

# Internship Guide (Q480/IS&LT 9480)

## Technology in Schools focus



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**Effective April 1, 2000:** Students pursuing an M.Ed. or Ed.S. in Educational Technology and enrolled in an Internship (Q480/IS&LT 9480) for academic credit must follow this version of the Internship Guide.



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# Description of This Guide

## Introduction

The Technology in Schools focus prepares K-12 educators and other technology professionals for effective and innovative use of technology in K-12 schools. Toward the end of their tenure, many students enroll in the Internship course (Q480/IS&LT 9480).

This Internship Guide contains information on fulfilling the Internship option for the Technology in Schools focus of the Master's of Education in Educational Technology. The guide also applies to students in the Technology in Schools focus of the Education Specialist (Ed.S.) program. Please read through this Internship information guide. It answers questions students often ask and outlines the requirements for receiving academic credit. If you have further questions, please contact the School of Information Science and Learning Technologies (SISLT) at 1-877-747-5868 or at [sislt@missouri.edu](mailto:sislt@missouri.edu).

## Contents

This guide contains the following information:

- Internship Description
- Eligibility for Internships
- Duration of Internship
- People Involved
- Enrollment Guidelines
- Internship Deliverables and Evaluation
- Summary



# Internship Description

## Definition

An internship is a prearranged, structured learning experience scheduled within a specific timeframe. The experience must be relevant to the intern's academic and professional goals and to the competencies of the Educational Technology program. Additionally, the International Society for Technology in Education's performance standards shape the internship experience.

## Distinctions

Internships can provide a unique learning experience outside the traditional academic environment, one where students can test the theories, concepts, and methods introduced in the classroom and assess and reflect on the interaction of theory and practice.

While an internship certainly includes part-time work and is typically a temporary arrangement, it is more than a part-time, temporary job. Intern positions are designed to serve as a supplement to academic learning and give interns an opportunity to gain practical work experience in their area of interest. There are other distinctions as well. For example, when students take an internship for academic credit they are not only expected to work "on the job," but they are also asked to provide "deliverables" to the internship coordinator. Also, when students take an internship for credit, they are graded on their work.

Working as an intern involves discipline, responsibility, and a firm commitment to get the most from the internship experience. It is important to ensure internship goals are realistic and the internship opportunity chosen is the right opportunity for the student. Perhaps the most distinguishing feature of an internship is the opportunity it affords students to get to know themselves better: What kinds of work do you enjoy the most? How do you react in particular work environments? What kinds of people do you like to work with? What things can you do particularly well? What areas of educational technology do you need to know more about?

# Eligibility for Internships

## Enrollment Requirement

The Internship (Q480/IS&LT 9480) is offered to students in good standing who are working toward the Master's in Education (M.Ed.) or Education Specialist (Ed.S.) with an emphasis in Educational Technology from the University of Missouri-Columbia.

## Course Prerequisites

Before enrolling for the Internship (Q480/9480), students should be toward the end of their program of study. Students should have completed the following course:

- Q377/7377 Foundations of Educational Technology

In addition, students should have completed at least three of the following courses:

- Q360/7360 Introduction to Web Development
- Q366/7366 Technology Leadership in Schools
- Q367/7367 Technology Coordination
- Q467/7467 Technology to Enhance Learning
- Q475/9475 Diffusion of Educational Innovations

# Duration of Internship

## Academic Credit Hours

Internship students will normally register in Q480 or IS&LT 9480 for 2-3 credit hours. Students are expected to work a minimum of 50 hours at one internship site per each academic credit:

1 credit = a minimum of 50 hours of intern work at one internship site

2 credits = a minimum of 100 hours of intern work at one internship site

3 credits = a minimum of 150 hours of intern work at one internship site

4 credits = a minimum of 200 hours of intern work at one internship site

These work hours are considered minimum guidelines. Successful interns seek to maximize their internship learning opportunities, not watch the clock!

## Work Schedule

Employers and interns are encouraged to work together in deciding how the intern hours will be scheduled. Typical arrangements for two- and three-credit internships include:

10 hrs/week for 10 weeks = 100 total hours of intern work = 2 academic credits

10 hrs/week for 15 weeks = 150 total hours of intern work = 3 academic credits

15 hrs/week for 10 weeks = 150 total hours of intern work = 3 academic credits

The work schedule must be approved by the Faculty Advisor and be described in the intern's Learning Plan (see "Internship Deliverables and Evaluation").

Internship students should begin preparing for their internship experience early. Often, employers will ask that the intern become familiar with the internship site before starting to work there. Studying the procedures manual for the site is one way of becoming familiar with its mission, policies, and procedures. Some sites require more preparation from interns.

# People Involved

Basically, there are three key players in the Internship: the Intern, the Mentor, and the SISLT Internship Coordinator. The Intern, or SISLT graduate student enrolled in Q480/IS&LT 9480, observes, converses, and works with the Mentor. Interns also receive instruction, guidance, and evaluation of their progress from the Mentor. The SISLT Internship Coordinator assists by providing guidance to the Mentor and by making final evaluative decisions.

## The Intern

Interns are SISLT graduate students enrolled in Q480/9480 and working towards the Master's or Education Specialist degrees with emphasis in Educational Technology. The intern:

- Arranges the learning plan in consultation with the Mentor and submits the completed learning plan, signed by both Intern and Mentor, to the Faculty Advisor before the start of the internship period
- Performs appropriate professional-level duties and responsibilities according to the learning plan under the supervision of the Mentor, keeping a record of times worked, duties and projects completed, and lessons learned
- Receives feedback from the Mentor on the acceptability of his/her performance at least twice during the internship period
- Communicates with the SISLT Internship Coordinator on a weekly basis during the internship period concerning the duties, responsibilities, and work schedule of the Internship, progress as discussed with the Mentor, and any problems that occur during the Internship
- Ensures that all paperwork is submitted promptly to the SISLT Internship Coordinator at the end of the internship period

## The Mentor (Site Supervisor)

The Mentor, or Site Supervisor, has responsibility to serve as a role model, teacher, guide, and evaluator for the Intern. The Mentor:

- Finalizes the learning plan with the Intern
- Assigns appropriate professional-level duties and responsibilities to the Intern according to the learning plan
- Arranges the work schedule in consultation with the Intern and supervises the day-to-day work of the Intern
- Mentors and advises the Intern
- Submits an evaluation report for the Intern to the SISLT Internship Coordinator within a week of the internship's final date

- Communicates with the SISLT Internship Coordinator concerning the performance, progress, and problems of the Intern

Normally, the Mentor must have at least a master's degree in a relevant area. Additionally, the Mentor is expected to have an appropriate mix of technical, educational, and supervisory experience. Interns must consult with the SISLT Internship Coordinator concerning the appropriateness of their proposed supervision.

### **The SISLT Internship Coordinator**

The SISLT Internship Coordinator provides the academic component of the internship experience. The Internship Coordinator:

- Advises the Intern on internship opportunities
- Assists the Intern in setting up the internship experience
- Receives and discusses the learning plan with the Intern
- Communicates with the Mentor on the learning plan, the evaluation of the Intern, and the progress and any problems of the Intern (at least twice during the internship period)
- Is available to mentor and advise the Intern concerning his/her performance, progress, and problems
- Submits the course grade for each Intern enrolled in Q480/9480

# Enrollment Guidelines

## Prior to Enrollment in Q480/IS&LT 9480

SISLT students must communicate with potential internship sites, investigate internship opportunities, and arrange the details of their internship experience before enrolling in Q480/IS&LT 9480. Specifically, time must be allowed for the following before the semester a student enrolls in Q480/9480:

- Researching potential sites
- Choosing a preferred site and approach a Mentor (Site Supervisor), following procedures specified by the Mentor (e.g., letter of application, interview)
- Making arrangements for the internship with the Mentor
- Writing the Learning Plan in consultation with the Mentor and receiving approval for the Learning Plan from the SISLT Internship Coordinator

**The SISLT Internship Coordinator must approve the Learning Plan before the student will be permitted to enroll in Q480/IS&LT 9480.**

## Payment for Internship Services

Interns will not receive direct payment for services rendered to the internship site. Mentors will not receive direct payment for instruction or supervision provided to the Intern.

# Internship Deliverables and Evaluation

There are four required internship deliverables:

1. Learning Plan
2. Weekly Journal Entries
3. Final Summary Report
4. Portfolio

## The Learning Plan Requirement

The Intern prepares the Learning Plan in consultation with the Mentor, and the SISLT Internship Coordinator must approve it, before a student will be allowed to register for Q480/IS&LT 9480.

The Learning Plan should be structured as follows:

- I. Intern Information
  - Name of student
  - Address of student
  - Contact information (phone and e-mail) of student
- II. Course Information
  - List of all courses (by course number, name, semester taken, credit hours) completed toward the M.Ed. or Ed.S. degree. Place an asterisk beside any courses not completed through the University of Missouri.
- III. Site Information
  - Name of internship site
  - Address of internship site
  - Contact information of internship site
- IV. Mentor Information
  - Name of Mentor
  - Address of Mentor
  - Contact information (phone, fax, e-mail) of Mentor
  - Qualifications of Mentor for providing supervision/learning opportunities

*(continued next page)*

V. Work Schedule/Academic Credit

- Beginning date of internship
- Ending date of internship
- Approximate work hours of internship
- Total work hours of internship
- Academic credit hours of internship (Q480/9480)

VI. Intern Progress

- Detailed description of how the Intern will arrange meetings to discuss internship assignments and the progress of the Intern with the Mentor during the internship period
- Detailed description of how the Intern will discuss progress of the internship with the SISLT Internship Coordinator during the internship period

VII. Learning Objectives and Work Expectations

The learning objectives and work expectations must address the performance-based standards recommended by the International Society for Technology in Education (ISTE) (<http://www.iste.org/Standards/index.html>).

- Measurable learner objectives describing exactly what the Intern hopes to achieve or obtain during the internship period
- Outline of work expectations leading the Intern to achievement of the learner objectives

VIII. Explanation of Internship

- Explanation/summary of the entire internship: What will you be working on? Who will you be working with? What output do you anticipate?

IX. Signatures

- Signature of Intern
- Signature of Mentor
- Signature of SISLT Internship Coordinator

## The Journal Requirement

Interns are required to keep a weekly record of internship work hours, duties and projects completed, and lessons learned. This record should be sent weekly to the SISLT Internship Coordinator via e-mail attachment.

### **The Final Report**

When the internship period is over, interns are required to write a summary essay reflecting on the entire internship experience. This must be delivered to the SISLT Internship Coordinator for evaluation.

### **Portfolio**

The internship experiences are added to the student's final portfolio.

### **Assignment of Course Grade**

The Mentor will complete a report at the end of the internship period in which the performance of the Intern will be evaluated. An Intern must receive a "Satisfactory" on the report to receive credit for Q480/9480.

In addition to the Mentor's rating, the weekly journal assignment and final summary report will count toward the final course grade. The SISLT Internship Coordinator assigns the grade for Q480/9480.



# Summary

## **Implementation Steps for an Internship**

1. Intern discusses internship possibility with SISLT Internship Coordinator and Mentor
2. Mentor and Intern develop Learning Plan
3. SISLT Internship Coordinator approves Learning Plan
4. Internship begins
5. Journal/Communications/Evaluations
6. Intern completes final report
7. Add to Portfolio
8. SISLT Internship Coordinator submits final grade for Q480/9480