Graduate Internship Guidelines
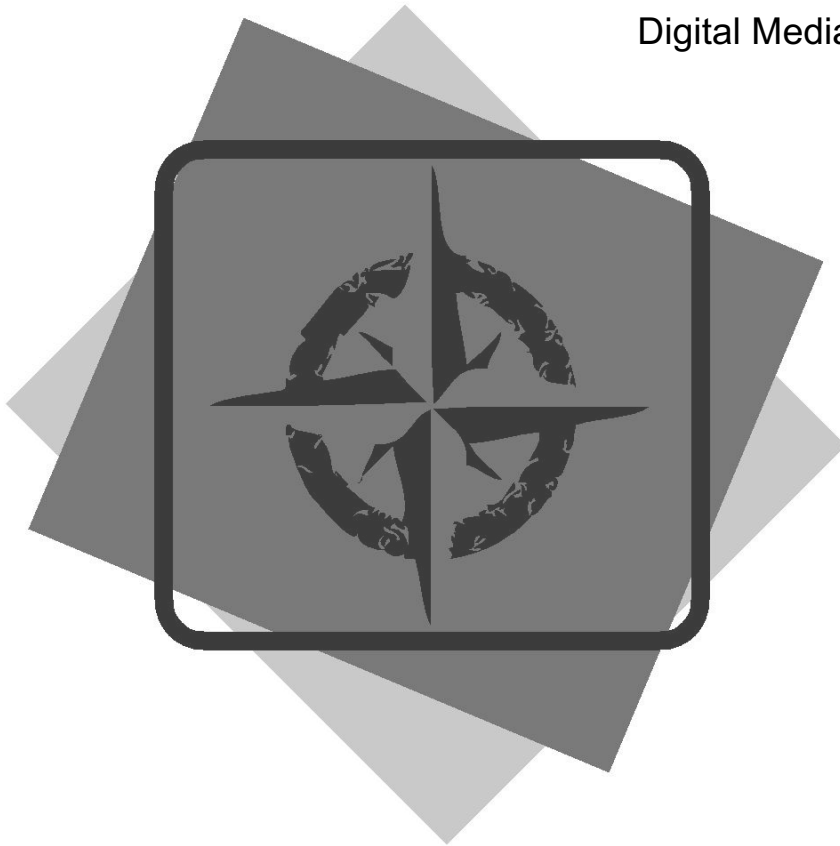
Digital Media Technologies Department

Instructional Technology

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2018

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1 General Information

Instructional Technology Degree and Programs Certification

The 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 process that begins after the majority of coursework is completed. The following steps are required:

1. After the majority of coursework is completed and your advisor approves an internship, the intern will create the programmatic portfolio in the semester prior to their internship semester.

2. The intern will find an internship, discuss with their advisor for approval. This may be completed in conjunction with step one.

3. Following approval of the internship, the intern will complete and submit an application form. This document will be provided by the advisor and is also available online. The application is submitted to the advisor, following a review, it will be signed and submitted.

4. The department will complete and submit an Affiliation Agreement exchanged between the faculty coordinator of Internship, the agency internship representative, and ESU administration.

5. The Intern will upload required documents to the LMS and then may begin their internship hours.

Internship Requirements

A. 120 hours of internship experience is required.
B. All requirements are noted and must be reviewed in the LMS (currently D2L). The intern must create and maintain a weekly log of experiences. This must be hosted in an online format and include links to (major) artifacts created during the internship. A link will be provided to the advisor via a LMS upload.
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 either on site or virtual conference by a department faculty supervisor.
E. Near the end of the internship, the intern will provide an evaluation form to the agency supervisor. The agency supervisor must complete and return the evaluation before the internship is considered completed. Students will scan and upload the PDF to D2L.

Meeting Requirements

The intern will meet with their advisor as needed during the internship hours. A regular review of the online spreadsheet internship log will determine when meetings are needed.

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 will submit and present a programmatic portfolio.

B. 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.

C. 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.

D. 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. You will do this by completing a REQUEST FOR NON CLASSROOM CREDIT card. This card requires multiple signatures and should be completed promptly. If you cannot come on campus to sign the card, you will give the advisor permission to register you.

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.

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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 intern- ship experience. Additionally, each student will design and develop a portfolio that is representative of the activities and experi- ences of their internship. This portfolio must be presented to their advisor within two weeks after the completion of the internship.

Internship Portfolio Artifacts

Artifacts from graduate courses to dem- onstrate all program outcomes (Master's Degree) and/or standards (Certification)

◆ Log of hours (uploaded to D2L or included in portfolio)

◆ Artifacts that demonstrate various activities completed during period (screen shots with descriptions are acceptable.)

◆ May align outcomes and standards to internship portfolio artifacts. Be sure to include a reflection.

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 DMET 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 student's 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.

Summer Intern – you will create a screencast and upload to D2L. Upload the screencast link, hosted in YouTube, to the D2L Dropbox.

Semester Interns:

Plan a 10-minute presentation to a graduate class. Work with your ESU-IT Intern advisor or your graduate advisor. You will present your portfolio (10 minutes) and take questions. The presentation can be traditional or virtual for MOST classes. The graduate class meeting this semester:

◆ DMET 510, 520, 526, 542 & 581

You need to talk to your professor. Politely ask if and when you can present.

———————————————

D2L *Portfolio Submissions*

◆ Upload Portfolio Hyperlink 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.

Agency Visitation

The East Stroudsburg University faculty coordinator of internship will visit each student intern at their internship location. Distance from campus will determine if the visit is on site or virtual. 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 private conference with the intern
- A tour of the major agency facilities
- 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 intern will notify the faculty coordinator when they have accumulated 60 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

DMET 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.

Part A

Name _____

ESU Address

_____

_____

_____

ESU Phone _____

Student ID # _____

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

Register for DMET 585 Internship (3 credits)

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_____

_____ _____ _____ _____ _____ _____   SEMESTER & YEAR SECTION

NUMBER   SUBJECT AREA   COURSE NUMBER   COURSE TITLE   CREDITS

(LEAVE BLANK)

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

<u>INSTRUCTIONS</u>

1. Obtain the following signatures: a. Advisor, b. Instructor, c. Chairperson. NOTE: The Dean's signature is required if the Instructors 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		

M4.NONCLCDr.WPS

**DEPARTMENT OF DIGITAL MEDIA
AND TECHNOLOGY**
570- 422 3763 (Telephone)
570-422-3876 (FAX)

DMET 585 Internship (3:0:0)
Course Description

200 Prospect Street
East Stroudsburg, PA
18301 2999

Students will work in an environment that provides professional experiences related to the student's field of interest and study, be assigned instructional technology tasks, and document the activities of an instructional/ technology and/ or training media professional. An external non-department member media professional and appropriate department faculty member will jointly supervise the students.

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 an online 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. Create a comprehensive portfolio to demonstrate revision and mastery of elements not met in programmatic portfolio.

Revised 2018/CW

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 Instructional 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

mw/94
Revised 6-04-02
Revised 8-06-09
Revised 2018-CW

3 Portfolio Assessment

Explanations of Assessments

The same rubric is used for the Programmatic Portfolio, Internship Portfolio, and Comprehensive Portfolio. The similar rubrics allow for mastery learning and assessment for learning so that the student can identify areas of growth in order to meet expectations before graduating. The comprehensive portfolio is a Pass – Fail assignment. Candidates are expected to achieve a minimum rating of Proficient in all categories for mastery and to graduate from the program.

	Outstanding	Proficient	Revise
1. Content Knowledge	◆ Demonstrates sophisticated knowledge necessary to analyze, create, use, assess, and manage theoretical and practical applications of educational technologies and processes ◆ Shows understanding of the diverse learners and learning needs ◆ Knowledge of technical applications hardware, software and applications ◆ Cognizant of compulsory outcomes and standards ◆ Illustrates and explains appropriate uses of media (copyright, creative commons, fair use, and public domain)	◆ Demonstrates knowledge necessary to analyze, create, use, assess, and manage theoretical and practical applications of educational technologies and processes ◆ Shows understanding of the diverse learners and learning needs ◆ Some knowledge of technical applications ◆ Cognizant of compulsory outcomes and standards ◆ Illustrates and explains appropriate uses of media (copyright, creative commons, fair use, and public domain)	◆ Shows novice knowledge necessary to analyze, create, use, assess, and manage theoretical and practical applications of educational technologies and processes ◆ Limited understanding of the diverse learners and learning needs ◆ Limited knowledge of technical applications ◆ Scant evidence of appropriate uses of media (copyright, creative commons, fair use, and public domain)

	Outstanding	Proficient	Revise
2. Content Pedagogy	◆ Demonstrates reflective and effective implementation of educational technologies and processes based on contemporary content and pedagogy using the Instructional Design process ◆ Differentiates learning using TPACK as per learning needs and goals ◆ Creates and facilitates relevant and meaningful learning demonstrating creativity ◆ Praxis based on a foundation of best practice and research	◆ Demonstrates reflective and effective implementation of educational technologies and processes based on content and pedagogy using the Instructional Design process ◆ Differentiates learning using TPACK as per learning needs and goals ◆ Creates and facilitates relevant and meaningful learning ◆ Praxis based on foundation of best practice	◆ Demonstrates reflective and effective implementation of educational technologies and processes based on content and pedagogy using the Instructional Design process ◆ Shows limited implementation of TPACK as per learning needs and goals ◆ Creates and facilitates learning ◆ Praxis based on a foundation of best practice
3. Learning Environment	◆ Facilitates by creating, using, evaluating, and managing environments ◆ Supplies vision for learning environments that encourage 21st Century learning in a range of organizational scales (e.g. classroom ► program ► school or training room ► organization ◆ Engages with a variety of methods with interoperability (face to face, hybrid, online, distance/mobile, Individualization, LMS/CMS, Adaptive technologies etc.)	◆ Facilitates by creating using, evaluating, and managing effective learning environments ◆ Supplies vision for learning environments that encourage 21st Century learning in an organization (Scale is limited) ◆ Engages with 3 methods with instructional technology (face to face, hybrid, online, distance/ mobile, Individualization, LMS/CMS, Adaptive technologies etc.)	◆ Facilitates by creating, using, evaluating, and managing, effective learning environments ◆ Supplies vision for a learning environment that encourages 21st Century learning (Scale is limited) ◆ Engages with 2 methods within instructional technology (face to face, hybrid, online, distance/mobile, Individualization, LMS/CMS, Adaptive technologies etc.)
4. Professionalism	◆ Strongly demonstrates collaborative leadership ◆ Strongly adheres and advocates for the ethical use of technology ◆ Models and promotes digital citizenship with global awareness and implementation. ◆ In research, extensively shows the ability to explore, evaluate, synthesize, and apply methods to improve performance	◆ Demonstrates collaborative leadership ◆ Adheres and advocates for the ethical use of technology ◆ Models and promotes digital citizenship with global awareness ◆ In research, shows the ability to explore , evaluate, and synthesize, to improve performance	◆ Lacking collaborative leadership ◆ Adheres to the ethical use of technology ◆ Models digital citizenship ◆ In research, shows the ability to explore, evaluate, and synthesize

	Outstanding	Proficient	Revise
5. Dispositions Reflection	◆ Well written reflection statement on gathered evidence of self disposition surveys including self-evaluation ◆ Reflection should include supporting evidence from checkpoints 1,2,& 3	◆ Reflection statement on gathered evidence of self disposition surveys including self-evaluation ◆ Reflection should include evidence from checkpoints 1, 2, & 3	◆ Reflection statement on gathered evidence of disposition surveys including self-evaluation ◆ Reflection should include some evidence from checkpoints 1, 2, & 3

Exhibition of Portfolio			
	Outstanding	Proficient	Revise
6. Written expression	◆ No evidence of mechanical or grammatical errors ◆ Writing style demonstrates writing for purposeful competency ◆ Vocabulary and terminology indicates a sophisticated understanding of material	◆ No evidence of grammatical and mechanical errors ◆ Use of professional vocabulary and terminology is evident	◆ Grammatical and mechanical errors ◆ Lack of professional vocabulary and terminology
7. Portfolio Architecture	◆ Usability ◆ Navigability makes sense to the user and works correctly ◆ Organization meets stated requirements ◆ Design: Adheres to current visual expectations ◆ Utilizes design principles and is uniquely aesthetically pleasing	◆ Usability ◆ Navigability makes sense to the user and works correctly ◆ Organization meets stated requirements ◆ Design: Adheres to current visual expectations ◆ Utilizes design principles	◆ Usability ◆ Navigation may not work correctly ◆ Organization does not meet the stated requirements ◆ Design: Does not recognize the current visual expectation
8. Oral Communication	◆ Flow of presentation demonstrates planning, organization and practice ◆ Enhanced responses to questions and provided reflective comments ◆ Verbal communication natural and responsive	◆ Organized and well planned ◆ Used supporting visuals, if appropriate ◆ Adequate response to questions ◆ Effective verbal communication	◆ Lack of preparation and organization is evident ◆ Minimal response to questions ◆ Lack of verbal communication

Philosophy Rubric

	Outstanding	Proficient	Revise
Role of Technology	◆ Clear and understandable ◆ Detailed answers to the Role of Technology criteria ◆ Supported with theoretical, experiential and researched based practices that are cited in APA format	◆ Understandable ◆ Adequately answers the Role of Technology criteria ◆ Supported with best practices citations	◆ Does not answer Role of Technology criteria ◆ Organization does not meet stated requirements
Professional Vision	◆ Clear and understandable ◆ Detailed answers to the Professional Vision criteria ◆ Supported with theoretical, experiential or researched based practices that are cited in APA format	◆ Understandable ◆ Adequately answers to be Professional ◆ Vision criteria ◆ Supported with best practices	◆ Does not answer Professional Vision criteria
Future Plans	◆ Pragmatic with the identified area of interest ◆ Demonstrates metacognitive learning and collaborative refinement for continued growth ◆ Uses various traditional and digital tools for learning and global communication in ways that could challenge your thinking	◆ Pragmatic ◆ Demonstrates ways to continue learning ◆ Uses tools for learning	◆ Unrealistic ◆ Uses a single focus for learning

Instructional
Technology