|    |     |
|----|-----|
| D  | 63% |
| D- | 60% |
| E  | 0%  |
| T  | 0%  |

## Grading Policy

There are 380 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](mailto: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](https://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)



# **Social Work**

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**SOC W 655R**



# Instructor/TA Info

## Instructor Information

**Name:** Ruth Aguirre

**Office Location:** Brigham Young University - 2171 JFSB

**Email:** ruth\_aguirre@byu.edu

**Name:** Marcie Remington

**Office Location:** Continuing Education

**Email:** remingtk@byu.edu

## Course Information

### Description

This course is the first of a two semester (600 hour) internship in a social work agency. During this course students will participate in Learning activities in which they will develop and demonstrate holistic competency (including the four dimensions of: knowledge, values, skills, and cognitive and affective processes) of all nine specialized - Clinical Competencies outlined within the curriculum of the BYU MSW program. Students will be provided Agency Field Instructors within their assigned field internship agencies and will establish, with the help of their Agency Field Instructors within their assigned internship agencies, the days and times each week they will be expected to complete their field education hours. It is required that the in-agency Field Instructor meet with students for **one hour of individual supervision each week** and at other times as needed.

**As a companion class to Soc W 655R, students will be enrolled in Soc W 615R.** During this course students will meet in integrative field seminars as a group on a weekly basis with a faculty member to discuss the integration of class material and case situations encountered in the agency setting.

**BYU MSW Field Education Administration Mottos:**

- "We are Tough on Policies; Tender on People."
- "We will only do for one student/client what we are willing to do for all."

### Materials

Item

Price (new)

Price  
(used)

### Grading Scale

| Grades | Percent |
|--------|---------|
| A      | 96%     |
| A-     | 93%     |
| B+     | 89%     |
| B      | 86%     |
| B-     | 83%     |
| C+     | 80%     |
| C      | 75%     |
| C-     | 70%     |
| D+     | 67%     |

|    |     |
|----|-----|
| D  | 63% |
| D- | 60% |
| E  | 0%  |

## Learning Outcomes

### CSWE 2015 Competency 1: Demonstrate Ethical and Professional Behavior

Specialized practitioners:

- Make ethical decisions in clinical social work practice situations by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values, biases, relational reactions and maintain professional boundaries in clinical practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communications.
- Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights.
- Utilize supervision and consultation to enhance and improve clinical social work practice.

Links to BYU AIM: Character Building (integrity, social justice)

### CSWE 2015 Competency 2: Engage Diversity and Difference in Practice

Specialized practitioners:

- Research and apply knowledge of diversity and difference to enhance client well-being at the micro, mezzo and macro levels.
- Identify and utilize clients and constituencies as experts in their own treatment.
- Utilize self-awareness and self-regulation to manage the influence of personal biases and values in the therapeutic treatment of diverse clients and constituencies.
- Provide effective clinical social work services to diverse clients and constituencies.

Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Character Building (integrity, social justice)

### CSWE 2015 Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Specialized practitioners:

- Use knowledge of social, economic and environmental justice to guide treatment planning and therapeutic interventions with clients.
- Advocate at micro, mezzo and/or macro levels for mental health issues.

Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Character Building (integrity, social justice)

### CSWE 2015 Competency 4: Engage In Practice-informed Research and Research-informed Practice

Specialized practitioners:

- Use research and evidence based practice to inform and improve clinical assessment and intervention with clients.
- Participate in the generation of new qualitative and quantitative clinical knowledge, through research and evidence based practice.

Links to BYU AIM: Intellectually Enlarging (competence)

### CSWE 2015 Competency 5: Engage in Policy Practice

Specialized practitioners:

- Communicate to administrators and legislators the implication of policies and policy change in the lives of children, families, and diverse clients and constituencies.

- b. Advocate to influence policies that impact clients' access to clinical mental health services, especially children and families.

Links to BYU AIM: Lifelong Learning and Service (service)

**CSWE 2015 Specialized Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Specialized practitioners:

- a. Use empathy, reflection and interpersonal skills to develop an effective therapeutic relationship with diverse clients and constituencies.
- b. Attend to dynamics of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks that both strengthen and potentially threaten the therapeutic relationship.
- c. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Links to BYU AIM: Lifelong Learning and Service (service)

**CSWE 2015 Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Specialized practitioners:

- a. Collect and organize data and apply critical thinking to assess client's readiness for change and guide clinical practice.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- c. Collect and organize data and apply critical thinking to assess client strengths, vulnerabilities and coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.
- d. Select and modify appropriate intervention strategies based on continuous clinical assessment, research knowledge, and values and preferences of clients and constituencies.

Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Intellectually Enlarging (competence)

**CSWE 2015 Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Specialized practitioners:

- a. Critically evaluate, select, and apply evidence based practice in therapeutic interventions with children and families.
- b. Demonstrate the use of appropriate evidence based clinical interventions for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
- c. Use inter-professional collaboration to coordinate treatment interventions with children and families.
- d. Facilitate effective therapeutic transitions and endings in clinical social work practice.

Links to BYU AIM: Lifelong Learning and Service (service)

**CSWE 2015 Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Specialized practitioners:

- a. Critically analyze, monitor, and evaluate clinical intervention and program processes and outcomes.
- b. Apply evaluation findings of clinical program processes and outcomes to improve and enhance clinical social work interventions.
- c. Evaluate research informed and evidence based clinical interventions for a range of bio-psycho-social-spiritual conditions.

Links to BYU AIM: Intellectually Enlarging (competence)

## Grading Policy

This course, 655R, is part one of a two part sequence, the other part to be taken Winter Semester. **Grading for Fall Semester in 655R is a letter grade.** The Director of Field Education will determine exceptions to this policy as deemed appropriate. SocW 615R must be taken concurrently with SocW655R.

As Field Education is in preparation for real life professional work, all assignments turned in late past the due date will receive an automatic **50%** deduction. If there are any extenuating circumstances, illnesses etc., please communicate with the instructor as soon as you can.

## Participation Policy

Students need to complete 600 internship hours of SocW 655R during the course of Fall and Winter Semesters; it is expected that students will complete 300 internship hours Fall semester, and 300 internship hours Winter semester. It is expected that students will be in their internship placement agencies from the first day of the semester through the last day of classes of the semester(s) in which they are interning.

In order to meet agency-specific schedules and facilitate proactive and professional planning, students are required at the beginning of their internships to meet with their Field Instructor and outline the specific days and hours they will be interning in their internship placement agency (a projected **Internship Completion Plan**), thus documenting their plan to successfully complete the required internship hours during the assigned semester(s). The Internship Completion Plan (ICP) is to be submitted to the Field Team by the date noted in this syllabus. It is expected that the student will follow their outlined ICP with only minor changes, as approved by their Field Instructor. See the content section of this Learning Suite syllabus for specifics on what is to be included in the ICP.

It is expected that students will complete as many of their required internship hours (450 Sp/Sum and 600 F/W) as possible in "In-Agency" activities and in-person direct contact with clients and constituencies.

Early completion of internship hours prior to that agreed to in the student's individual Internship Completion Plan, is not professionally appropriate or acceptable. Early completion of internship hours without prior written approval from the Field Instructor and the Field Team will result in a **minimum** of a one letter grade deduction. (A to B, B to C, etc).

**Problems proceed policies. Please prevent policy proliferation by proactively preventing problems.**

### Please take Note of the following Field Education Participation Policies:

**Integrative Field Seminar is a participatory class. Full student participation and attention is required during seminar.**

**Electronic Devices:** The use of electronic devices (including but not limited to: notebook or laptop computers, iPads, cell phones, etc.) is not allowed during this or any field course unless specifically approved by the instructor. Cell phones are to be turned off during class. Use of electronic media during class will result in the student being marked as absent from class. Should the use of electronic media be needed for emergency purposes please discuss such with the professor. The seminar instructor reserves the right to make changes to this policy on a case-by-case basis as deemed appropriate.

**Field Education Administrative Team Approach:** The BYU School of Social Work Field Education Department utilizes an Administrative Team Approach. Information regarding your field internships, field performance, and anything that could/may potentially impact your internship attendance or performance will be shared with members of the Field team. The Field Education team consists of: The Director of Field Education, the Field Liaison, and the School of Social Work Program Manager. Weekly ongoing administrative assistance and support is provided by the School of Social Work Program Manager who attends Field Team meetings. If the Director of Field Education has a meaningful concern related to any Field Education related matter, such information may be shared with the Director of the School of Social Work. Narrative responses to Monthly Time and Reflection Logs may be read by either the Director of Field Education, the Field Liaison, or both.

**Respect:** Per this syllabus, all students and field faculty are expected to treat each other with mutual, two-way, respect. Differing opinions and feedback are to be shared in a respectful, kind, non-contentious, and non-demanding manner. If either a student or field faculty member feels they are not being treated with respect they

are to first privately discuss the matter in person with the individual(s) involved in a well thought out, emotionally regulated, not conflictive, and mature manner. If such does not resolve the issue, the matter should then be discussed with the Field Director or the Director of the School of Social Work as appropriate.

Faculty are to treat students with respect which includes, but is not limited to: clearly outlining in the course syllabus assignment and evaluation expectations with their accompanying due dates and appropriately maintaining these course expectations; providing constructive feedback to students designed for educational, professional, and personal growth and development purposes (as outlined in the BYU Aims) that is delivered with objectivity, clarity, specificity, maturity, and sensitivity, via the established feedback mechanisms included in the course syllabus and the BYU MSW and Field handbooks; working to create and maintain a non-contentious environment that is conducive to teaching and learning by the Spirit; and kindness in all interactions inside and outside of class with both students and faculty.

Students are to treat faculty with respect which includes, but is not limited to: fully participating in courses and completing assignments and evaluations as outlined in the course syllabus without complaint or expectation of exception; recognition that they have enrolled in a graduate program to learn and grow and that an integral part of this process involves receiving and accepting constructive feedback in a non-defensive manner; providing constructive feedback to faculty designed for educational and professional growth and development purposes (as outlined in the BYU Aims) that is delivered with objectivity, clarity, specificity, maturity, and sensitivity, via the established student ratings process; working to create and maintain a non-contentious environment that is conducive to teaching and learning by the Spirit; and kindness in all interactions inside and outside of class with both students and faculty.

**Learning Environment:** BYU seeks to provide a learning environment where students are taught through both intellectual and spiritual avenues. In order to have a classroom environment that is conducive to teaching and learning by the Spirit, kindness, civility, and respect for one another (students and faculty) are imperative. For this reason, contentious, demeaning, demanding or argumentative remarks and behaviors are not appropriate in this course. Differing opinions and feedback are welcome; they are to be shared in a respectful, kind, non-contentious, non-demanding and non-aggressive manner. All students and faculty participating in this course agree to conduct themselves and interact with each other in ways that will add to, and not distract from, the spiritual environment of this course and classroom.

**Professionalism:** At this level of education, it is expected that students will demonstrate a professional attitude in work, classroom behavior, interactions, and associations with the professor and fellow students. Although it is difficult to spell out exactly what is involved with this professional attitude, it would include things like respect, quality work, integrity, honesty, punctuality, the fostering of a positive learning environment, confidentiality, etc. Points will be deducted from the participation points and/or final grade for unprofessional conduct as determined by the professor.

**Confidentiality:** The strictest confidentiality is to be maintained in all Field/Internship courses. Clients should ONLY be identified in field related discussions or written assignments using names/descriptors that have been changed to provide complete and total confidentiality. All information shared and discussed in class is NOT to be shared out of class in any form whatsoever (verbal, writing, audio, picture, social media, Zoom, etc.). ANY mention of a student's internship on ANY social media platform whatsoever is deemed to be inappropriate per this syllabus and could result in failure of this Field Education/Internship course.

**Children in Class:** "The School of Social Work encourages and supports parents in their academic preparation, and recognizes the challenge of making appropriate care arrangements for children. However, due to the potential distraction of having a baby or child in the classroom, the general rule is that they do not accompany parents in the classroom. Additionally, we encourage parents to have a back-up plan in place for the occasional and

unplanned illness or family emergency. If, as a last resort, you must bring the child to class, please contact the course instructor in advance to obtain permission. If approved, it is the parent's responsibility to ensure that the child is not a distraction to other students or the instructor." (See BYU MSW Student Handbook)

**Online Attendance:** BYU does not have an online MSW program option. The use of BYU's Zoom account/program as a tool for attendance in any field education course will be utilized only as mandated by the University Administration. Zoom attendance is not an alternative option for increased convenience or leniency in attendance. When participating in a field education seminar via Zoom a student agrees to: watch the seminar in a private and secure location where no other individual can hear any of the seminar discussion, preferably in a private office at their internship location; not share or record the seminar in any format whatsoever; mute the seminar should any other individual enter the room; and behave, speak, and dress in the same manner they would if they were attending the seminar at its location of origination. Face-time, Skype, Duo, or any other online video sharing/program is not approved for use in this course.

## Attendance Policy

Students need to complete 600 internship hours of SocW 655R during the course of Fall and Winter Semesters. It is expected that students will be in their internship placement agencies from the first day of the semester through the last day of classes of the semester(s) in which they are interning.

In order to meet agency-specific schedules and facilitate proactive and professional planning, students are required at the beginning of their internships, to meet with their Field Instructor and outline the specific days and hours they will be interning in their internship placement agency (a projected **Internship Completion Plan**), thus documenting their plan to successfully complete the required internship hours during the assigned semester(s). The Internship Completion Plan (ICP) is to be submitted to the Field Team by the date noted in this syllabus. It is expected that the student will follow their outlined ICP with only minor changes, as approved by their Field Instructor. See the content section of this Learning Suite syllabus for specifics on what is to be included in the ICP.

It is expected that students will complete as many of their required internship hours (450 Sp/Sum and 600/FW) as possible in "In-Agency" activities and in-person direct contact with clients and constituencies.

Early completion of internship hours prior to that agreed to in the student's individual Internship Completion Plan, is not professionally appropriate or acceptable. Early completion of internship hours without prior written approval from the Field Instructor and the Field Team will result in a **minimum** of a one letter grade deduction. (A to B, B to C, etc).

## Assignments

### Assignment Description

#### Fall Field Orientation Exam (LS) (C1-9;KVSP)

Sep  
16

Due: Saturday, Sep 16 at 11:00 pm

Students will review the SocW 615R and SocW 655R syllabi prior to taking this exam. This is an "open syllabus exam". A score of 100% on this exam is required to pass this course. Students may take the exam as many times as needed in order to obtain a 100% score.

#### Internship Completion Plan (LS) (C1;KP)

Sep  
23

Due: Saturday, Sep 23 at 11:00 pm

After discussing and outlining your internship schedule with your Field Instructor, please document your plan to complete your internship hours within the specified time frame by noting the dates/days and hours in which you will be completing your required internship hours.

**The following information needs to be included in your Internship Completion Plan:**

1. Your Name
2. Your Internship Placement
3. Your Field Instructor
4. Dates/Days you will be in your internship
5. Number of internship hours each day
6. Total monthly internship hours to be completed
7. Total semester internship hours to be completed
8. Total internship hours to be completed in the assigned internship placement

You can use any calendar format of your choosing, as long as all of the above information is included in your Internship Completion Plan.

**It is expected that students will complete as many of their required internship hours (450 Sp/Sum and 600/FW) as possible in "In-Agency" activities and in-person contact with clients and constituencies.**

You may count 1 hour/week of internship hours for each week you attend Integrative Field Seminar. As a result of such, most students are able to reach 300 hours in Fall.

MINOR changes to the Internship Completion Plan are acceptable, as approved by your Field Instructor, providing you are able to complete your required hours within the specified time frame. Your submission of the Internship Completion Plan via Learning Suite is an acknowledgement that you have discussed your Internship Completion Plan with your Field Instructor and that s/he approves such.

Students are to submit their Internship Completion Plan via Learning Suite.

Late submissions will be deducted 5 points (50%).

**Intern Orientation Review w/ FI (LS; C1-KVSP)**

Sep  
30

Due: Saturday, Sep 30 at 11:00 pm

Students will review with their Field Instructor the Intern Orientation Checklist found at:

<https://socialwork.byu.edu/https://brightspotcdn.byu.edu/05/67/8883a391458a8299b94e24277519/orientation-checklist-for-field-instructors.pdf>

Students will then submit, via learning suite, a statement verifying they reviewed the Safety Training checklist with their FI.

**Safety Training Checklist Review w/ FI (LS) (C1;KVSP)**

Sep  
30

Due: Saturday, Sep 30 at 11:00 pm

Students will review with their individual in-agency field instructors the Safety Training checklist found under the Learning Suite content tab

or at: <https://socialwork.byu.edu/https://brightspotcdn.byu.edu/65/3e/aef4a05e4f589f4bb31ca0709bc9/msw-intern-safety-training-checklist.pdf>

Students will then submit, via learning suite, a statement verifying they reviewed the Safety Training checklist with their FI.

**September Hour Log (IPT) (C1-9;KVSP)**

Oct  
05

Due: Thursday, Oct 05 at 11:00 pm

See grading rubric under the content tab for details.

September Hour Log submitted via IPT.

### Learning Agreement---Student Signature (IPT) (C1-9;KVSP)

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Oct  
**14**

Due: Saturday, Oct 14 at 11:00 pm

Student and Field Instructor will complete and sign the Learning Agreement online via the IPT system. Signatures for the Learning Agreement are found at the bottom of the form.

### Learning Agreement---Field Instructor Signature (IPT) (C1-9;KVSP)

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Oct  
**14**

Due: Saturday, Oct 14 at 11:00 pm

Student and Field Instructor will complete and sign the Learning Agreement online via the IPT system. Signatures for the Learning Agreement are found at the bottom of the form.

### \*Internship 1 Reflection Video

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Oct  
**21**

Due: Saturday, Oct 21 at 11:00 pm

Each student will upload to: Box> Information for Students> Videos-Internship, video footage documenting their learning and growth in their first internship experience (Sprummer Semester). These videos will be used for the following purposes: Student reflection, learning, and future professional interview preparation, and School of Social Work, College of FHSS, and Marjorie Pay Hinckley Grant promotional purposes. (as MANY of you receive MPH grant funding). By uploading your videos, you give permission for BYU to use your video footage for promotional purposes.

If you have any difficulty or concern regarding the use of your video footage for these purposes, please contact the Director of Field Education to share such. You will send the video footage directly to her and it will not be shared with anyone other than the Field Team and the Director of the School of Social Work. Confidentiality must be maintained when making the reflection video. This includes NOT sharing client specifics or identifying details. Students may share the agency in which they completed their internship, but should not include specific unit, program, or location details.

Students will be provided training on both what to include in their video as well as the logistics of how to create this video. Additional details on how to submit this video TBA.

Please note that completion of this assignment (or an alternative requirement if determined through discussion with the Field Director) is required for course credit.

Late submission of this assignment will result in an automatic 50% point deduction.

### October Hour Log (IPT) (C1-9;KVSP)

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Nov  
**05**

Due: Sunday, Nov 05 at 11:00 pm

See grading rubric under the content tab for details.  
October Hour log submitted via IPT.

### November Hour Log (IPT) (C1-9;KVSP)

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Dec  
**05**

Due: Tuesday, Dec 05 at 11:00 pm

See grading rubric under the content tab for details.  
November Hour Log submitted via IPT.



Dec  
**08**

Due: Friday, Dec 08 at 11:00 pm

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Field Internship Evaluation:

Students score their competency demonstration on each of the nine specialized-Clinical competencies according to a behaviorally-based competency rubric. Students also submit a narrative reflection of their holistic competency development across the course of the semester for each of the nine specialized-Clinical competencies. Field Instructors rate the student's competency demonstration on each of the nine specialized-Clinical competencies according to the same behaviorally-based competency rubric. When both student and field instructor have completed the Field Evaluation the Director of Field Education assesses if the student demonstrated sufficient competency in all nine of the specialized-Clinical competencies.

(KVSP; Individuals, Families, Groups, Organizations, Communities)

Final Evaluation is to be completed and submitted to Field Instructor on time. Late student submission of Final Evaluation will result in a 9 point scoring reduction.

### **Assessing Competency**

#### **Competency # 1 - 9: See Descriptors under Learning Outcomes**

The following points outline how **Competency # 1 - 9** will be assessed in this course, including the corresponding dimension(s) of **Knowledge (K)**, **Values (V)**, **Skills (S)**, and **Cognitive and Affective Processes (P)** necessary for learning and developing competence. See assignment descriptions, and/or rubric where available, for further detail.

-Monthly Reflection and Time Log (**K,V,S,P**)

In order to be considered competent students must score a "1" or above on 50% or more of the practice behaviors in each competency. If a student does not achieve this competency standard he/she will follow remediation instructions as outlined in the BYU School of Social Work MSW Student Handbook.

The following evaluation of the student's learning and performance includes variables from a Minimal Competency List for each level of professional practice established by social work educators and field practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship.

- **"Competency Not Attained (0)"** -- Practice behaviors, knowledge, values, skills and judgment are not developed. The student is not competent to practice social work at this level, at this time.
- **"Introductory Skills and Competency (1)"** – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors, knowledge, values, skills, and judgment in social work practice.
- **"Emerging Skills and Competency (2)"** – With routine (weekly) supervision, the student's practice behaviors, knowledge, values, skills and judgment in this area are becoming more integrated into their social work practice.
- **"Advanced Skills and Competency (3)"** – The student independently demonstrates practice behaviors, knowledge, values, skills and judgment with confidence and as an integral part of his/her social work practice. The student is clearly capable of independent social work practice.

**The "Introductory Skills and Competency (1)" or "Emerging Skills and Competency (2)" rating is the expected rating for MSW students during any given semester.**

**“Competency Not Attained (0)”** denotes a field instructor’s significant concern regarding the student’s performance, and signifies that the field instructor does not deem the student as competent to practice social work in this area, at this level, at this time. In the rare instance that a student is considered and evaluated to NOT be competent in a specified behavior, the field instructor will be asked to identify the dimension(s) (knowledge, values, skills, or processes) in which the deficiency(ies) occur(s). When a “0” rating is given, at the end of the evaluation process, and prior to the Field Instructor signing the evaluation form, an additional information/narrative box appears below the specific behavior in which competency is lacking. (Behaviors are outlined on the left hand side of the form). If a student receives no “0” ratings on his/her evaluation, dimension (KVSP) information/narrative boxes will not be generated/seen.

Occasionally a student may be highly experienced and skilled beyond the level seen in newly licensed MSW practitioners. In such a rare situation, the student may be competent to receive the **“Advanced Skills and Competency (3)”** rating.

When the cursor is passed across the assessment selector of each practice behavior, an evaluation rubric will appear on the left-hand side of the evaluation form. Skill and competency ratings, along with accompanying behavioral descriptors for each rating, are contained in these rubrics. **Please select the skill and competency rating which most closely describes the students’ performance of each behavior, in the current field internship.**

#### **Evaluation Process:**

The evaluation scales provide for a self-evaluation of competence by the student. After the student evaluates her/his competence and signs the evaluation form, the field instructor will then evaluate the student’s competency. The student and the field instructor are expected to discuss their respective evaluations of the student’s learning and performance. If the differences in their perceptions cannot be resolved to their mutual satisfaction, both the student and the field instruction are invited to note and discuss such in the narrative comment sections of this evaluation form. After the student and field instructor have both signed the evaluation form, it will be forwarded to the Field Director for final signature.

#### **"Final" Evaluation---Student Signature Due (IPT) (C1-9;KVSP)**

Dec  
08

Due: Friday, Dec 08 at 11:00 pm

#### Field Internship Evaluation:

Students score their competency demonstration on each of the nine specialized-Clinical competencies according to a behaviorally-based competency rubric. Students also submit a narrative reflection of their holistic competency development across the course of the semester for each of the nine specialized-Clinical competencies. Field Instructors rate the student’s competency demonstration on each of the nine specialized-Clinical competencies according to the same behaviorally-based competency rubric. When both student and field instructor have completed the Field Evaluation the Director of Field Education assesses if the student demonstrated sufficient competency in all nine of the specialized-Clinical competencies.

(KVSP; Individuals, Families, Groups, Organizations, Communities)

Final Evaluation is to be completed and submitted to Field Instructor on time. Late student submission of Final Evaluation will result in a 9 point scoring reduction.

#### **Assessing Competency**

#### **Competency # 1 - 9: See Descriptors under Learning Outcomes**

The following points outline how **Competency # 1 - 9** will be assessed in this course, including the corresponding dimension(s) of **Knowledge (K), Values (V), Skills (S), and Cognitive and Affective Processes (P)** necessary for learning and developing competence. See assignment descriptions, and/or rubric where available, for further detail.

-Monthly Reflection and Time Log (K,V,S,P)

In order to be considered competent students must score a "1" or above on 50% or more of the practice behaviors in each competency. If a student does not achieve this competency standard he/she will follow remediation instructions as outlined in the BYU School of Social Work MSW Student Handbook.

The following evaluation of the student's learning and performance includes variables from a Minimal Competency List for each level of professional practice established by social work educators and field practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship.

Each item is evaluated using a four-point scale in a continuum running from "competency not attained" to "expert skills and competency" as follows:

#### **Competency Assessment:**

- **"Competency Not Attained (0)"** -- Practice behaviors, knowledge, values, skills and judgment are not developed. The student is not competent to practice social work at this level, at this time.
- **"Introductory Skills and Competency (1)"** – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors, knowledge, values, skills, and judgment in social work practice.
- **"Emerging Skills and Competency (2)"** – With routine (weekly) supervision, the student's practice behaviors, knowledge, values, skills and judgment in this area are becoming more integrated into their social work practice.
- **"Advanced Skills and Competency (3)"** – The student independently demonstrates practice behaviors, knowledge, values, skills and judgment with confidence and as an integral part of his/her social work practice. The student is clearly capable of independent social work practice.

The **"Introductory Skills and Competency (1)"** or **"Emerging Skills and Competency (2)"** rating is the expected rating for MSW students during any given semester.

**"Competency Not Attained (0)"** denotes a field instructor's significant concern regarding the student's performance, and signifies that the field instructor does not deem the student as competent to practice social work in this area, at this level, at this time. In the rare instance that a student is considered and evaluated to NOT be competent in a specified behavior, the field instructor will be asked to identify the dimension(s) (knowledge, values, skills, or processes) in which the deficiency(ies) occur(s). When a **"0"** rating is given, at the end of the evaluation process, and prior to the Field Instructor signing the evaluation form, an additional information/narrative box appears below the specific behavior in which competency is lacking. (Behaviors are outlined on the left hand side of the form). If a student receives no **"0"** ratings on his/her evaluation, dimension (KVSP) information/narrative boxes will not be generated/seen.

Occasionally a student may be highly experienced and skilled beyond the level seen in newly licensed MSW practitioners. In such a rare situation, the student may be competent to receive the **"Advanced Skills and Competency (3)"** rating.

When the cursor is passed across the assessment selector of each practice behavior, an evaluation rubric will appear on the left-hand side of the evaluation form. Skill and competency ratings, along with accompanying behavioral descriptors for each rating, are contained in these rubrics. **Please select the skill and competency rating which most closely describes the students' performance of each behavior, in the current field internship.**

#### **Evaluation Process:**

The evaluation scales provide for a self-evaluation of competence by the student. After the student evaluates her/his competence and signs the evaluation form, the field instructor will then evaluate the student's competency. The student and the field instructor are expected to discuss their respective evaluations of the student's learning and performance. If the differences in their perceptions cannot be resolved to their mutual

satisfaction, both the student and the field instruction are invited to note and discuss such in the narrative comment sections of this evaluation form. After the student and field instructor have both signed the evaluation form, it will be forwarded to the Field Director for final signature.

### Field Team Feedback

Dec  
14

Due: Thursday, Dec 14 at 11:00 pm

Field Team feedback includes: report of student's initiative, skill development and integration; proactive problem solving; critical thinking abilities; field feedback and communications; adherence to school and agency policies; professional behavior and interactions with agency and school personnel; etc. Field Team feedback constitutes 30% of the student's grade.

Students DO NOT need to enter anything for such. The Field Team does this.

### Student Ratings Internship 2 Fall

Dec  
15

Due: Friday, Dec 15 at 11:59 pm

Students will submit student ratings for extra credit. Feedback about the course and learning is very appreciated.

## Schedule

| Date             | Column 1   | Column 2 |
|------------------|--|----------|
| Week 1           |  |          |
| T Sep 05 Tuesday | <b>Start of Classes</b><br><b>Fall Field Orientation Exam (LS) (C1-9;KVSP) Opens</b> |          |
| Week 2           |  |          |

|                    |  |   |
|--------------------|--|---|
| T Sep 12 Tuesday   | <p><b>Presentation on Creating Internship Reflection Videos</b></p> <p>All of Ruth's sections will meet together at 9:00 am in 2198JFSB.</p> <p>All of Marcie's sections will meet together at 12:00 pm in B132 JFSB.</p> <p>Please mark this time on your calendars for this day and make sure you are in attendance at this time!</p> <p>Completion and Submission of this Reflection Video is required for course credit.</p> | <b>Devotional: President and Sister Reese</b> |
| F Sep 15 Friday    |  |   |
| Sa Sep 16 Saturday | <b>Fall Field Orientation Exam (LS) (C1-9;KVSP) Closes</b>   |   |
| Week 3             |  |   |
| T Sep 19 Tuesday   |  | <b>Presidential Inauguration</b>              |
| Sa Sep 23 Saturday | <b>Internship Completion Plan (LS) (C1;KP)</b>   |   |
| Week 4             |  |   |
| T Sep 26 Tuesday   |  | <b>Forum: Akhil Reed Amar</b>                 |
| Sa Sep 30 Saturday | <b>Intern Orientation Review w/ FI (LS; C1-KVSP)</b><br><b>Safety Training Checklist Review w/ FI (LS) (C1;KVSP)</b>   |   |
| Week 5             |  |   |
| T Oct 03 Tuesday   |  | <b>Devotional: Abigail Allen</b>              |

|                    |   |   |
|--------------------|---|---|
| Th Oct 05 Thursday | <b>September Hour Log (IPT) (C1-9;KVSP)</b>   |   |
| Week 6             |   |   |
| T Oct 10 Tuesday   |   | <b>Devotional: Elder Allen D. Haynie</b>      |
| W Oct 11 Wednesday |   |   |
| Sa Oct 14 Saturday | <b>Learning Agreement---Field Instructor Signature (IPT) (C1-9;KVSP)</b><br><b>Learning Agreement---Student Signature (IPT) (C1-9;KVSP)</b>         |   |
| Week 7             |   |   |
| T Oct 17 Tuesday   |   | <b>Homecoming Opening Ceremony 2023</b>       |
| Sa Oct 21 Saturday | <b>*Internship 1 Reflection Video</b>   |   |
| Week 8             |   |   |
| T Oct 24 Tuesday   |   | <b>Devotional: Sister Kristin M. Yee</b>      |
| Week 9             |   |   |
| T Oct 31 Tuesday   |   | <b>Forum: Speaker TBD</b>                     |
| Su Nov 05 Sunday   | <b>October Hour Log (IPT) (C1-9;KVSP)</b>   |   |
| Week 10            |   |   |
| T Nov 07 Tuesday   |   | <b>Devotional: Elder Gary B. Sabin</b>        |
| Sa Nov 11 Saturday |   |   |
| Week 11            |   |   |
| T Nov 14 Tuesday   |   | <b>Devotional: Elder Quentin L. Cook</b>      |
| Week 12            |   |   |
| T Nov 21 Tuesday   | <b>Friday Instruction</b>   |   |
| W Nov 22 Wednesday | <b>No Classes</b>   |   |
| Th Nov 23 Thursday | <b>Thanksgiving</b>   |   |
| F Nov 24 Friday    | <b>Thanksgiving Holiday</b>   |   |
| Week 13            |   |   |
| T Nov 28 Tuesday   |   | <b>Forum: W. Bradford Wilcox</b>              |
| Week 14            |   |   |
| T Dec 05 Tuesday   | <b>November Hour Log (IPT) (C1-9;KVSP)</b>  | <b>Devotional: Elder Matthew L. Carpenter</b> |
| F Dec 08 Friday    | <b>"Final" Evaluation---Field Instructor Signature Due (IPT) (C1-9;KVSP)</b><br><b>"Final" Evaluation---Student Signature Due (IPT) (C1-9;KVSP)</b> |   |
| Week 15            |   |   |
| M Dec 11 Monday    |   |   |
| T Dec 12 Tuesday   |   | <b>Devotional: Speaker TBD</b>                |
| Th Dec 14 Thursday | <b>Last Day of Class</b>  |   |

|                    |   |  |
|--------------------|---|--|
| F Dec 15 Friday    | <b>Exam Preparation Day</b><br><b>Student Ratings Internship 2 Fall</b> |  |
| Week 16            |   |  |
| M Dec 18 Monday    | <b>Final Exam Day</b>   |  |
| T Dec 19 Tuesday   | <b>Final Exam Day</b>   |  |
| W Dec 20 Wednesday | <b>Final Exam Day</b>   |  |

## 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.

### 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](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<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> (<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](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<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.

### **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>)

### **Devotional Attendance**

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

### **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. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

### **Mental Health Concerns**

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](http://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> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<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.

## **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

## **FHSS Diversity and Inclusion Syllabus Statement**

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statement<sup>i</sup>, the BYU honor code<sup>ii</sup>, and principles of Christian discipleship<sup>iii</sup>. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"<sup>iv</sup>. This includes embracing one another compassionately and "eliminating] any prejudice, including racism, sexism, and nationalism"<sup>v</sup> "regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges."<sup>vi</sup> It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."<sup>vii</sup> To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

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<sup>i</sup> "provide an education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy."

<sup>ii</sup> "[we live] in accordance with the principles of the gospel of Jesus Christ and strive to maintain the highest standards in [our] personal conduct regarding honor, integrity, morality, and consideration of others."

<sup>iii</sup> "The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children." President Russell M. Nelson, News Release, 2020; <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility> (<https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>)

understanding-and-civility); [https://medium.com/@Ch\\_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37](https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37)  
([https://medium.com/@Ch\\_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37](https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37))

"he inviteth them all to come unto him and partake of his goodness; and he denieth none that come unto him, black and white, bond and free, male and female; and he remembereth the heathen; and all are alike unto God, both Jew and Gentile." (2 Nephi 26:33)

iv Elder Jeffrey R. Holland, "A Perfect Brightness of Hope", April, 2020

v Elder M. Russell Ballard, "The Trek Continues", October, 2017

vi President Russell M. Nelson, "The Love and Laws of God", September, 2019



# **Student Development**

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**STDEV 199R, 399R, 496R**

# Student Development 199R: Exploratory Internship

**Instructor:** Anna Heier

**Office:** 2500 WSC

**Front Desk:** (801) 422-3826

**Office Number:** (801) 422-6860

**Email:** [anna.heier@byu.edu](mailto:anna.heier@byu.edu)

Welcome to Student Development 199R and your exploratory internship. I hope this experience proves to be meaningful and rewarding for you. **Please contact myself or call our front desk (phone numbers listed above) to make an appointment so that we can meet for a pre-internship orientation meeting.** During our pre-internship meeting, we will review the following topics:

- Using the Internship Registration and Management System (IRAMS)
- Review of the below syllabus/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 Agreement (IA) which outlines the obligations of the student, university, and internship provider
- Procedures for unanticipated termination of the internship

**Purpose of this Class:** To help facilitate the highest level of learning while on your internship experience where you can test your abilities and practical applications to theory. To help you begin to integrate theory learned in your classes with practical applications learned on your internship assignment. To help you in the career decision-making process.

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

- Develop Decision-Making Skills
- Expand Individual Awareness
- Increase Knowledge of Careers and Employment Opportunities
- Strengthen Interpersonal Communication Skills

**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.

**Contact Information:** If you have questions or concerns, please feel free to contact me. My phone number is (801) 422-6860, my email is [anna.heier@byu.edu](mailto:anna.heier@byu.edu), and my mailing address is 2500 WSC, Provo, UT 84602. I look forward to you keeping in touch during the semester/term. Please do not hesitate to reach out!

Best wishes to you, as you embark upon this internship opportunity. I hope you will have a meaningful experience that will assist you in your academic and career goals.

**Grading Scale: Percent of total points**

|           |        |           |       |           |              |
|-----------|--------|-----------|-------|-----------|--------------|
| <b>A</b>  | 94-100 | <b>B-</b> | 80-82 | <b>D+</b> | 67-69        |
| <b>A-</b> | 90-93  | <b>C+</b> | 77-79 | <b>D</b>  | 63-66        |
| <b>B+</b> | 87-89  | <b>C</b>  | 73-76 | <b>D-</b> | 60-62        |
| <b>B</b>  | 83-86  | <b>C-</b> | 70-72 | <b>E</b>  | 59 and lower |

| <b>Assignments</b>                    | <b>Points</b> |
|---------------------------------------|---------------|
| Week #1 Report                        | 10            |
| Week #2 Report                        | 10            |
| Week #3 Report                        | 10            |
| Week #4 Report                        | 10            |
| Week #5 Report                        | 10            |
| Week #6 Report                        | 10            |
| Week #7 Report                        | 10            |
| Week #8 Report (TypeFocus Assessment) | 10            |
| Supervisor Report                     | 10            |
| Final Report                          | 10            |
| <b>Total Points</b>                   | <b>100</b>    |

**Assignments/Expectations: (to be submitted via Learning Suite)**

Completion of the required weekly reports and these reports must be **submitted via Learning Suite** for the first eight weeks of your internship. Report submissions are due Monday of the following week.

**Exploratory Academic Internship Journal/Report Descriptions:****Week One**

Please report on the following information pertaining to the organization providing your internship experience\*:

- Organization's name
- Name and title of your supervisor
- Supervisor's contact info
- Salary (what you are receiving as payment for your services as an intern, if applicable)
- Describe the organizational structure. Where does your department fit into the overall company?
- What products or services does the organization deal with?
- What type of customers does the organization have – industrial, consumers, merchants, etc.?
- What does your department do?
- What are your specific job duties?
- Week one is usually set aside for orientation and training. Pay close attention to your job responsibilities and tasks that you are asked to do on a weekly basis in order to assess your own learning. Make an entry in your journal that addresses the issues that interest you.

(\*Should any of this information change throughout the course of your internship, please notify your StDev 199R internship coordinator)

**Week Two**

Identify a short-term goal you would like to achieve while working at this organization. Have your supervisor share expectations for your performance for the semester. If possible, have your supervisor assist you in developing goals that will encourage your success.

### **Week Three**

"Corporate Culture" comprises many different aspects of a corporate environment in which you work. Not always expressed in writing, a corporate culture can include such things as acceptable dress and appearance, preferred management style, office formalities and structure, etc. Reflect on the corporate culture of your organization and list some new procedures or expectations that you are being introduced to in your position. These might include such things as office equipment, technology, and standards of conduct. If no new procedures or expectations have been introduced, discuss how you can make a larger contribution to the organization's corporate culture with your current knowledge and past educational background. In other words, what do you bring to the table?

During your week three entry please also include a **mid-point evaluation of your internship**: Does the environment match your own job values? Please evaluate and describe the quality of your internship thus far. For example: are you very satisfied, satisfied, somewhat satisfied, somewhat dissatisfied, dissatisfied, or very dissatisfied with your internship experience? Please evaluate in detail your reasons for being satisfied or dissatisfied with your internship.

### **Week Four**

Have you received any formal (or informal) feedback on your performance? If so, what was discussed? What are you doing to enhance your performance? Possible enhancement ideas might include things like observing successful individuals within the company, reading company manuals, asking for advice, etc.

### **Week Five**

Showing that you are highly motivated and can take the initiative will be a significant factor in your overall career success and add to your learning potential while on an internship. Describe how you have shown or can show initiative. Describe an individual who exemplifies the type of professional you aspire to be. What characteristics or qualities do you most admire in this individual.

### **Week Six**

Identify the skills you have used in this position such as administrative, clerical, technological, analytical, communicative, relational, etc. How have you used these skills in your position? How might these skills be useful to you in the future? In other words, how might you use these skills in a future career or even in your exploration of careers?

### **Week Seven**

If you could change any aspect of this internship experience, what would it be? Why and how would you change it? How will this internship experience assist you with your future career plans? Reflect on the impact it could have on your career decision, choosing a major, possible graduate school attendance, and how you decide to utilize your time outside of the work environment (ex. service and volunteering, hobbies and causes that are important to you). Please be detailed as you describe the impact. Don't just say that the internship will help you decide on a job - tell me how it will accomplish that.

### **Week Eight**

Complete the TypeFocus assessment online here: <https://universityadvisement.byu.edu/career-assessments>. Please be sure to complete all three inventories of the assessment: personality, interests, and values. What 4-letter code did you receive as your personality type? What did the test identify as your top areas of interest? What do you value most in a work environment? What did you learn about yourself from these inventories? What could this mean to you in terms of your life goals, choosing a major, graduate school program, and/or career path? How does knowing who you are and what you like provide direction to your major and career exploration?

**FINAL REPORT/HOURS VERIFICATION (Due by the first day of finals):** Please include the total number of hours you have worked within this internship experience\*. Also submit to Learning Suite responses to the following questions:

Describe a situation or accomplishment during the experience about which you feel particularly good. How did you succeed in this circumstance? Who benefited from your efforts – the company, the customer, a co-worker, your supervisor?

List the things or circumstances during this internship experience that you feel have been the most important to your overall learning experience. How will you use this knowledge in the future direction you will take?

**Final evaluation of your internship:** Does the environment match your own job values? Please evaluate and describe the quality of your internship experience. For example: are you very satisfied, satisfied, somewhat satisfied, somewhat dissatisfied, dissatisfied, or very dissatisfied with your internship experience? Please evaluate in detail your reasons for being satisfied or dissatisfied with your internship. Please record any other concluding comments you may wish to include in this journal report.

**\*Verification of total internship hours:** for every 50 hours of hands-on experience you accumulate during the internship, 1 credit of the StDev 199R course can be earned (ex. 150 hours spent at internship = 3 credits). Keep in mind the number of credits you registered for in this class as that will be your key to knowing how many hours you need to work/experience in your internship. Hours can only be earned between the first day of the semester/term and the last day of the semester/term.

**SUPERVISOR REPORT:** satisfactory approval of your work from your experience provider/supervisor.

***Prior to the end of the semester or term, I will contact your supervisor to evaluate if your internship work has been satisfactory.*** This is an opportunity for your internship provider/supervisor to evaluate your performance. You do not need to submit anything for this assignment as I will reach out to your supervisor directly sometime between the last week of class and the last day of finals. I will ask your supervisor to return their evaluation to me before the last day of finals so I may process your final grade.

Should the individual in the supervisory role over you change during the course of your internship, it is imperative that you inform me so I know whom to contact for this last assignment.

### **Submitting .pages, .numbers, and .heic Documents**

Please know that Learning Suite cannot open .pages, .numbers, and .heic files. If you use a Mac computer, then chances are your assignments will save as one of these file formats. Here's a list of files that will open in Learning Suite:

**The following is a list of files that will work with the viewer:**

- Documents: .doc .docx .odt .pdf
- Spread Sheets: .xls .xlsx .ods
- Presentations: .ppt .pptx .odp
- Web: .html .htm .xml
- Plain Text: .c .cpp .h .java .txt
- Images: .jpg .jpeg .gif .png .bmp

If you use a Mac, please do one of the following before you submit an assignment to Learning Suite:

1. Save your .pages documents as .doc or .docx
2. Save your assignments as PDF's (.pdf)
3. If the first two options don't work, take screenshots or take photos of your assignments (.png or .jpeg)

I can't profess to be a computer whiz, so in case you need any help with this I suggest you contact BYU's Office of Information Technology (801-422-4000 or submit an incident report on <https://it.byu.edu/it>).

## University Policies

### Academic Honesty

The first injunction of the BYU 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.

### BYU 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 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 & Responding to Sexual Misconduct

*The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.*

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  
801.422.1962  
anna\_king@byu.edu

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto: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 confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor 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 Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

## **Accessibility**

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 Employment Office at 801-422-5895, D-285 ASB for help. **If you have a documented disability and do/may require accommodations in the classroom, please talk with your instructor as soon as possible – preferably, within the first two weeks of class. Please also be sure to request that the University Accessibility Center send your accommodations letter to your instructor.**

## **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](http://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>.

## **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.

## **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

## **Disclaimer**

I reserve the right to revise this syllabus and schedule at any time.

# Instructor/TA Info

## Instructor Information

**Name:** David Kaiser

**Office Location:** 3328 WSC

**Office Phone:** 801-422-1627

**Office Hours:** Mon 11:00am-12:00pm

Thu 2:00pm-3:00pm

Or By Appointment

**Email:** david\_kaiser@byu.edu

## Course Information

### Description

This course is designed to provide students with the opportunity of observing and interacting with practitioners in a clinical health care setting.

### Prerequisites

There are no prerequisites.

### Materials

No materials

### 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 Policy

The primary emphasis of this internship course is completing the clinical experiences. However, there is academic credit awarded, and other requirements will be expected to earn a grade. This will include evaluations (two by a supervisor, and one self-evaluation), and a final reflective paper.

### Participation Policy

As an internship course, participation in the clinical experience is expected. For each credit hour, 45 hours of clinical experience must be completed.

### Course Requirements

**EVALUATIONS:** Each 399R student must complete a self-evaluation, and have 2 evaluations completed by the on-site clinical supervisor. Self evaluation is due on Dec. 20. Initial supervisor evaluation is due on Oct. 26, final supervisor evaluation is due on Dec. 20.

A final reflective paper, 3-5 pages, that includes an overview description of the internship experience. Focus of the paper is to be on the outcomes of the internship. What did you learn from this experience, and how has it helped prepare you for your future intended health profession. Due on Dec. 20 2023.

Also, your internship log is due Dec. 21.

## Assignments

## Point Breakdown

| Categories            | Percent of Grade |
|-----------------------|------------------|
| Evaluation            | 0%               |
| Internship Hour Log   | 0%               |
| Final Self Assessment | 0%               |

## 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](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<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> (<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](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

# ST DEV 496R Syllabus

FALL 2023

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## Professor

Kris Tina Carlston, J.D., MBA

kristina\_carlston@byu.edu

**Drop-in Hours:** [Tuesday 3-4 pm](#) and [Wednesday 12-1 pm](#)

**Or by Appointment** – to schedule an appointment please click [HERE](#)

## Description

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.

## Learning Outcomes

1. Students will have a better understanding of what a legal career and education requires and provides.
2. Students will be able to more accurately assess whether or not a legal education and career is the correct choice for them.
3. Students will feel comfortable interacting with legal professionals.
  - a. All learning outcomes will be assessed by the following:
    - i. Completion of 42 internship hours/per credit
    - ii. Journal entries
    - iii. Final evaluation

## Materials

Additional materials provided through Learning Suite.

## Grading and Attendance

|     |  |
|-----|--|
| 60% | 42 pts – completion of internship hours (number of hours required dependent upon registered credits) |
| 15% | 40 pts – class mandatory meetings and evaluations  |
| 25% | 52 pts – completion of weekly assignments  |

## Grade Breakdown

This is a Pass/Fail course. To Pass this course you must have an 87% or higher grade.

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## Internship Hours (60%)

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).

Any time spent on internship work (whether done in the offices or not) may count, including:

- Research;
- Writing;
- Conversations with Attorney.

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.

## Class Mandatory Meetings and Evaluations (15%)

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There is one mandatory meeting you will be required to attend and three evaluations you will need to submit throughout the semester.

**Orientation Meeting** – You must contact the professor and schedule a short (10-15 minute) orientation meeting with her during the first week of the semester. You will review course information and understand the expectation for the course in this meeting.

**Midcourse Firm Evaluation** – You are required to schedule a meeting with your supervisor at your internship and fill out a form available for download on Learning Suite. The purpose of this meeting is to ask questions that will improve your internship experience. You will be required to submit this evaluation for points.

**Final Class Evaluation** – The final evaluation is a series of questions asked about your internship designed 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 be required to submit your **LOG OF HOURS** 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.

**Late evaluations WILL NOT be accepted.** All evaluations are required to be submitted through Learning Suite.

## Weekly Assignments (25%)

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

Each journal will answer the following questions AND must include the word count:

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

You do not need to divide the space evenly between the topics but must address each in turn.

For full credit you must discuss both topics, **the entry must be at least 400 words long, AND you must include the total word count for full credit.** Failure to include the word count on the journal entry will cost you ½ a point.

**Late assignments WILL NOT be accepted.** All assignments are required to be submitted through Learning Suite.

## Extra Credit

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There are some ways to obtain extra credit this semester. You may receive up to two percentage points of extra credit throughout the semester. These extra credit avenues will be detailed on Learning Suite under the tab “extra credit.”

## Late Work Policy

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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. Check for assignment due dates to ensure they are completed and submitted appropriately. **Late assignments WILL NOT be accepted.** All assignments are required to be submitted through Learning Suite.

## BYU 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 my own 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 Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers

discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Title IX office at 422-2845.

## **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 Accessibility Center (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 Accessibility Center. 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 Policy**

The first injunction of the BYU 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 Policy**

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

## **Respectful Environment Policy**

"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*

