

**College of Education  
Valdosta State University  
Department of Curriculum, Leadership and Technology**

**ITED 7399  
Internship in Technology Applications  
Three (3) Semester Hours**

**Required Textbooks**

None.

**Required Technology**

You must have regular, reliable use of a computer with appropriate software and Internet access. Adobe Acrobat is needed to prepare and submit documents as PDF files. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace. The instructor is not responsible for tutoring the user in basic computer operations or in using personally selected software to complete class assignments.

**Course Description**

Prerequisite: Approval of advisor. A faculty supervised field experience in an instructional technology setting.

**College of Education Conceptual Framework Standards (CFS)**

- I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

## **Department of Curriculum and Instructional Technology Program Standards**

The Department of Curriculum and Instructional Technology (C&IT) recognizes the College of Education Conceptual Framework Standards as a guide to the education of teachers as they seek certification. C&IT serves some students who are teachers, but many students who are media specialists, technology supervisors and general trainers. Only a small proportion of our students seek certification and those students do so in an area that is governed by standards that are published by the American Association of School Librarians (AASL) and approved by NCATE. The departmental programs are designed to align with the standards published by the Association for Educational Communications and Technology (AECT), which are also NCATE approved.

This syllabus contains the AECT standards, upon which the Ed.S. Instructional Technology Program is based, with cross-reference to the College of Education CFS.

### **Association for Educational Communications and Technology (AECT) Domains**

*Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning (AECT, 1994).*

1. DESIGN Domain: Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories and research associated with instructional systems design, message design, instructional strategies and learner characteristics. (CFS I, II, III, IV, V)
2. DEVELOPMENT Domain: Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories and research related to print, audiovisual, computer-based, and integrated technologies. (CFS II, III, V)
3. UTILIZATION Domain: Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion of innovations, implementations, and policy-making. (CFS III, V, VI)
4. MANAGEMENT Domain: Candidates demonstrate the knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resources, delivery system, and information management. (CFS III, VI)
5. EVALUATION Domain: Candidates demonstrate the knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. (CFS II, IV, V)

### **Course Objectives**

The student will:

1. Design and develop an IT internship reflecting relevant AECT domains and program experience. (AECT, Design and Development Domains)

2. Assist with and perform tasks in the various functions of the host organization. (AECT, Utilization and Management Domains)
3. Recommend solutions to problems based on program and professional experience and application of authoritative literature. (AECT, Utilization and Management Domains)
4. Demonstrate professional behavior and a positive attitude toward personal and professional improvement. (AECT, Utilization and Management Domains)
5. Demonstrate clear competence in oral, graphic and written communication and comprehension. (AECT, Design and Evaluation Domains)
6. Demonstrate skill in organizing, documenting and reflecting upon assigned and self-generated activities. (AECT, Management Domain)

### **Course Activities / Assignments / Requirements**

A number of course activities are inherent in completion of the processes and products described below. Detailed descriptions of each assignment are posted as needed on the course website. These activities include: designing and developing the internship contract (Course objectives 1; 3; 5); progress reports on tasks and projects (Course objectives 2 - 6); final internship report (Course objectives 4 - 6); and the field mentor evaluation (Course objectives 2; 4).

### **Course Evaluation Evaluation Instruments/Methods**

#### **Field Work Tasks/Projects**

Intern tasks/projects demonstrate advanced competency in multiple domains of instructional technology and provide appropriate professional experiences. The expectations are specified in the internship contract developed by the intern and approved by the university supervisor and field mentor. The contract includes the projected outcomes, the kind and scope of work to be performed, timeline or duration, contact information for the field mentor who will oversee the experiences, and the amount of compensation if it is a paid internship. Contracts with all approved signatures must be received by the last drop/add day of enrollment term.

#### **Meetings and Progress Reports**

Your Internship Supervisor will have formal contact with you at least three times. At least one of these contacts will be in person, preferably at the site of the internship. The first contact will be held near the start of the internship to discuss the internship agreement, arrangements, expectations, and processes. The second contact will be during the internship to assess how you are progressing and to provide guidance if necessary. The third contact will be held near the end of the internship to discuss the experiences and impact of the internship. Additional contact will be made as needed. Progress reports (oral or written) will briefly describe activities you've been engaged in and your reflection on these activities. Content may address:

The timeline of your contract.

Any changes in meeting contract requirements and how you'll address these.

Progress you've made on each of the tasks or products.

Interesting and informative situations and events related to your internship.

## **Final Internship Report**

The Final Internship Report will be submitted in WebCT or on CD-ROM or DVD. The report contains:

- A written self-analysis and evaluation of your internship experience. Includes performance in terms of the contract requirements and internship objectives, reflection on events and activities, and relationship to relevant IT domains.
- Documentation and/or products for each task or project in document or PDF format, or direct links to where the products may be found.

Final report is due on or before the last class day of the internship semester, as directed by the instructor.

## **Performance Appraisals**

You will assess your own performance and what you've learned through reflection in your progress reports and final report. Your performance will also be assessed by your field mentor and your university supervisor. During the course of your internship, your internship supervisor will contact your field mentor to briefly review your performance. Your field mentor will also complete a final written review, using the PDF form provided on the WebCT course site. Please make this form available to your mentor. Your VSU internship supervisor will also discuss your progress during his/her contact with you, review your Final Report, and submit the final grade for your internship.

## **Grading Scale**

Professional ethics, behavior, and quality are expected in all products and performances. The final grade of Satisfactory/Unsatisfactory is assigned by the university supervisor with input from field mentor(s) and is based on student performance of the internship requirements.

## **Participation Policy**

Because students are being prepared to accept professional duties, including roles as responsible members of organizations, active and timely communication are viewed as critical to developing professionalism. Repeated failure to communicate and/or repeated failure to communicate in a timely way may result in a failing grade for the course.

General rule: consider what the actions of a responsible professional would be.

## **Statement on Plagiarism and Cheating**

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from websites or other sources may support your work, but will not be considered original student work, and may not be used under any circumstances without proper attribution.

General rule: consider what the actions of an ethical professional would be.

The Dewar College of Education policy on plagiarism is attached to the end of this document.

## **Special Needs Statement**

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

### **Instructor**

Dr. Andrew J. Brovey

SLD Bldg. Room 225

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## Dewar College of Education

### POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

#### FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

#### SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."