Formative Evaluation of BYU Internship Course Syllabi

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ABSTRACT

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Annually, approximately 4,000 undergraduate and graduate students participate in the 133 academic internship courses offered at BYU. Each course is required to comply with the university Internship Policy. The university Internship Policy provides guidelines of how internship courses operate, responsibilities of the intern, site supervisor, and faculty advisor, and how students earn academic credit for internships. Compliance with these guidelines is supposed to be monitored by the Internship Office; however, due to personnel and time constraints, the degree to which the courses comply with that policy had not been studied prior to this evaluation.

This project evaluated the syllabi of the 133 academic internship courses for compliance with the university Internship Policy. Of the 133 courses, 32 did not submit a syllabus for review. Most of the remaining 101 courses were at least partly compliant with the policy. Courses that were not fully compliant were generally missing one or more of the following requirements: a pre-internship orientation, an assessment of internship providers, a grading scale, the point values of the assignments, and/or the course’s learning outcomes. Nearly all courses met the requirement of having assignments that were composed of texts/readings, papers/reports, research/projects, or demonstrations/presentations. The results of this evaluation were shared with the department internship coordinators so that they might improve their syllabi prior to the next evaluation cycle beginning in Fall semester 2017.

Keywords: experiential learning, experiential education, internship, syllabus, syllabi, evaluation, formative evaluation, internship policy
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Project Origination</td>
<td>2</td>
</tr>
<tr>
<td>Description of university Internship Office</td>
<td>2</td>
</tr>
<tr>
<td>Description of university Internship Policy</td>
<td>2</td>
</tr>
<tr>
<td>Description of university credit-bearing internships</td>
<td>3</td>
</tr>
<tr>
<td>Evaluation Stakeholders</td>
<td>4</td>
</tr>
<tr>
<td>Stakeholder issues and concerns</td>
<td>5</td>
</tr>
<tr>
<td>Evaluator background</td>
<td>6</td>
</tr>
<tr>
<td>Evaluation question</td>
<td>6</td>
</tr>
<tr>
<td>Literature Review</td>
<td>6</td>
</tr>
<tr>
<td>Guidelines</td>
<td>10</td>
</tr>
<tr>
<td>Evaluation Design</td>
<td>14</td>
</tr>
<tr>
<td>Data Collection and Rubric Development</td>
<td>14</td>
</tr>
<tr>
<td>Syllabus Compliance Assessment, Version 1</td>
<td>15</td>
</tr>
<tr>
<td>Syllabus Compliance Assessment, Version 2</td>
<td>19</td>
</tr>
<tr>
<td>Syllabus Compliance Assessment, Version 3</td>
<td>23</td>
</tr>
<tr>
<td>Evaluation Approach</td>
<td>23</td>
</tr>
<tr>
<td>Evaluation criteria and standards</td>
<td>24</td>
</tr>
<tr>
<td>Reporting to stakeholders</td>
<td>24</td>
</tr>
<tr>
<td>Results and Discussion</td>
<td>25</td>
</tr>
<tr>
<td>Syllabi scoring</td>
<td>26</td>
</tr>
</tbody>
</table>
Syllabi by score ........................................................................................................................................ 28
Conclusions and Recommendations ................................................................................................. 31
  Recommendation 1 – Share information with additional stakeholders ................................ 31
  Recommendation 2 – Notify coordinators of policy requirements ........................................... 31
  Recommendation 3 – Share praiseworthy examples ................................................................... 31
  Recommendation 4 – Find out the needs of internship coordinators .......................................... 31
  Recommendation 5 – Provide resources ...................................................................................... 32
  Recommendation 6 – Prepare for future evaluation ..................................................................... 32
Metaevaluation ................................................................................................................................... 33
References .......................................................................................................................................... 39
Appendix A ........................................................................................................................................ 41
Appendix B .......................................................................................................................................... 44
Appendix C ........................................................................................................................................ 46
Appendix D ........................................................................................................................................ 55
Appendix E .......................................................................................................................................... 333
Appendix F .......................................................................................................................................... 344
LIST OF TABLES

Table 1 List of internship requirements from the university Internship Policy .................16
Table 2 Results of Pilot Testing the Rubric Ratings.........................................................18
Table 3 Intraclass correlations of ratings by three raters on five categories for three syllabi.......19
Table 4 Results of Second Pilot Test for Rating Rubric....................................................20
Table 5 Intraclass correlations of ratings by three raters on five categories for four syllabi.......20
Table 6 Syllabi scores and their definitions ........................................................................27
Table 7 Frequency of each rating for 133 syllabi................................................................27
Introduction

Offering college students experiential learning opportunities, such as service-learning, cooperative education, community-based learning, and internships, has become a standard practice in American higher education (Moore, 2013, p. 4). In 2014, 61% of graduating college seniors had completed an internship or co-op experience (NACE, 2014, p. 4). Internships are distinguished from other forms of experiential learning in that there is a “degree of supervision and self-study that allows students to ‘learn by doing’ and to reflect upon that learning in a way that achieves certain learning goals and objectives” (CAS, 2015). Brigham Young University (BYU) offers 133 internship courses through its academic departments, and approximately 4,000 undergraduate and graduate students participate annually.

A primary responsibility of the Internship Office at BYU is to assure that the various academic departments offering student internships comply with the official university Internship Policy (Appendix A). The university Internship Policy provides guidelines of how internship courses should operate, responsibilities of the intern, site supervisor, and faculty advisor, as well as instruction on how students earn academic credit for internships. Each of the 133 internship programs at BYU are situated within unique circumstances. The internship opportunities include a range of experiences such as student teaching, externships, clerkships, and internships. However, while the opportunities are unique in many ways, all experiences granted academic internship credit must comply with the university Internship Policy. Because of personnel and time constraints, the degree to which the courses do comply with the policy had not previously been studied.

This evaluation project examined the syllabi from the 133 internship courses available to BYU undergraduate and graduate students and evaluated the degree to which there was evidence that each course complies with the university Internship Policy. This evaluation was a formative evaluation in that its primary purpose is to provide information for program improvement. This evaluation identified those courses that are in compliance as well as those that need to improve their compliance.
**Project Origination**

Following a self-study in 2014, the Internship Office established two priorities: (1) helping departments, students, and internship providers comply with the university Internship Policy and (2) training department internship coordinators in best practices in internship pedagogy so that the internship courses they provide reflect best practices and principles. The Internship Office sought to understand to what degree the various departments’ internship course syllabi were in compliance with the university Internship Policy.

Accordingly, the Internship Office requested syllabi from each department internship coordinator via a letter signed by both the faculty director of the Internship Office and the Associate Academic Vice President over undergraduate studies. To assist in analyzing these syllabi, I was hired as a part-time Education and Assessment Specialist in Fall 2016.

**Description of university Internship Office.** In 1974, BYU President Dallin Oaks established the Cooperative Education program at BYU to “encourage cooperative education in the university and support academic programs in establishing cooperative learning as part of their curriculum” (Hansen and Chamberlain, 2014, p. 5). The office underwent several changes in name and mission over the years, the last of which was in 2005, when the office’s name was changed to the Internship Office.

The mission of the Internship Office is “to support experiential learning pedagogy by encouraging, facilitating, and coordinating the efforts of academic units to establish and strengthen internship programs and opportunities for students” (Hansen and Chamberlain, 2014, p. 4). The Internship Office has two assignments: “(1) Ensuring compliance of departments, students, and internship providers with University Policy Governing Internships and with other pertinent regulations and requirements; and (2) training department internship coordinators to do their jobs effectively” (Hansen and Chamberlain, 2014, p. 4).

**Description of university Internship Policy.** The current university Internship Policy was adopted in 2014. It specifies what aspects of internships the Internship Office should monitor to ensure that departments are in compliance with university regulations:

1. Specific course numbers students can enroll in to receive academic credit for internships.
2. A minimum of 42 hours of work at an internship for every 1 hour of academic credit.
3. No retroactive credit given to students for internships or work completed in the past.
4. Internship Master Agreements (IMAs) signed and filed with the Internship Office.
5. A suitable internship experience, defined as one which has “material relevancy to the student’s academic discipline” and which gives the student supervised experiences to help the students develop skills and knowledge.
6. Agreement by the internship provider with the learning objectives the student will meet during the internship.
7. Commitments by the internship provider to monitor and report on student progress and attendance and to assess student learning.
8. A syllabus for every internship course that includes purpose or learning outcomes of the course, a course outline, assignments and expectations, test, evaluation, and grading instructions.
9. Course assignments that are based on combinations or elements of texts/readings, papers/reports, projects/research, and demonstrations or presentations.
10. A pre-internship orientation at which students learn about registration, assignments and expectations, grading, standards of personal conduct, nature and amount of supervisory contact, university liability insurance, and the IMA.
11. Procedures for unanticipated termination of an internship.
12. Routine assessment of internship providers by departments to ensure students are having quality learning experiences.
13. Direction of students desiring international internships to the Kennedy Center.
14. An Internship Oversight Committee in departments or colleges/schools.

The university’s Internship Registration and Management System (IRAMS) monitors items 1-5 and 13. The Internship Master Agreement (IMA) that all internship providers must sign covers items 6 and 7. I assessed compliance of internship courses with items 8-12 by examining the internship course syllabi during this evaluation. Item 14 was not a part of this evaluation because it was unlikely that there would be evidence of an internship oversight committee in the syllabi.

**Description of university credit-bearing internships.** The university Internship Policy defines an internship as “an academic, curriculum-based practical work experience in a particular field of study that enhances student learning,” an experience that “may include externships,
clerkships, student teaching, or similar work experience” (Brigham Young University, 2014). This study focused only on those internships processed through the Internship Office. Some BYU courses called “internships” only occur on-campus or are in some other way not under the oversight of the Internship Office. Internships range from 0.5 to 12 credit hours per semester. Internships are available at the undergraduate (course numbers 199R, 299R, 399R, and 496R) and graduate (course numbers 599R and 688R) levels. Both a faculty member, generally the department internship coordinator, and a site supervisor supervise students.

Students arrange for credit for internships by first finding an internship and then submitting an online application through IRAMS for their department internship coordinator to review. The department internship coordinator reviews the application for compliance with the credit hour requirements, suitability of the internship, and ensures that an Internship Master Agreement (IMA) is in effect with the intended internship provider. The Internship Office provides logistical support to department internship coordinators as they work with students to use IRAMS.

**Evaluation Stakeholders**

I identified the following individuals and groups who may potentially be affected by the findings of the evaluation and who would potentially use information from this evaluation.

Kristine Hansen, Director, Internship Office. Dr. Hansen has a half-time appointment as director of the Internship Office. She plans to use this evaluation to send department internship coordinators a letter pointing out strengths and weaknesses of their syllabi to help them improve their internship courses. She may also use the results to meet individually with internship coordinators to help them improve their internship course design and syllabus.

Adrienne Chamberlain, Program Coordinator, Internship Office. Ms. Chamberlain manages the administrative work of the Internship Office full time, including training department internship coordinators and assisting students.

Brad Neiger, Associate Academic Vice President-Undergraduate Studies. Direction from the university is communicated from the AAVP to the Director and Program Coordinator. Any changes in policies and procedures, should they
need to be made, are presented by the Internship Office Director and Program Coordinator to the AAVP for approval.

Internship Advisory Committee. The twelve members of this board are appointed by the university president. The committee is chaired by the Internship Office director and members are selected from faculty and internship coordinators across campus. They meet to discuss possible changes to the Internship Policy.

Department internship coordinators. Information gathered during this evaluation may be shared with the approximately 125 department internship coordinators. They can use the information to adjust their internship course syllabi, should those syllabi be out of alignment with the university Internship Policy.

Elsie Boyer, Office Coordinator, Internship Office. She has developed and maintains the Department Internship Coordinators handbook. There is potential for this evaluation to lead to changes in the procedures outlined in the handbook.

Students taking internship courses. Approximately 4,000 BYU students participate each year in internship courses. This evaluation’s findings may alter the syllabi used for those courses and those changes could affect the learning experiences of these students.

**Stakeholder issues and concerns.** The stakeholders I primarily worked with were Dr. Kristine Hansen and Adrienne Chamberlain. They were interested in understanding the current practices within each course and in helping department internship coordinators improve their understanding of internship pedagogy.

Dr. Hansen and Ms. Chamberlain suspected that there were some internship courses that do not comply with the university Internship Policy. They had concerns that some department internship coordinators do not emphasize the importance of the internships’ academic requirements, in concert with the actual work experience the students gain, as part of their enrollment in an academic internship.
Most internship coordinators are faculty members and most do not have course releases during their service as coordinators. There may be faculty for whom internships are a low priority because of either low student enrollment or because other duties are prioritized above their work as coordinator.

The political nature of this evaluation cannot be ignored. The results of this evaluation may cause friction between the Internship Office and faculty members who may feel that the Internship Office has overstepped their bounds by conducting this evaluation. It was important for the evaluation to be fair, transparent, and for the findings to be used carefully.

**Evaluator background.** I am a third-year master’s student in Instructional Psychology and Technology. I have completed coursework in evaluation, assessment, and qualitative and quantitative methods. I am a novice evaluator but I was guided by the expertise of my committee members as well as my own continuing efforts to learn.

**Evaluation question**

Any evaluation can attempt to address a very large number of potential questions. During the divergent phase in the selection of evaluation questions for this evaluation, a number of potential evaluation questions were brought up by Dr. Hansen and Ms. Chamberlain. After careful consideration, it was decided that this evaluation would address one question:

1. To what degree do the individual internship courses comply with the university Internship Policy?

This question reflects the baseline information the Internship Office wanted to have before their next meeting with the department internship coordinators in March 2017.

**Literature Review**

Though this evaluation examined compliance of internship course syllabi with the university Internship Policy, the key issue underlying that focus on compliance was quality. Assurance of quality in higher education has been a concern for decades. This chapter briefly reviews the history of experiential learning in higher education, concerns about the quality of experiential education, and how those concerns have been addressed.

Proponents of experiential education can trace the foundations of its practice to John Dewey, who stated that “there is an intimate and necessary relation between the processes of actual experience and education” (1938, p. 7). Though he stated that “all genuine education comes about through experience,” that does not imply “that all experiences are genuinely and
equally educative. Experience and education cannot be directly equated to each other. For some experiences are mis-educative” (1938, p. 13). These statements foreshadow the tension that would dominate the discussion of experiential education in higher education for decades to come – learning comes from experience but not all experience is learning. Dewey also articulated the resolution to this tension: “Everything depends on the quality of the experience which is had” (1938, p. 16). Without assurances of quality, experiential educational activities would continue to exist on the periphery of educational institutions.

Several decades after Dewey, David Kolb envisioned how experience could be educative with the development of his Experiential Learning Cycle which drew heavily from the work of Kurt Lewin (Kolb, 1976, p. 21). This learning cycle, now generally credited to Kolb, can initiate at any point but generally begins with a concrete experience (CE), which inspires reflective observation (RO), followed by abstract conceptualization (AC), and then to active experimentation (AE) (Kolb, 1976, p. 21-22). Each turn through the cycle does not lead the learner back to the same initiation point (concrete experience) but the cycle is a helix wherein, with each turn through these four stages, the learner “progresses ever so slightly upward” (Inkster and Ross, 1995, p. 6). The Experiential Learning Cycle became a model for experiential educators as they created quality learning experiences for their students by “integrating experience and concepts, observations, and action” (Kolb, 2015, Chapter 2).

Kolb’s contemporaries Keeton and Tate echoed these same ideas when they wrote that “experiential learning refers to learning in which the learner is directly in touch with the realities being studied” [italics in original] (1978, p. 2). This statement is similar to Kolb’s concept of concrete experience. They also stated that “experiential learning typically involves not merely observing the phenomenon being studied but also doing something with it, such as testing the dynamics of the reality to learn more about it, or applying the theory learned about it to achieve some desired result” [italics in original] (Keeton and Tate, 1978, p. 2). Experiential educational philosophy coalesced around these ideas of interaction “between the abstract generalization and the concrete instance” (Kolb, 1984, p. 3).

However, experiential education was not widely accepted because there was, at the time, a “dearth of systematic knowledge rooted in research as to the justification, on educational grounds, for using experientially enriched learning options in preference to others” (Keeton and
Tate, 1978, p. 3). There were, however, nascent efforts to rectify this lack of research so that the use of experiential education in higher education could be justified.

Drawing on the work of Dewey, Kolb, and others, the National Society for Internships and Experiential Education (NSIEE) published *Strengthening Experiential Education* as part of the effort to legitimize the role of experiential education in higher education. Continuing in the tradition of Dewey, John Duley observed that “[e]xperience can be an instrumentality for learning but by itself, it’s not learning” (Kendall et al., 1986, p. 70). One of the goals of the NSIEE stated in *Strengthening Experiential Education* was “Quality – identifying, developing, and disseminating principles of good practice” (Kendall et al., 1986, p. v).

*Strengthening Experiential Education* also stated that “American higher education takes a different approach to quality and quality control” compared to Britain (Kendall et al., 1986, p. 69). At that time, British higher education courses were required to document what students would learn and what evidence would be provided to show that students were learning. Quality in American colleges and universities was “equated with the type and extent of resources provided for learning activities” with the argument being “that if resources were provided, quality learning could be reasonably expected” (King, 2013, p. 104). These quality metrics included “money expended per student, the size of the library collection, and the academic degrees of faculty” (King, 2013, p. 104). Thus the “quality of the learning environment” was paramount, with little attention paid to factors beyond that environment (Kendall et al., 1986, p. 70).

This traditional, limited view of quality and quality control was an opportunity for experiential education to differentiate itself because metrics such as the size of a library’s collection “may not be the most effective for experiential education” (Kendall et al., 1986, p. 69). Instead, “experiential education must make the case for its quality on the basis of student learning” (Kendall et al., 1986, p. 69). This was a marked change in approach from focusing on the learning environment to focusing on what students learned.

There was a “star on the horizon” in that regional accrediting associations were “being challenged to include outcomes, particularly outcomes which focus on a broad set of student competencies” (Kendall et al., 1986, p. 77). Experiential education’s quality could be found in evidence of student learning “relative to the specific educational goals of the particular experiential program or course” (Kendall et al., 1986, p. 70).
Continuing this use of learning outcomes as a vital component of quality assurance, the National Society of Experiential Education (NSEE, formerly NSIEE) detailed their *Eight Principles of Best Practices in Experiential Education* in 1998. These best practices were organized around the idea that “regardless of the experiential learning activity, both the experience and the learning are fundamental” (King, 2013, p. 149). With regard to outcomes, one of the NSEE’s principles was “Assessment and Evaluation: Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it” (NSEE, 1998).

Efforts to ensure quality in higher education continued with the launch of the Liberal Education and America’s Promise (LEAP) initiative in 2005 by the Association of American Colleges and Universities (AAC&U). The LEAP initiative establishes the “essential aims, learning outcomes, and guiding principles for a twenty-first-century college education” (National Leadership Council for Liberal Education & America’s Promise, 2007, p. vii). From this initiative, several high-impact practices were delineated and these practices were further examined in 2008 with the publication of George Kuh’s *High-Impact Educational Practices*. Of particular relevance was that certain types of experiential education, namely research, service-learning, community based learning, and internships, were noted as high-impact practices that would “enhance student engagement and increase student success in college” (Kuh, 2008, p. 9).

*Ensuring Quality & Taking High-Impact Practices to Scale*, a follow-up report from the AAC&U published five years after *High-Impact Educational Practices*, noted that “not all [high-impact practices] are equal in terms of their quality and impact on students due to variations in overall design, expectations for student performance, nature of assignments, and in-class and out-of-class activities, and frequency of feedback, among other factors” (Kuh, 2013, p. 8). The report then established eight conditions that ensure that an activity is a high-quality, high-impact practice:

1. Performance expectations set at appropriately high levels,
2. Significant investment of time and effort by students over an extended period of time,
3. Interactions with faculty and peers about substantive matters,
4. Experiences with diversity wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar,

5. Frequent, timely, and constructive feedback,

6. Periodic, structured opportunities to reflect and integrate learning,

7. Opportunities to discover relevance of learning through real-world applications,

8. Public demonstrations of competence

Concurrently, the NSEE published *Strengthening Experiential Education: A New Era* (2013). Though over twenty-five years had passed since the first edition of *Strengthening Experiential Education*, the focus on outcomes as a measure of the quality of an experiential education activity remained. Mary King stated that “[i]f student learning is to be the primary measure of program quality, and it should, it is necessary for the experiential practices to have worthy educational goals, effective outcomes, proven ways to reach them, and effective assessment tools as well” (2013, p. 109).

In the same publication, Ross and Sheehan remarked on the value of a course syllabus as a way to guide quality student learning by providing a link between experience and learning outcomes: “The purpose of a well-designed syllabus is to articulate the connection between the experiential activity/assignment, classroom rigor and scholarship in the field, outlining the structured learning opportunities while describing how the student will be held accountable for fulfilling learning objectives” (2013, p. 41). The quality of an experiential learning experience should be reflected in a syllabus that includes the particular learning outcomes a student is expected to achieve. Close examination of syllabi from experiential learning courses, such as internship courses, should yield information regarding the quality of the student’s experience and learning.

**Guidelines.** As experiential education became a more prominent part of higher education, several organizations and individuals developed guidelines of best practices, two of which were briefly noted above – the NSEE’s Eight Principles (1998) and Kuh’s eight conditions of high-impact practices (2013). Janet Eyler (2009) also developed her own guidelines. These three prominent sets of guidelines, and how the university Internship Policy relates to them, are discussed below.

The National Society for Experiential Education (NSEE) adopted their *Eight Principles of Good Practice for All Experiential Learning Activities* in 1998 (Appendix B). Only a
summary of the extensive principles is given here. The numbered statements are the NSEE’s Eight Principles followed by a discussion of how the university Internship Policy (BYU, 2014) addresses that principle with specific paragraphs of that policy cited.

1. Intention. An internship should be “suitable” and have “material relevancy to the academic discipline” (para. 3). In addition, the course syllabus should lay out the activities (assignments) that will demonstrate what the student has learned (para. 9 and 10).

2. Preparedness and Planning. The pre-internship orientation should cover “assignments, expectations, standards of personal conduct, including professional behavior in the workplace” (para 11). Also, students also must meet “appropriate prerequisites” prior to starting an internship (para. 6).

3. Authenticity. Internships should provide “increasing responsibilities and learning opportunities” and have “material relevancy to the academic discipline” (para. 3).

4. Reflection. The current university Internship Policy does not specifically require reflection, though that requirement is being discussed for possible inclusion in a later version of the policy. However, assignments should provide the opportunity for students to reflect on their experience (para. 10).

5. Orientation and Training. Students complete a pre-internship orientation with the department internship coordinator prior to the internship (para. 11). The internship provider also signs the Internship Master Agreement which lays out the responsibilities of the student intern, the site supervisor and the faculty advisor (para. 7).

6. Monitoring and Continuous Improvement. Throughout the experience, the intern is monitored by the site supervisor, who provides “qualitative assessments of student learning” (para. 7), and the faculty advisor, who sets “learning objectives for the experience” and also “monitor[s] student progress, resolve[s] concerns, and provide[s] feedback to the student on a regular basis” (para. 6). In addition, the academic department assesses internship providers “to ensure quality learning experiences” and can cancel the internship if the “internship provider does not meet the requirements of the department” (para. 13.).

7. Assessment and Evaluation. Internship course assignments should include a combination of “text(s), papers, projects or research, and demonstrations or presentations” (para. 10) as a means of assessing the learning outcomes established in the syllabus (para. 9) are met.
8. Acknowledgment. Internship course assignments can provide an opportunity for students to have their progress recognized (para. 10).

Kuh’s eight criteria (2013, p. 8) for a quality high-impact experiential learning experience were addressed above and are reiterated here along with a discussion of how the university Internship Policy (2014) meets these criteria, with citations of the specific paragraphs within that policy.

1. Performance expectations set at appropriately high levels. Students are expected to complete internships that provide “quality experiences involving increasing responsibilities and learning opportunities” (para. 3). In addition, the syllabus of an internship course should state the learning outcomes of a course and the assignments that will assess if those learning outcomes have been met (para. 9).

2. Significant investment of time and effort by students over an extended period of time. Students are required to work a minimum of 42 hours for each hour of academic internship credit earned (para. 2).

3. Interactions with faculty and peers about substantive matters. BYU student interns are supervised by both a discipline specific faculty advisor or department administrator as well as a site supervisor, both of whom “mentor, monitor student progress, resolve concerns, and provide feedback to the student on a regular basis” (para. 6).

4. Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar. The nature of most internships, particularly international internships (para. 4), provides for BYU students to interact with individuals different from their regular classmates and professors. Students are not allowed to complete internships in which they are supervised by family members (para. 3).

5. Frequent, timely, and constructive feedback. Site supervisors should provide progress reports including “qualitative assessments of student learning” (para. 7) and faculty members will regularly “provide feedback” (para. 6) to the student.

6. Periodic, structured opportunities to reflect and integrate learning. Each internship course is required to provide a syllabus including learning objectives and assignments that the student will complete as part of the internship course. These assignments should include
some combination of “text(s), papers, projects or research, and demonstrations or presentations” (para. 10).

7. Opportunities to discover relevance of learning through real-world applications. Internships should have “material relevancy to the academic discipline” (para. 1) and presumably, the assignments discussed above should afford the students the opportunity to find connections between their internships and their chosen field of study.

8. Public demonstrations of competence. The assignments (para. 10) can include opportunities for students to formally demonstrate their learning to their site supervisor, faculty advisor, or both.

Janet Eyler also described seven guidelines for “creating high quality experiential education programs” (2009, p. 30). The university Internship Policy (2014) also meets these guidelines. Specific paragraphs within the policy are cited.

1. Work or service clearly related to the academic goals of the course or program. Internships should have “material relevancy to the academic discipline” (para. 1). The suitability of an internship is determined by the department’s internship coordinator “using guidelines established by the department’s or school’s faculty oversight committee” (para. 3).

2. Well-developed assessments that provide evidence of the achievement of academic objectives. Assignments completed by the intern should include “include some combination of “text(s), papers, projects or research, and demonstrations or presentations” (para. 10).

3. Important responsibility for the student. Students are expected to complete internships that provide “quality experiences involving increasing responsibilities and learning opportunities” (para. 3).

4. Site supervisors who understand the learning goals for the student and partner with the academic supervisor to provide continuous monitoring and feedback. Internship providers “agree to the learning objectives” and to “monitor[ing] student progress throughout the internship” (para. 7).

5. An academic supervisor or instructor who pays close attention to the students’ work in the field and collaborates with the site supervisor to provide continuous monitoring and
feedback. Department internship coordinators “mentor, monitor student progress, resolve concerns, and provide feedback to the student on a regular basis” (para. 6).

6. Attention paid to preparing students for both the practical challenges of their placements and for learning from experience. Prior to their internship, students are required to attend a pre-internship orientation where the department internship coordinator provides information regarding “assignments, expectations, standards of personal conduct, including professional behavior in the workplace” as well as “the nature and amount of supervisory contact between the faculty advisor or department administrator and the student” (para. 11). Students also must meet “appropriate prerequisites” prior to starting an internship (para. 6).

7. Continuous, well-structured reflection opportunities to help students link experience and learning throughout.

The internship course assignments discussed above (para. 10), if they are well developed, should provide opportunities for students to demonstrate what they have learned.

**Evaluation Design**

BYU’s internship courses are required to comply with the standards stated in the university Internship Policy (Brigham Young University, 2014). These standards include providing students a syllabus and within that syllabus, a description of what the student is expected to learn as stated in specific learning outcomes. The university Internship Policy (Appendix A) reflects a consensus in the experiential education literature regarding how to assure that an internship is a quality learning experience.

Internship course syllabi that comply with the university Internship Policy provide some evidence that the BYU internship courses are meeting these established standards for quality experiential education. For this evaluation, I assessed if each available internship course syllabus complied with the university Internship Policy and the degree to which it was in compliance.

**Data Collection and Rubric Development**

I evaluated the compliance of 88 internship course syllabi collected by the Internship Office with the university Internship Policy. Some syllabi were used for more than one internship course within the same department (e.g., there is a single syllabus that is used for TMA 199R, 299R, 399R, 496R, 599R, and 688R). To ensure that this was done as objectively as
possible, I developed a compliance rubric based on the university Internship Policy, excluding those aspects which are already monitored by IRAMS (the Internship Registration and Management System) or the Internship Master Agreement (IMA). I consulted frequently with Dr. Hansen and Ms. Chamberlain and further refined it with their assistance.

The university Internship policy, discussed earlier, lists 14 requirements that the Internship Office should monitor. That list, and how that requirement is monitored, is shown in Table 1. Using those requirements, I developed the first version of the rubric that I called the Syllabus Compliance Assessment to monitor items 8-12.

**Syllabus Compliance Assessment, Version 1.** The first version of the Syllabus Compliance assessment included six statements/questions:

Q1. The syllabus indicates that there is a pre-internship orientation. The orientation should cover registration, assignments and expectations, grading, standards of personal conduct, nature and amount of supervisory contact, university liability insurance, the IMA, and procedures for unexpected termination.

Q2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

Q3. The syllabus includes the course's purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

Q4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Q5. Are the assignments aligned with the course learning outcomes?

Q6. Does the syllabus comply with the university Internship Policy?
Table 1

List of internship requirements from the university Internship Policy

<table>
<thead>
<tr>
<th>Requirement</th>
<th>How is this requirement monitored?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Specific course numbers students can enroll in to receive academic</td>
<td>IRAMS</td>
</tr>
<tr>
<td>credit for internships.</td>
<td></td>
</tr>
<tr>
<td>2. A minimum of 42 hours of work at an internship for every 1 hour of</td>
<td>IRAMS</td>
</tr>
<tr>
<td>academic credit.</td>
<td></td>
</tr>
<tr>
<td>3. No retroactive credit given to students for internships or work</td>
<td>IRAMS</td>
</tr>
<tr>
<td>completed in the past.</td>
<td></td>
</tr>
<tr>
<td>4. Internship Master Agreements (IMAs) signed and filed with the Internship</td>
<td>IRAMS</td>
</tr>
<tr>
<td>Office.</td>
<td></td>
</tr>
<tr>
<td>5. A suitable internship experience, defined as one which has “material</td>
<td>IRAMS</td>
</tr>
<tr>
<td>relevancy to the student’s academic discipline” and which gives the student</td>
<td></td>
</tr>
<tr>
<td>supervised experiences to help the students develop skills and knowledge.</td>
<td></td>
</tr>
<tr>
<td>6. Agreement by the internship provider with the learning objectives the</td>
<td>Internship Master Agreement (IMA)</td>
</tr>
<tr>
<td>student will meet during the internship.</td>
<td></td>
</tr>
<tr>
<td>7. Commitments by the internship provider to monitor and report on student</td>
<td>Internship Master Agreement (IMA)</td>
</tr>
<tr>
<td>progress and attendance and to assess student learning.</td>
<td></td>
</tr>
<tr>
<td>8. A syllabus for every internship course that includes purpose or learning</td>
<td>Syllabus Compliance Assessment</td>
</tr>
<tr>
<td>outcomes of the course, a course outline, assignments and expectations, test,</td>
<td></td>
</tr>
<tr>
<td>evaluation, and grading instructions.</td>
<td></td>
</tr>
<tr>
<td>9. Course assignments that are based on combinations or elements of texts/</td>
<td>Syllabus Compliance Assessment</td>
</tr>
<tr>
<td>readings, papers/reports, projects/research, and demonstrations or</td>
<td></td>
</tr>
<tr>
<td>presentations.</td>
<td></td>
</tr>
<tr>
<td>10. A pre-internship orientation at which students learn about registration,</td>
<td>Syllabus Compliance Assessment</td>
</tr>
<tr>
<td>assignments and expectations, grading, standards of personal conduct,</td>
<td></td>
</tr>
<tr>
<td>nature and amount of supervisory contact, university liability insurance,</td>
<td></td>
</tr>
<tr>
<td>and the IMA.</td>
<td></td>
</tr>
</tbody>
</table>
Table 1, continued

11. Procedures for unanticipated termination of an internship.  
   Included in pre-internship orientation
   (#10)

12. Routine assessment of internship providers by departments to  
   ensure students are having quality learning experiences.  
   Syllabus Compliance
   Assessment

13. Direction of students desiring international internships to the  
   Kennedy Center.  
   IRAMS

14. An Internship Oversight Committee in departments or  
   colleges/schools.  
   Future survey of  
   department internship coordinators

Though it is not specifically stated as an area that the Internship Office should monitor, I  
also added a question (Q5) about how the internship course’s assignments aligned with the  
course’s learning outcomes. This was a concern that Dr. Hansen had mentioned in our  
discussions.

I had planned for the Syllabus Compliance Assessment to use ratings of complies, partly  
complies, does not comply, and insufficient evidence to rate. However, I determined that there  
would be no effective way to differentiate between does not comply and insufficient evidence to  
rate so the first rubric included only three ratings for each question/statement: fully complies,  
partly complies, and insufficient evidence to rate. Question 5 was not a question of compliance  
so it was designed to be an open-ended question and did not use the rating scale that the other  
five questions/statements used.

The definition of the ratings of fully complies, partly complies, and insufficient evidence  
to rate was derived through an iterative process described below. In addition to the ratings, I  
added a place after each rating to include a rationale for that rating.

Dr. Hansen, Ms. Chamberlain, and I pilot tested this initial rubric (version 1, available at  
https://goo.gl/forms/pXPEQlz9mZEAk9r33). I asked Ms. Chamberlain and Dr. Hansen to each review the  
assessment to see if the statements/questions were written in a way that would elicit the  
necessary information.
After a few light edits, we then used the rubric to rate three syllabi. Two of these syllabi were randomly selected (INDES 399R and MMBIO 399R) and one syllabus was handpicked by me as it was from a department known to have a well-developed internship program (i.e., COMMS 496R - Advertising). Prior to rating the three syllabi, we did not attempt to define what full or partial compliance would look like for any of the five statements. We all rated the three syllabi independently and met to discuss how we each interpreted what full and partial compliance looked like for those five statements.

Table 2 shows our ratings on these three syllabi. I converted our rating from the scale used in the assessment to a scale that I could use to analyze statistically (i.e., fully complies = 2, partly complies = 1, and insufficient evidence to rate = 0).

Table 2

Results of Pilot Testing the Rubric Ratings

<table>
<thead>
<tr>
<th>Categories</th>
<th>INDES 399R</th>
<th>MMBIO 399R</th>
<th>COMMS 496R</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rater 1</td>
<td>Rater 2</td>
<td>Rater 3</td>
</tr>
<tr>
<td>Q1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Q2</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Q3</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Q4</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Q6</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

I used SPSS (Version 24) to find the intraclass correlations of our ratings (Table 5). Because all three raters were rating the same three syllabi on the same questions, I used a model 3 intraclass correlation (McGraw and Wong, 1996). In SPSS, this model is called “two-way mixed” and I looked for absolute, rather than relative, agreement of our ratings.

Although we had not attempted to define the terms fully complies, partly complies, and insufficient evidence to rate prior to rating these 3 syllabi, the intraclass correlations were quite high (see Table 3). Each correlation did have fairly wide spread as seen in the confidence intervals but that is to be expected as we had not discussed what each rating should look like. There were however some notable disagreements – Q2 (indication of ongoing assessment of internship providers) for INDES 399R and COMMS 496R that led to a discussion of what we wanted to consider full compliance on the issue of routine assessment of internship providers.
Intraclass correlations of ratings by three raters on five categories for three syllabi

<table>
<thead>
<tr>
<th>Course</th>
<th>Intraclass Correlation</th>
<th>95% confidence interval (lower and upper bounds)</th>
<th>Value</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDES 399R</td>
<td>0.724</td>
<td>0.023, 0.965</td>
<td>6.727</td>
<td>4</td>
<td>8</td>
<td>0.011</td>
</tr>
<tr>
<td>MMBIO 399R</td>
<td>0.857</td>
<td>0.382, 0.983</td>
<td>10</td>
<td>4</td>
<td>8</td>
<td>0.003</td>
</tr>
<tr>
<td>COMMS 496R</td>
<td>0.796</td>
<td>0.147, 0.977</td>
<td>5.333</td>
<td>4</td>
<td>8</td>
<td>0.022</td>
</tr>
</tbody>
</table>

**Syllabus Compliance Assessment, Version 2.** We discussed our ratings of those three syllabi and refined the rubric to create version 2 (available at [https://goo.gl/forms/qwaFvFYolKltXeYk1](https://goo.gl/forms/qwaFvFYolKltXeYk1)). Dr. Hansen wanted to know how many hours of work at the internship site were required per hour of internship credit so I added a question addressing that. We also simplified Q1 about pre-internship orientations. For Q2 regarding assessment of internship providers, we decided that a syllabus could be fully compliant here if students assessed internship providers. Earlier, one rater had only given a rating of **fully complies** if the department itself assessed the internship providers.

Following these edits, the six statements/questions for version 2 were:

Q1. The syllabus indicates that there is a pre-internship orientation.
Q2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences. This could include student assessments of internship providers.
Q3. The syllabus includes the course's purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Q4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.
Q5. Are the assignments aligned with the course learning outcomes?
Q6. Does the syllabus comply with the university Internship Policy?

With version 2, we independently rated four syllabi (ARTH 599R, NDFS 399R, SOC 399R, and ELANG 399R). Ratings of those four syllabi are shown in tables 6, 7, 8, and 9. I randomly selected all four syllabi this time.
Table 4

Results of Second Pilot Test for Rating Rubric

<table>
<thead>
<tr>
<th>Categories</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Q2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Q3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Q4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Q6</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

I used the same intraclass correlation model as before, using SPSS’s two-way mixed and again looked for absolute consistency (Table 5). I found that we continued to have high agreement between our ratings. This time, the intraclass correlations’ confidence intervals were narrower, with the exception of ARTHC 599R which had a very wide confidence interval.

Table 5

Intraclass correlations of ratings by three raters on five categories for four syllabi

<table>
<thead>
<tr>
<th>Course</th>
<th>Intraclass Correlation</th>
<th>95% confidence interval</th>
<th>Value</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(lower and upper bounds)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTHC 599R</td>
<td>0.758</td>
<td>-0.485 - 0.974</td>
<td>3.586</td>
<td>4</td>
<td>8</td>
<td>0.059</td>
</tr>
<tr>
<td>NDFS 399R</td>
<td>0.900</td>
<td>0.553 - 0.989</td>
<td>10</td>
<td>4</td>
<td>8</td>
<td>0.003</td>
</tr>
<tr>
<td>SOC 399R</td>
<td>0.934</td>
<td>0.645 - 0.993</td>
<td>12.4</td>
<td>4</td>
<td>8</td>
<td>0.002</td>
</tr>
<tr>
<td>ELANG 399R</td>
<td>0.771</td>
<td>0.067 - 0.973</td>
<td>4.857</td>
<td>4</td>
<td>8</td>
<td>0.028</td>
</tr>
</tbody>
</table>

The wide confidence interval for the intraclass correlation on ARTHC 599R is the result of a discrepant rating by the third rater on Q2 and the fact that same rater stated the syllabus was fully compliant (Q6) despite having also stated the syllabus lacked enough information to rate for two questions (Q1 and Q2). During our meeting, these two issues were discussed. The fully compliant rating for Q6 on ARTHC 599R was the result of a typo. After further discussion of Q2, all three raters eventually decided that rating should have been partly complies.

We discussed all the ratings in detail and developed a final shared understanding of what the ratings of insufficient evidence to rate, partly complies, and complies look like at an
operational level for each statement/question. The definitions of each rating for each question are given below.

**Q1 Pre-internship orientation.** The university Internship Policy states that during a pre-internship orientation “students receive instruction regarding Internship Registration and Management System (IRAMS) procedures, assignments and expectations, grading procedures, standards of personal conduct (including professional behavior in the workplace), the nature of and amount of supervisory contract between the faculty advisor or department administration and the students, the Internship Master Agreement or IMOU that outlines the obligations of the student, the university, and the internship providers, and procedures for unanticipated termination.”

**Rating.** Syllabi could be marked as *fully compliant* if the syllabus included a discussion of all of these required elements within the document itself or if the syllabus stated that a meeting would cover all these elements. Syllabi were rated as *partly compliant* if there was an indication of a meeting prior to the internship. In some cases, I noted that syllabi included a meeting and in addition, the syllabus covered most of the required material and noted that these syllabi were on the high end of *partly compliant*. Syllabi that did not mention a meeting prior to the internship and that did not cover each required element of the pre-internship orientation were rated as having *insufficient evidence to rate*.

**Q2 Assessment of internship providers.** The university Internship Policy states that the “department or school must also provide routine assessment of internship providers to ensure quality learning experiences.”

**Rating.** Syllabi were marked as *fully compliant* if the syllabus indicated that there were processes in place to assess internship providers. This was most commonly handled by students submitting an evaluation of the internship provider at the conclusion of the internship. Syllabi were marked as *partly compliant* if there was an indication of some kind of assessment by the students or department itself but what this assessment consisted
of was not clearly stated. Syllabi that did not mention any kind of assessment of internship providers were noted as having insufficient evidence to rate.

**Q3 Inclusion of internship course details.** The university Internship Policy states that the academic departments should provide a syllabus with “purpose or learning outcomes of the course, a course outline, assignments and expectations, and test, evaluation, and grading instructions.”

*Rating.* Syllabi were marked as fully compliant if all these details were included. Syllabi were marked as partly compliant if one or more of these details were missing. Syllabi were rated as having insufficient evidence to rate if all these details were missing.

**Q4 Inclusion of appropriate assignments.** The university Internship Policy notes that internship course assignments “must include combinations or elements of the following: text(s), papers, projects or research, demonstrations or presentations.”

*Rating.* Syllabi were marked as fully compliant if they included one or more of the possible assignments. Syllabi were marked as partly compliant if the syllabus included assignments but none of the assignments matched this list of acceptable assignment types. Syllabi were rated as having insufficient evidence to rate if there was no indication of assignments that students would complete during the internship.

**Q6 Overall compliance.** If a syllabus was fully compliant in all four categories or rated as fully compliant in three categories with a high partly complies in one area, it was rated as fully compliant overall. If a syllabus rated as partly compliant in one or more areas, it was rated as partly compliant. If a syllabus was rated as having insufficient evidence to rate in all four areas, it was rated as does not comply.

*Additional information.* I also made note when syllabi stated how many hours of work were required per credit hour of internship credit earned. I also considered if the assignments were aligned with the course’s learning outcomes (Q5). The learning outcomes were drawn from
learningoutcomes.byu.edu and catalog.byu.edu. I also included places where I could make notes on the syllabus’ strengths, weaknesses, and areas I would need to understand better prior to being able to judge compliance. In practice, I combined my comments on each syllabus’ weaknesses with the areas I would need to understand better as they were really the same question.

**Syllabus Compliance Assessment, Version 3.** With a fully developed understanding of what the ratings should look like, I made the final edits to the Syllabus Compliance Assessment. Version 3 used the same questions/statements as version 2. However, I added a place for me to record the names of the faculty members and others who had their names on the syllabus.

To make rating easier, I organized all questions/statements, ratings, and rationales on a single page, whereas prior to this, each question/statement and its rationale had been on its own page. This new format made it easier for me to rate overall compliance (Q6) rather than requiring me to remember what I had rated each previous statement/question as. I then rated all syllabi, including syllabi that had been rated earlier, using version 3 (Appendix C, also available at https://goo.gl/forms/rBfinEQYJLi6wmkH2).

**Evaluation Approach.**

As in most evaluations, this evaluation took an eclectic approach with no one approach being followed rigidly. Because of the heavy involvement of the two primary stakeholders, Dr. Hansen and Ms. Chamberlain, and the focus of using the results of this evaluation to guide improvement of internship courses, the utilization-focused evaluation approach developed by Michael Patton was appropriate here. Dr. Hansen and Ms. Chamberlain were the intended users of this evaluation and they have an intended use for its results. As representatives of the university Internship Office, they work to uphold the values stated in the university Internship Policy. It is those values that framed the evaluation.

Though many potential stakeholders were identified above, Dr. Hansen in particular meets the criterion as a “primary intended user” who is committed to “concrete, specific uses” of the evaluation results. (Patton, 2003, p. 223). As an evaluator, I worked to help her and Ms. Chamberlain recognize that they have “ownership of the evaluation process and findings” (Patton, 2003, p. 224). They were both “actively and directly involved in interpreting findings, making judgments based on the data, and generating recommendations” (Patton, 2003, p. 227). As I developed the rubric to assess the internship course syllabi, the three of us worked together
to negotiate an understanding of what compliance, as expressed in a syllabus, does and does not look like.

To establish the degree of compliance of internship course syllabi to the university Internship Policy, the evaluation assessed how each syllabus met the standards established by the policy. The university Internship Policy establishes a set of standards that should be met by each internship course offered.

This sorting of syllabi into groups of those that comply and those that do not provide the basis of the instrumental use of this evaluation. With the information from this evaluation, Dr. Hansen and Ms. Chamberlain will further explore why there is a discrepancy between a given syllabus and the university Internship Policy and work with the relevant internship coordinators to bring their syllabi into compliance.

**Evaluation criteria and standards.** As part of the evaluation process, I worked with the Internship Office administrators to establish a common understanding of the meaning of compliance and how that compliance may be expressed in a syllabus. As the evaluator, I conducted all the ratings of the internship course syllabi. Throughout the initial rating process where the three of us independently rated the syllabi, I met frequently with Dr. Hansen and Ms. Chamberlain. It was vital that we all have the same understanding of what a particular rating should look like and then rate each category accordingly. Discrepant ratings were addressed through discussion and negotiation of our individual understandings of those ratings. Interrater reliability, as established by the intraclass correlations, was acceptably high, which helps ensure the credibility of the ratings and the defensibility of the evaluation.

**Reporting to stakeholders.** I reported my progress and findings to Kristine Hansen and Adrienne Chamberlain during our regularly scheduled meetings held at least every two weeks. At the conclusion of the evaluation, I provided a provisional compliance report (Appendix D) to them for feedback prior to the creation of a final report that could be shared with other stakeholders. This compliance report includes a list of all internship courses, noting which comply with university Internship Policy and which do not. I also noted the degree of compliance in each category.
Results and Discussion

Using the methods discussed earlier, I found that most internship course syllabi were at least partly compliant with all the requirements of the university Internship Policy. Looking at the overall rating (Q6) of the 133 internship courses:

- 29 courses did not submit a syllabus
  - 3 courses did not submit a syllabus and are no longer taught
- 4 courses did submit a syllabus but did not comply
- 92 courses partly complied
- 5 courses fully complied or were quite close to compliance

When a syllabus did not comply with all the requirements of the Internship Policy, they were most often deficient in these areas:

1. **Pre-internship orientation (Q1).** About half of the internship courses have a meeting prior to the internship but the content of that meeting is not stated in the syllabus so there is insufficient evidence to rate their compliance with this requirement. In the syllabi that were at or nearest to compliance, most of the required elements of the pre-internship orientation were discussed in the syllabus. Because of the numerous, specific requirements of the pre-internship orientation, the rating scale made it very difficult for a syllabus to be rated as fully compliant in this category.

2. **Assessment of internship providers (Q2).** About two-thirds of the internship courses require students to submit some type of assessment of the internship experience. The remaining one-third of the syllabi had no indication of assessment of internship providers.

3. **Grading scale (Q3).** About one-third of the syllabi lacked a grading scale, defined as an indication of how many points or what percentage of points yields a certain grade (e.g., 85% = B or 450 out of 500 points = A-).

4. **Weights of assignments (Q3).** About one-quarter of the syllabi did not include the weights or point values of the assignments.

5. **Learning outcomes (Q5).** Most syllabi included learning outcomes. However, these learning outcomes were sometimes different from those found in the BYU undergraduate catalog (catalog.byu.edu) or in BYU’s compilation of learning outcomes (learningoutcomes.byu.edu). Some course syllabi listed the program outcomes instead.
Nearly all syllabi (129 out of 133 syllabi) were compliant with statement Q4 about the types of assignments that are required.

In early January, I met with Dr. Hansen and Ms. Chamberlain to discuss my preliminary reports including a substantial compliance report and an executive summary. The compliance report is a standardized reference document including all ratings and rationales of each internship course syllabus (Appendix D). The length of the compliance report necessitated creating an executive summary that highlighted the most important findings (Appendix E).

In that meeting, Dr. Hansen and Ms. Chamberlain requested a more simply formatted report with brief notes on the syllabus’ level of compliance (overall and in the four categories discussed above) that could be scanned quickly to get a brief summary of how each course was rated. Because most of the syllabi (92 out of 133 courses) were rated overall as partly compliant, they also asked me to divide the partly compliant syllabi into groups to see which partly compliant syllabi were near compliance and which ones were further from compliance.

**Syllabi scoring**

To provide that finer-grained sorting of the partly compliant syllabi, I scored each syllabus on the four main questions/statements. For each question/statement, a fully compliant syllabus earned 1 point, a partly compliant syllabus earned 0.5 points and a syllabus that did not have sufficient evidence to rate it earned 0 points. Thus, a fully compliant syllabus would earn 4 points (Table 6). I included this information on the simplified spreadsheet they requested (Appendix F, also available at: [https://docs.google.com/spreadsheets/d/1sMvdoHg5pZn5Mf0aRTObSzxyqsJGYLEkMpdWOhe7kM/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1sMvdoHg5pZn5Mf0aRTObSzxyqsJGYLEkMpdWOhe7kM/edit?usp=sharing)). The frequencies of each rating are shown in Table 7.
Table 6

*Syllabi scores and their definitions*

<table>
<thead>
<tr>
<th>Score</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Fully compliant in all 4 categories</td>
</tr>
<tr>
<td>3.5</td>
<td>Fully compliant in 3 categories and partly compliant in 1 category</td>
</tr>
<tr>
<td>3</td>
<td>Fully compliant in 3 categories and insufficient evidence to rate in 1 category</td>
</tr>
<tr>
<td></td>
<td>Fully compliant in 2 categories and partly compliant in 2 categories</td>
</tr>
<tr>
<td>2.5</td>
<td>Fully compliant in 2 categories, partly compliant in 1 category, and insufficient evidence to rate in 1 category</td>
</tr>
<tr>
<td></td>
<td>Fully compliant in 1 category and partly compliant in 3 categories</td>
</tr>
<tr>
<td>2</td>
<td>Fully compliant in 2 categories and insufficient evidence to rate in 2 categories</td>
</tr>
<tr>
<td></td>
<td>Fully compliant in 1 category, partly compliant in 2 categories, and insufficient evidence to rate in 1 category</td>
</tr>
<tr>
<td>1.5</td>
<td>Fully compliant in 1 category, partly compliant in 1 category, and insufficient evidence to rate in 2 categories.</td>
</tr>
<tr>
<td></td>
<td>Partly compliant in 3 categories and insufficient evidence to rate in 1 category</td>
</tr>
<tr>
<td>1</td>
<td>No syllabus earned this score</td>
</tr>
<tr>
<td>0.5</td>
<td>Partly compliant in 1 category and insufficient evidence to rate in 3 categories</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient evidence to rate in 4 categories</td>
</tr>
<tr>
<td></td>
<td>Syllabus was missing</td>
</tr>
</tbody>
</table>

Table 7

*Frequency of each rating for 133 syllabi*

<table>
<thead>
<tr>
<th>Rating Categories</th>
<th>Score 4</th>
<th>3.5</th>
<th>3</th>
<th>2.5</th>
<th>2</th>
<th>1.5</th>
<th>1</th>
<th>0.5</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of syllabi</td>
<td>1</td>
<td>4</td>
<td>31</td>
<td>22</td>
<td>23</td>
<td>16</td>
<td>0</td>
<td>3</td>
<td>33</td>
</tr>
</tbody>
</table>
Syllabi by score

The syllabi are listed here by what score they achieved using the above rating system.

**Syllabus with a score of 4**

LAW 599R

**Syllabi with a score of 3.5**

CPSE 496R  
EXSC 399R  
HLTH 496 Capstone  
STDEV 496R

**Syllabi with a score of 3**

ARTED 496R  
CE EN 199R  
CFM 199R  
CFM 399R  
CH EN 199R  
COMMS 399R  
COMMS 496R (News Media, Advertising and Public Relations)  
EC EN 199R  
ELANG 399R  
ELANG 496R (TESOL)  
ENG T 199R  
ENGL 399R  
ENGL 399R Writing Center  
HIST 199R  
INDES 399R  
IS 599R  
IT 199R  
IT 399R  
LFSCI 199R  
LING 399R  
ME EN 199R  
MFG 399R  
PD BIO 399R  
PETE 399R  
POLI 399R Washington Seminar  
PSYCH 399R  
PSYCH 496R  
SFL 399R  
SOC 399R  
SOC W 654R  
TEE 399R
**Syllabi with a score of 2.5**

- ACC 599R
- COMD 688R
- DES 496R
- EXSC 496R
- HCOLL 399R *(also PHIL 399R, GERM 399R and IHUM 399R)*
- HLTH 496 *(internship)* and HLTH 476 *(student teaching)*
- LFSCI 399R
- NDFS 399R
- NEURO 496R
- PWS 199R
- RECM 496R *Experience Industry Management*

**Syllabi with a score of 2**

- ARTHC 496R
- ARTHC 599R
- BUSM 199R
- BUSM 496R
- CPSE 688R
- DANCE 399R
- DIGHT 496R
- EDLF 688R
- ENGL 496R
- EXSC 688R *Health Promotion practicum*
- HIST 496R *Family History*
- IAS 399R *(also MESA 399R)*
- DOM INT 399R *(Fall 2014)*
- ITAL 399R *Travel abroad*
- MMBIO 399R
- NURS 399R
- PETE 496R *(Fall 2014)*
- PHY S 496R
- POLI 399R *Utah Legislature*
- SC ED 496R FACS
- SC ED 496R History *(HIST 476)*
- STDEV 199R *EMT*
- STDEV 199R *EMS*
- WS 399R
Syllabi with a score of 1.5

AM ST 399R
ANTHR 496R
ANTHR 599R
CHEM 496R
CHIN 399R
FREN 399R
MTHED 496R
POLI 399R
PORT 399R
RUSS 199R \textit{Domestic internship}
RUSS 399R \textit{Moscow internship}
SPAN 399R
SPAN 599R
STAC 199R \textit{Team Manager internship}
TEE 496

Syllabi with a score of 0.5

ECE 496R
EL ED 496R

Syllabi with a score of 0

With the exception of IP&T 599R, none of these courses submitted a syllabus.

AEROS 399R
ART 496
C S 199R
CPSE 788R
DANISH 399R
ECON 199R
ENGL 599R
FINN 399R
GEOG 399R
GEOL 399R
GEOL 599R
GERM 399R
GERM 496R
ICLND 399R
IHUM 399R
IP&T 599R
JAPAN 399R
JAPAN 599R
KOREA 399R
LING 599R
LING 688R
MATH 399R
MMBIO 496R
MPA 599R
MUSIC 399R
NORWE 399R
PHIL 399R
PHSCS 399R
PHSCS 599R
RECM 199R
SPAN 496
STDEV 399R
SWED 399R
Conclusions and Recommendations

During the most recent University Conference, BYU’s president Kevin Worthen spoke to the faculty about the need to “expand both the quantity and quality of the kind of learning that occurs outside the formal classroom” (Worthen, 2016). The quality of internship experiences was at the center of this formative evaluation and the results of this evaluation, if used thoughtfully, can be one part of the process of improving experiential learning at BYU.

This evaluation was intended to be formative and focused on helping the internship programs improve their compliance with the university Internship Policy. In light of the information learned from this evaluation and after consultation with Dr. Hansen and Ms. Chamberlain, I make the following recommendations:

**Recommendation 1 – Share information with additional stakeholders**

The information gathered by this evaluation should be shared with specific stakeholders, namely the department internship coordinators. In the interest of transparency and openness, the internship coordinators deserve to know how their syllabus or syllabi were rated and what methods were used to determine that rating.

**Recommendation 2 – Notify coordinators of policy requirements**

In addition to the ratings of the syllabi, department internship coordinators should be reminded of what information is required to be present in their syllabus according to the university Internship Policy. The policy (Appendix A) is available on the Internship Office’s website but it may be more useful to provide a simple checklist of the required elements. These coordinators, as noted earlier, have many responsibilities and may appreciate a reminder of what needs to be included.

**Recommendation 3 – Share praiseworthy examples**

In the past, the Internship Office has collected syllabi from department coordinators and shared them on their website. That could be done again, selectively, with these recently collected syllabi. It may be most useful to provide a few that clearly demonstrate (1) full compliance overall and (2) those that may not be fully compliant overall but did exhibit full compliance in a particular area.

**Recommendation 4 – Find out the needs of internship coordinators**

As the majority of syllabi were partly compliant, some coordinators may need assistance to bring their syllabi into full compliance. It would be valuable to find out what they need to do
so. A survey of the internship coordinators was last conducted in 2013 and a new survey could find out how aware coordinators are of the requirements, what their needs are, and what resources they would like to have available to help them.

**Recommendation 5 – Provide resources**

After establishing what the needs of the internship coordinators are, the Internship Office can act as a resource to those coordinators who may want assistance with bringing their syllabi into compliance.

**Recommendation 6 – Prepare for future evaluation**

This evaluation established a baseline of the levels of compliance of each course. Future evaluations could be simplified to follow the format of the simplified spreadsheet (Appendix F) and performed by trained Internship Office staff. This would allow the Internship Office to make comparisons, year over year, to see changes in compliance.

Many of these recommendations are already going forward in the Internship Office. I will continue to work with them to make these recommendations a reality. In March 2017, all three of us will meet with the department internship coordinators and explain the evaluation and its results during the course of two meetings. Following those meetings, the Internship Office will send individualized letters to each internship coordinator that includes the ratings of their syllabus/syllabi and a list of what aspects of the syllabus are not currently in full compliance.

We are also planning a survey of department internship coordinators to find out what their needs are and will devise ways we can meet those needs, including possibly developing easy-to-use resources.

The Internship Office anticipates making this assessment of internship course syllabi to be an annual event completed each Fall semester. I will train the two front office staff (a part-time student employee and a three-quarter time staff employee) on how to rate each syllabus. This will require creating training materials and working with them to understand the rating process. I will also redesign the syllabus compliance assessment tool to be more straightforward. The new version of the syllabus compliance assessment tool will produce results that align with the information available in the simplified spreadsheet (Appendix F).
Metaevaluation

The nature of this utilization-focused evaluation means that adherence to the Utility Standards of the Program Evaluation Standards (Yarbrough, et al., 2011) is paramount for the credibility of the evaluation. Each standard is listed below followed by a brief discussion of how this evaluation met that standard.

**U1 Evaluator Credibility** – Evaluations should be conducted by qualified people who establish and maintain credibility in the evaluation context.

I took Introduction to Evaluation in Education (IP&T 661) from Dr. Randall Davies in Spring 2015. I am a novice evaluator but I am confident in my knowledge of the fundamentals of evaluation and my ability to learn from this process. I had guidance from two IP&T faculty members (Dr. Davies and Dr. Leary) who alerted me to potential missteps.

**U2 Attention to Stakeholders** – Evaluations should devote attention to the full range of individuals and groups invested in the program and affected by its evaluation.

I noted in Chapter 1 that this evaluation has many potential stakeholders. Because of the particular kind of evaluation that I conducted, two of all the possible stakeholders are considered primary.

**U3 Negotiated Purposes** – Evaluation purposes should be identified and continually negotiated based on the needs of the stakeholders.

The purpose of this evaluation, understanding of and improvement of the various internship courses, was identified by the primary stakeholders.

**U4 Explicit Values** – Evaluations should clarify and specify the individual and cultural values underpinning purposes, processes, and judgments.
The values of the university Internship Office are expressed in the official university Internship Policy which guided this evaluation.

**U5 Relevant Information** – Evaluation information should serve the identified and emergent needs of stakeholders.

The primary stakeholders were interested in the extent of compliance by the individual internship courses with the university Internship Policy. This was their identified need.

**U6 Meaningful Processes and Products** – Evaluations should construct activities, descriptions, and judgments in ways that encourage participants to rediscover, reinterpret, or revise their understandings and behaviors.

This process was focused on the intended use of the intended (primary) users. I believe the cooperation between me and Dr. Hansen and Ms. Chamberlain allowed us to understand the internship programs as they are carried out across BYU’s campus. Our conceptions of the internship programs evolved through this process and, in turn, as we act on this evaluation, the understanding of other stakeholders, particularly department internship coordinators, may also evolve.

**U7 Timely and Appropriate Communicating and Reporting** – Evaluations should attend to the continuing information needs of their multiple audiences.

The department internship coordinators are one audience who may act on information from this evaluation. Information will be shared with them so that they can act on it to improve their course syllabi. The evaluation was designed to be transparent, and the results will be communicated to individual department internship coordinators with care by Dr. Hansen. Her expertise and experience lend credibility to the findings.

**U8 Concern for Consequences and Influence** – Evaluations should promote responsible and adaptive use while guarding against unintended negative consequence and misuse.
I noted above the potential political nature of this evaluation. This evaluation is formative and not meant to be punitive. With its focus on program improvement, its intended use is to understand and improve the internship courses offered at BYU. When sharing results with stakeholders beyond Dr. Hansen and Ms. Chamberlain, it will be important to note that this evaluation had a limited scope and cannot evaluate all aspects of each department’s internship courses.

I also examined this project against the 17-point Utilization-Focused Evaluation Checklist developed by Michael Q. Patton (2013).

**Step 1** Assess and build program and organizational readiness for utilization-focused evaluation.

From the beginning, Dr. Hansen and Ms. Chamberlain were very receptive to the idea of evaluation and what can be learned from this process.

**Step 2** Assess and enhance evaluator readiness and competence to undertake a utilization-focused evaluation.

I have immersed myself in the practicalities of conducting this kind of evaluation and I continued to learn throughout this process. I was granted access to the materials I need from the Internship Office to understand its workings and the reason behind pursuing this evaluation at this time. I am committed to working with the identified primary users throughout this evaluation.

**Step 3** Identify, organize, and engage primary intended users.

Dr. Hansen and Ms. Chamberlain showed real interest in the results of the evaluation and are excited about the opportunity to improve the internship courses based in part by what we found together.

**Step 4** Conduct situation analysis with primary intended users

Dr. Hansen and Ms. Chamberlain have helped me understand the role of the Internship Office and the need for this evaluation. Together, we have discussed my data collection methods and we have developed a timeline that we believe is realistic.

**Step 5** Identify primary intended uses by establishing the evaluation’s priority purposes.
Early on, I met with Dr. Hansen, Ms. Chamberlain, and Dr. Davies to discuss the possible evaluation questions that they would like answered. From there, we established the priority question that they needed this evaluation to answer.

**Step 6** Consider and build in process uses if appropriate.

The primary use of this evaluation was instrumental use rather than process use. However, because of the involved role that Dr. Hansen and Ms. Chamberlain had in this evaluation, it is likely that they learned from this process and that may alter the operations of the Internship Office. Even with the strong focus on the use of the evaluation, it may be the process of evaluating that is most valuable.

**Step 7** Focus priority evaluation questions.

Addressed in Step 5.

**Step 8** Check that fundamental areas for evaluation inquiry are being adequately addressed.

The current priority of both the Internship Office and this evaluation is the assessment of the extent of compliance with the university Internship Office. There are many other areas that could be explored but that was the focus of this particular evaluation.

**Step 9** Determine what intervention model or theory of change is being evaluated.

At this stage, there is no specific logic model articulated by the Internship Office. The very basic model is that there should be compliance between the university Internship Policy and the individual internship course syllabi.

**Step 10** Negotiate appropriate methods to generate credible findings and support intended use by intended users.

As outlined in Chapter 3, the criteria that each internship course syllabus was judged on were negotiated carefully between the two primary intended users and me so that the evaluation could provide the information they needed.

**Step 11** Make sure intended users understand potential controversies about methods and their implications.

Dr. Hansen and Ms. Chamberlain have worked for many years as part of the Internship Office and are very aware of the potential implications of the evaluation. The use of a rubric could be seen as reductive, but we have worked to find ways to effectively communicate the results in a way that shows that, although a syllabus may not provide all the detail needed to evaluate an internship course, it does provide one view of the
workings of that course. Ideally, this evaluation will be a conversation starter and was not intended to be the final word on the value of a particular internship course.

**Step 12** Simulate use of findings.

During our meeting in early January, Dr. Hansen, Ms. Chamberlain, and I discussed the early findings and realized the full political nature of these findings. We discussed how to best share this information in a direct and supportive manner. It was clear that if care was not taken in the dissemination of this information with the department internship coordinators that there could be hard feelings between them and the Internship Office.

**Step 13** Gather data with ongoing attention to use.

I organized the data into the compliance document with the plan that it would be the bedrock of the other reports. This compliance report was designed to be a complete reference guide to the internship course syllabi and provide the information in a standardized format that could be scanned quickly. The letters that will be sent to internship coordinators in late March 2017 will be based on the information collected in this report.

**Step 14** Organize and present the data for use by primary intended users.

The information I gathered for this evaluation was presented in several reports, including a simplified spreadsheet that can be used to gain a high-level understanding of the basic compliance of each course.

**Step 15** Prepare an evaluation report to facilitate use and disseminate significant findings to expand influence.

I created several reports (compliance report, executive summary, and simplified spreadsheet) to meet the needs of the intended users of this evaluation. The information shared will depend on the audience but all the necessary information is included in these documents.

**Step 16** Follow up with primary intended users to facilitate and enhance use.

In my continued work for the Internship Office, I will work with Dr. Hansen and Ms. Chamberlain to share these findings with department internship coordinators. I will present these findings to the coordinators in March 2017. I will draft the letters that the Internship Office will send to each coordinator in which I will highlight the strengths of the syllabi and discuss areas where the syllabi were out of compliance. Following that
project, I will develop training materials to be used by the Internship Office’s Office Coordinator and student employee for rating the syllabi submitted next Fall semester as this is intended to be a process completed annually.

Additionally, Dr. Hansen and Ms. Chamberlain will share a version of the executive summary of these findings with Brad Neiger, BYU’s Associate Academic Vice President-Undergraduate Studies.

**Step 17 Metaevaluation of use: Be accountable, learn, and improve.**

Looking back, I believe it could have been useful to do a third round of rating syllabi independently. The intraclass correlations for the ratings of three of the four syllabi during the second round were an improvement over the first round but may be too wide to be acceptable. The intraclass correlation of ARTHC 599R was acceptable but its confidence intervals were wider than any other rating in either round. That was due to some errors on the part of the raters so another round of scoring may not have eliminated that source of error.

I will be held accountable for this evaluation during my project defense during Winter semester. Also, when sharing the information I gathered during this evaluation with the department internship coordinators, I may be questioned about my methods and results.


Appendix A

Internships Policy

10 February 2014

An internship is an academic, curriculum-based practical work experience in a particular field of study that enhances student learning, and for which a student is enrolled. Internships may include externships, clerkships, student teaching, or similar work experience. While a qualified on-site supervisor in the workplace directs the larger part of learning, the student is also supervised by a discipline-specific faculty advisor or department administrator who monitors the student’s progress and resolves any concerns of the student or the internship provider under department or school internship oversight.

Internship Enrollment and Experience
The course numbers designated by the University Curriculum Council for internships are 199R, 299R, 399R, 496R, 599R and 688R. All students engaged in internships must be enrolled during the time they are participating in the internship in one of the designated course numbers (0.5–12 credits), and those numbers should not be used for any other purpose. The minimum number of internship hours for each hour of credit earned is 42 hours, but academic departments or schools determine the actual number of experience hours required for each earned credit hour. Credit for internship experience is not given retroactively; neither can credit be given in advance of the internship. All internship experience for which a student is enrolled must be preceded by the establishment of academic requirements, completion of contractual agreements, and pre-internship orientation of the student.

Suitability of the Internship Experience
The department or school’s faculty advisor or administrator must determine the suitability of internship experiences using guidelines established by the department or school’s faculty oversight committee. Experiences should have material relevancy to the academic discipline. Students should be expected to use a variety of skills and knowledge and have an assigned onsite supervisor who is an experienced professional in the industry. Students may not receive grades or internship credit under the supervision of any immediate family members (spouse, parent, child, sibling, grandparent, aunt, uncle, first cousin, corresponding in-law, or “step” relation). In addition, students may not fulfill internships for organizations owned or managed by any immediate family members. Additionally, students may not intern as a self-on-site supervisor or intern for another student. They should be given quality experiences involving increasing responsibilities and learning opportunities to develop their skills as independent thinkers and to actively prepare for post-graduate opportunities.

International Internships
The same principles expressed above regarding domestic internships also apply to international internships. In addition, the department or school that sponsors the international internship programs should discuss the international internship location and experience providers with International Study Programs (ISP) Office of the Kennedy Center for International Studies. The
ISP Office will advise the academic units on the safety of the proposed internship location, on the professional quality of the internship provider, and on the legal documentation and requirements for doing internships in that location. ISP will also work with the sponsoring department or school to manage student payments and the program application process. The sponsoring department or school is responsible to ensure that the internship provider will give an experience that meets the department’s internship learning outcomes. The sponsoring department or school is also responsible for selection of students for international internships, preparation within their discipline, and making arrangements with ISP Office personnel in the Kennedy Center who will prepare students to cope with cultural, health, security, political, and social issues within the geographical area of their internships.

**Department or School Commitment**
A department or school must establish an internship oversight committee, which shall be responsible for departmental policy and practice. The oversight committee will establish appropriate prerequisites and ensure proper student preparation. The department or school must also assign adequate supervision for the internship, including a faculty advisor or department administrator to help the student set learning objectives for the experience and to mentor, monitor student progress, resolve concerns, and provide feedback to the student on a regular basis. The department is also required to obtain an Internship Master Agreement or IMOU with each internship provider. Internship Master Agreements must be signed and filed with the Internship Office prior to the start of a student’s internship unless granted prior approval for an exception by the Internship Office in consultation with the Office of the General Counsel and Risk Management.

**Internship Provider Commitment**
The internship provider must agree to the learning objectives and to monitor student progress, making regular reports to the faculty advisor or department administrator. Progress reports should include attendance as well as qualitative assessments of student learning. The internship provider must agree to the Internship Master Agreement or IMOU.

**Academic Standards**
Each course designating internship enrollment (0.5–12 credits) should provide a syllabus with the following instructions:
- Purpose or learning outcomes of the course
- Course outline
- Assignments and expectations
- Test, evaluation, and grading instructions

The assignments must include combinations or elements of the following:
- Text(s)
- Papers
- Projects or research
- Demonstrations or presentations
Administrative Standards
During a pre-internship orientation, each student is to receive instructions regarding:

- Internship Registration & Management System (IRAMS) procedures
- Assignments and expectations
- Grading procedures
- Standards of personal conduct, including professional behavior in the workplace
- The nature and amount of supervisory contact between the faculty advisor or department administrator and the student
- Internship Master Agreement or IMOU that outlines the obligations of the student, the university, and the internship provider
- Procedures for unanticipated termination

Documentation
The department or school must make available to the student and the internship provider copies of program documents and contracts describing the purpose and principles of the internship, including the activities and work involved.

Assessment and Feedback
The department or school must provide scheduled contact with the internship provider for feedback and assessment of the student’s performance. The department or school must also provide routine assessment of internship providers to ensure quality learning experiences. If the internship provider does not continue to meet the requirements of the department or school’s written guidelines, then the department or school will make immediate efforts to correct the deficiencies or terminate the internship and the Internship Master Agreement or IMOU with the provider.

Applicability: This policy applies to all internships involving university students, including all externships, clerkships, student teaching, and curriculum-based practical work experience.

Responsible University Officer: Associate Academic Vice President—Undergraduate Studies

Responsible University Office: Internship Office

Prior Version: June 25, 2007

Related University Policies:
- Contacts with Intelligence Agencies Policy
- Political Neutrality Policy
- Practice-Oriented Courses Policy
- Service-Learning Policy
Appendix B

Eight Principles of Good Practice for All Experiential Learning Activities (NSEE, 1998)

Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship between the learner and any facilitator(s) of learning, there is a mutual responsibility. All parties are empowered to achieve the principles which follow. Yet, at the same time, the facilitator(s) of learning are expected to take the lead in ensuring both the quality of the learning experience and of the work produced, and in supporting the learner to use the principles, which underlie the pedagogy of experiential education.

Intention: All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

Preparedness and Planning: Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

Authenticity: The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.

Reflection: Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering
preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

Orientation and Training: For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner’s appreciation of the context and skill requirements of her/his work.

Monitoring and Continuous Improvement: Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

Assessment and Evaluation: Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.

Acknowledgment: Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.
Appendix C

Syllabus Compliance Assessment Tool
Version 3

Course Department and Number (ex. ACC 399R):

Names of Coordinator/Advisor:

Does this course have a syllabus?
Mark only one oval.

- Yes
- No

How many hours of work are required per hour of academic internship credit?

Q1 The syllabus indicates that there is a pre-internship orientation.
Mark only one oval.

- Fully complies
- Partly complies
- Insufficient evidence to rate

Rationale for rating above

Q2 The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences. This could include student assessments of internship providers.
Mark only one oval.

- Fully complies
- Partly complies
- Insufficient evidence to rate

Rationale for rating above

Q3 The syllabus includes the course's purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Mark only one oval.

- Fully complies
- Partly complies
- Insufficient evidence to rate

The course syllabus has:
Check all that apply.

- Purpose/Learning Outcomes
- Course Outline
- Assignments
Rationale for rating above

Q4 The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.  
Mark only one oval.
- Fully complies
- Partly complies
- Insufficient evidence to rate

What types of assignments are listed in the syllabus? 
Check all that apply.
- Texts/Reading
- Papers/Reports
- Projects/Research
- Demonstrations/Presentations
- Other:

Rationale for rating above

Q5 Are the assignments aligned with the course learning outcomes?

Q6 Does the syllabus comply with the university Internship Policy? 
Mark only one oval.
- Fully complies
- Partly complies
- Does not comply

Strengths

Areas that need improvement
Appendix D

Compliance with University Internship Policy (January 2017)

ACC 599R

Internship Coordinator(s) Dr. David Cottrell (instructor) and Ms. Julie Averett (internship assistant)

Course has a syllabus Yes

Hours required per hour of course credit 100

Compliance

Compliance with Internship Policy Partly complies

Strengths Reflection in assignments.

Areas for improvement or clarification What is the form/content of a pre-internship orientation, if held? Assessment of internship providers. 3 credits = 300 hours of full time work = 7.5 weeks of work - is that the intended nature of this internship?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies

   Rationale: There is no indication in the syllabus of assessment of internship providers. There is a “student evaluation” that could fill this role. The reflection report (required for all students) does as the student to reflect on “how the experience might have been
improved.” This is a high partly complies, if those assignments provide the required information.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Fully complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

   **Rationale:** There is no grading scale though the weights of each assignment are noted. Assignments are pass/fail (p. 2). “At the end of the semester we will then evaluate all the content of your assignments and assign a grade based on our perception of how much you put into and got out of the assigned projects and your employer’s evaluation of your work.”

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports

   **Rationale:** Students submit different assignments depending on the credit hours they sign up for. There are 3 reports: initial report (managing expectations, 4-5 pages), analysis project, and a final reflection report (analysis of learning, impact on career objectives, and how it could be improved). Students also do a student evaluation and an interview.

5. Are the assignments aligned with the course learning outcomes?

   Learning outcomes from syllabus and catalog are:

   1. Learn through experience the role of accounting and finance in business.
   2. Explore and obtain information on accounting career opportunities.
   3. Expand upon the theory and concepts taught in accounting and business courses.
   4. Network with professionals and identify possible mentors.
5. Return with experiences that will enrich future course work.

Outcomes 1, 2, 4, and 5 should be covered by the internship itself. Outcome 3 could be addressed by the analysis project (project #2). Outcome 5 can be addressed specifically by the reflection report.
Compliance with University Internship Policy (January 2017)

AEROS 399R

  Internship Coordinator(s)  John Young Maj, USAF

  Course has a syllabus  No

Hours required per hour of course credit

Compliance

  Compliance with Internship Policy

  Strengths

  Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   Rating:
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   Rating:
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   Rating:
   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

AM ST 399R

Internship Coordinator(s)  Dr. Brian Roberts

Course has a syllabus  Yes

Hours required per hour of course credit  Not stated.

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Weekly logs and midterm/final essays are geared toward reflection

Areas for improvement or clarification  Include learning outcomes for course in addition to the program learning outcomes. Include a grading scale. State how many hours of work are required per hour of internship course credit. Content/form of pre-internship orientation, if held. Assessment of internship providers.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus of assessment of internship providers.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

   **Rationale:** The point values for each assignment are included but there is no grading scale (ex. 85% = B).

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports

   **Rationale:** Students submit two reading logs of 250-500 words each, a weekly activities log (including how academic preparation was applied to this week’s work), introductory essay with specific goals, midterm and final essays (reflection).

5. Are the assignments aligned with the course learning outcomes?

   Learning outcomes from the catalog are:

   Using available resources, students will be able to work independently to arrange and complete an internship that will help them explore post-graduation career possibilities.

   Students will be able to analyze and act in accord with the conventions, texts, and/or artifacts of the field in which they arrange their internship; they will develop a fuller understanding of regional, national, and/or international modes of American experience.

   Students will improve their oral and written skills according to the best practices of the internship situation in which they are engaged, as evaluated by internship supervisors and coordinators.

   Outcome 1 - met by doing an internship. Outcome 2 and 3 - met by midterm/final essays.
Compliance with University Internship Policy (January 2017)

ANTHR 496R

Internship Coordinator(s)  Dr. Paul Stavast

Course has a syllabus  Yes

Hours required per hour of course credit  45

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Specifically notes that a “student must make a concerted and frequent effort to self-identify concepts being learned.”

Areas for improvement or clarification  Form/content of pre-internship orientation, if held. Assessment of internship providers. Include the weights of assignments.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus that there is a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus that there is assessment of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Rating: Partly complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: Grading scale is present but the weights of each assignment are not stated.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit daily or weekly logs noting what they did and what they learned.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes from the catalog and syllabus are:

Internship

-Students will complete a supervised internship in an employment setting or agency related to Anthropology.

-Students will link academic learning with these professional experiences.

-Students will complete a minimum of 45 hands-on hours per credit.

Outcome 1 - met by the internship itself. Outcome 2 - ideally should be addressed by the final report. Outcome 3 - met by the internship itself (hours log).
Compliance with University Internship Policy (January 2017)

ANTHR 599R

Internship Coordinator(s)  Dr. Paul Stavast

Course has a syllabus  Yes

Hours required per hour of course credit  53 (320 hours total for 6 credits)

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Encourages students to notice on their own what they are learning (reflection).

Areas for improvement or clarification  Form/content of pre-internship orientation, if held. Assessment of internship providers. Weights of assignments.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication on the syllabus of assessment of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly complies
The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: Other than the hours (which are worth 1 point for every 8 hours), there are no notes on the point values of the other assignments

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit a weekly log of activities and concepts learned. They also submit a final report (2 pages, single spaced) where they identify concepts learned and what they have yet to learn.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes from the syllabus and catalog are:

Professional Development via Mentored Experience: Through course assignments, students will gain familiarity with job opportunities and responsibilities in the federal government or museums/collections-holding institutions. These assignments will include significant work experiences to enhance students’ resumes and job-obtaining potential.

Museum Networking: Through course assignments, students will establish a foundational professional network for students outside of academia in the world of museums and collections.

Documentation Systems: Through course assignments, students will gain real-world experiences working with archaeological and other cultural resources documentation systems, their use and interpretation.

Museum Planning: Through course assignments, students will gain experience in participating in planned real-world work projects related to anthropology and learn the professional standards and ethics required by such projects both nationally and internationally.
Outcome 1 and 2 - presumably met by the internship itself. Outcome 3 and 4 - no assignment directly addresses these unless that is just the fundamental nature of all internships.
Compliance with University Internship Policy (January 2017)

ART 496

Internship Coordinator(s)  Ms. Sharon Heelis

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification

Develop a syllabus meeting the guidelines in the university Internship Policy

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating:
   
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:
   
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:
   
   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

ARTED 496R

Internship Coordinator(s)  Dr. Mark Graham

Course has a syllabus  Yes

Hours required per hour of course credit  Not stated.

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Strong alignment between learning outcomes and assignments.

Areas for improvement or clarification  How are internship providers (cooperating teachers) assessed? What is the content/form of a pre-internship orientation, if held?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: The syllabus does not indicate that there is a pre-internship orientation. However, a seminar which may be run concurrently with this course could possibly address the required topics.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies

   Rationale: The relationship between the university supervisor and the cooperating teacher is not as clearly defined (compared to CPSE 496R, for example). The university supervisor does make site visits which could include assessment of the internship provider (cooperating teacher).
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Fully complies

**The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

**Rationale:** There is no grading scale or indication of the point values of the assignments

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Papers/Reports, Demonstrations/Presentations

**Rationale:** Students complete a Teacher Work Sample weekly, one videotaped lesson plan, a weekly lesson plan, a professional portfolio, plan an exhibition (student show), and are observed during site visits by the university supervisor.

5. Are the assignments aligned with the course learning outcomes?

The catalog does not list learning outcomes. Learning outcomes listed on the syllabus are:

a) Complete the licensure requirements established by BYU’s Department of Visual Arts, the Department of Teacher Education and the Utah State Office of Education including the PRAXIS Test for Art.

b) Meet the expectations of the co-operating teacher and administration of the sponsoring school.

c) Become familiar with and apply National Core Standards for Visual Arts Education and the Utah Effective Teaching standards to planning and teaching.

d) Exhibit professionalism in each school setting and the seminar by being consistently punctual and prepared for each assigned day of commitment.

e) Complete the Teacher Work Sample in (TWS). Submit TWS on My Link.
f) Continue to be engaged with professional literature and participate in professional organizations.

g) Provide thoughtful peer review to classmates on teaching practice during discussions and review of on-site video taped art lessons.

h) Invite and accept commendations and recommendations made by the university supervisor, co-operating teacher, school administrator and peers. Also engage in regular reflection and self-assessment.

i) Create a Professional Portfolio for Job Interviews. Receive timely guidance on job interviewing and placement procedures

k) Plan and execute an exhibition of student work.

The assignments and activities of the student teacher are well aligned with these outcomes.
Compliance with University Internship Policy (January 2017)

ARTHIC 496R

Internship Coordinator(s)  Dr. Elliott Wise James Swensen
Course has a syllabus   Yes
Hours required per hour of credits  52 (estimated)

Compliance

Compliance with Internship Policy  Partly complies
Areas for improvement or clarification  Include learning outcomes and weights of assignments. What is the form/content of pre-internship orientation? How are internship providers assessed?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate
   Rationale: There is no indication on the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies
   Rationale: There is no indication on the syllabus of assessment of internship providers. There is some indication that the final paper may be used to assess internship providers as the student’s comments may “help us in managing our internship program in the future.”

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly complies
The course has: Course Outline, Assignments, Expectations

Rationale: The relative weights of the various assignments are not listed.

4. The syllabus indicates that course assignments include some elements of: texts/readsings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit bi-weekly reports of hours and what they did during that time. They also complete a 5-page paper summarizing their internship.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes from the catalog are:

Experience: Students will fulfill the contact of a graduate-level internship with the sponsoring museum, gallery, archive, or auction house.

Reporting: Students will deliver a written report and a public presentation on the experience.

The assignments do meet these learning outcomes.
Compliance with University Internship Policy (January 2017)

ARTHIC 599R

Internship Coordinator(s)  Dr. Elliott Wise

Course has a syllabus  Yes

Hours required per hour of course credit  52 (estimated)

Compliance

Compliance with Internship Policy  Partly complies

Areas for improvement or clarification  Include learning outcomes and weights of assignments. What is the form/content of pre-internship orientation? How are internship providers assessed?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   **Rating:** Insufficient evidence to rate
   
   **Rationale:** There is no indication on the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   **Rating:** Partly complies
   
   **Rationale:** There is no indication on the syllabus of assessment of internship providers. There is an indication that the final paper may be used to assess internship providers as the student’s comments may “help us in managing our internship program in the future.”

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   **Rating:** Partly complies
The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: The relative weights of the various assignments are not listed.

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit bi-weekly reports of hours and what they did during that time. They also complete a 5-page paper summarizing their internship.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes from the catalog are:

   Experience: Students will fulfill the contact of a graduate-level internship with the sponsoring museum, gallery, archive, or auction house.

   Reporting: Students will deliver a written report and a public presentation on the experience.

The assignments do meet these learning outcomes.
Compliance with University Internship Policy (January 2017)

BUSM 199R

Internship Coordinator(s)  Professor Randall Smith
Course has a syllabus Yes
Hours required per hour of course credit 50

Compliance

Compliance with Internship Policy Partly complies
Strengths Reflection in executive interview report.
Areas for improvement or clarification What is the form/content of pre-internship orientation? How are internship providers assessed? Include learning outcomes and assignment weights in syllabus.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   **Rating:** Partly complies
   
   **Rationale:** There is a syllabus quiz that may be part of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   **Rating:** Insufficient evidence to rate

   **Rationale:** There is no indication in the syllabus of assessment of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies
The course has: Course Outline, Assignments, Expectations

Rationale: The syllabus quiz is the only assignment that has a point value (70 points). Grading is pass/fail for 199R. An unsatisfactory evaluation from the internship provider also appears to factor into the grade. The learning outcomes are not listed here.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports, Demonstrations/Presentations

Rationale: Students submit a syllabus quiz, weekly quizzes (which appear to be short essays addressing interview questions), a company report or executive interview report (for those taking 2 or 3 credits), and a final presentation (7-10 minutes, for those taking 2-3 credits), and interview.

5. Are the assignments aligned with the course learning outcomes?

Both courses (BUSM 199R and 496R) use the same learning outcomes:

Skills: Demonstrate proficiency in analyzing management problems, developing solutions, and implementing recommendations as assigned by the sponsoring organization.

Professionalism: Demonstrate appropriate managerial professionalism through responsible actions, thorough analysis, and meeting deadlines.

Ethics: Demonstrate ethical behavior in completing assigned tasks and responsibilities.

Outcome 1 - This could be addressed in the final presentation for those registered for 2-3 credits (not sure for those registered for 1 credit). Outcome 3 - This is probably addressed by the evaluation of the student by the provider. Outcome 3 - I do not see where this is assessed by the assignments.
Compliance with University Internship Policy (January 2017)

BUSM 496R

Internship Coordinator(s)  Professor Randall Smith

Course has a syllabus  Yes

Hours required per hour of course credit  50

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Reflection in executive interview report.

Areas for improvement or clarification  What is the form/content of pre-internship orientation. How are internship providers assessed? Include learning outcomes and assignment weights in syllabus.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: There is a syllabus quiz that may be part of a pre-internship orientation of sorts.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus of assessment of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly complies
The course has: Course Outline, Assignments, Expectations

Rationale: The syllabus quiz is the only assignment that has a point value (70 points). There is a grading scale (ABCDE for 496R). An unsatisfactory evaluation from the internship provider also appears to factor into the grade. The learning outcomes are not listed here.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports, Demonstrations/Presentations

Rationale: Students submit a syllabus quiz, weekly quizzes (which appear to be short essays addressing interview questions), a company report or executive interview report (for those taking 2 or 3 credits), and a final presentation (7-10 minutes, for those taking 2-3 credits) and interview.

5. Are the assignments aligned with the course learning outcomes?

Both courses (BUSM 199R and 496R) use the same learning outcomes:

Skills: Demonstrate proficiency in analyzing management problems, developing solutions, and implementing recommendations as assigned by the sponsoring organization.

Professionalism: Demonstrate appropriate managerial professionalism through responsible actions, thorough analysis, and meeting deadlines.

Ethics: Demonstrate ethical behavior in completing assigned tasks and responsibilities.

Outcome 1 - This could be addressed in the final presentation for those registered for 2-3 credits (not sure for those registered for 1 credit). Outcome 3 - This is probably addressed by the evaluation of the student by the provider. Outcome 3 - I do not see where this is assessed by the assignments.
Compliance with University Internship Policy (January 2017)

C S 199R

Internship Coordinator(s)  Dr. Dennis Ng

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

CE EN 199R

Internship Coordinator(s)  Ms. Rachel Terry
Course has a syllabus  Yes
Hours required per hour of course credit  60

Compliance

Compliance with Internship Policy  Partly complies
Areas for improvement or clarification  Include a grading scale and learning outcomes. Is the Internship Quiz (about the Internship and New Hire Guidelines) a pre-internship orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Partly complies
   
   Rationale: The “Internship and New Hire Guidelines” mentioned may be an orientation of sorts but there is no indication of a meeting.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: Fully complies
   
   Rationale: Students complete a “Student Evaluation of Practicum Employer” which presumably provides feedback to the various departments about the quality of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   Rating: Partly complies
The course has: Assignments, Expectations

Rationale: No learning outcomes are listed. No due dates are listed (here or in the part of Learning Suite that I can access). The point values/weights of assignments are not listed and there is no grading scale. The weights of each assignment are available on Learning Suite but are not stated here. There may be additional information on Learning Suite.

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students complete an evaluation of the employer, a finalization form (unclear as to what that is), and write a final 2-page report. International interns also create a digital poster.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes are:

Professional Experience: Student acquires professional experiences in any discipline within technology.

Professional Communication: Student demonstrates professional communication skills (report).

Converting Experience into Understanding: Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Without access to the content in Learning Suite, this is hard to establish. The final report should ideally encourage reflective thinking. However, the rest of the learning outcomes are addressed by the assignments.
Compliance with University Internship Policy (January 2017)

CFM 199R

Internship Coordinator(s)  Ms. Rachel Terry

Course has a syllabus  Yes

Hours required per hour of course credit  60

Compliance

Compliance with Internship Policy  Partly complies

Areas for improvement or clarification

Include a grading scale and learning outcomes. Is the Internship Quiz (about the Internship and New Hire Guidelines) a pre-internship orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: The “Internship and New Hire Guidelines” mentioned may be an orientation of sorts but there is no indication of a meeting.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Students complete a “Student Evaluation of Practicum Employer” which presumably provides feedback to the department about the quality of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly complies
The course has: Assignments, Expectations

Rationale: No learning outcomes are listed. No due dates are listed (here or in the parts of Learning Suite that I can access). The point values/weights of assignments are not listed and there is no grading scale. The weights of each assignment are available on Learning Suite. There may be additional information on Learning Suite that I cannot access.

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students complete an evaluation of the employer, a finalization form (unclear as to what that is), and write a 2-page final report. International interns also create a digital poster.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes are:

Professional Experience: Student acquires professional experiences in any discipline within technology.

Professional Communication: Student demonstrates professional communication skills (report).

Converting Experience into Understanding: Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Without access to the content in Learning Suite, this is hard to establish. The final report should ideally encourage reflective thinking. However, the rest of the learning outcomes are addressed by the assignments.
Compliance with University Internship Policy (January 2017)

CFM 399R

Internship Coordinator(s)  Ms. Rachel Terry
Course has a syllabus  Yes
Hours required per hour of course credit  60

Compliance

Compliance with Internship Policy  Partly complies
Areas for improvement or clarification  What is the form/content of pre-internship orientation, if held? Include a grading scale and the weight of each assignment. The learning outcomes in the catalog may be incorrect for this course.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies
   
   Rationale: There is an assignment to read the “Internship and New Hire Guidelines and take the Internship Quiz” which may be part of the pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies
   
   Rationale: Students submit a “Student Evaluation of Practicum Employer” at the end of the internship.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly complies
The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: Other than stating that failure to complete assignments yields a failing grade, there is no grading scale or indication of the weight of the various assignments.

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports, Demonstrations/Presentations

Rationale: Students submit a 10 page paper at the conclusion of the internship. Students also make a presentation about their internship and if it was an international internship, create a digital poster.

5. Are the assignments aligned with the course learning outcomes?

The learning outcome from the catalog is:

Differences in Law: Apply computerized spreadsheet applications to estimating.

The assignments do not specifically address this outcome. I am not sure if this is the correct learning outcome for this course. The syllabus lists 15 competencies and states that the internship should address 8 of them.
Compliance with University Internship Policy (January 2017)

CH EN 199R

Internship Coordinator(s)  Ms. Rachel Terry
Course has a syllabus  Yes
Hours required per hour of course credit  400

Compliance

Compliance with Internship Policy  Partly complies

Areas for improvement or clarification
What is the form/content of pre-internship orientation, if held? Include a grading scale and weights of the various assignments. Include course learning outcomes. The hours per credit requirement is the highest in the university.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: Students read “Internship and New Hire Guidelines and take the Internship Quiz” which may be part of a pre-internship orientation of sorts.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Students submit a “Student Evaluation of Practicum Employer” at the end of the internship.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
**Rating:** Partly complies

**The course has:** Course Outline, Assignments, Expectations

**Rationale:** Other than stating that failure to complete assignments yields a failing grade, there is no grading scale or indication of the weight of the various assignments.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Papers/Reports

**Rationale:** Students submit an evaluation, a ‘finalization form,’ a final report (2 pages), and if was an international internship, a digital poster. This is similar to other internships in the School of Technology/College of Engineering.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes from the catalog are:

- Professional Experiences: Student acquires professional experiences in the discipline.
- Professional Communication: Student demonstrates professional communication skills (report).
- Converting Experience into Understanding: Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

The internship itself should address outcome 1. The final report should address outcome 2. There is no specific requirement in the assignments for the student to engage in reflective thinking.
Compliance with University Internship Policy (January 2017)

CHEM 496R

Internship Coordinator(s)  Dr. Matthew Asplund
Course has a syllabus  Yes
Hours required per hour of course credit  Not stated.

Compliance

Compliance with Internship Policy  Partly complies
Strengths  Alignment of assignments and learning outcomes.
Areas for improvement or clarification  What is the form/content of pre-internship orientation, if held? How are internship providers assessed? Include a grading scale and relative weights of evaluation and final report.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of assessment of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   Rating: Partly complies
The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: There is no grading scale (ex. A=95%).

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports, Projects/Research

Rationale: Students submit a report which varies in length depending on the number of credits the student is signed up for (though there is no indication of 3 credits = 10 pages, 6 credits = 20, etc.). The supervisor also provides an evaluation but there is no statement as to the weight of that evaluation in the grading scheme.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes in the catalog and syllabus are:

Internship: The student will carry out a successful internship connecting classroom principles to real-world applications.

Internship report: The students will provide a written report or oral presentation explaining the technical work performed in the internship and its connection to the chemistry curriculum.

The internship itself would address outcome 1. The report would address outcome 2.
Compliance with University Internship Policy (January 2017)

CHIN 399R

Internship Coordinator(s)  Dr. Shu-Pei Wang

Course has a syllabus  Yes

Hours required per hour of course credit  60

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Strong academic focus in assignments.

Areas for improvement or clarification  What is the form/content of pre-internship orientation, if held? How are internship providers assessed? Include a grading scale and the weights of assignments, along with due dates of assignments. Include course learning outcomes.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication on the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication on the syllabus of assessment of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Rating: Partly complies

The course has: Assignments, Expectations

Rationale: There are no learning outcomes stated.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Texts/Readings, Papers/Reports

Rationale: Students read at least 500 pages and complete an annotated bibliography, a regular field journal, two performance surveys (completed by student, not internship provider), and a final paper of 12-15 pages.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes from the catalog are:

Increase Chinese language proficiency: Increase proficiency in Chinese speaking, listening, reading, and/or writing through participating in an internship (see Chinese major expected learning outcomes 1 and 2).

Apply Cultural Knowledge: Apply knowledge of Chinese culture in a professional work setting (see Chinese major expected learning outcome 3).

None of the assignments submitted state that they should be written in Chinese so it is unclear how they measure outcome 1. However, there is a note about the final report that it should include ‘recorded sound files’ so perhaps that is one method assessing proficiency. Outcome 2 is measured by the final report (possibly).
Compliance with University Internship Policy (January 2017)

COMD 688R

Internship Coordinator(s)  Dr. Lee Robinson and Dr. Nancy Blair

Course has a syllabus  Yes

Hours required per hour of course credit  Not stated.

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Clear alignment of assignments/activities with learning goals. This is a high partly complies.

Areas for improvement or clarification  How are internship providers assessed? What is the content of the orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: There is an orientation (p. 8) including a fashion show.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus of assessment of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Fully complies
The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

Rationale: Five learning goals are stated in the syllabus. Everything is quite clear.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Texts/Readings, Papers/Reports

Rationale: Students are primarily assessed on competencies by the site supervisor (clinical educator). They also complete a portfolio, presentation (10 minutes), and other clinical assignments.

5. Are the assignments aligned with the course learning outcomes?

The syllabus states 5 learning goals.

1. Students will demonstrate ability to plan and implement an assessment of clients presenting with various communication disorders

2. Students will demonstrate the ability to plan and implement treatment of clients who present with various communication disorders

3. Students will demonstrate appropriate case management skills

4. Students will demonstrate understanding of all internship policies and procedures.

5. Students will demonstrate appropriate clinical writing skills as they learn the paperwork system specific to their internship site.”

The catalog states: “Experiential learning: Students will use coursework knowledge in a practical, professional setting with the support of a practitioner and faculty advisor.

Each assignment is very closely tied to a learning outcome (goal).
Compliance with University Internship Policy (January 2017)

COMMS 399R

Internship Coordinator(s)  Ms. Ali Davis

Course has a syllabus Yes

Hours required per hour of course credit 70

Compliance

  Compliance with Internship Policy  Partly complies

  Strengths  Reflection built into assignments. A very clear, well thought-out syllabus.

  Areas for improvement or clarification  What is the form/content of the pre-internship orientation, if held? Include course learning outcomes (current outcomes listed are for COMMS 496R).

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Students submit an evaluation that will “help the department determine how to better prepare students for internships as well as whether or not certain internships should continue to be approved for academic credit.”
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Fully complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

   **Rationale:** All required elements are present.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports

   **Rationale:** Students submit weekly reports (reflection and hours log), an evaluation of the internship, and a reflection paper.

5. Are the assignments aligned with the course learning outcomes?

   The learning outcome from the catalog for COMMS 399R is:

   Experiential learning: Students will use coursework knowledge in a practical, professional setting with the support of a practitioner and faculty advisor.

   The syllabus lists the learning outcomes for COMMS 496R. Based on how the course is setup, this outcome should be met.
Compliance with University Internship Policy (January 2017)

COMMS 496R (PR, News, Advertising)

Internship Coordinator(s)  Ms. Ali Davis
Course has a syllabus  Yes
Hours required per hour of course credit  70

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Thorough incorporation of reflection throughout the internship. This syllabus is clearly laid out and thorough.

Areas for improvement or clarification  What is the content/form of the pre-internship orientation, if held?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication of a pre-internship orientation in the syllabus.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Students submit a student evaluation which “is an assessment tool for the student to provide feedback regarding his or her internship experience.” Also the evaluations will help the “School of Communications determine how to better prepare students for internships as well as whether or not certain internships should continue to be approved for academic credit.”
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Fully complies

**The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

**Rationale:** This is very thorough.

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports

**Rationale:** Readings vary between the three groups (Advertising, PR, News). Students submit 8 reports including reflection and an hours log, a portfolio (including an updated resume and 6-8 deliverables done during the internship), and reflection paper.

5. Are the assignments aligned with the course learning outcomes?

  Learning outcomes from the catalog and syllabi are:

  **Skills:** Students demonstrate proficiency in research, writing, and technical abilities.
  **Professionalism:** Students demonstrate professionalism by comporting themselves professionally, meeting deadlines, and demonstrating a positive attitude and high level of commitment.
  **Ethics:** Students demonstrate ethical and legal-sound behavior and show sensitivity to diversity.

  The assignments most align with outcome 1. The provider evaluation of students could align with outcomes 2 and 3.
Compliance with University Internship Policy (January 2017)

CPSE 496R

Internship Coordinator(s) Dr. Barbara Smith

Course has a syllabus Yes

Hours required per hour of course credit Not stated. 12 credits (full year)

Compliance

Compliance with Internship Policy Fully complies

Strengths The manual provides a thorough overview of what is expected of all parties and the portfolio is well aligned with the learning outcomes.

Areas for improvement or clarification The content of the pre-internship orientation.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

Rating: Partly complies

Rationale: This syllabus is actually a manual (http://education.byu.edu/sites/default/files/CPSE/documents/Student-Teaching-Internship-Handbook-August-2016.pdf). A fall orientation is mentioned (p. 53) as well as the "Running Start" program but the content is not stated.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

Rating: Fully complies

Rationale: The university supervisor visits the intern/student teacher’s class 6-8 times throughout the year and interacts with the cooperating teacher (essentially, the internship provider).
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Fully complies

**The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

**Rationale:** This is very thorough. The expectations of the student teachers/interns are very clear.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Papers/Reports

**Rationale:** Student teachers/interns submit a portfolio where they show their attainment of 10 standards.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes are:

Students must complete the Teacher Work Sample:

a. Contextual Factors

b. Unit Framework

c. Assessment Data

d. Design for Instruction

e. Data-Based Decision Making

f. Report of Student Learning

Planning Rubric:

a. Participating in IEP Process
b. Developing, Writing, and Conducting an IEP

Interpersonal Relationships

A. Working with and Training paraprofessionals
   a. Role Description
   b. Training

B. Collaboration and School Involvement

The portfolio rubric (p. 8) clearly shows how students are to meet each of these outcomes in their portfolio.
Compliance with University Internship Policy (January 2017)

CPSE 688R

Internship Coordinator(s)  Dr. Nancy Miramontes
Course has a syllabus  Yes
Hours required per hour of course credit  1200 hours total over at least two semesters.

Compliance

Compliance with Internship Policy  Partly complies
Strengths  Portfolio assignment is well designed and aligned with learning outcomes (domains).
Areas for improvement or clarification  What is the form/content of the pre-internship orientation? How are internship providers assessed?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of assessment of internship providers. This is a unique internship and I suspect there is some kind of assessment that is not stated here.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   Rating: Fully complies
The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

Rationale: This is very thorough.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit a portfolio of artifacts related to the domains and include rationale and reflective statements.

5. Are the assignments aligned with the course learning outcomes?

This internship is required for licensure as a school psychologist. Learning outcomes from the catalog are:

Application: The students will utilize a significant range of skills and abilities in a professional setting

The students need to be accountable for work in 10 domains and their portfolio must demonstrate their facility in those domains. The portfolio (p. 6) is quite thorough.
Compliance with University Internship Policy (January 2017)

CPSE 788R

Internship Coordinator(s)  Dr. Aaron Jackson

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

DANCE 399R

Internship Coordinator(s)  Dr. Janielle Christensen

Course has a syllabus  Yes

Hours required per hour of course credit  42

Compliance

Compliance with Internship Policy  Partly complies

Areas for improvement or clarification

Include a grading scale and the weights of assignments. What is the content/form of the pre-internship orientation, if held? How are internship providers assessed? The stated learning outcomes are different than those provided in the undergraduate catalog.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: There is a requirement to “Meet with internship coordinator and fill out correct paperwork before beginning internship.” If this meeting includes all elements of a pre-internship orientation, then it would be fully compliant.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: Students complete a “post-internship Student Evaluation” but there’s no indication as to what is covered on that evaluation.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

   **Rationale:** “The final grade will be determined by evaluating performance on the job, hours dedicated to responsibilities, general attitude, professional behavior, and the required paper.” There is no stated grading scale or weight given to each assignment.

4. The syllabus indicates that course assignments include some elements of: texts/ readings, papers/ reports, projects/ research, and demonstrations/ presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/ Reports

   **Rationale:** Students submit a 2-page paper describing the internship and complete a post-internship evaluation.

5. Are the assignments aligned with the course learning outcomes?

   Learning outcomes from the syllabus are:

   - Off campus performance: Students will participate in an off-campus performance or administrative experience to enhance the student’s academic training at the university
   - Networking: Students will gain access to professional contacts and create a network beneficial to future career choices
   - Skill Application: Students will acquire skills in a professional setting

   Learning outcomes from the catalog are:

   - Network for career choices: 1. Develop contacts with professionals in their field of study with the intent of creating a network that will be beneficial to future career choices.
   - Interact with Professionals: 2. Demonstrate the propensity to interact with professionals in their field of study in a credible, responsible and articulate manner.
Assigned Responsibilities: 3. Demonstrate improvement in the assigned responsibilities throughout the course of the internship as evaluated by the mentor teacher/intern supervisor in three periods, early, middle, and end of the internship.

The outcomes are all roughly equivalent. Students are only evaluated by the internship providers once during the internship rather than 3 times.
Compliance with University Internship Policy (January 2017)

DANSH 399R

Internship Coordinator(s)  Dr. Nate Cramer

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

DES 496R

Internship Coordinator(s)  Ms. Stephanie Miller
Course has a syllabus   Yes
Hours required per hour of course credit  45

Compliance

Compliance with Internship Policy  Partly complies
Strengths  Students work with the internship coordinator and a faculty advisor (noted on internship experience document).
Areas for improvement or clarification  What is the content of pre-internship orientation? How are internship providers assessed? Weekly reports could include reflection. The stated learning outcomes are different than the learning outcomes in the undergraduate catalog.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   **Rating:** Partly complies
   
   **Rationale:** Students are required to visit with Stephanie Miller (department internship coordinator) to discuss IRAMS. This is a high *partly complies* because of that. Other topics should be addressed in that orientation meeting that aren't indicated here (though they could be happening).

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   **Rating:** Partly complies
**Rationale:** At the conclusion of the internship, students submit a summation of their experience to “help us [the design department] in managing our internship program in the future”

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Partly complies

**The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

**Rationale:** There is no grading scale or indication as to what the various assignments are worth.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Papers/Reports

**Rationale:** Students submit a weekly report (tasks and hours worked) and a final 3-5 page summation of the experience including 5 images of work done during the internship.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes in the catalog are:

- **Skill Application:** Students will be able to apply their design skills in a real working environment.

- **Client Needs and Design Integrity:** Students will be able to meet the needs of the client while preserving the integrity of the design principles they have learned.

- **Effective Collaboration:** Students will be able to interact with team members from all areas of expertise.

The learning outcomes given on the syllabus are:

- Provide an opportunity to bridge the gap between academia and professional life.
Broaden perspective with experiences outside the classroom.

Gain confidence in the professional world.

The syllabus learning outcomes should be addressed by the internship itself though no assignments precisely align with them.
Compliance with University Internship Policy (January 2017)

DIGHT 496R

Internship Coordinator(s)  Dr. Jeremy Browne
Course has a syllabus  Yes
Hours required per hour of course credit  42

Compliance

Compliance with Internship Policy  Partly complies
Areas for improvement or clarification  A significant part of the grade (50%) is based on these timecards. What is the content/form of the pre-internship orientation, if held? How are internship providers assessed?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   **Rating:** Insufficient evidence to rate
   
   **Rationale:** The syllabus does not indicate that there is a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   **Rating:** Insufficient evidence to rate
   
   **Rationale:** Interns complete a self-evaluation but there is no indication that they evaluate their internship provider. There is also an exit interview that could serve this purpose.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   **Rating:** Fully complies
The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

Rationale: All elements are here including a grading scale.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit weekly timecards and a paragraph about their experiences that week (50% of grade). They also participate in an exit interview.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes in the catalog and the syllabus are the same:

Professional Environment: Students will be able to complete tasks related to DHT skills in a professional environment.

Professional Level: Students will be able to apply at least one DHT-related technology at a professional level.

Professional Traits: Student will be able to demonstrate professional traits such as promptness, positive demeanor, well-spokenness, etc.

Outcome 1 is probably addressed just by the internship itself. I do not see a direct way that outcome 2 is assessed though perhaps there are specific prompts that may address this (I do not see evidence of this but that doesn’t mean it is not there). Outcome 3 is presumably addressed by the evaluation of the intern.
Compliance with University Internship Policy (January 2017)

EC EN 199R

Internship Coordinator(s)  Ms. Rachel Terry
Course has a syllabus Yes
Hours required per hour of course credit 60

Compliance

Compliance with Internship Policy  Partly complies
Areas for improvement or clarification Include grading scale. Include learning outcomes. Is the Internship Quiz (about the Internship and New Hire Guidelines) a pre-internship orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Partly complies

   Rationale: The “Internship and New Hire Guidelines” mentioned may be an orientation of sorts but there is no indication of a meeting.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Students complete a “Student Evaluation of Practicum Employer” which presumably provides feedback to the various departments about the quality of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly complies
The course has: Assignments, Expectations

Rationale: No learning outcomes are listed. No due dates are listed (here or in the parts of Learning Suite that I can access). The point values/weights of assignments are not listed and there is no grading scale. The weights of each assignment are available on Learning Suite. There may be additional information on Learning Suite that I cannot access.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students complete an evaluation of the employer, a finalization form (unclear as to what that is), and write a final 2-page report. International interns also create a digital poster.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes for each course are the same:

Professional Experience: Student acquires professional experiences in any discipline within technology.

Professional Communication: Student demonstrates professional communication skills (report).

Converting Experience into Understanding: Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Without access to the content in Learning Suite, this is hard to establish. The final report should ideally encourage reflective thinking. However, the rest of the learning outcomes are addressed by the assignments.
Compliance with University Internship Policy (January 2017)

ECE 496R

Internship Coordinator(s) Dr. Kathryn MacKay

Course has a syllabus Yes

Hours required per hour of course credit Not stated. This is a year-long, 12 credit internship. There is a note on p. 2 that the intern hours are state mandated.

Compliance

Compliance with Internship Policy Does not comply

Areas for improvement or clarification What are the assignments for this course and what are their respective weights? What is the content/form of a pre-internship orientation, if held? How are internship providers assessed?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus of assessment of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly complies
The course has: Purpose/Learning Outcomes, Course Outline, Expectations

Rationale: No due dates are listed in the syllabus or in the parts of the course I can access on Learning Suite. There are no assignments listed. The grading is pass/fail.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Insufficient evidence to rate

Types of assignments listed in the syllabus:

Rationale: There are no assignments discussed. However, the syllabus description in Learning Suite notes that there are observations of the intern, intern seminars (mandatory attendance), and there are references to “TELL assignments, TWS [Teacher Work Sample]” so presumably there are assignments that I cannot see. Some information from this assessment came from information available on Learning Suite (https://learningsuite.byu.edu/view/LZfhvupzjPHF.html#courseInfo)

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes from the catalog and the syllabus in Learning Suite are:

Planning and Instruction

1. The students will observe, plan, teach, assess, and reflect throughout this course as they participate in an early childhood classroom.

Reflecting and Evaluating Choices

2. The student will demonstrate ability to be a reflective practitioner who continually evaluates the effects of his or her choices, and who actively seeks out opportunities to grow professionally.
Compliance with University Internship Policy (January 2017)

ECON 199R

Internship Coordinator(s)  Ms. Jessica Ransom
Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

EDLF 688R

Internship Coordinator(s)  Dr. David Boren
Course has a syllabus  Yes
Hours required per hour of course credit  Not stated. At least 450 hours total.

Compliance

Compliance with Internship Policy  Partly complies
Strengths  Assignments align with learning outcomes.
Areas for improvement or clarification  What is the content/form of the pre-internship orientation, if held? How are internship providers assessed? The learning outcomes stated on the syllabus are different than those stated in the undergraduate catalog.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of assessment of internship providers. However, it appears that students are sometimes interning at schools where they work so this is an unusual situation.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Fully complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

   **Rationale:** The learning outcomes listed in the syllabus are different than those listed in the catalog.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports, Projects/Research, Demonstrations/Presentations

   **Rationale:** Students complete a pre- and post-assessment, a daily log, a journal (10 minutes a day required), a portfolio, a comprehensive presentation/report, and an internship leadership project.

5. Are the assignments aligned with the course learning outcomes?

   **Learning outcome from the catalog:**

   Apply Professional Knowledge to Practice: Complete a minimum of 450 hours of administrative internship and all related requirements.

   The nature of the internship assures that this will be met.

   **Learning outcomes from the syllabus:**

   1. Students will form the habit of continuously refining their leadership skills through intrapersonal and interpersonal reflection in, on, and for practice.

   2. Students will develop a growing identity of themselves as instructional leaders of schools.
3. Students will link educational leadership theory to the daily work of leading schools.

4. Students will strengthen their critical thinking abilities to find, frame, and solve problems.

The various assignments do seem to align well with these learning outcomes.
Compliance with University Internship Policy (January 2017)

EL ED 496R

Internship Coordinator(s) Professors Teresa Leavitt, Cecelia Pincock, Jill Shumway

Course has a syllabus Yes

Hours required per hour of course credit Not stated. There is a note that there are state-mandated hours for interns (full year internship).

Compliance

Compliance with Internship Policy Does not comply

Strengths The learning outcomes imply that there are assignments that should be well-aligned.

Areas for improvement or clarification What are the assignments for this course and what are their respective weights? What is the content/form of a pre-internship orientation, if held? How are internship providers assessed?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication on the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication on the syllabus of assessment of internship providers.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Expectations

   **Rationale:** No due dates are listed in the syllabus or in the parts of the course I can access on Learning Suite. There are no assignments listed. Grading is pass/fail.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Insufficient evidence to rate

   **Types of assignments listed in the syllabus:**

   **Rationale:** No assignments are specifically outlined in the syllabus.

5. Are the assignments aligned with the course learning outcomes?

   The learning outcomes from the syllabus and catalog are:

   The intern will:

   • reflect with the intent to improve practice.

   • establish and maintain an effective learning environment.

   • effectively manage children in all facets of a school setting.

   • be a full-time teacher for one school year.

   • apply knowledge from various content courses as they relate to teaching in an elementary classroom.

   • apply knowledge of various pedagogical methods for planning, teaching, and assessing and when they are most appropriate.

   • consistently engage collaboratively with colleagues and parents.

   • demonstrate high levels of professionalism during their internship.
• create a Teacher Work Sample that measures their skills in using contextual factors, planning, assessment, lesson design, interpretation of student performance, and reflection.

The assignments are not listed here so I cannot see how they align with the course learning outcomes.
Compliance with University Internship Policy (January 2017)

ELANG 399R

Internship Coordinator(s)  Dr. Nancy Turley
Course has a syllabus  Yes

Hours required per hour of course credit  Not stated here. The Linguistics internship FAQ states that the requirement is 42 hours (http://linguistics.byu.edu/internships/internships/faq/).

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Good assessment of internship providers by students.

Areas for improvement or clarification  Content of the pre-internship meeting. Grading scale and point value of the assignments. State how many hours of work are required per hour of internship course credit.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: There is a meeting with Dr. Turley before the internship to discuss “class expectations and syllabus.”

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Students submit “Editing Intern Site Evaluation” which allows them to “make the experience better for the next intern to work at this site.”
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

   **Rationale:** There is no grading scale and the point values for the various assignments are not listed in the syllabus or in the parts of Learning Suite that I can access. In the syllabus under Point Breakdown, it states: “Points assigned are place holders; all assignments must be completed in order to receive internship credit.”

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports

   **Rationale:** Students submit 3-4 work logs, 2 reports (250 words and 750-1000 words), and an evaluation of the internship site.

5. Are the assignments aligned with the course learning outcomes?

   The learning outcomes from the catalog and syllabus are:

   Practical Experiences: Students acquire practical experience in one or more phases of the production of a professional publication or other document by serving as an intern at that publication or for the document production team: manuscript solicitation, evaluation, development of content, copy editing, layout, and print production.

   Seeking out Opportunities to Apply Principles: Students seek out opportunities to apply principles learned in editing classes to improve communication in live settings.
Articulating what they have learned: Students articulate what they have learned about communication or publication processes in live settings that has enhanced their course learning and professional development.

For Report 2, these interns submit an appendix “containing portions of two samples of the work you did during your internship.” This seems to address most of the learning outcomes.
Compliance with University Internship Policy (January 2017)

ELANG 496R TESOL

Internship Coordinator(s)  Dr. Nancy Turley
Course has a syllabus  Yes
Hours required per hour of course  Not stated here. The Linguistics internship FAQ states that the requirement is 42 hours (http://linguistics.byu.edu/internships/internships/faq/).

Compliance

Compliance with Internship Policy  Partly complies
Strengths  Assessment of internship providers by students.
Areas for improvement or clarification  What is the content of the pre-internship meeting. Include a grading scale and point value of the assignments. State how many hours of work are required per hour of internship course credit.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies
   Rationale: There is a meeting with Dr. Turley before the internship to discuss “class expectations and syllabus.”

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies
   Rationale: Students submit “TESOL Intern Site Evaluation” which allows them to “make the experience better for the next intern to work at this site.”https://docs.google.com/forms/d/e/1FAIpQLScV0UwgzgMkpcyxVSFqmaqGYg247YEUZ-Ggwkw20hm2iewx-A/viewform?c=0&w=1
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Partly complies

**The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

**Rationale:** There is no grading scale and the point values for the various assignments are not listed in the syllabus or in the parts of Learning Suite that I can access. In the syllabus under Point Breakdown, it states: “Points assigned are place holders; all assignments must be completed in order to receive internship credit.” Grading for this course is pass/fail (different than the two related courses - LING 399R and ELANG 399R).

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports

**Rationale:** Students submit 3-4 work logs, 2 reports (250 words and 750-1000 words), and an evaluation of the internship site.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes for ELANG 496R:

- **Applying Linguistics and Pedagogical Concepts:** Apply linguistic and pedagogical concepts learned in other TESOL minor courses in real-world situations.

- **Confidence and Preparation in Teaching:** Develop feelings of confidence and preparedness in teaching English as a second language.

- **Critical Reflection:** Demonstrate critical reflection of their own teaching beliefs and practices.

- **Professional Conduct, Practice, and Options:** Become familiar with professional conduct, practice, and employment options in the TESOL industry.
The assignments for this course are the same as for LING 399R and nearly the same for ELANG 399R.
Compliance with University Internship Policy (January 2017)

ENG T 199R

Internship Coordinator(s)  Ms. Rachel Terry
Course has a syllabus  Yes
Hours required per hour of course credit  60

Compliance

Compliance with Internship Policy  Partly complies
Strengths  Evaluation of internship providers.
Areas for improvement or clarification  Include a grading scale. Include learning outcomes.
Is the Internship Quiz (about the Internship and New Hire Guidelines) a pre-internship orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   **Rating:** Partly complies
   
   **Rationale:** The “Internship and New Hire Guidelines” mentioned may be an orientation of sorts but there is no indication of a meeting.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   **Rating:** Fully complies
   
   **Rationale:** Students complete a “Student Evaluation of Practicum Employer” which presumably provides feedback to the various departments about the quality of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Rating: Partly complies

The course has: Assignments, Expectations

Rationale: No learning outcomes are listed. No due dates are listed (here or in Learning Suite, that I can access). The point values/weights of assignments are not listed and there is no grading scale. The weights of each assignment are available on Learning Suite. There may be additional information on Learning Suite that I cannot access.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students complete an evaluation of the employer, a finalization form (unclear as to what that is), and write a final 2-page report. International interns also create a digital poster.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes for each course are the same:

  Professional Experience: Student acquires professional experiences in any discipline within technology.

  Professional Communication: Student demonstrates professional communication skills (report).

  Converting Experience into Understanding: Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Without access to the content in Learning Suite, this is hard to establish. The final report should ideally encourage reflective thinking. However, the rest of the learning outcomes are addressed by the assignments.
Compliance with University Internship Policy (January 2017)

ENGL 399R

Internship Coordinator(s)  Dr. Kristine Hansen

Course has a syllabus  Yes

Hours required per hour of course credit  45

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Assignments are closely aligned with learning outcomes.

Areas for improvement or clarification  Include grading scale and relative weights of each assignment. What is the content of the pre-internship orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: Students attend a meeting with Dr. Hansen before the internship but the content of that meeting is not stated.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Twice in the semester, students complete a form evaluating the internship.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Rating: Partly complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: No grading scale is provided nor are the assignments point values listed.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Texts/Readings, Papers/Reports

Rationale: Students complete bi-weekly journals (250-500 words each), an interview with a colleague/supervisor, book review, final evaluation (3-4 pages) of the internship, and they submit 3-4 examples of their best work.

5. Are the assignments aligned with the course learning outcomes?

The syllabus lists course objectives. The learning outcomes from the catalog are:

Skills: Students will track their progress as they develop the skills and expertise required by their internship.

Career Consideration: Students will consider the positives and negatives of a career in the area of their internship.

Professionalization: Students will recognize the portability of the skills they have developed English majors and the value of these skills in the marketplace.

The reflection activities built into the assignments seem to address the first outcome. The interview activity can meet the second outcome. And the final written evaluation of the internship can meet the third outcome.
Compliance with University Internship Policy (January 2017)

ENGL 399R Writing Center

Internship Coordinator(s)  Dr. David Stock

Course has a syllabus  Yes

Hours required per hour of course credit  Not stated.

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Reflective assignments. Close alignment with the learning outcomes. Well-structured syllabus.

Areas for improvement or clarification  Include hours/credit. What is the content/form of the pre-internship orientation? State how many hours of work are required per hour of internship course credit.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: There is a new employee orientation at the beginning of the internship but the content of that orientation is not noted here.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies

   Rationale: This internship is with the Writing Center and only with the Writing Center. So presumably, Dr. Stock knows what is going on there.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Fully complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

   **Rationale:** The assignments are detailed further in Learning Suite but there is a good outline of them here.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports

   **Rationale:** Students submit a tutoring philosophy, journal entries (weekly), team tutorials, a reflective paper about those observations, and participate in observations (including an observation synthesis).

5. Are the assignments aligned with the course learning outcomes?

   The learning outcomes listed on the syllabus are different than those in the catalog. The learning outcomes from the catalog are:

   - **Skills:** Students will track their progress as they develop the skills and expertise required by their internship.

   - **Career Consideration:** Students will consider the positives and negatives of a career in the area of their internship.

   - **Professionalization:** Students will recognize the portability of the skills they have developed English majors and the value of these skills in the marketplace.

   The learning outcomes listed on the syllabus are:

   1. develop an informed practice for tutoring writing as demonstrated by your ability to
a. understand theoretical foundations of peer tutoring and writing pedagogy

b. work professionally, collaboratively, and effectively with students, using various methods to help them understand and apply writing and revision principles

c. engage in academic and professional conversations about peer tutoring and writing centers through familiarity with writing center scholarship and resources

2. become a better writer as demonstrated by your ability to

   a. describe, assess, and expand your writing process

   b. produce coherent, unified, and revised texts that are distinguished by a clear, correct, and graceful prose style

The assignments are very closely aligned with the syllabus’ learning outcomes and the outcomes from the catalog.
Compliance with University Internship Policy (January 2017)

ENGL 496R

Internship Coordinator(s)  Dr. Chris Crowe
Course has a syllabus Yes
Hours required per hour of course credit Not stated.

Compliance

Compliance with Internship Policy Partly complies
Strengths Seminar held throughout the internship.
Areas for improvement or clarification Include a grading scale and the weights of assignments. How are internship providers assessed? What is the content/form of the pre-internship orientation, if held? Include course learning outcomes.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of a pre-internship orientation. ENGL 479 (seminar) is required during the same semester the students work as an intern.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: Partly complies
   
   Rationale: The university supervisor makes visits to the intern’s site throughout the semester. Presumably these visits help assess the intern and the internship supervisor (cooperating teacher).
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

   **Rationale:** The details of each assignment are not discussed here. There is no grading scale or discussion of the weights of each assignment.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports, Demonstrations/Presentations

   **Rationale:** Students submit two videos, complete an exit interview, and submit 7 parts of the TWS [Teacher Work Sample] throughout the semester. They must create lesson plans for each day as well as submit weekly schedules. They also must submit weekly narrative reports.

5. Are the assignments aligned with the course learning outcomes?

   Learning outcomes from the catalog are:

   - Interns will successfully complete his or her assigned internship.
   - Interns will successfully demonstrate their ability to teach using state core guidelines and also their ability to plan and use effective units.
   - Interns will learn and practice effective classroom management skills.
   - Interns will practice and demonstrate professional educational behavior.

   The assignments are not described in detail in the syllabus but what evidence there is in the syllabus shows that the assignments and activities of the intern are aligned with these outcomes.
Compliance with University Internship Policy (January 2017)

ENGL 599R

Internship Coordinator(s) Emily Peterson

Course has a syllabus No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification Develop a syllabus meeting the guidelines in the university Internship Policy

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

EXSC 399R

Internship Coordinator(s)  Ms. Maggie Shibla (internship coordinator) - also Dr. Bruce Bailey, Dr. James George, Dr. Ronald Hager, and Dr. James LeCheminant

Course has a syllabus  Yes

Hours required per hour of course credit  50

Compliance

Compliance with Internship Policy  Fully complies

Strengths  The syllabus is thorough and includes FAQ.

Areas for improvement or clarification  Include the learning outcomes and a grading scale and this course is all set. Is a pre-internship orientation held?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Fully complies

   Rationale: There is no indication on the syllabus of a pre-internship orientation. However, this document covers all aspects of what a pre-internship orientation should cover.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: The department maintains a database with reviews from previous interns (https://exsc.byu.edu/internships/AgenciesOpportunities). Some reviews are brief (yes/no as far as ‘is this provider recommended’) but others are fairly extensive. Students submit an “Agency Evaluation” (p. 12-14) with information about the internship provider.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Course Outline, Assignments, Expectations

   **Rationale:** Assignment weights are noted. Grading scale (step 7, p. 6) is not stated other than that grading is on an ABCDE scale. The learning outcomes aren’t stated.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports

   **Rationale:** Students submit a summary report (descriptive, reflective) and a project that contributes to the internship provider. “You are expected to analyze your experience in terms of what you learned in relation to your previous class work and insights you gained” (p. 6).

5. Are the assignments aligned with the course learning outcomes?

   The learning outcome for this course is:

   Gain work-related experience through one or more internship experiences

   Yes, the internship alone fulfills this learning outcome.
Compliance with University Internship Policy (January 2017)

EXSC 496R

Internship Coordinator(s)  Dr. Aaron Wells
Course has a syllabus  Yes
Hours required per hour of course credit  20-25 hours/week

Compliance

Compliance with Internship Policy  Partly complies
Areas for improvement or clarification  What is the form/content of the pre-internship orientation? What is the grading scale and weight of the assignments? The learning outcomes on the syllabus are different from those in the catalog. Include grading scale and weights of each assignment.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   **Rating:** Insufficient evidence to rate
   
   **Rationale:** There is no indication in the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   **Rating:** Fully complies
   
   **Rationale:** Students submit “One evaluation of your approved preceptor and clinical education assignment.”

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Rating: Partly complies

The course has: Purpose/Learning Outcomes, Assignments, Expectations

Rationale: There are no due dates listed. There is no grading scale or indication of the weights of the assignments.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Texts/Readings, Demonstrations/Presentations

Rationale: Students earn credit by attending their assigned hours, passing off competencies, submitting a record of hours, fulfilling closing assignments of BYU athletic training rooms, and completing two self-evaluations. Several books are listed as being optional texts for this course.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes on the syllabus are:

After completing this course, the student will be able to:

1. Review all Exsc 394 and 395 learning modules (objectives) included in 415, 416, 417, and 418. Connect to current courses Exsc 423, 501, 419, 463 and 400.

2. Understand and apply AT administrative policies and procedures.

3. Demonstrate general medical assessment skills.

4. Demonstrate clinical application in the practice of AT with your clinical instructors.

Learning outcomes from the catalog are:

The internship is clinical education beyond the four required semesters in the athletic training program. Students will gain additional experience through clinical training in order to prepare as a practitioner in medicine.

Students will learn skills that further prepare them for successful completion of the BOC examination.
Through goal setting, students will prepare for a lifetime of learning in the profession. Students will set skill acquisition goals and plans for continued education.

Students will use the internship course to explore options for graduate schools and seek information relative to additional educational goals.

Most of these outcomes (both sets) are met by the student passing off the various competencies.
Compliance with University Internship Policy (January 2017)

EXSC 688R Health Promotion Practicum

Internship Coordinator(s)  Dr. Larry Tucker
Course has a syllabus  Yes
Hours required per hour of course credit  50

Compliance

Compliance with Internship Policy  Partly complies
Strengths  Assignments align with the learning outcomes.
Areas for improvement or clarification  It would be great to see reflection incorporated into the weekly logs. Include grading scale. What is the content of the pre-internship meeting? How are internship providers assessed? The learning outcomes stated on the syllabus are different than those in the catalog.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Partly complies

   Rationale: High partly complies. “All students interested in fulfilling a 688R internship experience must meet with their instructor before working any internship hours.” The content of this meeting is not stated.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus of assessment of internship providers.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

   **Rationale:** There is no grading scale. No due dates are listed.

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports, Final oral exam

   **Rationale:** Students submit weekly logs of their activities and hours, a research paper (6-10 pages, related to internship), and a final oral exam on internship-related activities and accomplishments.

5. Are the assignments aligned with the course learning outcomes?

   Learning outcomes from catalog:

   - **Lifestyle and Chronic Disease:** Students will apply their understanding of the role of lifestyle in the prevention, arrest, and reversal of chronic diseases.
   - **Physical Activity Concepts and Theory:** Students will apply the concepts and current theories in physical activity, exercise testing, health risk management, obesity, and health promotion programs.
   - **Application:** Students will apply current practices in exercise and physical activity promotion, diet and nutrition, and behavior change.
   - **Problem-Solving Skills:** Students will apply strong problem-solving skills.
   - **Experience:** Students will complete internship experiences showing their ability to blend academic learning with practical experience.

   Objectives stated in syllabus are different:
1. Apply the principles, skills, and concepts they have learned while working in a real-life health promotion/disease prevention work setting, as measured by daily written logs, and a final oral exam, to be evaluated by Dr. Tucker.

2. Review the literature and write a research paper on a health promotion topic associated with their internship experience that will be evaluated by Dr. Tucker.

The assignments closely align with the learning outcomes on the syllabus. Presumably, most of the learning outcomes from the catalog can also be met by the activities of the internship and the assignments the student completes.
Compliance with University Internship Policy (January 2017)

FINN 399R

Internship Coordinator(s) Dr. Christopher Oscarson

Course has a syllabus No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

FREN 399R

Internship Coordinator(s)  Dr. Yvon Le Bras
Course has a syllabus  Yes
Hours required per hour of course credit  Not stated.

Compliance

<table>
<thead>
<tr>
<th>Compliance with Internship Policy</th>
<th>Partly complies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas for improvement or clarification</td>
<td>Assignments could include reflection to deepen the experience. What is the form/content of pre-internship orientation, if held? How are internship providers assessed? Include learning outcomes. State how many hours of work are required per hour of internship course credit.</td>
</tr>
</tbody>
</table>

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   **Rating:** Insufficient evidence to rate

   **Rationale:** There is no indication on the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   **Rating:** Insufficient evidence to rate

   **Rationale:** There is no indication on the syllabus of assessment of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies
The course has: Assignments, Expectations

Rationale: There is no grading scale and the assignments do not have weights listed. This document is a contract more than it is a syllabus.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit an academic journal, a 15-page in English/7-page in French internship paper, and a 15-page in English/7-page in French host city paper.

5. Are the assignments aligned with the course learning outcomes?

The catalog states that the learning outcomes are:

Professional Integration: Improve professional experience and appreciation of cultural practices in an international context.

The internship paper could meet this outcome. The assignments are described very briefly so their alignment is difficult to discern.
Compliance with University Internship Policy (January 2017)

GEOG 399R

Internship Coordinator(s)  Dr. Clark Monson

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating:
   
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating:
   
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   Rating:
   
   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

GEOL 399R

Internship Coordinator(s)  Dr. John McBride

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

GEOL 599R

Internship Coordinator(s)  Dr. John McBride

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating:
   
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating:
   
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   Rating:
   
   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

GERM 496R (see HCOLL 399R)

Internship Coordinator(s) Dr. Christian Clement

Course has a syllabus No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

HCOLL 399R (also GERM 399R, PHIL 399R, IHUM 399R)

Internship Coordinator(s) Dr. Danny Damron

Course has a syllabus Yes

Hours required per hour of course credit 42

Compliance

Compliance with Internship Policy Partly complies

Strengths Unique approaches to assessment using videos.

Areas for improvement or clarification Include a grading scale and the weights of each assignment. What is the form/content of a pre-internship orientation (if held) or is that covered in HCOLL 396R? How are internship providers assessed?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: There is a HCOLL 396R course that precedes this one that could constitute a pre-internship orientation. This course is not mentioned on the 399R syllabus.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies

   Rationale: The syllabus does not indicate that there is assessment of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Rating: Partly complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: The syllabus notes that the grading rubric is available online at byuonline.byu.edu which I cannot access. I presume this will indicate what each assignment is worth. There is no indication of a grading scale on the syllabus.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports, YouTube videos

Rationale: Just looking at the required assignments, there are journal entries (4 - 500 words each), YouTube videos, blog posts (2 - 250 words each), a cover letter, resume, letter of recommendation, and elevator speech (2 drafts of each).

5. Are the assignments aligned with the course learning outcomes?

The syllabus states that the outcomes are:

Throughout their internships, students will become more proficient implement professional competencies learned in HCOLL 396R

Students will integrate a powerful, evidence-based, professional competency story into job/grad school application documents

The catalog states that the outcomes are:

Create and document a series of meaningful internship experiences yielding evidence of professional skills mastery and deeper self-awareness.

If professional skills are defined as what is in the syllabus, then yes, these assignments help students document their abilities in these areas

This syllabus is unlike any of the other submitted syllabi. The assignments that students complete during their internship show little connection to the student’s academic background in the humanities. Instead, the assignments focus on demonstrating the student’s achievement in seven areas of professional competency. These seven
competencies may or may not be related to the student’s internship. The assignments are, in general, more rigid than assignments in other syllabi in that they are prescribed and not especially flexible depending on the student’s internship.
Compliance with University Internship Policy  (January 2017)

HIST 199R

Internship Coordinator(s)  Ms. Maren Kirwan (internship coordinator)

Course has a syllabus  Yes

Hours required per hour of course credit  42

Compliance

Compliance with Internship Policy  Partly complies

Strengths  The assignments unify the academic preparation of the student with the internship.

Areas for improvement or clarification  Clarify what is required to pass/fail. What is the form/content of the pre-internship orientation? How are internship providers assessed? The learning outcomes stated on the syllabus are different than those in the undergraduate catalog.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: A lot of what the policy says should be covered in a pre-internship orientation is mentioned here (though not anything about unanticipated termination). This is a high partly complies.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies

   Rationale: There is no indication in the syllabus of assessment of internship providers. Students submit a final self-assessment (https://docs.google.com/forms/d/e/1FAIpQLSe-CJr5dMpqCxRPuzV2IdgUAjQTXtN1MsvEaAPM144kLwQVRA/viewform?formkey=dHR1elVGU
FNqLWxneTNCV0VXNU5Jdnc6MQ#gid=0) where they can indicate what they would want other interns to know. This information is made available to other students.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Fully complies

**The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

**Rationale:** Grading is pass/fail. “Grades will be awarded based on the student’s two written reports, two self-assessments, the internship supervisor’s two evaluations, and the FULL completion of the required hours.” It appears that completion of these assignments means that a student would pass but it’s not entirely clear.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Papers/Reports, Projects/Research

**Rationale:** Students submit two self-assessments, a project report (fairly vague and open ended - can include a journal, a resume, documents created, etc.), and a final report (3-5 pages).

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes in the catalog are:

Individual Learning Objectives: Together with internship and academic supervisors, students will develop individual learning objectives based on internship assignment or position

Skill Application: Students will master the skills and abilities required during the internship experience.

Writing and Application: Students will write interim and final reports demonstrating historical knowledge, analysis and application during the internship experience.
The learning outcomes in the syllabus are:

Specific learning outcomes will be determined by the Internship Supervisor within the first 2 weeks of a student’s internship start date.

Since students can develop their specific learning outcomes, this is a little difficult to assess. Outcome 1 is met by creating those individual learning outcomes. Outcome 2 should be addressed by the project report. Outcome 3 should be addressed by both the project and final reports.
Compliance with University Internship Policy (January 2017)

HIST 496R Family History

Internship Coordinator(s)  Dr. Karen Auman

Course has a syllabus  Yes

Hours required per hour of course credit  45

Compliance

Compliance with Internship Policy  Partly complies

Strengths

Areas for improvement or clarification  Include grading scale. How are internship providers assessed? What is the content/form of the pre-internship orientation, if held? The learning outcomes on the syllabus differ from those in the catalog.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication on the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies

   Rationale: The final report on the internship experience includes a description of the internship experience. This could help address this requirement.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Rating: Partly complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: There is no grading scale or indication of the point value of the assignments.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit a statement of expectations, a mid-semester update on the internship, a report of the internship experience (1000-1500 words, approx. 3-5 pages) and a report on a special project (1000 words, approx. 3 pages) completed during the internship.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes from the catalog for this course are:

Students will put into practice the skills in genealogical and historical research that they have learned through their coursework, in an internship experience.

Completing an internship should address this.

Learning outcomes from this syllabus are:

Utilize a significant range of skills and abilities in critical thinking, both in historical analysis and genealogical evidentiary analysis

Possess a command of the key historical and genealogical terms, as well as theoretical background in the discipline

Identify and solve historical and genealogical problems through primary and secondary source research, using library archival and technological resources

Produce historical analysis, genealogical research reports, narrative family histories and compiled lineages that are clear, precise and well-written and incorporate the historical background of the time and place

Demonstrate content knowledge of historical sources for the United States, generally and for a selected geographical region in the U.S. or elsewhere in the world
Apply research skills learned to the search for their own ancestors and assist others in their searches, integrating in the process the world of academics and reason with that of faith.

The special project an intern completes should address most of these outcomes.
Compliance with University Internship Policy (January 2017)

HLTH 496 (internship) and HLTH 476 (student teaching)

Internship Coordinator(s)  Professor Cougar Hall
Course has a syllabus  Yes
Hours required per hour of course credit  Not stated (14 weeks of teaching).

Compliance

Compliance with Internship Policy  Partly complies
Areas for improvement or clarification  I have some confusion as to how this course is set up. HLTH 496R appears to both be a teaching internship as well as an internship for Health Science and Health Promotion students (see additional notes on HLTH 496). The syllabus I am looking at may actually be for HLTH 476 (student teaching).
What is the content/form of the pre-internship orientation, if held? How are internship providers assessed? What is the grading scale and weights of the assignments?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: There is a pre-internship orientation but the content of that orientation is not stated.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies
Rationale: Student teachers/interns are observed 6-10 times throughout the semester which could help address this requirement.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

Rating: Partly complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: Grading is pass/fail. The weights of the assignments are not stated.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports, Demonstrations/Presentations

Rationale: Students submit weekly unit maps, daily lesson plans, the TWS [Teacher Work Sample] parts 1-7, and a 10 minute report of what they have learned.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes listed on the syllabus are:

Teacher Work Sample: Successful completion of TWS sections 1-7.

Student Teaching: Successful completion of a year-long internship or 14 week student teaching placement.

Clinical Practice Assessment Scale: University Supervisor and Mentor Teacher CPAS scores of 2 or higher on each of the 10 CPAS principles.

Praxis: Completion of the Praxis exam.

University Supervisor and Mentor Teacher CPAS scores of 3 or higher on each of the 10 CPAS Principles.

Utah Effective Teaching Standards: Meet the Utah Effective Teaching Standards (UETS) at the basic competence level.
These outcomes match the learning outcomes in the catalog for HLTH 476. See notes below about my confusion about this course.

Learning outcomes for HLTH 496 from the catalog are:

   Obtain experience, as proctored by an approved internship supervisor, to apply professional competencies in public health as assessed through an internship report and internship supervisor rating
Compliance with University Internship Policy (January 2017)

HLTH 496 Capstone

Internship Coordinator(s)  Professor Stephanie Lutz

Course has a syllabus  Yes

Hours required per hour of course credit  42

Compliance

Compliance with Internship Policy  Fully complies

Areas for improvement or clarification  What is the content of the pre-internship orientation (internship meeting)? Is student teaching at all related to this course?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: Students are required to attend a 1 hour mandatory internship meeting before Fall or Winter semester. The content of that meeting is not stated. Other than unanticipated termination, this packet covers all the required elements of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Students complete an agency recommendation form (Form G) for use of future students.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Fully complies
**The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

**Rationale:** All required elements are included.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Papers/Reports

**Rationale:** Students submit a final portfolio (2 page overview, career preparation, 1 page), one written narrative and one product (subject of that narrative), a daily log, agency recommendation form, and 5 photos of their internship.

5. Are the assignments aligned with the course learning outcomes?

Learning outcome from the catalog is:

Obtain experience, as proctored by an approved internship supervisor, to apply professional competencies in public health as assessed through an internship report and internship supervisor rating

The assignments align with this learning outcome.
Compliance with University Internship Policy (January 2017)

IAS 399R (also MESA 399R) Domestic Internships

Internship Coordinator(s) Ms. Melissa Christensen
Dr. Quinn Mecham for MESA 399R

Course has a syllabus Yes

Hours required per hour of course credit 60

Compliance

Compliance with Internship Policy Partly complies

Strengths Very clear assignment guidelines. Strong academic focus in assignments.

Areas for improvement or clarification Include grading scale and learning outcomes. How are internship providers assessed? What is the content/form of the pre-internship orientation, if held?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies

   Rationale: The students complete an exit survey where they “provide information that will improve future internship opportunities for other students.” This could be part of efforts to assess internship providers.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Partly complies

**The course has:** Course Outline, Assignments, Expectations

**Rationale:** There is no grading scale (ex. 93% = A). The assignments are weighted. The learning outcomes are not stated. This is really a contract more than a traditional syllabus but it has many of the same features.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports, Projects/Research

**Rationale:** Students complete 1000 pages of reading per 3 credits enrolled (annotated bibliography - similar to other language courses ex. SPAN, PORT), an internship report of 4-10 pages that is worked on throughout the internship (reflection) and a final interview/student evaluation.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes from the catalog for this course are:

- **Academic Internship:** Apply skills and material learned in traditional courses to a real-world workplace environment.

- **Demonstrate proficiency in the skills required by the internship supervisor:** Demonstrate an ability to link insights gained from traditional classes and from real-world workplace experiences.

Outcome 1 is not really addressed by the assignments. Outcome 2 can be addressed by the evaluation of the student by the internship provider. Outcome 3 should be demonstrated by the assignments.
Compliance with University Internship Policy (January 2017)

ICLND 399R

Internship Coordinator(s)  Dr. Nate Cramer

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating:
   
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating:
   
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   Rating:
   
   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

INDES 399R

Internship Coordinator(s)  Dr. Paul Skaggs and Ms. Rachel Terry

Course has a syllabus  Yes

Hours required per hour of course credit  60

Compliance

Compliance with Internship Policy  Partly complies

Areas for improvement or clarification  Include a grading scale and course learning outcomes. What is the form/content of the pre-internship orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: The “Internship and New Hire Guidelines and take the Internship Quiz” could constitute a pre-internship orientation of sorts.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Students submit a “Student Evaluation of Practicum Employer”

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly complies

   The course has: Course Outline, Assignments, Expectations
Rationale: This contract doesn’t include learning outcomes or due dates. There is no grading scale or weighting of assignments given here. The point breakdown is given in Learning Suite.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students complete a ‘finalization form,’ a final internship brief (2 pages - summary and pictures of projects worked on), a final presentation (7 slides, PDF format), and if it was an international internship, a digital poster.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes for this course (from the catalog) are:

Understanding: Student acquires professional experiences in Industrial Design.

Application: Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Student demonstrates professional communication skills (report).

Outcome 1 is addressed just by completing an internship. Outcome 2 could be addressed by the internship brief but the instructions do not specifically ask for reflection. Outcome 3 can be assessed by the paper and presentation.
Compliance with University Internship Policy (January 2017)

IP&T 599R

Internship Coordinator(s)  Dr. Jason McDonald

Course has a syllabus  Yes

Hours required per hour of course credit  42

Compliance

Compliance with Internship Policy  Does not comply

Strengths

Areas for improvement or clarification  This document is primarily a description of how to find and register for an internship.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of assessment of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   Rating: Insufficient evidence to rate
   
   The course has: Expectations
4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rationale:** There is no discussion of assignments, course outline, grading instructions, etc.

**Rating:** Insufficient evidence to rate

**Types of assignments listed in the syllabus:**

**Rationale:** The only item mentioned is feedback from the internship supervisor: “The department internship coordinator will contact the internship provider directly to get grade information and feedback at the end of the semester contract.” There are no specific assignments.

Students do need to submit an Internship Contract Form. “This form should include a detailed description of the nature of the proposed internship experience, including the student’s role and level of involvement and the specific assignments and products to be produced.”

5. Are the assignments aligned with the course learning outcomes?

There are no stated assignments. The learning outcomes of this course are:

- **Internship:** Practice skills learned and receive evaluative feedback from internship sponsors.

- **Experience:** Demonstrate ability to effectively work on a team to complete an IPT related project.
Compliance with University Internship Policy (January 2017)

IS 599R

Internship Coordinator(s)  Dr. Rayman Meservy and Ms. Caroline Thorne
Course has a syllabus  Yes
Hours required per hour of course credit  Not stated.

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Close alignment of internship course assignments and academic learning outcomes.

Areas for improvement or clarification  Include a grading scale and learning outcomes on syllabus. What is the form/content of the pre-internship orientation, if held? State how many hours of work are required per hour of internship course credit.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Partly complies

   Rationale: Prior to the internship, students are to “meet individually with Caroline Thorne to provide all paperwork and ensure that your planned experience will qualify for information systems academic credit.” The syllabus does discuss IRAMS.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: Fully complies

   Rationale: Students submit an “Eval of Company” at their final interview.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Course Outline, Assignments, Expectations

   **Rationale:** There is no grading scale (ex. A-=90%). The point breakdown is provided in Learning Suite.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports

   **Rationale:** Students complete an initial report about their internship provider (4-5 pages), an analysis project (4-5 pages), and a reflection report (4-5 pages not including any attachments).

5. Are the assignments aligned with the course learning outcomes?

   The learning outcomes from the catalog are:

   Professional Experiences: Student acquires professional experiences in the discipline.

   Professional Communication: Student demonstrates professional communication skills (report).

   Convert Professional Experience into Understanding: Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

   The first outcome is met by the internship itself. The second outcome is met by the three writing assignments. The third outcome is met by the reflection assignment (final paper).
Compliance with University Internship Policy (January 2017)

IT 199R

Internship Coordinator(s)  Ms. Rachel Terry

Course has a syllabus  Yes

Hours required per hour of course credit  60

Compliance

Compliance with Internship Policy  Partially complies

Strengths  Ongoing assessment of internship providers.

Areas for improvement or clarification  Include a grading scale. What is the content/form of the pre-internship orientation, if held? State how many hours of work are required per hour of internship course credit.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   **Rating:** Partially complies

   **Rationale:** Students read "Internship and New Hire Guidelines and take the Internship Quiz" at the beginning of the internship. This could constitute a pre-internship orientation. This site (http://sot.et.byu.edu/advisement/internships) may be what they use to orient students for all School of Technology internship courses.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   **Rating:** Fully complies

   **Rationale:** Students submit a “Student Evaluation of Practicum Employer” at the end of the internship.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Partly complies

**The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

**Rationale:** There is no grading scale. The value of each assignment is not given on the syllabus but are stated in Learning Suite.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Papers/Reports

**Rationale:** Students submit an evaluation of the internship provider, a ‘finalization form,’ a final report of 2+ pages, and (if doing an international internship), a poster.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes are the same on the syllabus and in the catalog:

- Professional Experiences: Student acquires professional experiences in the discipline.
- Professional Communication: Student demonstrates professional communication skills (report).
- Convert Professional Experience into Understanding: Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Outcome 1 should be met by the internship itself. The second and third outcomes should be met by the final paper. However, there is no specific mention of reflection in the final report.
Compliance with University Internship Policy (January 2017)

IT 399R

Internship Coordinator(s)  Ms. Rachel Terry
Course has a syllabus  Yes
Hours required per hour of course credit  Not stated.

Compliance

Compliance with Internship Policy  Partly complies
Strengths  Close alignment of 10-20 page paper with academic preparation of the student interns.
Areas for improvement or clarification  Include a grading scale. What is the form/content of a pre-internship orientation, if held?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies
   Rationale: The “Internship and New Hire Guidelines” reading and quiz may constitute the pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies
   Rationale: Students submit a “Student Evaluation of Practicum Employer” at the end of the internship.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
**Rating:** Partly complies

**The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

**Rationale:** Values of the assignments are not given here but are found on Learning Suite. There is no grading scale here or on the parts of Learning Suite I can access (ex 80%=B-). Course outline is found on Learning Suite.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Papers/Reports, Demonstrations/Presentations

**Rationale:** Students complete an evaluation, a ‘finalization form,’ a 10-20 page report about the application of concepts learned in the program to the internship, and (if doing an international internship) a poster.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes are consistent from syllabus to catalog:

- **Professional Experiences:** Student acquires professional experiences in the discipline.
- **Professional Communication:** Student demonstrates professional communication skills (report).
- **Convert Experience into Understanding:** Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

The extensive report should meet the second and third outcomes. By completing an internship, the first outcome is net.
Compliance with University Internship Policy (January 2017)

ITAL 399R Travel Abroad

Internship Coordinator(s)  Dr. Jennifer Haraguchi
Course has a syllabus Yes
Hours required per hour of course credit Not stated.

Compliance

Compliance with Internship Policy  Partly complies
Strengths Assignments encourage reflection after the experience.
Areas for improvement or clarification Include a grading scale. What is the form/content of a pre-internship orientation, if held? How does the department assess the quality of the internship providers? The learning outcomes stated on the syllabus are different than those stated in the undergraduate catalog.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   **Rating:** Insufficient evidence to rate
   
   **Rationale:** I see no indication of a pre-internship orientation in the syllabus.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   **Rating:** Partly complies
   
   **Rationale:** I see no indication of assessment of internship providers in the syllabus. Students are assigned to a firm to work with so perhaps there is some kind of assessment of these firms.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Partly complies

**The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

**Rationale:** The grading scale is missing. There are 500 total points but when you add up the point values of the assignments, the total is 550 points. The learning outcomes differ from those in the catalog.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Papers/Reports

**Rationale:** Students submit a field journal (reflective), 2-3 page final paper, and a 5-page research essay.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes on the syllabus differ from those in the catalog. The catalog states:

- **Culture:** Articulate an analytical knowledge of the foreign culture and of its people, as related specifically to the working field(s) of their chosen internship(s).
- **Faith:** Describe the active role of the LDS Church in Italy, by comparing and contrasting it with other local religious faiths, specifically observing the cultural variations in religious expression(s).
- **Language Proficiency:** Demonstrate achieved improvement in language proficiency, as assessed by pre-departure and post-internship tests.

The syllabus states:

- Evaluate and analyze key elements of the professional culture of your host country in contrast to those of your native culture.
Show cultural sensitivity by learning and implementing different ways of dealing with unfamiliar situations.

Reason intelligently and communicate your thoughts effectively when evaluating and writing about your work experience in the host country.

The 2-3 page paper (assignment C) could address the first learning outcome from the catalog. The second catalog learning outcomes mentions a test that is not mentioned here. There are no assignments addressing the role of the LDS church in Italy.

From the syllabus, the first outcome can be addressed in the paper. As can the second outcome. The writing assignments would lend themselves to meeting the third outcome.
Compliance with University Internship Policy (January 2017)

JAPAN 399R

Internship Coordinator(s) Dr. Masakazu Watabe

Course has a syllabus No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

JAPAN 599R

Internship Coordinator(s)  Dr. Masakazu Watabe

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating:
   
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:
   
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:
   
   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

KOREA 399R

Internship Coordinator(s)  Dr. Julie Damron

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating:
   
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:
   
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:
   
   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

LAW 599R

Internship Coordinator(s)  Director Carl Hernandez (externship program director) and Ms. Karen Andrews

Course has a syllabus  Yes

Hours required per hour of course credit  50

Compliance

Compliance with Internship Policy  Fully complies

Strengths  The manual is a very thorough overview of what students need to do to prepare for an externship.

Areas for improvement or clarification  What is the form/content of a pre-internship orientation, if held? This manual may act as that orientation as it is very thorough.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Fully complies

   Rationale: There is an orientation meeting with the internship provider (supervising attorney) but no meeting with any of the faculty who supervise externships. This manual discusses all aspects that should be discussed in an orientation. Why don’t students register for an externship course in the summer (p. 2)?

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: The law school maintains a database where students can review comments of previous students (http://www.law2.byu.edu/site/career-services/externships). They also submit an externship description form that feeds into this database.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Fully complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

   **Rationale:** Grading is pass/fail (p. 5). “In order to receive a pass, you must be certified by the supervising attorney as having completed all the required work, submit required written reports from the Externship Manual and have your supervisor certify that you have completed 10 pages of work product or the equivalent.” If these assignments are turned in on time, then a student should earn a passing grade.

   The purpose stated is different than the outcome in the catalog. The objectives in the syllabus are:

   1. To help you develop abilities from experience;
   2. To promote the development of professional responsibility;
   3. To give you greater insight into the workings of the legal system; and
   4. To train you in lawyering skills.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports

   **Rationale:** Students submit a learning plan, weekly journals, weekly timesheets, a final report, 10 page portfolio of work from the externship, and evaluations.

5. Are the assignments aligned with the course learning outcomes?

   The learning outcome from the catalog is: “Upon completing a term of uncompensated work in a public agency, court, or other law office, students will have improved their knowledge of law practice and will have enhanced their lawyering skills.”
Compliance with University Internship Policy (January 2017)

LFSCI 199R

Internship Coordinator(s) Dr. Don Breakwell (faculty) and Ms. Gale Larson (internship coordinator)

Course has a syllabus Yes

Hours required per hour of course credit 45

Compliance

Compliance with Internship Policy Partly complies

Strengths Alignment of outcomes with assignments.

Areas for improvement or clarification Include a grading scale and the value of the assignments. What is the content of a pre-internship orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: Students attend an “internship orientation with the Internship Coordinator” before the internship but the content of that internship is not discussed.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Students submit an “Intern Evaluation of Experience Provider” at the end of the internship. The College of Life Sciences maintains a database of reviews from past interns that students can access. https://lifesciences.byu.edu/internships/PastInternships/Secure
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

   **Rationale:** Grading is pass/fail but what percentage of possible points is required for a passing score is not stated here. The point value of the assignments is also not stated here. “The final grade will be influenced by the manner and timeliness in which you carried out assignments and interviews.”

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports

   **Rationale:** Students submit a 1-2 page paper summarizing their experience. They also complete an evaluation of the internship provider and an exit interview.

5. Are the assignments aligned with the course learning outcomes?

   The learning outcomes on the syllabus and in the catalog are the same:

   1. Gain work experience and/or insight to possible careers by observing qualified providers.

   2. Exhibit proficient writing skills by producing a summary paper at the conclusion of the internship.

   3. Function as a collaborative team member while participating in the internship experience.

   Outcome 1 is met by having the internship. Outcome 2 is met by the final paper. Outcome 3 is not really addressed. Internship providers do not submit an evaluation of the student. Perhaps this is addressed in the final interview.
Compliance with University Internship Policy (January 2017)

LFSCI 399R

Internship Coordinator(s)  Dr. Don Breakwell (faculty) and Ms. Gale Larson (internship coordinator)

Course has a syllabus  Yes

Hours required per hour of course credit  Not stated here but 45 hours/credit. Hours are stated on https://lifesciences.byu.edu/internships/

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Assignments are closely aligned with the academic background of the student.

Areas for improvement or clarification  Include a grading scale and the point value of each assignment. What is the content of a pre-internship orientation? State how many hours of work are required per hour of internship course credit.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: The syllabus states: “Attend an internship orientation with the Internship Coordinator” but the content of that meeting is not stated.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies

   Rationale: Students submit an “Intern Evaluation of Experience Provider” at the end of their internship. The College of Life Sciences maintains a database (seen also in PDBIO) of internship reviews from students.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

   **Rationale:** The grading scale is noted to be ABCDE but what percentage each assignment is worth is not stated. Also there is no statement that 93%=A (as an example).

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports, Projects/Research

   **Rationale:** Students submit a Portfolio of at least 5-6 pages. The portfolio is a scientific paper (abstract, etc.) discussing the research they completed. There is also an exit interview and an intern evaluation of the experience provider.

5. Are the assignments aligned with the course learning outcomes?

   Learning outcomes on the syllabus and in the catalog are:

   1. Demonstrate critical or analytical thinking skills by analyzing and interpreting experimental data.
   2. Exhibit proficient writing skills by producing a portfolio, research paper, scientific journal article, and/or a scientific poster.
   3. Critically read scientific literature and evaluate the ability of an argument or evidence to support a conclusion.
   4. Function as a collaborative team member by participating in student mentored learning groups or research groups.

   Presumably the research the student engages in during the internship should encompass all of these.
Compliance with University Internship Policy (January 2017)

LING 399R

Internship Coordinator(s)  Dr. Nancy Turley
Course has a syllabus  Yes
Hours required per hour of course credit  Not stated here. The Linguistics internship FAQ states that the requirement is 42 hours (http://linguistics.byu.edu/internships/internships/faq/).

Compliance

Compliance with Internship Policy  Partly complies
Strengths  Good assessment of internship providers by students.
Areas for improvement or clarification  Are all required elements of a pre-internship orientation discussed at the pre-internship meeting? Include a grading scale and point value of the assignments. State how many hours of work are required per hour of internship course credit.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   **Rating:** Partly complies
   
   **Rationale:** There is a meeting with Dr. Turley before the internship to discuss “class expectations and syllabus.”

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   **Rating:** Fully complies
   
   **Rationale:** Students submit “Linguistics Intern Site Evaluation” which allows them to “make the experience better for the next intern to work at this site.”
https://docs.google.com/forms/d/e/1FAIpQLSfIkEf2H0ptq8GsM5dfB4J5LhhF9qsc9x7M8WRRoadGKnsWA/viewform?c=0&w=1

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Partly complies

**The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

**Rationale:** There is no grading scale and the point values for the various assignments are not listed in the syllabus or in the parts of Learning Suite that I can access.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports

**Rationale:** Students submit 3-4 work logs, 2 reports (250 words and 750-1000 words), and an evaluation of the internship site.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes from the catalog are:

- Apply academic coursework to the world: Students will learn to apply concepts learned in their academic classes to everyday, practical, linguistic situations outside the university.

- Enrich classroom concepts through work experience: Interns’ real-world work experiences will enhance and enrich their understanding of academic concepts they learned in university classes.

The work logs ask students to reflect on their challenges and how they plan to overcome them. So though the assignments may not directly address all these outcomes, they are adjacent to them. Report 2 also addresses these outcomes.
Compliance with University Internship Policy (January 2017)

LING 599R

Internship Coordinator(s)  Dr. Bill Eggington

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

Rationale:

5. Are the assignments aligned with the course learning outcomes?

Rationale:

Types of assignments listed in the syllabus:
Compliance with University Internship Policy (January 2017)

LING 688R

Internship Coordinator(s)  Dr. Bill Eggington

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/reads, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

MATH 399R

Internship Coordinator(s)  Dr. Scott Glasgow

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

ME EN 199R

Internship Coordinator(s)  Ms. Rachel Terry

Course has a syllabus  Yes

Hours required per hour of course credit  60

Compliance

Compliance with Internship Policy  Partly complies

Areas for improvement or clarification

Include a grading scale and learning outcomes. Is the Internship Quiz (about the Internship and New Hire Guidelines) a pre-internship orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: The “Internship and New Hire Guidelines” mentioned may be an orientation of sorts but there is no indication of a meeting.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Students complete a “Student Evaluation of Practicum Employer” which presumably provides feedback to the various departments about the quality of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly complies
The course has: Assignments, Expectations

Rationale: No learning outcomes are listed. No due dates are listed (here or in the parts of Learning Suite that I can access). The point values/weights of assignments are not listed and there is no grading scale. The weights of each assignment are available on Learning Suite. There may be additional information on Learning Suite that I cannot access.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students complete an evaluation of the employer, a finalization form (unclear as to what that is), and write a final 2-page report. International interns also create a digital poster.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes for each course are the same:

Professional Experience: Student acquires professional experiences in any discipline within technology.

Professional Communication: Student demonstrates professional communication skills (report).

Converting Experience into Understanding: Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Without access to the content in Learning Suite, this is hard to establish. The final report should ideally encourage reflective thinking. However, the rest of the learning outcomes are addressed by the assignments.
Compliance with University Internship Policy (January 2017)

MFG 399R

Internship Coordinator(s)  Ms. Rachel Terry

Course has a syllabus  Yes

Hours required per hour of course credit  60

Compliance

Compliance with Internship Policy  Partly complies

Strengths  The learning outcomes address reflection which is ideally seen in the assignments.

Areas for improvement or clarification  Include grading scale and weights of each assignment. Include learning outcomes. Is the Internship Quiz (about the Internship and New Hire Guidelines) a pre-internship orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: The “Internship and New Hire Guidelines” mentioned may be an orientation of sorts but there is no indication of a meeting.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Students complete a “Student Evaluation of Practicum Employer” which presumably provides feedback to the MFG department about the quality of internship providers.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Course Outline, Assignments, Expectations

   **Rationale:** No learning outcomes are listed. No due dates are listed. The point values/weights of assignments are not listed and there is no grading scale. The weights of each assignment are available on Learning Suite. There may be additional information on Learning Suite that I cannot access. The schedule in Learning Suite does provide due dates that aren’t listed here.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports, Demonstrations/Presentations

   **Rationale:** Students complete 5 weekly reports (responding to specific questions), an evaluation of the employer, a finalization form (unclear as to what that is), and write a final report of 8-10 pages. International interns also create a digital poster.

5. Are the assignments aligned with the course learning outcomes?

   The catalog lists slightly different learning outcomes depending on the nature of the internship. The most comprehensive list of learning outcomes is:

   Professional Experiences: Student acquires professional experiences in Manufacturing.

   Professional Communication: Student demonstrates professional communication skills (report).

   Convert Professional Experience into Understanding: Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.
Without access to the content in Learning Suite, this is hard to establish. The final report should ideally encourage reflective thinking. However, the rest of the learning outcomes are addressed by the assignments.

**Compliance with University Internship Policy** (January 2017)

**MMBIO 399R**

Internship Coordinator(s)  Dr. Kim O’Neill and Ms. Nanette Marx

Course has a syllabus  Yes

Hours required per hour of course credit  45-60

**Compliance**

<table>
<thead>
<tr>
<th>Compliance with Internship Policy</th>
<th>Partly complies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths</td>
<td>Involvement of a faculty advisor in addition to the internship coordinator.</td>
</tr>
<tr>
<td>Areas for improvement or clarification</td>
<td>Include a grading scale and learning outcomes. Include weights and due dates of each assignment of assignments. How does the department assess internship providers? What content is covered in the orientation meeting?</td>
</tr>
</tbody>
</table>

**Factors used to assess the syllabus’ level of compliance**

1. The syllabus indicates that there is a pre-internship orientation.

   **Rating:** Partly complies

   **Rationale:** The student meets with the department internship coordinator prior to leaving (p. 1) and this could constitute the pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   **Rating:** Insufficient evidence to rate
Rationale: There is no indication in the syllabus of assessment of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly comply

   The course has: Assignments

   Rationale: No learning outcomes are listed. The weights of the final written report and the evaluation by the internship provider are not stated. There is no grading scale.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   Rating: Fully comply

   Types of assignments listed in the syllabus: Papers/Reports

   Rationale: Students submit a final written report of at least two pages. They also participate in a final interview that is a factor in the final grade.

5. Are the assignments aligned with the course learning outcomes?

   The course learning outcomes are:

   Experimental design and experience: Students will be able to design and perform experiments using the latest techniques.

   Experimental analysis: Students will analyze experimental results and draw conclusions.

   Effective communication: Students will communicate with supervisors and colleagues in an outside the university environment. They will present their scientific research.

   The assignments do not show how students “communicate with supervisors and colleagues in an outside the university environment” but the remaining learning outcomes seem to be met by the assignments.
Compliance with University Internship Policy (January 2017)

MMBIO 496R

Internship Coordinator(s)  Dr. Bill Zundel
Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating:
   
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:
   
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:
   
   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

MPA 599R

Internship Coordinator(s)  Professor Brad LeBaron

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

MTHED 496R

Internship Coordinator(s)  Dr. Sharon Christensen
Course has a syllabus  Yes
Hours required per hour of course credit  Not stated. Full-year, 12 credit internship in a school.

Compliance

Compliance with Internship Policy  Partly complies
Strengths  Thorough explanation of how students are screened to qualify as interns.
Areas for improvement or clarification  What is the content/form of the pre-internship orientation, if held? What is the grading scale and point values of the assignments? What are the assignments? How are internship providers assessed? Include course learning outcomes.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of assessment of internship providers. “Students may only apply at schools which have been approved for hiring interns” - who handles that approval?
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Partly complies

**The course has:** Purpose/Learning Outcomes, Assignments, Expectations

**Rationale:** The syllabus mentions the TWS (Teacher Work Sample) but doesn’t go into detail on that assignment. Grading is pass/fail but there is no grading scale or indication of what the assignments are worth. There are no due dates.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Papers/Reports

**Rationale:** Students submit a Teacher Work Sample but it’s not detailed what that assignment entails.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes from the catalog are:

- Students will demonstrate that they can teach, manage, and assess content area knowledge and skills in the 7-12 classroom.

- Foster relationships with school colleagues, parents, and the larger community.

The Teacher Work Sample should demonstrate the student’s achievement of outcome 1. Outcome 2 is not directly assessed by an assignment.
Compliance with University Internship Policy (January 2017)

MUSIC 399R

Internship Coordinator(s)  Dr. Ron Saltmarsh

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating:
   
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating:
   
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   Rating:
   
   The course has:
**Rationale:**

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:**

**Types of assignments listed in the syllabus:**

**Rationale:**

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

NDFS 399R

Internship Coordinator(s)  Dr. Frost Steele and Dr. Rickelle Richards

Course has a syllabus  Yes

Hours required per hour of course credit  120

Compliance

Compliance with Internship Policy  Partly complies

Strengths  The final report aligns with the learning outcomes.

Areas for improvement or clarification  What is the form/content of the pre-internship orientation? Include due dates, grading scale, and weights of each assignment.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of a pre-internship orientation. The syllabus does address unanticipated termination (1F and 2F on p. 4).

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: Fully complies
   
   Rationale: The final work experience report asks the student to comment on “Do you see a place for food science graduates in this type of organization? If so, how?” This could be an opportunity to supply information to the department about the internship provider. Part 4D also notes that the department is responsible to “Provide overall coordination and evaluation of the internship program”
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Purpose/Learning Outcomes, Assignments, Expectations

   **Rationale:** There is no grading scale or indication of the point values of the various assignments. There are also no due dates for the monthly reports. The final report is due 4 weeks after the conclusion of the internship.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports

   **Rationale:** Students submit monthly reports and a final work experience report.

5. Are the assignments aligned with the course learning outcomes?

   The syllabus lists 4 learning outcomes:

   A. Gain practical experience in food science and related areas.

   B. Apply classroom knowledge to practical situations through observation and involvement in different levels of the organization.

   C. Develop confidence in personal judgment and gain maturity and self-confidence.

   D. Gain exposure to a company or agency and a specific area of employment to determine whether they want that area for their life’s work; evaluate the company for permanent employment.

   The catalog lists 3 learning outcomes:

   **Practical Experience:** Gain practical experience in food science and related areas.

   **Applying Classroom Knowledge:** Apply classroom knowledge to practical situations through observation and involvement in different levels of the organization.
Confidence: Develop confidence in personal judgment and gain maturity and self-confidence

The internship does provide practical experience. Should the provider meet their responsibilities, the student will be able to meet the second learning outcome. The final report does ask students to reflect on their confidence in their chosen profession.
Compliance with University Internship Policy (January 2017)

NEURO 496R

Internship Coordinator(s)  Mr. Richard Bobo
Course has a syllabus  Yes
Hours required per hour of course credit  42

Compliance

Compliance with Internship Policy  Partly complies
Areas for improvement or clarification  What is the form/content of the pre-internship orientation, if it is held? Include learning outcomes, grading scale and assignments’ point values on the syllabus.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus that there is a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies
   
   Rationale: The final written report should include comments “weaknesses in the [internship] program, would you do it again, would you recommend this internship to other Neuroscience students, etc.”

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly complies
The course has: Course Outline, Assignments, Expectations

Rationale: The learning outcomes are not listed. There’s no statement of what the assignments are worth or when they are due. There’s no grading scale.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit weekly journals, a student evaluation, a final (preferably oral) interview, and a final written report.

5. Are the assignments aligned with the course learning outcomes?

The learning outcome listed in the catalog is:

Practical work experiences: Students will gain practical work experiences related to the field of neuroscience. These experiences will enhance student learning through hands-on activities and close collaboration with a qualified off-campus mentor.

The assignments align with this learning outcome.
Compliance with University Internship Policy (January 2017)

NORWE 399R

Internship Coordinator(s)  Dr. Nate Cramer

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating:
   
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:
   
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:
   
   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

NURS 399R

Internship Coordinator(s)  Dr. Debra Mills
Course has a syllabus  Yes
Hours required per hour of course credit  Minimum 56 hours per 0.5 credits (equivalent to 112 hours/credit)

Compliance

Compliance with Internship Policy  Partly complies
Strengths  Reflective assignments and a dedication to reflection during the internship.
Areas for improvement or clarification  Credit hours are relatively high but there may be a reason for that. Is there assessment of internship providers? What is the form/content of the pre-internship orientation, if it is held? Include learning outcomes of the course.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication in the syllabus of assessment of internship providers.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Fully complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

   **Rationale:** There are no due dates listed on the syllabus (p. 4). There is a grading scale and the point value of each assignment is listed.

   The objectives (p.1) are different than the course learning outcomes listed in the catalog.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports

   **Rationale:** Students participate in two interviews (beginning and end) to set and evaluate learning goals, weekly reports including a log of hours, four reflective assignments through the term/semester, resume, and an integration report.

5. Are the assignments aligned with the course learning outcomes?

   The learning outcomes from the catalog are:

   Application of Nursing Principles of Care: The international student will be able to apply nursing skills, principles, and knowledge to clinical practice.

   Personal Insights to Promote Effective Care: The international student will be use insights gained during the experience to effectively deliver patient and family care.

   Role of the Registered Nurse: The international student will be able to demonstrate and increased knowledge and understanding of the registered nurse’s role.

   Outcome 2 is addressed by the reflective assignments. Outcomes 1 and 3 should be addressed by the integration report.
Compliance with University Internship Policy (January 2017)

PD BIO 399R

Internship Coordinator(s)  Dr. Jeffrey Barrow

Course has a syllabus  Yes

Hours required per hour of course credit  Not stated.

Compliance

Compliance with Internship Policy  Partly complies

Areas for improvement or clarification  Include course outcomes in addition to program outcomes. Include a grading scale and value for each assignment/evaluation. What is the content/form of the pre-internship orientation, if held? Some room numbers on the syllabus refer to WIDB. State how many hours of work are required per hour of internship course credit.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: There is no indication in the syllabus that there is a pre-internship orientation. Students are expected to meet with Dr. Barrow for approval of an internship so that may constitute a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: “Upon completion of your internship you will need to fill out an evaluation on your mentor.” This is submitted to the Life Sciences internship office. This appears to be a
graded assignment. There is a searchable database students can view for reviews of past internship providers: https://lifesciences.byu.edu/internships/PastInternships/Secure

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

Rating: Partly complies

The course has: Assignments, Expectations

Rationale: There are three assignments but they have no point value or percentage value in the total grade. The grading scale is stated to be ABCDE but there is no additional clarification (ex. 93% = A).

The listed learning outcomes are for the major not for this particular course.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit one final paper or poster of their work. It is a scientific paper (abstract, methods, etc.) of at least 5-6 pages.

5. Are the assignments aligned with the course learning outcomes?

There are two sets of learning outcomes. From the catalog:

Research Proficiency: Students will demonstrate research proficiency.

Research Experience: Students will demonstrate that they have learned how to establish a research experience with an extramural provider.

From this syllabus, the stated learning outcomes are mostly from the program’s learning outcomes (https://learningoutcomes.byu.edu/Courses/program-courses/285721/Physiology+%2526+Developmental+Biology+BS+/1445)
Using the course outcomes, the major assignment they complete does align with the learning outcomes.
Compliance with University Internship Policy (January 2017)

PETE 399R

Internship Coordinator(s) Dr. Marie Bone

Course has a syllabus Yes

Hours required per hour of course credit 50

Compliance

Compliance with Internship Policy Partly complies

Strengths All forms are included in this packet. Assessment of internship providers.

Areas for improvement or clarification What is the grading scale? What is the form/content of the pre-internship orientation, if held?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: There is a meeting with Coach Bone that may be an orientation but the content of that meeting is not stated.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: “The experience, coach, and school must be approved by Coach Bone.” What assessment leads to this approval by Coach Bone? Students also submit “Student’s Appraisal of the School and the Experience—Evaluate the school site and the personnel involved with your internship experience.”
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

   **Rationale:** Syllabus does list weights for individual assignments but does not have a grading scale. “Grades will be awarded based on the quality of the academic work done.”

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports, Demonstrations/Presentations, exit interview

   **Rationale:** Students submit weekly reports, evaluations of themselves and the internship, a final oral interview, and a final paper (less than 3 pages). Students may also be observed during the internship (demonstration).

5. Are the assignments aligned with the course learning outcomes?

   Learning outcomes from the catalog are:

   **Internship Hours:** Students will demonstrate their ability to coach by completing at least 50 hours under the supervision of a head coach.

   **Goals:** Students will demonstrate their ability to set goals for themselves and the athletes they work with by completing a goal assignment that asks them to set 3 goals for themselves and 3 goals for the athletes they work with then completing an assignment in which they evaluate their progress with those goals at the end of their internship.

   **Evaluations:** Students will demonstrate their ability to grow and improve as a coach by receiving daily feedback, a mid season evaluation and a final evaluation from the head coach they work with.

   The assignments do align with these learning outcomes.
Compliance with University Internship Policy (January 2017)

PETE 496R (Fall 2014)

Internship Coordinator(s) Dr. Todd Pennington
Course has a syllabus Yes
Hours required per hour of course credit Not stated.

Compliance

Compliance with Internship Policy Partly complies
Areas for improvement or clarification What is the grading scale and the point values of assignments? What is the content of the pre-internship orientation? How are internship providers assessed?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies
   Rationale: There is a 3-hour student teaching orientation held early in the semester but the content of that orientation is not mentioned.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate
   Rationale: There is no indication in the syllabus of assessment of internship providers. Students do “reflect on entire student teaching experience” at the end but that doesn’t appear to be formalized in a paper.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Rating: Partly complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: The assignments are not described in detail here but they are listed. Also the relative point values of assignments are not stated.

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit a teaching schedule, a Teacher Work Sample (TWS, parts 1-7), a resume, a portfolio, and a Fitnessgram assessment.

5. Are the assignments aligned with the course learning outcomes?

There are no learning outcomes for this course in the catalog. The syllabus states that the learning outcomes are:

Interns will demonstrate competency in the Healthy and Active Lifestyle management and instructional desired competencies as evidenced by their final video desired competency project, and university supervisor and mentor teacher CPAS evaluations. (Learning Outcomes #1, 4, 5, & 8).

Interns will demonstrate an understanding of the National Standards as evidenced through their employment portfolio and the TWS. (Learning Outcomes #2, 3, 5, & 6).

Interns will write developmentally appropriate lesson plans using the known characteristics of K-12 high students. Students will demonstrate competence as evidenced by completed lesson plans for university supervisor observations, employment portfolio, and the TWS. (Learning Outcomes #2, 7, & 8).

Interns will demonstrate reflective practice in making necessary adaptations for student learning as evidenced by their final video desired competency project, TWS, and the university supervisor and mentor teacher CPAS evaluations. (Learning Outcomes #9).
Interns will demonstrate competence in professional job preparation skills as evidenced by their resume, employment portfolio, and mock interview performance. (Learning Outcomes #10).

Interns will demonstrate attitudes and behaviors that exhibit professionalism as evidenced by their attendance at student teaching seminars, school PLC’s and/or department collaboration meetings, and the university and mentor teacher CPAS evaluations. (Learning Outcomes #10 & 11).

The assignments, though not discussed in detail here, do seem to align with these outcomes.
Compliance with University Internship Policy (January 2017)

PHSCS 399R

Internship Coordinator(s)  Dr. David Allred

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

PHSCS 599R

Internship Coordinator(s)  Dr. David Allred

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating:
   
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating:
   
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   Rating:
   
   The course has:
4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

PHY S 496R

Internship Coordinator(s) Dr. Duane Merrell

Course has a syllabus Yes

Hours required per hour of course credit Not stated. Full year teaching.

Compliance

Compliance with Internship Policy Partly complies

Areas for improvement or clarification What is the grading scale? What are the weights of each assignment/part of the TWS? What is the content/form of pre-internship orientation, if held? How are internship providers (schools) assessed? Include course learning outcomes.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: There is no indication on the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies
   
   Rationale: There is no indication on the syllabus of assessment of internship providers (schools). Site visits are made weekly for observations of the intern which may help address this requirement.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Rating: Partly complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: There is no grading scale or point value for the assignments. Grading is pass/fail.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit a Teacher Work Sample (TWS). What this constitutes is not fully described in this syllabus.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes for this course are:

Have (TWS) teacher work sample complete and handed in two weeks before reading days of semester.

Sign all mylink forms for teacher licensure completed. Mentor teacher UPTOP and University UPTOP evaluations.

Signing forms and submitting the Teacher Work Sample meet these outcomes.
Compliance with University Internship Policy (January 2017)

POLI 399R European Parliament

Internship Coordinator(s)  Dr. Scott Dunaway and Ms. Lisa Peck
Course has a syllabus  Yes
Hours required per hour of course credit  75. 450 hours total for 6 credits.

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Close alignment of academic assignments and learning outcomes. Reflection encouraged in assignments.

Areas for improvement or clarification  What is the content/form of the pre-internship orientation, if held? How are internship providers assessed? Include course learning outcomes.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   Rationale: There is no indication in the syllabus that there is a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: Insufficient evidence to rate
   Rationale: There is no indication in the syllabus that there is ongoing assessment of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
The course has: Course Outline, Assignments, Expectations, Grading instructions

Rationale: The learning outcomes are not stated but the remainder of the items are discussed.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students complete a pre-internship report about their internship provider, a portfolio (including analytical summary and personal growth paper), mid-internship assessment, organizational analysis of their internship provider, and a policy recommendation paper.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes are:

Politics, International Relations, and Political Philosophy: Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought: Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis: Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing: Write professional grade research papers on political science questions.

Effective Oral Communication: Communicate effectively by presenting ideas in a high quality oral presentation.
Participation in Political Processes: Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Community Service: Want to serve the communities and organizations to which they belong.

The assignments do appear to be aligned with the outcomes. The academic requirements are quite serious for this program.
Compliance with University Internship Policy (January 2017)

POLI 399R Utah Legislature

Internship Coordinator(s) Dr. Adam Brown, Dr. Scott Dunaway and Ms. Lisa Peck

Course has a syllabus Yes

Hours required per hour of course credit 46-93 hours/credit. 280 hours (7 weeks of full time work for students taking 3 or 6 credits).

Compliance

Compliance with Internship Policy Partly complies

Strengths Well organized. Strong academic focus. Immersive experience between the preparation course and the actual internship.

Areas for improvement or clarification Does the orientation course meet the requirements of the pre-internship orientation? How are internship providers assessed? What is the grading scale?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: There is no indication in the syllabus that there is a pre-internship orientation. However, students are required to take POLI 397 as a preparation (orientation) course that could fulfill this requirement. For Winter 2017, the 399R syllabus has been merged with the 397 syllabus: http://adambrown.info/p/courses/2017/winter/397/syllabus

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate
Rationale: There is no indication in the syllabus that there is assessment of internship providers. The internship provider for this course is the Utah Legislature. With the occasional turnover of legislators, I do not know if this could be accomplished.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

Rating: Partly complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: There is no grading scale (ex. 93% = A) but everything else is thoroughly described.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students complete 2 research assignments before the legislative session, a portfolio and a term paper (for those taking the class for 6 rather than 3 credits).

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes from catalog are:

Politics, International Relations, and Political Philosophy: Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought: Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis: Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.
Effective and Professional Writing: Write professional grade research papers on political science questions.

Effective Oral Communication: Communicate effectively by presenting ideas in a high quality oral presentation.

Participation in Political Processes: Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Community Service: Want to serve the communities and organizations to which they belong.

The nature of this internship seems to tightly align the assignments with the learning outcomes. The academic nature of the 399R course is stressed several times.
Compliance with University Internship Policy (January 2017)

POLI 399R Washington Seminar

Internship Coordinator(s) Dr. Samuel Otterstrom, Dr. Scott Dunaway and Ms. Lisa Peck

Course has a syllabus Yes

Hours required per hour of course credit Not stated.

Compliance

Compliance with Internship Policy Partly complies

Strengths A strong partly complies. The pre-internship orientation may be more than adequately covered by the Washington Seminar preparation class. It’s a thorough syllabus.

Areas for improvement or clarification Include a grading scale. How are internship providers assessed? Does the Washington Seminar preparation class act as a pre-internship orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

Rating: Partly complies

Rationale: There is no indication in the syllabus of a pre-internship orientation. However, there is an entire preparatory class (POLI 297R addressed in the Handbook: https://fhss.byu.edu/FHSSDocs/Shared%20Documents/Washington%20Seminar/Current%20Participants/1.2

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

Rating: Partly complies
Rationale: There is no indication in the syllabus that this occurs. However, in the Washington Seminar Handbook (linked above, p.4), there is a mention of the Washington Seminar internship database where students can find information from past interns about particular providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

Rating: Fully complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: There is no grading scale (ex. 90% = A). There is a statement that this is an academic experience so one should not expect an easy A (p.2). Other than that, the academic expectation in here are very clear.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports, Projects/Research

Rationale: Students complete a personal professional development paper (with their own learning goals), an organizational analysis and critique, and a portfolio (including a paper reflecting on the internship). Students completing an internship for 6 or 9 credits also conduct a research project.

5. Are the assignments aligned with the course learning outcomes?

The 3 outcomes given in the syllabus are:

Students will build skills in effective research, analysis, and writing that will be useful for future course work and, eventually, professional life.

Students will learn through personal experience how to influence the policy process and will explore career possibilities that will enhance their prospects for future employment.
Students will demonstrate honesty, integrity, and character in their daily lives, public engagement, and professional activities.

The outcomes at learningoutcomes.byu.edu are much more extensive:

Politics, International Relations, and Political Philosophy: Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought: Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis: Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing: Write professional grade research papers on political science questions.

Effective Oral Communication: Communicate effectively by presenting ideas in a high quality oral presentation.

Participation in Political Processes: Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Community Service: Want to serve the communities and organizations to which they belong.

The assignments primarily focus on written communication but include most of the learning outcomes above. One exception would be there’s no assignment assessing oral communication.
Compliance with University Internship Policy (January 2017)

PORT 399R

Internship Coordinator(s) Dr. Scott Alvord

Course has a syllabus Yes

Hours required per hour of course credit 60

Compliance

Compliance with Internship Policy Partly complies

Strengths Strong academic focus shown in the assignments (may be too much).

Areas for improvement or clarification What is the content of the final interview? What is the student evaluation referenced in #5 on the first page? How are internship providers assessed? What is the content/form of the pre-internship orientation, if held? Include course learning outcomes.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate

   Rationale: The syllabus does not state that there is an orientation prior to the internship.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: If the final interview with the internship advisor covers this ground, then this syllabus is in compliance.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Partly complies

**The course has:** Course Outline, Assignments, Expectations

**Rationale:** Learning outcomes are not stated (they are the same for PORT 399R/599R and SPAN 399R/599R).

Due dates are blank (I assume because this is used over several semesters) so there’s no indication if assignments are due at once or throughout the internship experience.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports

**Rationale:** Required reading is 1000 pages/3 credits (approx. 67 pages/week) with an annotated bibliography. Internship report is 4-10 pages. Writing assignment is 10-12 pages.

5. Are the assignments aligned with the course learning outcomes?

The learning outcome is:

- Complete an Internship: Demonstrate capacity to contextualize internship responsibilities and experiences within an academic framework.

This shows the relationship of this internship to the academic aspects of the major/minor and the assignments have a strong academic focus.
Compliance with University Internship Policy (January 2017)

PORT 599R

Internship Coordinator(s)  Dr. Scott Alvord
Course has a syllabus Yes
Hours required per hour of course credit 60

Compliance

Compliance with Internship Policy Partly complies
Strengths Strong academic focus shown in the assignments (may be too much).
Areas for improvement or clarification Content of the final interview. What is the student evaluation referenced in #5 on the first page? How are internship providers evaluated? What is the content/form of the pre-internship orientation, if held? Include course learning outcomes.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: The syllabus does not state that there is an orientation prior to the internship.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate
   
   Rationale: If the final interview with the internship advisor covers this ground, then this syllabus is in compliance.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Course Outline, Assignments, Expectations

   **Rationale:** Learning outcomes are not stated (they are the same for PORT 399R/599R and SPAN 399R/599R).

   Due dates are blank (I assume because this is used over several semesters) so there’s no indication if assignments are due at once or throughout the internship experience.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports

   **Rationale:** Required reading is 1000 pages/3 credits (approx. 67 pages/week) with an annotated bibliography. Internship report is 4-10 pages. Writing assignment is 10-12 pages.

5. Are the assignments aligned with the course learning outcomes?

   The learning outcome is:

   Complete an Internship: Demonstrate capacity to contextualize internship responsibilities and experiences within an academic framework.

   This shows the relationship of this internship to the academic aspects of the major/minor and the assignments have a strong academic focus.
Compliance with University Internship Policy (January 2017)

PSYCH 399R and PSYCH 496R

Internship Coordinator(s) Dr. Niwako Yamawaki (faculty supervisor) and Mr. Chris Hawk (graduate internship liaison).

Course has a syllabus Yes

Hours required per hour of course credit 45

Compliance

Compliance with Internship Policy Partly complies

Strengths Nearly everything. Having assignments distributed throughout the semester, especially the discussions, may allow more reflection than other approaches.

Areas for improvement or clarification How are internship providers assessed? What is the content/form of the pre-internship orientation, if held?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

Rating: Partly complies

Rationale: There is no indication in the syllabus that there is a pre-internship orientation. They do discuss unanticipated termination in the syllabus (p.6).

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

Rating: Partly complies

Rationale: Students complete an “Internship Profiling Questionnaire” which asks them to “rate work climate, career preparation, meaningfulness and importance of the work, and long-term value of the training and learning that your internship has provided.” Some of this information could be used to assess the quality of the internship provider.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Fully complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

   **Rationale:** This is the most thorough explanation I’ve seen of the assignments, their value, and the grading scale. See notes below about learning outcomes.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports, Demonstrations/Presentations

   **Rationale:** Students read 3 books, participate in discussion boards (6 posts each time) through Learning Suite 4 times during the internship, complete a work log, ungraded self-evaluation, internship profiling questionnaire, accountability assignment (creating own goals/objectives), write a resume and cover letter, submit weekly logs, submit a final poster (internship identity open house), and submit a final paper referring to their accomplishment of the goals in their accountability assignment. This is a lot of assignments for an internship course.

5. Are the assignments aligned with the course learning outcomes?

   PSYCH 399R and 496R have the same learning outcomes in the catalog:

   1. Placement in a professionally enhancing work setting: The first and primary objective is the placement of each student in a professionally enhancing work setting. We intend to continuously improve the quality of internship experiences being offered through a process of continuous assessment of all internships, negotiations with agencies, and internship advisement and counseling of students at the beginning of the contractual process.
2. Work experience connections to the content of psychology: Students will critically reflect on the connections between their work experience and the content of psychology and articulate these work-related insights.

3. Professional skills and attitudes: Students will develop professional skills and attitudes through readings on professional etiquette, in-class presentations to classmates, and poster presentation at open house.

The learning outcomes on the syllabus include 2 additional outcomes:

4. Students will develop more effective verbal and written communication skills relevant to internship and other work settings.

5. Students will create goals, in conjunction with their supervisor, and evaluate the realization of said goals.
Compliance with University Internship Policy (January 2017)

PWS 199R

Internship Coordinator(s) Dr. Earl Hansen

Course has a syllabus Yes

Hours required per hour of course credit 60-70 hours (from Internship Checklist Internship checklist: https://intern.byu.edu/sites/intern.byu.edu/files/files/syllabus_web.pdf p. 215)

Compliance

Compliance with Internship Policy Partly complies

Strengths Assuming the Internship Checklist is given to students at the same time as the syllabus, they should have most of the information they need to complete an internship.

Areas for improvement or clarification What are the point values of assignments and what number of points constitutes passing or failing? How are internship providers assessed? What is the content of the pre-internship meeting?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: This is a high partly complies: “students are required to meet with the Internship Coordinator before they leave to do their internship so they will have the appropriate forms filled out and know what is expected of them.”

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
Rating: Partly complies

Rationale: Students complete an evaluation at the end that asks them to comment on “what kind of work experience you have had, please be objective!”

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

Rating: Partly complies

The course has: Assignments, Expectations

Rationale: There is no grading scale or statement as to what the point value of the assignments is. The learning outcomes are not listed. There are no due dates on the syllabus (which does state that it is re-used every semester). The Internship Checklist does state that grading is pass/fail.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit a final paper (Portfolio) of about 3 pages in length. Students can register for 0.5-3 credits (one place says 4 credits) and the paper changes length depending. I cannot see the Portfolio guidelines.

5. Are the assignments aligned with the course learning outcomes?

Learning outcome for this course:

Job Experience: Students will find an entry level internship position with a high quality company and receive above average ratings from the employer.

Essentially, finding an internship fulfills this learning outcome. There is really only one assignment - the Portfolio though students also conduct a self-evaluation. So yes, the assignments align with the course learning outcomes.
Compliance with University Internship Policy (January 2017)

RECM 199R

Internship Coordinator(s)  Professor Brad Harris

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating:

   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:

   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:

   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy
(January 2017)

RECM 496R Experience Industry Management

Internship Coordinator(s) Professor Rachel McGovern
Course has a syllabus Yes
Hours required per hour of course credit 133 (400 hours for 3 credits)

Compliance

Compliance with Internship Policy Partly complies
Strengths Assignments are well aligned with outcomes.
Areas for improvement or clarification Include a grading scale and the point values of assignments. What is the form/content of a pre-internship orientation, if held? Learning outcomes on syllabus differ from those in catalog.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   Rating: Insufficient evidence to rate
   Rationale: The syllabus doesn’t indicate that there is a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   Rating: Fully complies
   Rationale: The final report should include comments addressing: “In addition, this is one opportunity for you to evaluate the agency. What are their strengths, weaknesses? Should interns continue to use this agency?”

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
**Rating:** Partly complies

**The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

**Rationale:** The assignments do not have point values associated with them and there is no grading scale provided in this document.

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports

   **Rationale:** Students submit weekly logs, a summary/analysis of the agency, a work sample, an interview with someone in their field, and a final report.

5. Are the assignments aligned with the course learning outcomes?

   All assignments are due at the conclusion of the internship. Learning outcomes on the syllabus (p.3) are different than the outcomes from the catalog which are:

   - **Skills Application:** Apply the skills you have learned in previous coursework to the internship experience.

   - **Design:** Implement, and evaluate meaningful leisure experiences.

   - **Human Relations:** Develop a friendly and professional relationship with the people you work with at the agency, learn to take the initiative and be proactive in communicating openly with your agency supervisor, colleagues, and clients.

   - **Management:** Experience working in a variety of functions including finances, marketing, event planning, facilities management, public relations, and other areas of concern to entry-level professionals in the recreation, park, and tourism management field.

   The assignments do seem to be aligned with the learning outcomes.
Compliance with University Internship Policy (January 2017)

RECM 496R Therapeutic Recreation

Internship Coordinator(s)  Professor Ashley Bowen
Course has a syllabus  Yes
Hours required per hour of course credit  560 hours for 2-12 credits (p.3)

Compliance

   Compliance with Internship Policy  Partly complies
   Strengths  A very thorough manual describing this internship program.
   Areas for improvement or clarification  Include the grading scale and assignment point values. Include how to handle unanticipated termination of an internship. How does the department assesses the quality of internship providers?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: This document comes very close to fully complying. There’s no discussion in here about unanticipated termination but everything else in the ‘pre-internship orientation’ list is included here including amount of supervisory contact (p.6).

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies

   Rationale: The final interview (p. 13) includes “questions regarding your overall internship experience’ which may be how this department examines quality.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Partly complies

**The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

**Rationale:** The assignments are explained in detail but do not have point values and there is no grading scale (ex. A=93%). Other than that, this is very thorough.

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Papers/Reports, Projects/Research

**Rationale:** Student assignments include journal entries every two weeks, an agency overview, two or more site visits to other therapeutic recreation agencies, an internship highlight article, hours log, case study, capstone project, and exit interview. It’s a fairly intense set of assignments.

Assignments do not seem to change depending on how many hours a students is signed up for. The MAP for this major states that students should take 2 credits but p. 3 states that this course can be taken for 2-12 credits.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes from the catalog:

1. Develop sound work habits by completing your internship over an extended period of time.

2. Design, plan, implement, and evaluate programs of therapeutic recreation service.

3. Receive first-hand experience working with patients/clients/residents/participants in a therapeutic recreation program, in either a clinical or community-based setting.

4. Develop skills in assessment, individual program planning, and documentation of patient/client/resident/participant progress.
5. Work as part of a therapeutic recreation department or interdisciplinary treatment team under the supervision of a Certified Therapeutic Recreation Specialist (CTRS).

6. Compare various programs of therapeutic recreation service by visiting other programs in the area of your internship site.

7. Complete a major project for the internship agency that has a significant educational value to you and practical value for the agency.

8. Develop basic research skills in therapeutic recreation.

9. Complete a case study examining therapeutic recreation treatment methods.

10. Become eligible to take the NCTRC certification exam upon graduation.

This entire internship course seems to prepare students well for outcome 10 in particular but is based on the other 9 outcomes. There is tight alignment between the assignments and these outcomes.
Compliance with University Internship Policy (January 2017)

REL E 688R

Internship Coordinator(s)  Dr. Terry Ball, Dr. Blake Boatright and Dr. Vance Theodore

Course has a syllabus  Yes

Hours required per hour of course credit  400 hours of training for one “unit” of Clinical Pastoral Education. May be a 6 credit course.

Compliance

Compliance with Internship Policy  Does not comply

Areas for improvement or clarification  The syllabus states that the course is available in Learning Suite so there may be additional information there. But the current syllabus is lacking an indication of a pre-internship orientation, assessment of internship providers, assignments, course learning outcomes, and grading information.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus that a pre-internship orientation is held.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus that there is an assessment of the internship providers.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Purpose/Learning Outcomes

   **Rationale:** The learning outcomes stated on the syllabus are different than what is stated in the graduate catalog.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Insufficient evidence to rate

   **Types of assignments listed in the syllabus:**

   **Rationale:** The syllabus includes no discussion of assignments. Grading is stated to be pass/fail. The course requirements are listed as “fulfill all requirements as deemed necessary by hospital supervisory chaplain” and “meet weekly with University instructors for 1 hr.” There may be additional information in Learning Suite that I cannot access.

5. Are the assignments aligned with the course learning outcomes?

   Learning outcomes from graduate catalog:

   Supervised encounters with persons in crisis.

   Experiencing the interdisciplinary team process of helping persons.

   Developing skill in interpersonal and interprofessional relationships and a deeper understanding of ministry.

   As there are no assignments listed on the syllabus, I cannot determine how the assignments align with the learning outcomes.
Compliance with University Internship Policy (January 2017)

RUSS 199R Domestic Internship (3 cr.)

Internship Coordinator(s) Dr. Tony Brown

Course has a syllabus Yes

Hours required per hour of course credit Not stated.

Compliance

Compliance with Internship Policy Partly complies

Strengths Similar to 399R, the assignments should allow students to incorporate their academic work into this work experience.

Areas for improvement or clarification Include how many hours students should expect to work for 3 credits. Include the course learning outcomes and a grading scale. What is the form/content of the pre-internship orientation, if held? How internship providers are assessed? State how many hours of work are required per hour of internship course credit.

Factors used to assess the syllabus' level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: The syllabus does not state if there is an pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: Insufficient evidence to rate
   
   Rationale: The syllabus does not state if there is assessment of internship providers.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Course Outline, Assignments

   **Rationale:** The learning outcomes are not stated. There is no grading scale (ex. 87%=B+) though the individual assignments do have point values.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports

   **Rationale:** Students read 3 books (750 pages), submit three reports, and complete a 10 page final paper.

5. Are the assignments aligned with the course learning outcomes?

   The learning outcome is:

   Student combines knowledge gained from the Russian curriculum with an internship experience in a related field, preferably connected to the second major or minor.

   This is the same outcome as RUSS 399R but the assignments and readings are different. The final paper should explain “how you’ll build upon this semester’s experiences going forward. How has this experience either confirmed or changed my previous life goals?”
Compliance with University Internship Policy (January 2017)

RUSS 399R Moscow internship (6 cr.)

Internship Coordinator(s)  Dr. Tony Brown
Course has a syllabus  Yes
Hours required per hour of course credit  Not stated.

Compliance

Compliance with Internship Policy  Partly complies
Strengths  The assignments should synthesize the academic preparation of the students with their internship experience.
Areas for improvement or clarification  Include how many hours students should expect to work for 6 credits. Include the course learning outcomes and a grading scale. What is the form/content of the pre-internship orientation, if held? How internship providers are assessed? State how many hours of work are required per hour of internship course credit.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate
   
   Rationale: The syllabus makes no mention of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate
   
   Rationale: The syllabus makes no mention of assessment of internship providers.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Partly complies

**The course has:** Assignments, Expectations

**Rationale:** The learning outcomes are not stated. There are no due dates. The value of each assignment is listed but not the grading scale (ex. 93% = A).

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports

**Rationale:** Students read approximately 1000 pages (3 books), submit 3 reports (journal-type assignment) throughout Spring/Summer, and a final 10-page paper.

5. Are the assignments aligned with the course learning outcomes?

The learning outcome for this course is:

Internship: Student combines knowledge gained from the Russian curriculum with an internship experience in a related field, preferably connected to the second major or minor.

Two pages of the final paper should cover “How has this experience either confirmed or changed my previous life goals? How do I see the world differently? How do I see myself differently?”
Compliance with University Internship Policy (January 2017)

SC ED 496R Family and Consumer Sciences

Internship Coordinator(s)  Dr. Christine Moore

Course has a syllabus  Yes

Hours required per hour of course credit  Not stated. Full-year, 12-credit teaching experience.

Compliance

Compliance with Internship Policy  Partly complies

Areas for improvement or clarification  What is the grading scale? How are internship providers assessed? What is the content/form of the pre-internship orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: There is an opening seminar mentioned on the 1-page syllabus (as opposed to the 8-page disclosure document that I also examined). This could help address this requirement.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus of evaluation of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly complies
The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: Due dates for the Teacher Work Sample (TWS) are listed on the 1-page syllabus rather than the 8-page disclosure document. There is no grading scale or indication of what the assignments’ point values are.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit a reflection journal each week, a portfolio (resume, lesson plans, student work samples, etc.), and a Teacher Work Sample (TWS).

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes from the catalog are specific to English, Math, Biological Science, and Visual Arts but not to family/consumer sciences.

Learning outcomes from the syllabus are:

1-Prepare to teach Family & Consumer Sciences as a full-time, licensed teacher, by gaining experience in a Junior High or High School classroom as a real teacher.

2-Practice learned communication, management, and discipline techniques.

3-Demonstrate a mastery of knowledge and skills in Family & Consumer Sciences Education through writing and teaching exceptional lessons and completing a TWS.

4-Prove readiness to teach Family & Consumer Sciences by exhibiting acquired attributes of capable, competent teachers.

Presumably, outcomes 3 and 4 are met by the assignments. Outcome 1 is met by completing this and other requirements to become certified.
Compliance with University Internship Policy (January 2017)

SC ED 496R History (HIST 476)

Internship Coordinator(s)  
Dr. Elaine Peterson, Dr. Krista Thornock, Dr. Jeff Nokes

Course has a syllabus  Yes

Hours required per hour of course credit  Not stated. Full-time, 12 credit teaching experience.

Compliance

Compliance with Internship Policy  Partly complies

Areas for improvement or clarification  
What is the content/form of the pre-internship orientation, if held? How are internship providers assessed?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   **Rating:** Insufficient evidence to rate
   
   **Rationale:** There is no indication on the syllabus of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   **Rating:** Insufficient evidence to rate
   
   **Rationale:** There is no indication on the syllabus of assessment of internship providers (schools/mentor teachers).

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   **Rating:** Fully complies
The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

Rationale: Grading is pass/fail. The weights of the assignments are not noted. Passing the TWS (Teacher Work Sample) is required to pass the class. A failing grade can be assigned for: “1. Failure to complete assigned assessments (TWS) at a passing level

2. Low scores on UPTOP

3. Unprofessional behavior that would be grounds for termination if engaged in by a provisional teacher

4. Failure to participate in student teaching seminars explained below”

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit the Teacher Work Sample (TWS) which is graded pass/fail.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes from the catalog for HIST 496R:

Students will put into practice the theories they have learned in content and pedagogy courses including planning lessons, assessing students of all abilities and cultural backgrounds, using a variety of instructional strategies, and collaborating with other teachers and with the community.

This is presumably met by the Teacher Work Sample (TWS).
Compliance with University Internship Policy (January 2017)

SFL 399R

Internship Coordinator(s) Dr. Stephen Duncan

Course has a syllabus Yes

Hours required per hour of course credit 45

Compliance

Compliance with Internship Policy Partly complies

Strengths Strong academic requirements (much higher than average).

Areas for improvement or clarification What is the form/content of a pre-internship orientation, if held?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication in the syllabus that there is a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Students submit a Qualtrics survey about their experiences and can select if they want other students to be able to contact them about the internship. Presumably the School of Family Life uses these to assess the quality of the internship experiences.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Rating: Fully complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

Rationale: All this information is included, included supplemental assignments for students taking more than 3 credits/semester or term. The assignments’ point values are found on the assignments themselves rather than here on the syllabus.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students have significant academic requirements for this course. The basic assignments for 3 credits are a student agreement, syllabus quiz, resume critique and revision, learning goals and evaluation of goals with supervisor, reflective paper (varies in length depending on credit hours), time log, and exit interview.

5. Are the assignments aligned with the course learning outcomes?

Learning outcomes are:

Complete a supervised internship in an employment setting or agency related to human development, marriage, family, or home.

Link academic learning and coursework with these professional experiences.

Complete a minimum of 45 hands-on hours per credit.

Outcome 2 is the only one addressed by the assignments. The reflective paper specifically asks students to discuss how their academic preparation relates to the work of the internship.

Outcome 3 is presumably addressed by the time log submitted weekly.
Compliance with University Internship Policy (January 2017)

SOC 399R

Internship Coordinator(s)  Dr. Carol Ward

Course has a syllabus  Yes

Hours required per hour of course credit  42

Compliance

Compliance with Internship Policy  Partly complies

Strengths  This is a really strong syllabus. There is a lot required of students. This is a high partly complies.

Areas for improvement or clarification  There may be more than necessary required of students. What is the form/content of the pre-internship orientation, if held? What is the grading scale? What is the “student internship assessment?”

The course learning outcomes stated on the syllabus are different than the learning outcomes in the undergraduate catalog.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: A first meeting is mentioned in the syllabus but the content of that meeting is not stated.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: On p. 5, a “student internship assessment” is mentioned and presumably that is how they monitor the internship providers.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

   **Rationale:** The outcomes listed here are different than what’s stated in the catalog.learningoutcomes.byu.edu. Also, outcomes on p. 1 are different than those on p. 2-4.

   The point values of each assignment are listed but there is no statement that 90% = A, etc.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   Rating: Fully complies

   **Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports, Projects/Research

   **Rationale:** There is a lot required for this course. An essay outlining the intern’s goals, readings, journaling 1-2 pages/week, a book review, and a project (12-15 pages for 3 credits, proposal and final).

5. Are the assignments aligned with the course learning outcomes?

   Learning outcomes are:

   - Lifelong practice: Establish a lifelong practice of making connections and creating a network of people that will help the student develop professionally
   - Professionalism: Develop a professional sense of the work that will help the students identify personal learning outcomes for the semester
   - Interactive service work: Learn about what sociologists call “interactive service work” or jobs that require working with individuals
   - Organizational analysis: Produce a professional analysis of the organization where the student works
Research project: Complete a research project that addresses some need in the organization for which the student is working.

Outcomes 1 and 2 aren’t addressed in the assignments but perhaps more in the work itself (so the final evaluation of the student by the internship provider could cover this).

The outcomes listed on p. 1 do not match the outcomes listed on p. 2-4.
Compliance with University Internship Policy (January 2017)

SOC W 654R

Internship Coordinator(s)  Dr. Wendy Sheffield (director of field education), Dr. Marliée Van Wagenen (field liaison) and Ms. Charlene Clark

Course has a syllabus  Yes

Hours required per hour of course credit  500 total hours during Spring and Summer combined (up to 4 credits, variable)

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Between the syllabus and the manual linked below, this is a thoroughly thought out program.

Areas for improvement or clarification  The value of each assignment is not present in the syllabus. What is the form/content of the pre-internship orientations? This is a very high partly complies.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: Pre-Field Orientation is held on 4 occasions prior to the beginning of the internship. The content of that orientation is not stated in the syllabus.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies
Rationale: Though not included in the syllabus, the MSW Field Internship Manual (https://socialwork.byu.edu/SiteAssets/Field/2015_2016%20MSW%20Field%20Internship%20Manual.pdf) states that students submit an evaluation of their internship site.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating: Partly complies

   The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

   Rationale: The grading scale is provided (96% = A) but the value of each assignment is not stated here. I suspect the assignment values are in another part of Learning Suite.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   Rating: Fully complies

   Types of assignments listed in the syllabus: Papers/Reports

   Rationale: Students complete time logs/reflections, learning agreements, safety training, and pre-field orientations.

5. Are the assignments aligned with the course learning outcomes?

   Course outcomes are nine competencies established by the Council on Social Work Education (https://learningoutcomes.byu.edu/Instructors/course-instructors/07476/001/SOC+W+654R/735960/1383). These are very extensive competencies that students are rated on throughout their internships. The actual assignments do not necessarily align with the learning outcomes but the work students complete and are rated on does align.
Compliance with University Internship Policy (January 2017)

SOC W 655R

Internship Coordinator(s)  Dr. Wendy Sheffield and Ms. Charlene Clark
Course has a syllabus  Yes
Hours required per hour of course credit  600 hours over Fall and Winter semesters

Compliance

Compliance with Internship Policy  Partly complies
Strengths  Very thoroughly planned internship experience.
Areas for improvement or clarification  Include the point values of the various assignments.
What is the content/form of the Fall Field Orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   **Rating:** Partly complies

   **Rationale:** Fall Field Orientation is held at some point in conjunction with the seminar associated with this class (SOC W 615R) but the topics discussed are not obvious.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   **Rating:** Partly complies

   **Rationale:** Though not stated in the syllabus, students in this course and SOC W 654R complete a “survey evaluating both the agency and the in-agency field instructor” each semester.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Rating: Partly complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: Like 654R, the grading scale is given here but the value of individual assignments is not stated.

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Students submit an internship completion plan, safety training, logs of hours, an orientation exam, and a final evaluation.

5. Are the assignments aligned with the course learning outcomes?

The competencies here are even more extensive than 654R and as in 654R, the assignments are not necessarily aligned with those outcomes though the overall work experience is.
Compliance with University Internship Policy (January 2017)

SPAN 399R

Internship Coordinator(s) Dr. Scott Alvord

Course has a syllabus Yes

Hours required per hour of course credit 60

Compliance

Compliance with Internship Policy Partly complies

Strengths Strong academic focus shown in the assignments

Areas for improvement or clarification What is the content of the final interview. What is the student evaluation referenced in #5 on the first page? How are internship providers evaluated? What is the content/form of the pre-internship orientation, if held? Include course learning outcomes.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: The syllabus does not state that there is an orientation prior to the internship.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: If the final interview with the internship advisor covers this requirement, then this syllabus is in compliance.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Course Outline, Assignments, Expectations

   **Rationale:** Learning outcomes are not stated (they are the same for PORT 399R/599R and SPAN 399R/599R).

   Due dates are blank (presumably because this is used over several semesters) so there is no indication if assignments are due at once or throughout the internship experience.

4. The syllabus indicates that course assignments include some elements of: texts/ readings, papers/ reports, projects/ research, and demonstrations/ presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports

   **Rationale:** Required reading is 1000 pages/3 credits with an annotated bibliography. Internship report is 4-10 pages. Writing assignment is 10-12 pages.

5. Are the assignments aligned with the course learning outcomes?

   The learning outcome is:

   Complete an Internship: Demonstrate capacity to contextualize internship responsibilities and experiences within an academic framework.

   This shows the relationship of this internship to the academic aspects of the major/ minor and the assignments have a strong academic focus.
Compliance with University Internship Policy (January 2017)

SPAN 496

Internship Coordinator(s) Dr. Scott Alvord

Course has a syllabus No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating:
   
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:
   
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:
   
   The course has:
Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

SPAN 599R

Internship Coordinator(s)  Dr. Scott Alvord

Course has a syllabus  Yes

Hours required per hour of course credit  60

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Strong academic focus shown in the assignments

Areas for improvement or clarification  What is the content of the final interview. What is the student evaluation referenced in #5 on the first page? How are internship providers evaluated? What is the content/form of the pre-internship orientation, if held? Include course learning outcomes.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: The syllabus does not state that there is an orientation prior to the internship.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: If the final interview with the internship advisor covers this requirement, then this syllabus is in compliance.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Course Outline, Assignments, Expectations

   **Rationale:** Learning outcomes are not stated (they are the same for PORT 399R/599R and SPAN 399R/599R).

   Due dates are blank (I assume because this is used over several semesters) so there’s no indication if assignments are due at once or throughout the internship experience.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Texts/Readings, Papers/Reports

   **Rationale:** Required reading is 1000 pages/3 credits with an annotated bibliography. Internship report is 4-10 pages. Writing assignment is 10-12 pages.

5. Are the assignments aligned with the course learning outcomes?

   The learning outcome is:

   Complete an Internship: Demonstrate capacity to contextualize internship responsibilities and experiences within an academic framework.

   This shows the relationship of this internship to the academic aspects of the major/minor and the assignments have a strong academic focus.
Compliance with University Internship Policy (January 2017)

STAC 199R Team Manager Internship

Internship Coordinator(s)  Dr. Matthew Nix (Team Manager Class Coordinator)

Course has a syllabus  Yes

Hours required per hour of course credit  50

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Grading system is clearly stated.

Areas for improvement or clarification  Clarify what the self-evaluation is and its point value. What is the content/form of the pre-internship orientation, if held? Include learning outcomes on syllabus.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: In the section “Before the internship,” there is no mention of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication of how either students or the coordinator evaluate the internship providers. The internship providers for this internship are the various sports programs on campus so there may be an existing relationship between the coordinator and all the programs. The final paper asks students to include “overall discussion of the entire experience” but doesn’t specifically refer to the quality of the experience.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

**Rating:** Partly complies

**The course has:** Course Outline, Assignments, Expectations, Grading instructions

**Rationale:** The learning outcomes are not stated though students do create their own learning objectives.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

**Rating:** Fully complies

**Types of assignments listed in the syllabus:** Papers/Reports

**Rationale:** Students complete bi-weekly reports, goal statements (initial and final), and a final paper. A self-evaluation is mentioned but there is little detail about it or its worth in the grading system.

5. Are the assignments aligned with the course learning outcomes?

The learning outcomes are:

Team management: Demonstrate organization, competency and reliability as an asset to the management of the assigned team.

Strategies, rules, game day preparation: Demonstrate proficiency in practice strategies, NCAA rules and game day preparation with the assigned sport.

Some reflection required in bi-weekly journals. The assignments do seem to be aligned but not overly tightly.
Compliance with University Internship Policy (January 2017)

STAT 199R

Internship Coordinator(s) Dr. Gilbert Fellingham and Dr. Del Scott
Course has a syllabus Yes
Hours required per hour of course credit 50

Compliance

Compliance with Internship Policy Partly complies
Strengths Clear grading system.
Areas for improvement or clarification Clarify why grading is “generally” pass/fail. Include due dates. Incorporate assignments that assess oral communication skills (as stated in learning outcomes). What is the content/form of pre-internship orientation, if held?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   **Rating:** Insufficient evidence to rate
   
   **Rationale:** There is no indication of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   **Rating:** Fully complies
   
   **Rationale:** The final report requires students to discuss “how the internship experience might have been improved.”

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Rating: Partly complies

The course has: Purpose/Learning Outcomes, Assignments, Expectations, Grading instructions

Rationale: The syllabus states that the course outcomes are: “Demonstrate effective written and oral communication skills while reporting on the internship. Demonstrate a good work ethic as measured by the internship supervisor. Practice appropriate dress and etiquette in various business settings.” These outcomes are listed at learningoutcomes.byu.edu as applying to only STAT 199R and 496R.

No due dates are listed for the final report or thank you letter to supervisor. The weekly journal is submitted at the end of each work week.

Grading is pass/fail and students must earn 70 points to pass.

The website to submit assignments is not functioning.

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Student assignments are a weekly journal, a final report, and a thank you letter.

5. Are the assignments aligned with the course learning outcomes?

The STAT 199R/496R outcomes mention “oral communication” but there are no assignments that would measure oral communication skill.
Compliance with University Internship Policy (January 2017)

STAT 496R

Internship Coordinator(s)  Dr. Gilbert Fellingham and Dr. Del Scott

Course has a syllabus  Yes

Hours required per hour of course credit  50

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Clear grading system.

Areas for improvement or clarification  Clarify why grading is “generally” pass/fail. Include due dates. Incorporate assignments that assess oral communication skills (as stated in learning outcomes). What is the content/form of pre-internship orientation, if held?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: There is no indication of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: The final report requires students to discuss “how the internship experience might have been improved.”

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
Rating: Partly complies

The course has: Purpose/Learning Outcomes, Assignments, Expectations, Grading instructions

Rationale: The syllabus states that that course outcomes are: “Demonstrate effective written and oral communication skills while reporting on the internship. Demonstrate a good work ethic as measured by the internship supervisor. Practice appropriate dress and etiquette in various business settings.” These outcomes are listed at learningoutcomes.byu.edu as applying to only STAT 199R and 496R. STAT 599R has different learning outcomes.

No due dates are listed for the final report or thank you letter to supervisor. The weekly journal is submitted at the end of each work week.

Grading is pass/fail and students must earn 70 points to pass.

The website to submit assignments is not functioning.

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Student assignments are a weekly journal, a final report, and a thank you letter.

5. Are the assignments aligned with the course learning outcomes?

The STAT 199R/496R outcomes mention “oral communication” but there are no assignments that would measure oral communication skill.
Compliance with University Internship Policy (January 2017)

STAT 599R

Internship Coordinator(s)  Dr. Gilbert Fellingham and Dr. Del Scott
Course has a syllabus  Yes
Hours required per hour of course credit  50

Compliance

Compliance with Internship Policy  Partly complies
Strengths  Simple grading system.
Areas for improvement or clarification  Clarify why grading is “generally” pass/fail. Include due dates. Incorporate assignments that assess oral communication skills (as stated in learning outcomes). What is the content/form of pre-internship orientation, if held? Include course learning outcomes.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   **Rating:** Insufficient evidence to rate
   
   **Rationale:** There is no indication of a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   **Rating:** Fully complies
   
   **Rationale:** The final report requires students to discuss “how the internship experience might have been improved.”
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Purpose/Learning Outcomes, Assignments, Expectations, Grading instructions

   **Rationale:** The syllabus states that the course outcomes are: “Demonstrate effective written and oral communication skills while reporting on the internship. Demonstrate a good work ethic as measured by the internship supervisor. Practice appropriate dress and etiquette in various business settings.” These outcomes are listed at learningoutcomes.byu.edu as applying to only STAT 199R and 496R. STAT 599R has different learning outcomes.

   No due dates are listed for the final report or thank you letter to supervisor. The weekly journal is submitted at the end of each work week.

   Grading is pass/fail and students must earn 70 points to pass.

   The website to submit assignments is not functioning.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports

   **Rationale:** Student assignments are a weekly journal, a final report, and a thank you letter.

5. Are the assignments aligned with the course learning outcomes?

   The STAT 599R outcomes are:

   - **Apply Knowledge:** Apply classroom knowledge and skills to day-to-day statistical tasks
   - **Personal Career Goals:** Explore personal career goals and expectations
   - **Problem Solving Skills:** Develop problem solving skills
Appropriate Dress and Etiquette: Practice appropriate dress and etiquette in varied business settings

Effectively Communicate: Effectively communicate results of statistical analyses to clients, supervisors, and colleagues

Effective Written and Oral Communication: Demonstrate effective written and oral communication skills as they report on their internship experience

The syllabus also applies to 599R but does not address many of these outcomes specifically, problem solving skills (though this could possibly be addressed in the weekly journal) and oral communication.
Compliance with University Internship Policy (January 2017)

STDEV 199R EMT

Internship Coordinator(s)  Professor Dan Chandler
Course has a syllabus  Yes
Hours required per hour of course credit  50

Compliance

Compliance with Internship Policy  Partly complies

Strengths  The requirements of the assignments are clearly stated.

Areas for improvement or clarification  What is the content/form of the pre-internship orientation, if held? Is there any ongoing assessment of the internship providers? What are the point values of each assignment?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: There is no discussion in the syllabus of an orientation prior to beginning the internship.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies

   Rationale: This is an unusual internship in that it only applies to two internship providers (BYU’s EMS volunteer program or BYU Continuing Educations EMT Certification Course). I assume there is an ongoing relationship between Melanie Burton and the two Internship Providers (Kevin Peterson and Sam McKnight). The final evaluation by the student does ask
them to respond to this question: “Identify one thing you feel needs to improve within the organization/course you are participating in.”

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

   **Rationale:** There is a grading scale (p.1) and a statement that 80% of the grade comes from the completion of assignments and the remaining 20% comes from the internship providers’ evaluation of the student but the number of points for each assignment/evaluation is not stated.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports

   **Rationale:** The assignments are 2 logs (initial and final), a reflection assignment, a lesson plan, completion of IHC paperwork (if necessary), and a final paper/evaluation. Final evaluation could encourage more reflection (in the future).

5. Are the assignments aligned with the course learning outcomes?

   STDEV 199R outcomes are:

   Career Choice: Students will be able to better determine major and/or career paths based on hands-on experiences in the internship provider workplace setting.

   The final evaluation requires that students address “How has this semester shaped your thoughts about future work in the realm of emergency medicine?” so there is a direct connection to the learning outcomes. The Lesson Plan assignment does not seem to be connected to the learning outcomes.
Compliance with University Internship Policy (January 2017)

STDEV 199R EMS

Internship Coordinator(s)  Professor Dan Chandler (Fall 2016)
Course has a syllabus       Yes
Hours required per hour of course credit
Not stated. There is a statement about having “adequate internship hours” but no discussion as to what that means.

Compliance

Compliance with Internship Policy  Partly complies

Strengths  The requirements of each assignment are clearly stated. The need to complete assignments for academic credit is stated.

Areas for improvement or clarification  Clarify the value of assignments and the percentage needed to earn a particular grade. How many hours of work are needed to earn 1-credit, 2-credits, etc.? How are internship providers assessed? What is the content/form of a pre-internship orientation, if one is held? State how many hours of work are required per hour of internship course credit.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Insufficient evidence to rate

   Rationale: There is no indication of an orientation held prior to the internship starting.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies
Rationale: Students complete a final evaluation including the question: “Identify one thing you feel needs to improve within the organization/course you are participating in.”

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

Rating: Partly complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: The point breakdown (p. 5) states the reflections are worth 15%, midterm/final 25% and participation is 60% of the grade. There is no “midterm” assignment so the instructions are not as clear as they could be. There is no statement here as to the value of the IHC paperwork completion or lesson plan (perhaps this is the midterm). Is participation linked solely to the log of hours? There is no statement as to what percentage of points = A, B, etc.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports

Rationale: Assignments include 3 reflections, a lesson plan, a log of hours, a final evaluation (paper), and an evaluation of the student by the internship providers (BYU EMS Kevin Peterson and BYU Continuing Education EMT Sam McKnight).

5. Are the assignments aligned with the course learning outcomes?

The learning outcome is:

Career Choice: Students will be able to better determine major and/or career paths based on hands-on experiences in the internship provider workplace setting.

The assignments, especially the final evaluation which asks “How has this semester shaped your thoughts about future work in the realm of emergency medicine?”, do connect to the learning outcomes. The lesson plan assignment does not seem to directly tie to the learning outcome but it’s an interesting choice to include.
Compliance with University Internship Policy (January 2017)

STDEV 399R

Internship Coordinator(s)  Professor Brad Lebaron oversees sections 002, 003, 004 ‘Hospital Administration’
Professor Amber Collins oversees sections 001

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: 
   
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   Rating: 
   
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   Rating:
The course has:

Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/ readings, papers/ reports, projects/ research, and demonstrations/ presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

STDEV 496R

Internship Coordinator(s)  Professor Kris Tina Carlston
Course has a syllabus Yes
Hours required per hour of course credit 42

Compliance

Compliance with Internship Policy  Fully complies
Strengths  Organization of the syllabus. The internship and assignments are well-structured.
Areas for improvement or clarification What is the content of pre-internship orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating: Partly complies
   
   Rationale: Orientation meeting (p. 2) is mandatory. This meeting is where students find out where they are to be placed and “and course information that will prepare you for your internship.” The content of this meeting beyond that is not discussed.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies
   
   Rationale: The Final Student Evaluation (p. 13) asks students to address the question: “Would you recommend that we continue placing interns at your internship placement? Why or why not?” Because of the involvement of Dr. Carlston in assigning students to law firms, I suspect that she keeps close tabs on which firms are working out and which are not.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Fully complies

   **The course has:** Purpose/Learning Outcomes, Course Outline, Assignments, Expectations, Grading instructions

   **Rationale:** The assignments are very detailed as is the grading scale. An example work log is included too.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports

   **Rationale:** Assignments include mandatory meetings (orientation, brown bag at midpoint), Law Fair attendance, court observation, and 12 journal assignments (each with specific topics).

5. Are the assignments aligned with the course learning outcomes?

   The learning outcomes are:

   - Career Choice: Accurately assess whether or not a legal education and career is the correct choice for them.

   - Legal Education: Understand what a legal education and career requires and provides.

   - Comfort: Increase comfort interacting with legal professionals.

   The assignments do seem to be aligned with these learning outcomes.
Compliance with University Internship Policy (January 2017)

SWED 399R

Internship Coordinator(s)  Dr. Christopher Oscarson

Course has a syllabus  No

Hours required per hour of course credit

Compliance

Compliance with Internship Policy

Strengths

Areas for improvement or clarification  Develop a syllabus meeting the guidelines in the university Internship Policy

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   Rating:
   
   Rationale:

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating:
   
   Rationale:

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   Rating:
The course has:

Rationale:

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating:

Types of assignments listed in the syllabus:

Rationale:

5. Are the assignments aligned with the course learning outcomes?
Compliance with University Internship Policy (January 2017)

TEE 399R

Internship Coordinator(s)  Ms. Rachel Terry

Course has a syllabus  Yes

Hours required per hour of course credit  60

Compliance

Compliance with Internship Policy  Partly complies

Strengths  There are clear standards that students are expected to meet during their teaching internship.

Areas for improvement or clarification  Include a grading scale and learning outcomes. Is the Internship Quiz (about the Internship and New Hire Guidelines) a pre-internship orientation?

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Partly complies

   Rationale: The “Internship and New Hire Guidelines” mentioned may be an orientation of sorts but there is no indication of a meeting.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Fully complies

   Rationale: Students complete a “Student Evaluation of Practicum Employer” which presumably provides feedback to the various departments about the quality of internship providers.
3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

   **Rating:** Partly complies

   **The course has:** Assignments, Expectations

   **Rationale:** No learning outcomes are listed. No due dates are listed (here or in the parts of Learning Suite that I can access). The point values/weights of assignments are not listed and there is no grading scale. The weights of each assignment are available on Learning Suite. There may be additional information on Learning Suite that I cannot access.

4. The syllabus indicates that course assignments include some elements of: texts/reading, papers/reports, projects/research, and demonstrations/presentations.

   **Rating:** Fully complies

   **Types of assignments listed in the syllabus:** Papers/Reports

   **Rationale:** Students complete an evaluation of the employer, a finalization form (unclear as to what that is), and write a final 2-page report. International interns also create a digital poster.

5. Are the assignments aligned with the course learning outcomes?

   The learning outcomes for each course are the same:

   Professional Experience: Student acquires professional experiences in any discipline within technology.

   Professional Communication: Student demonstrates professional communication skills (report).

   Converting Experience into Understanding: Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

   Without access to the content in Learning Suite, this is hard to establish. The final report should ideally encourage reflective thinking. However, the rest of the learning outcomes are addressed by the assignments.
Compliance with University Internship Policy (January 2017)

TEE 496

Internship Coordinator(s)  Dr. Kip Christensen and Ms. Rachel Terry
Course has a syllabus  Yes
Hours required per hour of course credit  Not stated. Year long teaching.

Compliance

Compliance with Internship Policy  Partly complies
Areas for improvement or clarification
What is the grading scale and the weights of the various assignments? What is the content/form of the pre-internship orientation, if held? How are mentor teachers/internship providers assessed? Include course learning outcomes.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.
   
   **Rating:** Insufficient evidence to rate
   
   **Rationale:** There is no indication in the syllabus of a pre-internship orientation. There is a seminar in the first semester associated with the course that could address some of this.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.
   
   **Rating:** Insufficient evidence to rate
   
   **Rationale:** There is no indication of assessment of internship providers (mentor teachers).

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.
   
   **Rating:** Partly complies
The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: The assignments are mentioned but not discussed in a lot of detail. They may be further discussed in Learning Suite (there are references to Learning Suite throughout the syllabus).

4. The syllabus indicates that course assignments include some elements of: texts/ readings, papers/ reports, projects/ research, and demonstrations/ presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/ Reports

Rationale: Students submit a 5 minute video of themselves teaching, maintain a lesson plan notebook, a final internship interview, and a Teacher Work Sample (TWS).

5. Are the assignments aligned with the course learning outcomes?

Learning outcome from the catalog is:

Students will improve upon what they have learned at BYU by going out into industry and gaining additional experience through mentoring and teaching in the schools of the surrounding community.

The TWS, though only detailed in Learning Suite, should address this outcome.
Compliance with University Internship Policy (January 2017)


Internship Coordinator(s)  Professor Kyle Stapley (internship coordinator, all 4 courses); Students are also supervised by a faculty advisor

Course has a syllabus  Yes

Hours required per hour of course credit  50-60 hours/credit (stated in Internship Packet not syllabus: http://tma.byu.edu/wp-content/uploads/2012/12/TMA-Internship-Packet-FOR-ONLINE-19may20151.pdf)

Compliance

Compliance with Internship Policy  Partly complies

Strengths  Weekly journals ask students to address “a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you’ve learned, and self-reflection on your experiences.”

Areas for improvement or clarification  Would it be simpler to have just a 199R and 399R course rather than 4 separate undergraduate internship courses? This current arrangement is fairly unusual. Journal assignments are not in numerical order. How are assignments weighted for grading? State how many hours of work are required per hour of internship course credit.

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

Rating: Partly complies
Rationale: The syllabus does not state this but the department internship site (https://tma.byu.edu/resources/internship-career-resources/) states that students need to “Set up an appointment with the TMA Internship Coordinator,”

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

Rating: Partly complies

Rationale: Not in the syllabus, but in the internship packet Student Internship Evaluation linked above, one question students are asked to address is “Do you have suggestions for students who may do an internship with this employer or any other? “

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

Rating: Partly complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: Learning outcomes are individually negotiated: “Individual Internship:

Because of the individual nature of the internship course, students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program-level learning outcomes.”

Supervisors submit an evaluation at the end of the internship here: https://form.jotform.com/53625452644154

There is no grading scale or indication of how assignments are weighted.

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports, Weekly journal for duration of internship (1 journal/week), also written evaluation of internship experience
**Rationale:** Students complete work logs each week, a final paper and an evaluation of the internship (not mentioned in syllabus).

5. Are the assignments aligned with the course learning outcomes?

This is not possible to rate as the internship’s learning outcomes are individually determined. The assignments remain the same regardless of the learning outcomes.
Compliance with University Internship Policy (January 2017)

WS 399R

Internship Coordinator(s)  Dr. Amy Harris
Course has a syllabus  Yes
Hours required per hour of course credit  42

Compliance

Compliance with Internship Policy  Partly complies


Areas for improvement or clarification  The syllabus states “Students cannot earn academic credit if they receive an hourly wage at their internship; however, a onetime stipend is permitted.” What is the form/content of the pre-internship orientation, if held? Include a grading scale

Factors used to assess the syllabus’ level of compliance

1. The syllabus indicates that there is a pre-internship orientation.

   Rating: Insufficient evidence to rate

   Rationale: Other than a submission of a “Statement of Expectations” within two weeks of the internship beginning, there does not appear to be a pre-internship orientation.

2. The syllabus indicates that there is routine assessment of internship providers by departments to ensure students are having quality learning experiences.

   Rating: Partly complies
Rationale: In the Internship Final Report, students are asked to answer the question “Would you recommend a similar internship experience to other history students and why?” This seems to encourage reflection on the internship by the student. There is no evidence here of assessment by the Women’s Studies office of internship providers.

3. The syllabus includes the course’s purpose or learning outcomes, a course outline, assignments and expectations, and test, evaluation, and grading instructions.

Rating: Partly complies

The course has: Purpose/Learning Outcomes, Course Outline, Assignments, Expectations

Rationale: Grading is pass/fail. “Grades will be awarded based on the student’s two written reports, two self-assessments, the internship supervisor’s two evaluations, and the FULL completion of the required hours. “ There is no grading scale to show how the assignments are weighted. “The Academic Advisor will assess the language, research, writing, and analytical skills and abilities the student has developed and used during their internship experience based upon the students’ assignments and self-assessments.”

4. The syllabus indicates that course assignments include some elements of: texts/readings, papers/reports, projects/research, and demonstrations/presentations.

Rating: Fully complies

Types of assignments listed in the syllabus: Papers/Reports, Self-evaluations at two points and evaluation by internship supervisor (twice).

Rationale: There are specific instructions given for the final report. The required assignments do not appear to change based on the number of credits a student enrolls for (ranges between 0.5 and 6).

The Final Report is 3-5 pages, double spaced. The interns are asked to address “some or all” of a list of questions.

5. Are the assignments aligned with the course learning outcomes?

The learning outcome is:
Application: Students will demonstrate and apply skills an advanced level of knowledge as they work in a professional setting.

However, the syllabus states that individual learning outcomes are negotiated within the first two weeks of the internship. The assignments are the same regardless of this discussion though.

A question students are to address in the Internship Final Report is “Why is the experience deserving of academic credit?” It seems that the assignments are what should create an academic experience for the student.
Appendix E

Executive Summary *(provided to Dr. Hansen and Ms. Chamberlain on Jan. 9, 2017)*

Most internship course syllabi are close to meeting all the requirements of the university Internship Policy. This document briefly highlights syllabi that deviated from the norm in some way. The entire report with individual ratings of each internship courses is also attached.

When a syllabus did not comply with all the requirements of the Internship Policy, they were most often deficient in these areas:

1. **Pre-internship orientation.** About half of the internship courses have a meeting prior to the internship but the content of that meeting is not stated in the syllabus so there is insufficient evidence to rate their compliance with this guideline. In other cases, many of the required elements of the pre-internship orientation were discussed in the syllabus.

2. **Assessment of internship providers.** About two-thirds of the internship courses require students to submit some type of evaluation. The remaining one-third of the syllabi had no indication of evaluation of internship providers.

3. **Grading scale.** About one-third of the syllabi lacked a grading scale, defined as an indication of how many points or what percentage of points yields a certain grade (ex. 85% = B or 450 out of 500 points = A-).

4. **Weights of assignments.** About one-quarter of the syllabi did not include the weights or point values of the assignments.

5. **Learning outcomes.** Most syllabi included learning outcomes. However, these learning outcomes were often different from those found in the BYU undergraduate catalog (catalog.byu.edu) or in BYU’s compilation of learning outcomes (learningoutcomes.byu.edu). Some course syllabi listed the program outcomes instead.

Syllabi nearest to full compliance

**LAW 599R** – The manual prepared by the Law School is a thorough overview of all aspects of their externship program.

**STDEV 496** – This syllabus is for the advanced legal internship course and is a very thorough review of all aspects and requirements of this course. Assuming the orientation
meeting covers all required elements of the pre-internship orientation, this course is fully compliant.

**EXSC 399R** – This 14-page syllabus includes all the information that is required by a pre-internship orientation (though there does not appear to be a pre-internship orientation beyond this packet). The only information missing is a grading scale (ex. 95% = A).

**CPSE 496R** – The manual provided to students is very thorough and if there is a pre-internship orientation that covers all the required elements, this syllabus would be in full compliance.

**HLTH 496R (capstone course)** – This packet includes a thorough overview of all aspects of the required internship course for health promotion and health science students.

**COMMS 399R and COMMS 496R** – The syllabi for these courses (399R and 3 versions of 496R: Advertising, PR, and News) all provide a thorough overview of all aspects of the internship, apart from indicating if there is a pre-internship orientation.

**PSYCH 399R/496R** – These two courses share a syllabus. The assignments are particularly well designed so though there is no indication of a pre-internship orientation or assessment of internship providers, it is a good example of a well-designed internship course syllabus.

**Syllabi that do not comply with the Internship Policy**

Often, a syllabus does not provide a complete view of a course and its operation. With that in mind, the following syllabi lacked the required attributes of a syllabus. Notably, each of the following syllabi did not discuss the assignments students would complete during their internship.
**IP&T 599R** – This syllabus was more of a brief introduction for students on how to find and then register for an internship. The syllabus submitted to the Internship Office did not include any of the requirements stated in the Internship Policy.

**ECE 496R and EL ED 496** – Both courses are full year, 12-credit courses where students teach full-time in public schools. Both syllabi indicate they are pass/fail courses but there are no assignments listed that students need to complete or an indication of how that pass/fail grade is determined.

**REL E 688R** – This internship course is for clinical pastoral education as part of the chaplaincy program. Though the syllabus notes that students will complete what asked of them by their hospital supervisor, there is no discussion as to what those assignments are or how they are graded.

Syllabi indicating potential misunderstandings

Below are comments from syllabi that may indicate a misunderstanding of the university Internship Policy.

**WS 399R** – The syllabus states that “Students cannot earn academic credit if they receive an hourly wage at their internship; however, a onetime stipend is permitted.”

**POLI 399R and SFL 399R** – Both course syllabi state that only 9 credits may be earned in a single internship experience. This is not a requirement I am familiar with. Also, all the teaching internships are 12 credits and the Internship Policy states that internships can be 0.5 to 12 credits.

Syllabus that is weakly connected to academic experiences of students

**HCOLL 499R** – This syllabus is unlike any of the other submitted syllabi. The assignments that students complete during their internship show little connection to the student’s academic background in the humanities. Instead, the assignments focus on demonstrating
the student's achievement in seven areas of professional competency. These seven competencies may or may not be related to the student's internship. The assignments are, in general, more rigid than assignments in other syllabi in that they are prescribed and not especially flexible depending on the student's internship. This course replaces IHUM 399R, PHIL 300R, and GERM 399R.

Courses without a syllabus

These 32 internship courses did not provide a syllabus to the Internship Office in Fall 2016. They may have a syllabus but did not provide it or may need to develop a syllabus.

AEROS 399R    GERM 399R    MPA 599R
ART 496        GERM 496R    MUSIC 399R
CS 199R        ICLND 399R  NORWE 399R
CPSE 788R      IHUM 399R    PHIL 399R
DANSH 399R     JAPAN 399R  PHSCS 399R
ECON 199R      JAPAN 599R  PHSCS 599R
ENGL 599R      KOREA 399R  RECM 199R
FINN 399R      LING 599R   SPAN 496
GEOG 399R      LING 688R   STDEV 399R
GEOL 399R      MATH 399R   SWED 399R
GEOL 599R      MMBIO 496R
Syllabi scoring

Using the ratings on the four categories, I assigned a number to each rating. This is a rather reductive way of looking at the information available but does provide a simplified overview of their compliance that may be useful.

**Categories**

- Q1 – pre-internship orientation
- Q2 – assessment of internship providers
- Q3 – inclusion of course details
- Q4 – inclusion of appropriate assignments

**Ratings**

- Fully compliant = 1 point
- Partly compliant = 0.5 points
- Insufficient evidence to rate = 0 points

**Scores**

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</tr>
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Insufficient evidence to rate in 4 categories
Syllabus was missing

**Frequency of scores**

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Total courses: 133

**Syllabi by score**

The syllabi are listed here by what score they achieved using the above rating system.

*Syllabus with a score of 4*

LAW 599R

*Syllabi with a score of 3.5*

CPSE 496R
EXSC 399R
HLTH 496 capstone
STDEV 496R

*Syllabi with a score of 3*

ARTED 496R
CE EN 199R
CFM 199R
CFM 399R
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<td>COMMS 399R</td>
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<td>ELANG 496R (TESOL)</td>
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Syllabi with a score of 2.5

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<td>EXSC 496R</td>
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<td>HLTH 496 (internship) and HLTH 476 (student teaching)</td>
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<td>NDFS 399R</td>
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<tr>
<td>TMA 688R</td>
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</table>

Syllabi with a score of 2
ARTHC 496R IAS 399R (also MESA 399R) Domestic Internships
ARTHC 599R ITAL 399R Travel Abroad
BUSM 199R MMBIO 399R
BUSM 496R NURS 399R
CPSE 688R PETE 496R (Fall 2014)
DANCE 399R PHY S 496R
DIGHT 496R POLI 399R Utah Legislature
EDLF 688R SC ED 496R FACS
ENGL 496R SC ED 496R History (HIST 476)
EXSC 688R Health Promotion Practicum
HIST 496R family history
STDEV 199R EMT
STDEV 199R EMS
WS 399R

Syllabi with a score of 1.5
AM ST 399R
ANTHR 496R
ANTHR 599R
CHEM 496R
CHIN 399R
FREN 399R
MTHED 496R
POLI 399R European Parliament
PORT 399R
PORT 599R
RUSS 199R Domestic Internship
RUSS 399R Moscow internship
SPAN 399R
SPAN 599R
STAC 199R Team Manager Internship
TEE 496
Methodology

This evaluation rated the syllabi on four aspects of the university Internship Policy and then made an overall rating.

1. Pre-internship orientation
2. Assessment of internship providers
3. Inclusion of internship course details
4. Inclusion of appropriate assignments
Each syllabus was rated on these four aspects using a scale of fully complies, partly complies, or insufficient evidence to rate. The overall rating was rated as fully complies, partly complies, or does not comply.

**Description of terms and ratings**

*Pre-internship orientation (Q1).* The university Internship Policy states that during a pre-internship orientation “students receive instruction regarding Internship Registration and Management System (IRAMS) procedures, assignments and expectations, grading procedures, standards of personal conduct (including professional behavior in the workplace), the nature of and amount of supervisory contract between the faculty advisor or department administration and the students, the Internship Master Agreement or MOU that outlines the obligations of the student, the university, and the internship providers, and procedures for unanticipated termination.”

**Rating.** Syllabi could be marked as *fully compliant* if the syllabus included a discussion of all of these required elements within the document itself. Syllabi were rated as *partly compliant* if there was an indication of a meeting prior to the internship. In some cases, I noted that syllabi included a meeting and in addition, the syllabus covered most of the required material and noted that these syllabi were on the high end of *partly compliant*. Syllabi that did not mention a meeting prior to the internship and that did not cover each required element of the pre-internship orientation were rated as having *insufficient evidence to rate.*

*Assessment of internship providers (Q2).* The university Internship Policy states that the “department or school must also provide routine assessment of internship providers to ensure quality learning experiences.”

**Rating.** Syllabi were marked as *fully compliant* if the syllabus indicated that there were processes in place to assess internship providers. This was most commonly handled by students submitting an evaluation of the internship provider at the conclusion of the internship. Syllabi were marked as *partly compliant* if there was an indication of some kind of assessment by the students or department itself but what this assessment
consisted of was not clearly stated. Syllabi that did not mention any kind of assessment of internship providers were noted as having insufficient evidence to rate.

**Inclusion of internship course details (Q3).** The university Internship Policy states that the academic departments should provide a syllabus with “purpose or learning outcomes of the course, a course outline, assignments and expectations, and test, evaluation, and grading instructions.”

**Rating.** Syllabi were marked as fully compliant if all these details were included. Syllabi were marked as partly compliant if one or more of these details were missing. Syllabi were rated as having insufficient evidence to rate if all these details were missing.

**Inclusion of appropriate assignments (Q4).** The university Internship Policy notes that internship course assignments “must include combinations or elements of the following: text(s), papers, projects or research, demonstrations or presentations.”

**Rating.** Syllabi were marked as fully compliant if they included one or more of the possible assignments. Syllabi were marked as partly compliant if none of the assignments discussed matched this list. Syllabi were rated as having insufficient evidence to rate if there was no indication of assignments that students would complete during the internship.

**Overall compliance (Q6).** If a syllabus was fully compliant in all four areas or rated as fully compliant in three areas with a high partly complies in one area, it was rated as fully compliant overall. If a syllabus rated as partly compliant in one or more areas, it was rated as partly compliant. If a syllabus was rated as having insufficient evidence to rate in all four areas, it was rated as does not comply.

**Additional information.** I also made note when syllabi stated how many hours of work were required per credit hour of internship credit earned. I also considered if the assignments students complete were aligned with the course’s learning outcomes. The learning outcomes were drawn from learningoutcomes.byu.edu and catalog.byu.edu.
**Appendix F**

<table>
<thead>
<tr>
<th>Course Department</th>
<th>Did this course comply with the guidelines?</th>
<th>Did the course comply with the timelines?</th>
<th>Syllabus only</th>
<th>Catalog only</th>
<th>Syllabus only vs. Catalog only</th>
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<th>Areas that need improvement</th>
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<td>Fully complies</td>
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<td>No</td>
</tr>
</tbody>
</table>

**Q1** The syllabus includes the following components:
- Clear, well laid out outline, assignments, and grading instructions.
- Clear assignments and grading instructions.
- Grading scale and weights of the various categories.
- Reflection in executive interview report.
- Grades of students in all assignments.

**Q2** The syllabus indicates that course outcomes include at least one of the following:
- Knowledge and understanding, skills, and competencies, and demonstration of professional judgment.
- Reflection in executive interview report.
- Grades of students in all assignments.

**Q3** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q4** The grading scale is outlined. This includes:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q5** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q6** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q7** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q8** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q9** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q10** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q11** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q12** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q13** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q14** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q15** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q16** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q17** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q18** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q19** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q20** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q21** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q22** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q23** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q24** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q25** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q26** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q27** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q28** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q29** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q30** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q31** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q32** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q33** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q34** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.

**Q35** The syllabus includes the following components:
- Reflection in executive interview report.
- Grades of students in all assignments.
- Syllabus only.
<table>
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<tr>
<th>Course Department and Number (e.g. ACSC 2100)</th>
<th>Did this internship satisfy the requirement for academic credit?</th>
<th>Number of hours total at least two internships</th>
<th>Are the syllabus and internship orientations aligned?</th>
<th>How are internship providers assessed?</th>
<th>What is the form/content of the pre-internship orientation? (if held)</th>
<th>How are internship providers assessed? (if held)</th>
<th>Scoring (For 0.5 points = partly complies, 1 point = fully complies)</th>
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<td>Yes</td>
<td>1500 hours total at least two internships</td>
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<td>Content of pre-internship orientation. How are internship providers assessed? Weekly reports (capstone course) are their respective weights? What is the form/content of the pre-internship orientation?</td>
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<td>Areas that need improvement</td>
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<td>Human Resource Psychology</td>
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<td>Areas that need improvement</td>
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<td>Course Department and Number</td>
<td>Did this course submit a syllabus?</td>
<td>Required minimum hours of academic internship placement</td>
<td>The syllabus indicates that course outcomes include intern-ship learning outcomes, a course orientation, assignments, and instruction, and grading instructions.</td>
<td>The syllabus indicates that course outcomes include intern-ship learning outcomes, a course orientation, assignments, and instruction, and grading instructions.</td>
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<td>This course complies with the university Internship Policy.</td>
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<td>ENG T 155R</td>
<td>Yes</td>
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<td>Instruct instructors in the syllabus. Where are the evaluation criteria explained?</td>
<td>Instruct instructors in the syllabus. Where are the evaluation criteria explained?</td>
<td>Instruct instructors in the syllabus. Where are the evaluation criteria explained?</td>
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<td>ASTR 389R</td>
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<td>25 hours/week = 25 hours/week</td>
<td>25 hours/week = 25 hours/week</td>
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<td>ASTR 489R</td>
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<td>25 hours/week = 25 hours/week</td>
<td>25 hours/week = 25 hours/week</td>
<td>25 hours/week = 25 hours/week</td>
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<td>ASTR 489R</td>
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<td>Course Department and Number (ex. ACC 399R)</td>
<td>Did this course require a syllabus?</td>
<td>How many hours of academic focus in the academic internship orientation?</td>
<td>Q1 The syllabus indicates that course objectives and learning outcomes, a course evaluation, assignments, and grading instructions, and demonstrations/presentations are required.</td>
<td>Q2 The syllabus indicates that course objectives and learning outcomes, a course evaluation, assignments, and grading instructions, and demonstrations/presentations are required.</td>
<td>Q3 Assignments</td>
<td>Q3 Expectations</td>
<td>Q4 Text, illustrations, and grading instructions</td>
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<td>LHOL 399R</td>
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<td>ACC 399R (also MATH 399; BUS 399; HIST 399R)</td>
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<tr>
<td>C71H 496 (transition course)</td>
<td>N/A</td>
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<td>C71H 496 (transition course)</td>
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<td>C71H 496 (transition course)</td>
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<td>Insufficient evidence to rate.</td>
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<td>Insufficient evidence to rate.</td>
<td>Insufficient evidence to rate.</td>
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<td>No</td>
<td>No</td>
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</table>
| Source (Department and Section, e.g. ACC 299R) | Did this course fulfill the course requirement for the major? Yes/No | How many hours of academic and nonacademic work are required? Hours/credit. Hours are stated on the course catalog. | Does the syllabus indicate that course objectives are related to the Internship Policy? Yes/No | Development of course objectives and grading. Syllabus encourage reflection after the experience. Yes/No | Areas that need improvement
| --- | --- | --- | --- | --- | --- |
| ENGL 299R | Yes | 20 semester hours (same as catalog, except the Interdisciplinary Internship Program) | Yes | Quartet: Completion of the Internship Orientation, if held. Grading scale and value of each assignment. | Area for improvement: Grading instructions.
| ENGL 399R | Yes | 30 semester hours (same as catalog, except the Interdisciplinary Internship Program) | Yes | Grading scale and value of each assignment. | Area for improvement: Grading instructions.
| ENGL 499R | Yes | 45 semester hours (same as catalog, except the Interdisciplinary Internship Program) | Yes | Grading scale and value of each assignment. | Area for improvement: Grading instructions.
| ENG 299R | Yes | 15 semester hours (same as catalog, except the Interdisciplinary Internship Program) | Yes | Development of course objectives and grading. Syllabus encourage reflection after the experience. | Area for improvement: Grading instructions.
| ENG 399R | Yes | 15 semester hours (same as catalog, except the Interdisciplinary Internship Program) | Yes | Development of course objectives and grading. Syllabus encourage reflection after the experience. | Area for improvement: Grading instructions.
| ENG 499R | Yes | 15 semester hours (same as catalog, except the Interdisciplinary Internship Program) | Yes | Development of course objectives and grading. Syllabus encourage reflection after the experience. | Area for improvement: Grading instructions.
| ENG 599R | Yes | 20 semester hours (same as catalog, except the Interdisciplinary Internship Program) | Yes | Development of course objectives and grading. Syllabus encourage reflection after the experience. | Area for improvement: Grading instructions.
| ENG 699R | Yes | 30 semester hours (same as catalog, except the Interdisciplinary Internship Program) | Yes | Development of course objectives and grading. Syllabus encourage reflection after the experience. | Area for improvement: Grading instructions.
| ENG 799R | Yes | 45 semester hours (same as catalog, except the Interdisciplinary Internship Program) | Yes | Development of course objectives and grading. Syllabus encourage reflection after the experience. | Area for improvement: Grading instructions.

**Strengths**

- Close alignment of outcomes and assignments with the Internship Policy.
- Grading instructions and grading scale.
- Development of course objectives and grading.

**Weaknesses**

- Insufficient evidence to assess the quality of the assignments.
- Grading instructions and grading scale.
- Development of course objectives and grading

**Notes**

- The manual is a very thorough overview of the Internship Orientation, if held. Grading scale and value of each assignment.
- Development of course objectives and grading.
- Syllabus encourage reflection after the experience.
- Grading scale and value of each assignment.
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- Syllabus encourage reflection after the experience.
- Grading scale and value of each assignment.
<table>
<thead>
<tr>
<th>Course Department and Number (ex. ACC 399R)</th>
<th>Did this course meet syllabus?</th>
<th>Few credits were requested per level of academic standing?</th>
<th>The syllabus includes deadlines for each of the learning experiences, if course includes assignments, readings, and grading instructions.</th>
<th>Q3 The syllabus includes deadlines for each of the learning experiences, assignments, readings, and grading instructions.</th>
<th>Q4 The syllabus indicates that course assignments include learning experiences, assessment, and grading instructions.</th>
<th>Q5 Outcomes and expectations, and assignments point values.</th>
<th>Scoring (For Grades 1-3: 4 = fully compliant, 3 = partly compliant, 2 = partially compliant, 1 = not compliant, 0 = out of date points awarded. No offer of internships is also noted - a different point is awarded)</th>
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<tr>
<td>PD BIO 399R</td>
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<td>Yes</td>
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<td>Fully complies</td>
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<td>Number (ex. ACC 399R)</td>
<td>Course Department and Number</td>
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<td>Few credits were requested per level of academic standing?</td>
<td>The syllabus includes deadlines for each of the learning experiences, if course includes assignments, readings, and grading instructions.</td>
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Strengths

Areas that need improvement

WIDB).
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<th>Fall 45 credits</th>
<th>Prereqs</th>
<th>Description of course</th>
<th>Evaluation</th>
<th>Aligns to learning outcomes</th>
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<th>Fully complies</th>
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<th>Internship providers?</th>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

Additional notes:
- Insufficient evidence to rate
- Partially complies
- Fully complies
- Catalog only
- Syllabus only

Strengths:
- Areas that need improvement:
  - Teaching and evaluation methods in the syllabus.
  - The overall design and implementation of the course.
  - The alignment of the course with the learning outcomes.

Weaknesses:
- Insufficient evidence to rate
- Partially complies
- Fully complies
- Catalog only
- Syllabus only

Implications:
- The strength of the semester, especially in the first and second assignments.
- The quality and relevance of the assignments.
- The alignment of the course with the learning outcomes.

Potential areas for improvement:
- The quality and relevance of the assignments.
- The alignment of the course with the learning outcomes.

Conclusion: The course aligns well with the learning outcomes, but there is room for improvement in the teaching and evaluation methods in the syllabus.
<table>
<thead>
<tr>
<th>Course Department and Number</th>
<th>Did This Teaching?</th>
<th>Few Hours of On-Premise (10 or more required)</th>
<th>Late-Minute Change</th>
<th>The syllabus indicates that course expectations include writing outcomes, assignments, and grading instructions.</th>
<th>The assignments include a discussion of learning outcomes, any instructor-delivered presentations, and other academic engagement.</th>
<th>The outcomes of assessments for each rubric are cataloged.</th>
<th>The policy/grading rubric includes a grading scale.</th>
<th>The grading instructions include an indication of a pre-internship orientation and internships providers are assessed.</th>
<th>Did the Syllabus comply with the Academic Program Policy?</th>
<th>Scoring (Pw-01-02: 1 point = fully complies, 0 = no complies)?</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Notes that Need Improvement</th>
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</thead>
<tbody>
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<td>No</td>
<td>No</td>
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<td>Insufficient evidence to date</td>
<td>Insufficient evidence to date</td>
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<tr>
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<tr>
<td>(HIST 476)</td>
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<tr>
<td>SC ED 496R FACS</td>
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<td>No</td>
<td>Insufficient evidence to date</td>
<td>Insufficient evidence to date</td>
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<td>No</td>
<td>No</td>
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<td>No</td>
<td>No</td>
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<td>Insufficient evidence to date</td>
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<td>Insufficient evidence to date</td>
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<td>No</td>
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<td>Insufficient evidence to date</td>
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<td>Insufficient evidence to date</td>
<td>Insufficient evidence to date</td>
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<td>0.0</td>
<td>Fully complies. This is a high &quot;partly complies&quot; score for the expected evidence to date.</td>
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<td>Number of credit hours</td>
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<td>SOC W 655R</td>
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</tr>
</tbody>
</table>

**Course Content and Outcomes**

1. **Understanding**
   - Define the course objectives and learning outcomes.
   - Identify the key concepts and principles.

2. **Application**
   - Apply the course material to real-world situations.
   - Demonstrate the ability to use the course content in practical contexts.

3. **Analysis**
   - Analyze complex issues and problems.
   - Evaluate different perspectives and approaches.

4. **Synthesis**
   - Synthesize information from multiple sources.
   - Develop creative solutions or ideas.

5. **Evaluation**
   - Critically assess the effectiveness of course content.
   - Compare and contrast different theories or approaches.

**Course Requirements**

1. **Attendance**
   - Regular attendance is required.
   - Late submissions are penalized.

2. **Assessment**
   - Assessment will include quizzes, tests, and assignments.
   - Final grade will be based on a weighted average of assessments.

3. **Grading Policy**
   - Grading will be on a scale of 0-100.
   - Final grades will be posted on the course website.

**Course Objectives**

1. To develop a comprehensive understanding of the course content.
2. To demonstrate critical thinking and problem-solving skills.
3. To apply course knowledge in practical situations.

**Course Evaluation**

1. **Self-assessment**
   - Students will complete self-assessment quizzes.
   - Feedback will be provided to assist in self-improvement.

2. **Peer-assessment**
   - Students will evaluate each other's work.
   - Feedback will be given to improve collaboration and teamwork.

3. **Instructor-assessment**
   - Instructor will provide written feedback on assignments.
   - Grading will be based on the quality of work and adherence to guidelines.

**Course Support**

1. **Office Hours**
   - Office hours will be held twice a week.
   - Appointments for individual assistance can be arranged.

2. **Tutoring Services**
   - Tutoring services are available to all students.
   - Appointments can be scheduled through the academic support center.

3. **Research Assistance**
   - Research assistance is available for course projects and assignments.
   - Assistance can be arranged through the library or academic support center.

**Course Policies**

1. **Academic Integrity**
   - Plagiarism is strictly prohibited.
   - All work submitted must be original.

2. **Attendance Policy**
   - Three unexcused absences will result in a 0 in the course.
   - Late submissions will be penalized.

3. **Technology Requirement**
   - All students must have access to a computer with internet connection.
   - Online resources and tools will be utilized in the course.

**Course Resources**

1. **Textbook**
   - Required reading materials will be provided.
   - Access to digital copies will be available.

2. **Online Learning Tools**
   - Learning management system will be used.
   - Resources and materials will be accessible online.

3. **Visual Aids**
   - Diagrams, charts, and videos will be used to enhance understanding.
   - Interactive elements will be included for engagement.

**Course Outcomes**

1. **Knowledge**
   - Students will demonstrate knowledge of the course content.
   - Mastery will be reflected in application of course concepts.

2. **Critical Thinking**
   - Students will apply critical thinking skills to problem-solving.
   - Analysis and synthesis of information will be demonstrated.

3. **Communication**
   - Students will effectively communicate ideas and information.
   - Writing and oral presentations will be evaluated.

4. **Ethical Responsibility**
   - Students will demonstrate ethical behavior and decision-making.
   - Moral and ethical considerations will be included in discussions.

5. **Collaboration**
   - Students will work effectively in teams.
   - Collaboration and cooperation will be assessed.

6. **Creativity and Innovation**
   - Students will demonstrate creative thinking and innovation.
   - Original and unique ideas will be encouraged.

7. **Self-Reflection**
   - Students will reflect on their own learning processes.
   - Self-assessment and self-improvement will be encouraged.

**Course Outcomes Assessment**

1. **Formative Assessment**
   - Assessment will occur throughout the course.
   - Feedback will be provided to support learning.

2. **Summative Assessment**
   - Final assessments will be given at the end of the course.
   - Grades will be based on a comprehensive evaluation.

**Course Evaluation Strategies**

1. **Self-assessment**
   - Students will complete self-assessment quizzes.
   - Feedback will be provided to assist in self-improvement.

2. **Peer-assessment**
   - Students will evaluate each other's work.
   - Feedback will be given to improve collaboration and teamwork.

3. **Instructor-assessment**
   - Instructor will provide written feedback on assignments.
   - Grading will be based on the quality of work and adherence to guidelines.
353
Q2 The syllabus
indicates that there is
routine assessment of
internship providers
by departments to
ensure students are
having quality
learning experiences.
This could include
Did this
How many hours of
Q1 The syllabus
Course Department and course submit work are required per indicates that there is student assessments
of internship
Number (ex. ACC 399R) a syllabus?
hour of academic
a pre-internship
providers.
internship credit?
orientation.

Q3 The syllabus
includes the course's
purpose or learning
outcomes, a course
outline, assignments
and expectations, and
test, evaluation, and
grading instructions.

SWED 399R

No

TEE 399R

Yes

60

Partly complies

TEE 496

Yes

Not stated. Year long
teaching.

Insufficient evidence to Insufficient evidence to Partly complies
rate
rate

TMA 199R

TMA 299R

TMA 399R

TMA 496R

TMA 599R

Yes

Yes

Yes

Yes

Yes

50-60 hours/credit
(stated in Internship
Packet not syllabus:
http://tma.byu.edu/wpcontent/uploads/2012/1
2/TMA-InternshipPacket-FOR-ONLINE- Partly complies
19may20151.pdf)

50-60 hours/credit
(stated in Internship
Packet not syllabus:
http://tma.byu.edu/wpcontent/uploads/2012/1
2/TMA-InternshipPacket-FOR-ONLINE- Partly complies
19may20151.pdf)

50-60 hours/credit
(stated in Internship
Packet not syllabus:
http://tma.byu.edu/wpcontent/uploads/2012/1
2/TMA-InternshipPacket-FOR-ONLINE- Partly complies
19may20151.pdf)

50-60 hours/credit
(stated in Internship
Packet not syllabus:
http://tma.byu.edu/wpcontent/uploads/2012/1
2/TMA-InternshipPacket-FOR-ONLINE- Partly complies
19may20151.pdf)

50-60 hours/credit
(stated in Internship
Packet not syllabus:
http://tma.byu.edu/wpcontent/uploads/2012/1
2/TMA-InternshipPacket-FOR-ONLINE- Partly complies
19may20151.pdf)

Fully complies

Partly complies

Partly complies

Partly complies

Partly complies

Partly complies

Partly complies

Partly complies

Partly complies

Partly complies

Partly complies

Partly complies

Q3
Purpose/
Learning
Outcomes

Q3 Course
Outline

Q3
Assignments

Q3
Expectations

Q3 Test,
evaluation,
and grading
instructions

Q4 The syllabus
indicates that course
assignments include
some elements of:
texts/readings,
papers/reports,
projects/research, and
demonstrations/presen Q4 Texts/
tations.
readings

Q4
Q4
Papers/Re Projects/
ports
Research

Q4
Demonstrations/
Presentations

Other

Scoring (For Q1Q6 Does the
Q4: 1 point = fully
syllabus comply complies, 0.5
Q5 Outcomes
with the university points = partly
(same as catalog, Internship Policy? complies, 0 points
= insufficient
different, or only in
Strengths
evidence to rate)
one location)
0

Develop a syllabus meeting the guidelines in the
university Internship Policy.

Grading scale. Include learning outcomes. Is the
Internship Quiz (about the Internship and New Hire
Guidelines) a pre-internship orientation?

No

No

Yes

Yes

No

Fully complies

No

Yes

No

No

No

Catalog only

Partly complies

3

Yes

Yes

Yes

Yes

No

Fully complies

No

Yes

No

No

No

Catalog only

Partly complies

1.5

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

No

No

No

No

No

Fully complies

Fully complies

Fully complies

Fully complies

Fully complies

No

No

No

No

No

Yes

Yes

Yes

Yes

Yes

No

No

No

No

No

No

No

No

No

No

No

No

No

No

No

Individually
determined

Individually
determined

Individually
determined

Individually
determined

Individually
determined

Partly complies

Partly complies

Partly complies

Partly complies

Partly complies

Areas that need improvement

2.5

2.5

2.5

2.5

2.5

There are clear
standards that students
are expected to meet
during their teaching
internship.

Weekly journals ask
students to address "a
descriptive summary of
your internship activities
for each week, problems
you may have
encountered or new
concepts you’ve learned,
and self-reflection on
your experiences. Also
include actual hours
worked during the
specified week."
Weekly journals ask
students to address "a
descriptive summary of
your internship activities
for each week, problems
you may have
encountered or new
concepts you’ve learned,
and self-reflection on
your experiences. Also
include actual hours
worked during the
specified week."
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your internship activities
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your experiences. Also
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specified week."
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encountered or new
concepts you’ve learned,
and self-reflection on
your experiences. Also
include actual hours
worked during the
specified week."
Weekly journals ask
students to address "a
descriptive summary of
your internship activities
for each week, problems
you may have
encountered or new
concepts you’ve learned,
and self-reflection on
your experiences. Also
include actual hours
worked during the
specified week."

What is the grading scale and the weights of the
various assignments? What is the content/form of
the pre-internship orientation, if held? How are
mentor teachers/internship providers assessed?

Would it be simpler to have just a 199R and 399R
course rather than 4 separate undergraduate
internship courses? This is fairly unusual from what
I've seen.
Why are the journal assignments not in numerical
order? How are assignments weighted for grading?

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internship courses? This is fairly unusual from what
I've seen.
Why are the journal assignments not in numerical
order? How are assignments weighted for grading?


<table>
<thead>
<tr>
<th>Course Department and Number (ex. ACC 399R)</th>
<th>Did this course submit a syllabus?</th>
<th>Few hours of work and required percent of academic internship credit?</th>
<th>Did the syllabus indicate that course assignments include texts, readings, and derivations?</th>
<th>How many hours of work are required per hour of academic internship credit?</th>
<th>Partly complies</th>
<th>Yes</th>
<th>Fully complied with the university Internship Policy?</th>
<th>Scoring (For Q1- Q4: 1 point = fully complies, 0.5 points = partly complies, 0 points = insufficient evidence to rate)</th>
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<tr>
<td>TMA 688R</td>
<td>Yes</td>
<td>50 - 60 hours/credit</td>
<td>Q1 The syllabus indicates that there is a pre-internship orientation.</td>
<td>Q2 The syllabus indicates that routine assessment of internship providers by departments is performed.</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2.5</td>
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<td>TMA 689R</td>
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<td>Significant evidence to date</td>
<td>Q3 The syllabus includes the course's purpose or learning outcomes, a course outline, assignments, and grading instructions.</td>
<td>Q4 The syllabus includes the course's purpose or learning outcomes, a course outline, assignments, and grading instructions.</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>2</td>
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<tr>
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<td>Weekly journals ask students to address &quot;a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week.&quot;</td>
<td>Q6 Does the syllabus comply with the university Internship Policy?</td>
<td>Q6 Outcomes are individually determined after internship.</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
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**Strengths**

- Strong indication of academic credit.
- High-quality feedback on performance.
- Clear expectations for students.

**Areas that need improvement**

- More frequent assessments needed.
- Clarification of grading criteria.
- Improved communication channels for feedback.

Would the easier to have just one 199R and 399R course rather than 4 separate undergraduate internship courses? This is fairly unusual from what I've seen.

Why are the journal assignments not in numerical order? How are assignments weighted for grading?

Would it be simpler to have just one 199R and 399R course rather than 4 separate undergraduate internship courses? This is fairly unusual from what I've seen.

Would the easier to have just one 199R and 399R course rather than 4 separate undergraduate internship courses? This is fairly unusual from what I've seen.