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General Information

Instructional Technology Degree and Programs Certification

The joint degree and/or certification prepares students as Instructional Technologists for positions in the education and business/industry fields. These programs integrate a strong hands-on approach with a theoretical basis to give students a firm understanding of the subject matter.

General Information about the Internship

The Instructional Technology graduate internship is 3 credits. This represents part of the minimum of 33 credits for the degree, or 24 credits and/or compliance with state standards for certification needed to complete the respective program's requirements. The internship is a culmination experience. Internship candidates should complete the degree coursework or have complied with the certification standards prior to the internship.

The student and their academic advisor plan the internship experience. Additionally, each student will design and develop a portfolio that is representative of the activities and experiences of their internship. This portfolio must be presented to their advisor within two weeks after the completion of the internship. Requests for an extension of time must be submitted in writing, and requests for extensions should only be considered due to extenuating circumstances. Prior to enrolling in the internship, candidates:

♦ Must either satisfy degree and/or certification program requirements or have written permission from their advisor,
♦ Must have their programmatic portfolio approved, and
♦ May not have an incomplete in the major.
**Internship Objective**

The objective of the Internship is to give the student experiences in a professional setting where the competencies the student has gained through course work can be applied and further developed.

**Application Process**

The Internship experience is a 4 stage process. When an Instructional Technology major completes sufficient credits, they must notify the department faculty advisor of their application for internship. The advisor will evaluate the student's qualifications. The second step in the process is to actually find an Internship. The third stage is to submit an internship application form to the advisor. Application forms may be obtained from either the advisor, the front desk area, or copied from the form in this packet. The advisor will review the application and decide on approval. The fourth step is after internship is approved. An Affiliation Agreement is exchanged between the faculty coordinator of internship, the agency internship representative and ESU administration. The Intern may begin their internship.

**Internship Requirements**

A. 120 hours of internship experience is required.
B. The student prepares a weekly log which outlines the activities that were undertaken each week. The log is to be appropriately prepared and submitted weekly. It should have a professional appearance and be signed by the agency internship supervisor. The log should be mailed at the end of each week to the faculty coordinator of internship.
C. The student is to design, develop, and submit a portfolio. The format and appearance of the portfolio are given in the PORTFOLIO DEVELOPMENT GUIDELINES document.
D. Every intern will be visited on site by a department faculty supervisor.
E. Near the end of the internship, the faculty coordinator of internship will send an evaluation form to the agency supervisor. The agency supervisor must complete and return the evaluation form before the internship is considered completed.

**Meeting Requirements**

A. Two on-campus meetings are designed to provide students the opportunity to formally share their internship experiences with other interns and/or faculty.
B. Presentations show results of the internship to the East Stroudsburg University faculty member. There could be oral or written reports, media produced, etc., depending upon the student's experience and the faculty member's requirements.
C. The intern will receive a letter from the faculty coordinator of the internship which will list the on-campus meeting dates and assignments for the semester. Coordination with the intern and faculty for mutual agreed upon dates and times will be attempted.
D. The on-campus meetings are considered to be an integral part of the internship experience and attendance is mandatory.

**Internship Procedures**

In planning for an internship, students are advised to discuss career goals, qualifications and potential internships with their academic advisor and department faculty. Students are discouraged from considering internships in fields where they have little or no preparation. In most cases, students should have completed courses in the area in which they plan to intern.

A. The student initiates contact with an agency in education or business/industry to explore internship possibilities. The student is expected to inform the agency of their particular interests for the internship as well as the university requirements. Discussion with a potential agency should include an understanding of the specific types of experiences the intern will have at the agency.
B. The student prepares an INTERNSHIP APPLICATION and submits it to their academic advisor. The application must be received the semester prior to Internship. The advisor will determine the student's eligibility. After approving the application, the advisor may seek the approval by the department. The student must successfully present their programmatic portfolio prior to internship.
C. The East Stroudsburg University prepares an Affiliation Agreement for the participating agency to sign before the beginning of the internship experience. The signed letter must be returned before the internship is official.
D. When the intern receives notice that the internship is approved, they must register for internship by completing a REQUEST FOR NON CLASSROOM CREDIT card. This card requires multiple signatures and should be completed promptly.
E. No credit will be granted to interns for time served before registration is completed and fees are paid. All business office and financial aid accounts must be in order.

Questions By The Intern For Planning the Internship Semester

Several general questions prospective interns might ask of themselves are:

- What do I want to learn from this experience?
- What qualities am I looking for in a sponsor?
- Which type of agency can I learn the most?
- Do I have a range of experiences appropriate for a K-12 certification and/or utilization of Instructional Technology?*

The Interview

During the interview with the sponsor some suggested issues to discuss are:

Your objectives for the internship period

- The prospective sponsor’s objectives for an intern
- Current activities and priorities of the prospective agency and the role the intern might have.
- Your specific strengths and experiences and how you might contribute to the agency
- Logistics, money, office/working space near the Sponsor(s), secretarial support, traveling, housing, moving, and support by the agency. i.e. materials, computer software, etc.*

*Adapted with permission from the American Council on Education Fellows Handbook, 1990 91, Center for Leadership Development, pages 6 8, 17 19. EC/93

One of the most important factors in selecting an agency is the Sponsor. Devote substantial time and effort during the interview to understand the prospective sponsor’s attitudes about interns, interest in serving as a sponsor, and their willingness to allot the necessary time and resources to your internship experience.

During the Internship

At times, the intern may experience frustration with the pace and degree of their substantive involvement in the daily operation of the agency. This varies enormously as some interns may find themselves in the middle of things very quickly, but often there is an initial period of relative inactivity. Make good use of this time by meeting a wide variety of people and inquire about/read as much as you can about the agency.

Here are several other hints to ease your transition into your placement:

- Schedule regular meetings with Sponsors to discuss specific questions, issues, or concerns you may have.
- Build relationships with members of the staff. It is likely that they will have tremendous amounts of information and can be very helpful.
- Accept and seek projects which utilize your skills and help you acquire new skills. Incremental progress is much better than a gigantic leap that backfires.
- Study the organizational structure and learn the names of people in each position as soon as possible.
- Make use of the interns network to share information, secure advice, and handle problems.
- Confidentiality and trust once broken is difficult or sometimes impossible to reestablish.*
Internship Portfolio

Please see the Internship guidelines for more detailed information regarding the internship process and requirements.

The objective of the Internship is to give the student experiences in a professional setting where the competencies the student has gained through course work can be applied and further developed. The student and their academic advisor plan the internship experience. Additionally, each student will design and develop a portfolio that is representative of the activities and experiences of their internship. This portfolio must be presented to their advisor within two weeks after the completion of the internship.

Artifacts

Artifacts from graduate courses to demonstrate all program outcomes (Master’s Degree) and/or standards (Certification)

- Conform to the requirements in the design/production guidelines (see attachment A)
- A minimum of 8 artifacts and a maximum of 20 artifacts should be provided as documentation
- All outcomes must be addressed
  - A single artifact can document more than one outcome/standard
- Artifacts reflect the different content of at least 8 of the courses from the approved plan of study
- For certification, artifacts must show compliance with each of the Pennsylvania Department of Education (PDE) standards

Summary and Reflection

An artifact summary must be included for each artifact in your portfolio. In a 1-2 page summary, explain how this artifact indicates mastery of the standard/outcome using the following as guidelines:

- What standard(s)/outcome(s) are being met?
- Identify 1-3 elements of the artifact and explain why/how they demonstrate mastery.
- How does, will, or could the content of this artifact benefit your instructional audience or professional community?
- Reflection: What did you learn from the experience when you created the artifact or took the course?

Disposition Reflection

The Dispositions Assessment is a multi-phase assessment of a student’s disposition needed for a practitioner in instructional and learning technologies. The disposition assessment takes place at specific times in the graduate student’s career in the program. All incoming students will complete a self-assessment as part of MCOM 520 which is the recommended beginning course and then again about midway into the program. During their final internship, the self-assessment will be completed with their internship supervisor, and then finally the student will write a reflection statement on gathered evidence of disposition surveys including self-evaluations. The dispositions assessment aligns with ISTE standards, Pennsylvania Ch. 49, Pennsylvania Instructional Technology Specialist standards, and the Association for Education Communication and Technology standards. At any point during the graduate students time in the program a professor can complete a dispositions assessment of a student.

Checkpoint #1:

Student Self-Assessment: Completed in DMT 520. Students will complete the self-assessment midway through the course. The professor and advisor will review results to determine any concerns.

Checkpoint #2:

Colleague Assessment: Completed in DMT 530. This course is taken after beginning courses. Students will select a professional colleague or the collaborating Subject Matter Expert (SME) to complete the disposition survey for candidate.

Checkpoint #3:

Assessed by Internship Supervisor at the Internship School/agency: Completed in the Internship in DMT 585. Toward the end of the internship, the Internship Supervisor will complete the disposition survey for candidate.

Checkpoint #4:

Reflection on Comprehensive Portfolio: In the comprehensive portfolio students must write a reflection statement on gathered evidence of disposition surveys including self-evaluation.
**Presentation**

Presentations show results of the internship to the East Stroudsburg University faculty member. There could be oral or written reports for an audience, media produced, etc., depending upon the student’s experience and the faculty member’s requirements.

**NOD submissions**

- Upload Portfolio Hyperlink or zipped files for Programmatic, internship and Comprehensive portfolios
- Portfolio’s File Description includes: Advisor’s name, Program/track (i.e. M.Ed., M.Ed. with Certification, or Certification)
- Additional uploaded files: plan of study with all signatures, and internship hour log

**Internship Portfolio**

- Include Internship hour log
- Artifacts with summaries and reflection statements
- Disposition reflection
- Any revisions/concerns that were addressed during your Programmatic Portfolio presentation.

**Agency Visitation**

The East Stroudsburg University faculty coordinator of internship will visit each student intern at their internship location. He/she will visit the intern at least once during the period of the internship. Additional visits may be required and will be arranged if deemed necessary.

The purpose of this visit is to:

- Assess the progress of each student,
- Establish a relationship between the agency and the faculty coordinator of internship, and
- Clarify any question the intern and/or his/her agency supervisor might have.

To accomplish this, the faculty coordinator of internship expects each intern and agency supervisor to arrange the following:

- A tour of the major agency facilities
- A private conference with the intern
- A private conference with the agency supervisor
- A combined conference with both the intern and his/her supervisor
- Observations of the program / other agency highlights that the intern and agency supervisor believe to be important
- Any other information deemed important

Each visit will last approximately 1–2 hours. The faculty coordinator of internship will arrange his/her visits in advance. It is the responsibility of the student intern to arrange with his/her agency supervisor a block of time for the intended visit. During the visit, the intern should also be prepared to discuss his/her progress.

*Adapted with permission from the American Council on Education Fellows Handbook, 1990 91, Center for Leadership Development, pages 6 8, 17 19. EC/93*
MCOM 585 Media Communication and Technology Internship

Parts A, C, D and E of this application and the permission to enroll card are to be completed by you. After completion, meet with your advisor for review. Your advisor will then complete part B of this form. If your application is approved a letter of agreement between East Stroudsburg University’s Department of Media, Communication and Technology and the internship agency will be sent to complete the arrangements.

You cannot begin your internship before you have completed registration and the agreement letter is signed and returned to East Stroudsburg University.

Register for MCOM 585 Internship (3 credits)

Part A

Name ____________________________
ESU Address ________________________
Incomplete in major ______
ESU Phone _________________________
Signature _________________________
Student ID # ________________________
Date / /

Part B

To be completed by advisor:

Incomplete in major ______
ESU Grade Average ______
Signature _________________________
Date / /

Part C: Internship Agency

Name ____________________________
Address ____________________________
Phone ________ Fax ________ E-mail ________

Supervisor’s name ____________________________

Part D

1. Briefly describe the agency where you are proposing to intern by describing the type of agency, number of employees and years of operation.

2. Give background information of your proposed supervisor such as education, experience, and years with the agency.

3. Give succinct directions as how to get from East Stroudsburg University to where you would be interning, the estimated travel time, parking instructions, and visitor registration, if any.

Contract sent ________________________
Contract received ________________________
Part E (Please attach to this application.)

On a separate sheet of paper prepare a detailed typewritten paragraph job description of your internship that the internship agency has developed for you. This description must be professional in appearance and correctly typed, with no spelling or grammatical errors. It will be sent to the agency supervisor and should be a reflection of your best writing abilities.

On a second page prepare a typewritten paragraph describing the qualifications that you possess for applying for this internship.

10/94, Revised 6-04-02/EC, 12-8-11/BRS

Request For Non-Classroom Credit Form

Below is a sample of the Request For Non-Classroom Credits card which must be submitted in order to register for the internship. You must get the Request For Non-Classroom Credits card from your adviser. The card must be completed and signed by the intern and submitted with the Internship Application to the academic advisor.

REQUEST FOR NON-CLASSROOM CREDITS

NAME: ______________________ SS# __________ LEAVE BLANK___

Last ___________________ First__________ Middle__________

NUMBER ____________ SUBJECT AREA ________________ COURSE NUMBER ____________ COURSE TITLE ____________________________ CREDITS ______

(SEMESTER & YEAR ____________ SECTION ____________)

This card is to be used for courses listed in the college catalog with the following numbers:

- 484 Environmental Studies Field Experiences & Internship
- 485 Independent Study
- 486 Field Experiences
- 571 Independent Research Problems
- 572 Thesis 1
- 573 Thesis II
- 577 Independent Study
- 578 Field Experiences & Internship

INSTRUCTIONS

1. Obtain the following signatures: a. Advisor, b. Instructor, c. Chairperson. NOTE: The Dean's signature is required if the Instructor's supervision of the non-classroom activity results in overload pay for the academic year.

2. Submit the card to the Registrar's Office.

3. NOTE: This card must be submitted to the Registrar's Office prior to the beginning of the sixth day of classes in a semester or session. Approval may not be granted if submitted after the fifth day of classes.

Signature of Advisor ____________ Date ____________ Signature of Dean ____________ Date ____________

Signature of Instructor ____________ Date ____________ Signature of Student ____________ Date ____________

Signature of Chairperson ____________ Date ____________
Course Description

Students will work in an environment that provides professional experiences related to the student’s field of interest and study. The students will be jointly supervised by an external non-department member media professional and [a] faculty [member] of the Media, Communication and Technology Department. The student will observe, experience, perform appropriate department assigned instructional technology tasks, and document the activities of an instructional technology and/or training media professional.

Prerequisite

Required foundation and major courses, approval of the faculty.

Successful completion and presentation of programmatic portfolio.

Course Objectives

Upon completion of this course students will be able to:

1. Function as a professional in an instructional technology and/or training setting.
2. Apply instructional technology and/or training systems to learning/communication situations.
3. Demonstrate effective interpersonal communication skills.
4. Plan, prepare, and execute technology in-service programs.

Course Outline

The students will:

1. Perform a minimum of 120 hours of service in an instructional technology and/or training setting under the joint supervision of [both] a instructional technology professional and Media, Communication and Technology faculty member.
2. Maintain and submit a journal [portfolio] of activities and observations.
3. Become involved with diverse audiences in instructional and training activities related to the utilization and integration of instructional technology.
4. Attend a minimum of two meetings with the Media, Communication and Technology faculty.
5. Plan a technology in-service activity relative to an educational setting.

Letter of Eligibility

Some internship agencies may require certification of a student's eligibility for internship. The following letter is available to all qualified students. If a student wishes to have a letter sent they may contact their advisor, department chairperson or internship supervisor and provide the name and address of the person to whom the letter should be sent.

[Date]

[Heading for address of Sponsor of Intern]

Dear Internship Coordinator:

This is to certify that______________________ is a student enrolled in the [degree and /or certification] program of the Media, Communication and Technology at East Stroudsburg University. [She/He] has fulfilled the necessary requirements to be eligible for internship. Internship is a requirement of all students in the program. Enclosed you will find a copy of the Internship Guidelines which contains the course requirements for Internship.

If you have any questions regarding the Internship experience, please call me at 570 422-3621

Sincerely,

[Enclosed]

Revised 5-30-02/EC
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<th>Outstanding</th>
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| Content | * Artifacts are model examples of best practice: supporting theory is evident in design and application  
* Summaries exceed requirements  
* *Exceeds criteria for standards/outcomes  |
| Organization | Organization meets stated requirements and is visually enhanced for facilitation of reviewer  |
| Written Expression | * No evidence of mechanical or grammatical errors and writing style demonstrates writing for purpose competency  
* Summary and artifact written expression exceeds standards/criteria  
* Vocabulary and terminology is varied, creative, and indicates higher order thinking  |
| Exhibition of Portfolio | * Flow of presentation demonstrated planning, organization and practice  
* Enhanced responses to questions and provided reflective comments  
* Verbal communication natural and responsive  |

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| Content | * All supporting artifacts are present  
* Summaries are comprehensive  
* Meets criteria for standards/outcomes  
* Course distribution meets requirements  |
| Organization | Organization meets stated requirements  |
| Written Expression | * No evidence of grammatical and mechanical errors  
* Summaries and artifacts are coherent and clearly support standards/outcomes  
* Use of professional vocabulary and terminology is evident  |
| Exhibition of Portfolio | * Organized, well planned  
* Used supporting visuals, if appropriate  
* Adequate response to questions  
* Effective verbal communication  |

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| Content | * Artifacts are missing  
* Summaries are unclear  
* Criteria for standards or outcomes has not been met  
* Insufficient course distribution  |
| Organization | Organization does not meet stated requirements  |
| Written Expression | * Grammatical and mechanical errors  
* Summaries and artifacts lack coherence and readability  
* Lack of professional vocabulary and terminology  |
| Exhibition of Portfolio | * Lack of preparation and organization is evident  
* Minimal response to questions  
* Lack of effective verbal communication  |