

IP&T 599R - IP&T Internship

Fall 2017

Section 001: 359 MCKB on W from 11:00 am - 11:50 am

Section 002: 359 MCKB on W from 1:00 pm - 1:50 pm

Instructor/TA Info

Instructor Information

Name: Jason McDonald

Office Location: 150-E MCKB

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Office Hours: Thu 12:00pm-2:00pm

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Course Information

Description

Internship experiences allow students to reinforce skills and principles learned through their coursework as well as to develop additional practical expertise. Consequently both master's and doctoral students in the IP&T program are required to take internship credit.

The internship is a "real world" work experience under the supervision of a qualified professional. The student performs work on a professional level for a client who may or may not be within the university community. The internship may or may not involve remuneration.

To obtain a wide variety of work experience, all IP&T graduate students are urged to become involved in some type of internship experience often while in the program. Master's students are required to register for a minimum of 3 credit hours of internship, while doctoral students must register for a minimum of 6 credit hours of internship. During the course of the semester/term you must complete a minimum of 42 hours of work for each credit hour of internship for which you register (84 hours for a 2-credit internship; 126 hours for a 3-credit internship).

To meet this requirement students may register for 1-3 credit hours of IP&T 599R during any semester or term. You may not register for more than 3 credit hours of internship per semester/term, regardless of how many hours you work for the internship provider.

Current employment may count towards internship credit provided you explain in writing as part of your contract how you will augment your normal experience during the semester/term in which you receive credit. Your internship supervisor will also certify that you completed these supplements as part of the grading process. This is to ensure that you are receiving academic credit for a learning experience that stretches you (similar to students who receive internships for new work experiences), and not just for work you would have done regardless of your student status. In exceptional cases, and with prior approval of the internship coordinator, your standard work assignment(s) may count for internship credit without additional modification. Examples of how you could extend your current assignments include (but are not limited to): seeking additional mentoring from your supervisor or a more experienced employee with whom you do not normally interact; contributing to a project outside your common work assignments; meeting with a member of the

faculty 3-4 times throughout the semester to help connect your work experiences to the academic side of the field; or coaching other members of your team on knowledge/skills learned in your IP&T courses.

During their graduate program, students should select a wide variety of internship experiences. Ideally they should identify internship experiences in each of the major areas of the program: instructional design, evaluation, measurement, research, and teaching. They should avoid doing all of their internship work with one organization or individual. In addition, they should consider internship experiences that relate to their career goals. Research and teaching internships are especially important for those interested in an academic career.

Learning Outcomes

Apply skills

Apply skills learned through coursework in a real-world setting, where you will receive evaluative feedback from internship sponsors.

Develop expertise

Develop greater expertise in a sector of the IP&T industry, through hands-on, practical work.

Finding an Internship

Besides signing up for internship credit, students are responsible for finding and negotiating their own internship experience each semester. This can be done in several ways.

- Teaching assistantships are regularly available for certain undergraduate courses within the department. Please contact the faculty supervisor for more information.
 - IP&T 286, Instructional Technology in Teaching (Rick West)
 - IP&T 334, Integrating Technology in Early Childhood Education (Royce Kimmons)
 - IP&T 444, Integrating Technology in Elementary Education (Royce Kimmons)
- By subscribing to the IPTGrads listserv, where internships are posted regularly
- By consulting with the Chair of the IP&T Department
- By talking to IP&T faculty members about research internships in their areas of interest
- By asking other IP&T students, especially those who have been in the program for several years, if they are aware of possible internships
- By contacting organizations that have provided internships in the past:
 - Department of Instructional Psychology & Technology
 - BYU David O. McKay School of Education
 - BYU Center for Instructional Design
 - BYU Faculty Center
 - BYU Independent Study
 - BYU Center for Service and Learning
 - BYU Technology-Assisted Language Learning (TALL)
 - BYU Second Language Departments
 - LDS Missionary Training Center
 - LDS Church
 - Western Governors University
 - Allen Communications
 - Thanksgiving Point
 - Utah Valley University
 - Novell
 - Imagine Learning

Please note: at the end of your internship you will assess your internship provider. This is an important evaluation you provide, and you are asked to be honest in your evaluation to help make sure future students have the best experiences they can in their internship.

| Acceptable as Internships | Unacceptable as Internships |
|--|---|
| Helping design, produce, and validate instructional materials | Only taking pictures that will be used in the instructional materials |
| Helping conduct an evaluation study, which could involve various aspects of designing the study, developing instruments, collecting and analyzing the data, or writing the report | Only tabulating and entering data in a spreadsheet |
| Helping conduct a research study, which could involve doing a literature review, designing the study, writing a proposal, developing instruments, collecting and analyzing the data, or writing the report | Only editing the reports |
| Major responsibility for teaching a course | Only grading papers and exams |

Grading Policy

You will be graded in two ways:

- First, you will complete a few assignments throughout the semester to help you connect your internship with your coursework and other, academic experiences in the IP&T program.
- Second, your internship provider will assess your performance; their assessment will also be counted towards your final grade.

Specific instructions for each assignment, as well as the points awarded for each, can be found in the assignments section of Learning Suite.

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% |

Official Department Policy

Any changes to the internship policy can be found in the IP&T student handbook:

https://docs.google.com/document/d/1WfTZHi_LdASEY7IWdhsX2cSjPygrZploMGBiaiQ7g_g/edit#heading=h.p8v9y2tgbh7v
 (https://docs.google.com/document/d/1WfTZHi_LdASEY7IWdhsX2cSjPygrZploMGBiaiQ7g_g/edit#heading=h.p8v9y2tgbh7v)

Assignments

Assignment Descriptions

Internship goals

Sep
12

Due: Tuesday, Sep 12 at 11:59 pm

During the first two weeks of the semester, please write a one-page, double spaced paper on what goals you have for your internship. Answer questions such as: what do you hope to learn by working with this provider? What experiences in the program have helped prepare you for this internship? How will completing the internship help you reach future goals?

The paper will be graded according to the following rubric:

| Criteria | High quality (5 points) | Medium quality (3 points) | Low quality (1 point) |
|-------------------|---|---|---|
| Answers questions | Student fully answers the specified questions | Student attempts to answer questions, but is missing an essential component | Student shows little attempt at answering questions |
| Writing | Writing is clear, direct, and error free | Writing is generally clear but may have some errors | Writing is unclear and has many errors |

Initial orientation

Sep
12

Due: Tuesday, Sep 12 at 11:59 pm

Sometime before you begin working for your internship provider you are required to complete a pre-internship orientation. Most often we will do this when you submit your internship contract. But if it didn't happen then, please contact me to schedule a time to complete the orientation before your first day of work.

In this orientation we will discuss:

- Using the Internship Registration and Management System (IRAMS)
- IP&T internship contract
- Assignments and expectations
- Grading procedures
- Standards of personal conduct
- The nature and amount of supervisory contact between the faculty advisor/department coordinator and the student
- The Internship Master Agreement (IMA) or IMO which outlines the obligations of the student, university, and internship provider
- Procedures for unanticipated termination of the internship

Although you get a small number of points for completing the orientation, it is also required for you to receive your internship credit. In other words, if you don't complete the orientation you cannot begin your internship and will receive no credit for the experience.

Mid-term report

Oct
31

Due: Tuesday, Oct 31 at 11:59 pm

Before the end of October, please write a one-page, double spaced paper reflecting on how well you are meeting the goals you have for your internship. Answer questions such as: are you learning what you want to by working with this provider? Is completing the internship preparing you reach future goals? What adjustments should you make to help the internship be more effective? and how will you make these adjustments?

The paper will be graded according to the following rubric:

| Criteria | High quality (5 points) | Medium quality (3 points) | Low quality (1 point) |
|-------------------|---|--|---|
| Answers questions | Student fully answers the specified questions | Student attempt to answer questions, but is missing an essential component | Student shows little attempt at answering questions |
| Writing | Writing is clear, direct, and error free | Writing is generally clear but may have some errors | Writing is unclear and has many errors |

Final provider evaluation

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

Near the end of the semester I will ask your internship provider to provide an evaluation of your work. As part of their evaluation they will be asked what grade they would assign you for the internship, if they were your teacher. Their response will count for 50% of your final internship grade, and will be determined according to the following guidelines:

| | |
|----|-----------|
| A | 60 points |
| A- | 55 points |
| B+ | 53 points |
| B | 51 points |
| B- | 49 points |
| C+ | 47 points |
| C | 45 points |
| C- | 43 points |
| D+ | 41 points |
| D | 39 points |
| D- | 37 points |
| E | 0 points |

Final self-evaluation

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

At the end of the semester you will complete a final, self-evaluation of your internship experience. As part of this evaluation you will also assess the quality of your internship provider. This information is critical so we can improve the experience for students in future semesters.

A link to complete the self-evaluation will be emailed to you 1-2 weeks before the semester ends.

This self-evaluation is 25% of your internship grade, and you will receive full credit for answering all of the questions. Additionally, completing this assignment is also a pre-requisite to receiving your final grade. In other words, you must complete the self-evaluation before your grade will be submitted to the Records Office.

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

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

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post.

Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<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> (<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.

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 |
|--------------------|----------|
| Week 1 | |
| M Sep 11 Monday | |
| Week 2 | |
| Th Sep 21 Thursday | |
| Week 7 | |
| M Oct 23 Monday | |
| W Oct 25 Wednesday | |
| Week 8 | |
| M Oct 30 Monday | |
| W Nov 01 Wednesday | |
| Week 9 | |
| W Nov 08 Wednesday | |
| Week 10 | |
| | |

| | |
|--------------------|--|
| W Nov 15 Wednesday | |
| Week 11 | |
| T Nov 21 Tuesday | Friday Instruction |
| W Nov 22 Wednesday | No Classes |
| Week 12 | |
| W Nov 29 Wednesday | |
| Week 13 | |
| W Dec 06 Wednesday | |
| Week 14 | |
| W Dec 13 Wednesday | Final provider evaluation Final self-evaluation |
| Week 15 | |
| W Dec 20 Wednesday | |