

Instructional Design and Technology
Graduate Handbook
2025 - 2026
Academic Year



M.S. IN INSTRUCTIONAL DESIGN AND TECHNOLOGY

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Program Description

www.ut.edu/idt

The M.S. in Instructional Design and Technology (IDT) program at The University of Tampa addresses a growing field in learning and human performance and provides a multidisciplinary area of study that draws students from many disciplines and backgrounds. Instructional designers aim to produce effective training and learner experiences by utilizing technologies as both products (e.g., Web-based courses) and processes (e.g., iterative and formative approaches to learner assessment). Given the diverse career tracks in instructional design, this program allows students the flexibility to customize their course of study based on individual goals and interests. Graduates of the program are well prepared to practice their unique, multidisciplinary profession in various settings, including business, K-12 schools, higher education, government, and military, or to pursue doctoral studies.

While materials development and the utilization of technology are core skills in the curriculum, students in the Instructional Design and Technology program also study the theoretical basis for, and receive applied training in, the total design, development, implementation, and management of education and training programs. Skill areas range from needs assessment and job analysis through system design and evaluation. The use of computers and digital technologies in performance improvement receives significant emphasis in the program.

The Instructional Design and Technology Program is currently a part of the Education Department in the College of Social Sciences, Mathematics, and Education at the University of Tampa. The degree program requires completing a 24-credit-hour core, 12 hours of electives based on the student's chosen career path, and an accomplished professional portfolio capstone and a field internship.

Social Media

You can follow the UTampa ID&T program in social media:

Instagram (Public): https://www.instagram.com/ut_idt/

Facebook Page (Public): <https://www.facebook.com/UTIDT>

Twitter (Public): https://twitter.com/UT_IDT

LinkedIn (Private): <https://www.linkedin.com/groups/12145695/>

Admissions Requirements

To be considered for acceptance into the instructional design and technology program, applicants must meet the following requirements:

- Completed application
- \$40 application fee
- Official transcripts for all previous college work received directly from each institution
 - Applicants must have earned a four-year degree from a regionally accredited institution.
 - Applicants must have an overall GPA of 3.0 out of a possible 4.0, a minimum of 3.0 in the last 60 credit hours of undergraduate study or have successfully completed a master's degree from a regionally accredited institution. **NOTE:** GPAs below 3.0 will be reviewed for conditional admittance.
 - Undergraduates who are in the process of completing degrees may apply for admissions with full acceptance contingent upon completion of a baccalaureate degree.
- Two letters of recommendation
- Résumé or curriculum vitae
- Personal statement that, at a minimum, addresses the following areas:
 - Your reason for pursuing a degree in instructional design and technology
 - How you would describe the field of instructional design and technology
 - The career path you plan to take after completing your degree
- Test of English as a Foreign Language (TOEFL) for applicants whose primary language is not English. Must meet **one** of the minimum requirements listed below:
 - A minimum of 550 on the paper-based exam
 - A minimum of 213 on the computer-based exam
 - A minimum of 80 on the Internet-based exam

- The IELTS exam may be used instead of the TOEFL exam with a minimum score of 6.5
- The applicant may be asked to participate in an admission interview as part of the admission process.

Admission Deadline

Applications are evaluated for fall, spring, and summer terms on a rolling basis. Qualified students are admitted until spaces are full for the relevant term. Due to the rolling basis, admission is competitive and students are encouraged to apply early as there are no application deadlines. Decisions are made within a few weeks from when the student completes their application.

Conditional Admission

- If a student does not meet their specific minimum GPA requirements (but is close), there is a possibility for conditional acceptance.
- A student accepted conditionally must maintain a 3.0 GPA at the program's end of the first semester.
- If a student is conditionally admitted and a 3.0 GPA is not obtained after the first semester in the program, the student is immediately dismissed from the program.

Non-degree Seeking Status

- Students can take no more than 8 credit hours of graduate-level coursework in the Instructional Design and Technology master program as a non-degree seeker.
- Students must have a 3.0 GPA from their undergraduate degree to enroll as non-degree seeking (GPA can be from overall OR last 60 credit hours).

Entry Options:

4 + 1 Programs

The UTampa's Instructional Design and Technology (IDT) MS 4+1 track option is now open to all undergraduate students meeting the program's admission requirements.

Speak with undergraduate counselor to ensure you meet the BS program requirements and funding needs first.

Communication

Undergraduates at UTampa who are majoring in Communications can enroll in the M.S in Instructional Design and Technology program. This accelerated 4 + 1 format allows students to take two graduate-level courses in their senior year, then complete the rest of the M.S. program in just one additional year of study.

More information can be found here:

<http://viewer.zmags.com/publication/8445c72e#/8445c72e/1>

Advertising and Public Relations

Undergraduates at UTampa who are majoring in Advertising and Public Relations can enroll in the M.S in Instructional Design and Technology program. This accelerated 4 + 1 format allows students to take two graduate-level courses in their senior year, then complete the rest of the M.S. program in just one additional year of study.

More information can be found here:

<https://drive.google.com/file/d/1dmXT9OxzbxrM68kJn61LDqGWMjv9aJYh/view?usp=sharing>

Online Development Certificate Program

The University of Tampa's Online Development Graduate Certificate focuses on the design and development of effective, efficient, engaging, and equitable online learning experiences.

Learning theories, digital pedagogy, multimedia development, and instructional design knowledge are applied and coupled with training on online development software to create

instructional content and assessments for diverse audiences in the corporate sector, higher education, K-12, government, and military.

Students who enroll in this graduate certificate program intend to pursue careers as experts in the design, development, implementation, and evaluation of online learning experiences to train, educate, and improve performance in multiple environments.

The courses that are part of this graduate certificate are also part of the Master of Science in Instructional Design and Technology program. Upon completion of this certificate, students with a cumulative 3.0 GPA will have the option of being granted admission into the MS in Instructional Design and Technology degree program. All successfully completed credits from the certificate will be applied to the master's degree. More information can be found here: https://drive.google.com/file/d/1bR_ALidGdyYYRhZFHakM7tYHjqD_tcXx/view?usp=sharing

Guaranteed Admissions

Students and alumni who have earned a bachelor's or master's degree from UTampa with a minimum GPA of 3.0 are guaranteed admission into the M.S in Instructional Design and Technology program.

More information can be found here: <http://viewer.zmags.com/publication/0d4143a3#/0d4143a3/1>

Industry Standards and Competencies

- IBSTPI: <http://ibstpi.org/instructional-design-competencies/>
- [AECT](#)
- ISTE: <https://www.iste.org/standards/standards/for-educators>

University Graduate and Continuing Studies Policies and Procedures

The Office of Graduate and Continuing Studies (OGCS) provides oversight and coordination of the University's graduate and continuing studies programs, summer programs and a variety of other related programs and offerings. The office consists of two departments. The department of Academic Programs and Adult Student Services provides academic support and oversight for the office's student populations, including academic advising for continuing studies students and administrative advising for graduate nursing and education students. The department of Admissions for Graduate and Continuing Studies assists prospective and new graduate, continuing studies, transient, audit, part-time, degree-seeking, and post-baccalaureate students as they inquire about and prepare to enter The University of Tampa.

OGCS Policies and Procedures can be found in the University Catalog:

<http://ut.smartcatalogiq.com/en/current/catalog/Graduate-and-Continuing-Studies/Policies-and-Procedures>

Program Procedure

When a student is admitted, he/she is assigned two advisors, an academic advisor and a faculty advisor. A student's academic advisor will register the student for their first term classes and help the student become familiar with UTampa and its systems. After the first semester, a student's faculty advisor will work with the student over the course of their studies at UTampa and provide ongoing mentorship. The academic advisor will also process the student's degree application.

Students can register online with SpartanWeb or in person with their staff advisor. Registration requests cannot be accepted by phone. Registration requires a student name, ID number/social security number, class name, class section, and course number.

To successfully complete the program, a student must successfully complete the following:

- Core courses
- Elective courses
- Master degree capstone [Professional Portfolio]
- Internship/Practicum
- GPA Graduation Requirement

Once a student has completed all the previously stated requirements, The Graduate Coordinator will complete the student's Graduation Approval Form. The signed Graduation Approval Form is then provided to OGCS and the Office of the Registrar.

Program of Study

Planning and approval of the program of study occurs no later than the end of the second semester of enrollment. The student's academic advisor approves the program.

Course Number	Course Name	Credits	Semester	Grade
CORE				
EME601	Introduction to Instructional Design	4		
EME602	Theories of Learning and Cognition for Instruction	4		
EME603	Inquiry and Measurement	4		
EME610	Trends and Issues in Instructional Design & Technology	4		
EME620	Systematic Instructional Design	4		
EME660	Seminar in Instructional Design	2		
EME661	Advance Seminar in Instructional Design	2		
EME650	Field Internship/Practicum	0		
Total Core (Required for Graduation = 24)				
ELECTIVES				
EME605	Introduction to Distance Learning	4		
EME606	Design of Online Collaborative Learning	4		
EME607	Introduction to Instructional Games and Simulations	4		

EME611	Principles of Learner Motivation	4		
EME612	Media for Instruction	4		
EME613	Open Learning Environments	3		
EME630	Development of Multimedia Instruction	4		
EME640	Introduction to Program Evaluation	4		
EME641	Management of Instructional Development	4		
EME642	Management of Change	4		
EME644	Performance Systems Analysis	4		
Total Electives (Required for Graduation = 12)				
Total Credits (Required for Graduation = 36)				

Course Descriptions

All courses aim to deliver industry and professional skills to prepare students for instructional design and technology careers. Professional organizational standards and competencies addressed are the

- International Board of Standards for Training, Performance, and Instruction competencies ([IBSTPI](#)), including
 1. Ability to communicate effectively in visual, oral, and written form. Including:
 - a. Write and edit clear, concise, and grammatically correct messages.
 - b. Deliver presentations that effectively engage audiences and communicate clear messages.
 - c. Use active listening skills.
 - d. Solicit, accept, and provide constructive feedback.
 - e. Present written and oral messages that consider the type of information being delivered and the audience's diverse backgrounds, roles, and varied responsibilities.
 - f. Facilitate meetings effectively.
 - g. Use effective collaboration and consensus-building skills.
 - h. Use effective negotiation and conflict resolution skills.
 - i. Use effective questioning techniques.
 - j. Disseminate status, summary, or action-oriented reports.
- Association of Educational Communications & Technology ([AECT, 2012](#)) **Note:** From AECT Standards, parenthetical page references are to Januszewski, A., Molenda, M., & Harris, P. (Eds.). (2008). Educational technology: A definition with commentary (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

EME 601 Introduction to Instructional Design (4 credits)

This course introduces participants to the systems approach to instructional design. The major components of instructional development models will be presented. This course provides introductory information and the application of skills and techniques necessary to analyze, design, develop, implement, and evaluate instruction (often referred to as the ADDIE framework). This course will consider these issues at the curriculum (macro) and lesson (micro) levels.

Standards addressed:

- **IBSPTI 6.** Conduct a needs assessment to recommend appropriate design solutions and strategies.
- **IBSPTI 7:** Identify and describe the target population and environmental characteristics.
- **AECT Standard 1 (Content Knowledge):** Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.

Indicators:

- **Creating** - Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches. (p. 81)
- **Using** - Candidates can select and use technological resources and processes to support student learning and enhance their pedagogy. (p. 141)
- **Managing** - Candidates can effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals. (p. 178)
- **AECT Standard 2 (Content Pedagogy):** Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.

- **Assessing/Evaluating** - Candidates demonstrate an inquiry process that assesses the adequacy of learning and evaluates the instruction and implementation of educational technologies and processes grounded in reflective practice. (p. 116-117)

EME 602 Theories of Learning and Cognition for Instruction (4 credits)

The course provides the distinctions and concepts necessary to apply various theories of learning, cognition, and instruction to traditional and distance learning settings. These theories are tools that educators, administrators, instructors, counselors, parents, and many others can use to make their endeavors more productive and useful. This course will introduce and illustrate the proper use of these tools in providing insights into defining and solving problems. The emphasis will always be on using these theories to solve realistic and relevant problems drawn from your own personal experience or from cases we will study.

- **(ISTE 1.3a)** Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits)
- **(ISTE 1.3d)** Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
- **(AECT 4 Collaborative Practice)** Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.
- **(AECT 4 Leadership)** Candidates lead their peers in designing and implementing technology-supported learning.
- **(AECT 4 Ethics)** Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.
- **(AECT 5 Research Theoretical Foundations)** Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.
- **(AECT 5 Ethics)** Candidates conduct research and practice using accepted professional and institutional guidelines and procedures.
- **(IBSTPI.2)** Apply research and theory to the discipline of instructional design.

EME 603 Inquiry and Measurement (4 credits)

This foundational course addresses inquiry and measurement concepts at a level appropriate for master's degree students. Through this course, students will learn concepts and acquire skills that will help them make data-based decisions related to learning and human performance.

- **IBSTPI 2:** Apply research and theory to instructional design.
- **IBSTPI 4.** Apply data collection and analysis skills in instructional design projects.
- **AECT Standard 5 - Research:** Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance (pp. 4, 6-7).
 - **Theoretical Foundations** - Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology. (p. 242)
 - **Method** - Candidates apply research methodologies to solve problems and enhance practice. (p. 243)
 - **Assessing/Evaluating** - Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance. (p. 203)

- **Ethics** - Candidates conduct research and practice using accepted professional and institutional guidelines and procedures. (p. 296-7)

EME 605 Introduction to Distance Learning (4 credits)

This course examines the uses of distance learning in education and training environments as distance systems are increasingly used for teaching and learning. Distance education will be investigated as an instructional delivery, development, and implementation method. Students will design a distributed learning system using emerging technologies supporting distance delivery.

- **AECT Standard 3 (Learning Environments):** Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments. (p. 1, 41)
 - **Creating** - Candidates create instructional design products based on learning principles and research-based best practices. (pp. 8, 243-245, 246)
 - **Using** - Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices. (pp. 8-9, 122, 168-169, 246)
 - **Assessing/Evaluating** - Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment. (pp. 5-6, 53)
 - **Managing** - Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance. (p. 190, 234, 238)
 - **Ethics** - Candidates foster a learning environment in which ethics guide practice that promotes health, safety, best practice, and respect for copyright, Fair Use, and appropriate open access to resources. (p. 3, 246)
 - **Diversity of Learners** - Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities. (p. 10)

EME 606 Design of Online Collaborative Learning (4 credits)

In this course, students will learn, explore, and apply some of the latest web technologies, research findings, principles, and instructional design techniques to design and develop collaborative learning activities and assignments in online environments.

- **AECT Standard 3 (Learning Environments):** Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments. (p. 1, 41)
 - **Creating** - Candidates create instructional design products based on learning principles and research-based best practices. (pp. 8, 243-245, 246)
 - **Using** - Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices. (pp. 8-9, 122, 168-169, 246)
 - **Assessing/Evaluating** - Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment. (pp. 5-6, 53)
 - **Managing** - Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance. (p. 190, 234, 238)
 - **Ethics** - Candidates foster a learning environment in which ethics guide practice that promotes health, safety, best practice, and respect for copyright, Fair Use, and appropriate open access to resources. (p. 3, 246)

- **Diversity of Learners** - Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities. (p. 10)

EME 607 Design of Online Collaborative Learning (4 credits)

This course addresses instructional games and simulation concepts at a level appropriate for master's students. This course offers theoretical concepts and an introduction to the design, production, utilization, and evaluation of educational games and simulations. Students will design an educational game and/or an educational simulation related to learning and human performance.

- **AECT Standard 4 (Professional Knowledge and Skills):** Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.
 - **Collaborative Practice** - Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.
 - **Reflection on Practice** - Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development, and implementation of technology-supported instruction and learning to enhance their professional growth.
 - **Ethics** - Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.
- International Society for Technology in Education ([ISTE](#))
 - **2.5b.** Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

EME 610 Trends and Issues in Instructional Design and Technology (4 credits)

This course is designed for students who intend to become instructional design and technology professionals. Professionals in any field should be able to do more than just perform the skills associated with it; they should also know something about the field's history, its current status, and the trends and issues likely to impact it. This course aims to help you become conversant in these areas. This course may be offered face-to-face or in hybrid mode.

- **AECT Standard 5**
 - **Research:** Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance (pp. 4, 6-7).
- **IBSTPI 3:** Improve knowledge, skills, and attitudes about the instructional design process and related fields.
- **IBSTPI 9:** Analyze the characteristics of existing and emerging technologies and their potential use.

EME 611 Principles of Learner Motivation (4 credits)

This course focuses on theories and concepts of human motivation. Students explore what motivates students to learn and examine strategies, techniques, and interventions that promote and sustain learner motivation. This course may be offered face-to-face, hybrid, or online.

- **AECT Standard 2:**
 - **Content Pedagogy:** Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.

- **AECT Standard 5**
 - **Research:** Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance (pp. 4, 6-7).
- **IBSTPI 12:** Design instructional interventions.

EME 612 Media for Instruction (4 credits)

This course covers different forms of media used for instruction, how they can be produced and disseminated, and the technologies that help and hinder the process of understanding. This course will explore how media, text, and technology intersect and benefit students who anticipate authoring or sharing instructional media and texts and those who anticipate using or managing materials authored by others in an instructional context. We will focus on issues related to the open learning movement, through which technology is used to make instructional media and texts available to a wide audience. This course may be offered face-to-face, online, or in hybrid mode.

- **IBSTPI 5:** Identify and respond to ethical, legal, and political implications of design in the workplace.
- **IBSTPI 15:** Develop instructional materials.
- **IBSTPI 16:** Design learning assessment.

EME 613 Open Learning Environments in the 21st Century (3)

The field of educational technology has been heavily impacted by this new reality; the promise of open source and the reverberations of open content have forced colleges and universities to reconsider how they invest in technology for education. Whereas openness is a new business model, bringing with it new fears and new opportunities, it is also a chance for faculty to take their work to a new audience. Open education allows for innovation in how educators prepare to teach, how learners negotiate knowledge from the information they encounter, and how courses can impact the broader field of study. To break open the open education practice and what it means moving into the 21st century, concepts of Openness as Transparent Practice, Open Curricula, Open Learners, and Open Accreditation shall be deconstructed.

- **IBSTPI 5:** Identify and respond to ethical, legal, and political implications of design in the workplace.
- **IBSTPI 17.** Evaluate instructional and non-instructional interventions.
- **IBSTPI 21.** Manage partnerships and collaborative relationships.

EME 620 Introduction to Systematic Instructional Design (4)

The purpose of this course is to enable students to employ systematic instructional design procedures. As a result, students who successfully complete this course should be able to design a unit of instruction by using systematic instructional design procedures. The focus of this course is the application of instructional design principles to create instructional content that can be delivered to a target group of learners.

- **AECT Standard 4 (Professional Knowledge and Skills):** Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

- **Collaborative Practice** - Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.
- **Leadership** - Candidates lead their peers in designing and implementing technology-supported learning.
- **Reflection on Practice** - Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development, and implementation of technology-supported instruction and learning to enhance their professional growth.
- **Assessing/Evaluating** - Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.
- **Ethics** - Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.
- **International Society for Technology in Education (ISTE)**
 - 2.5b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
- **IBSTPI**
 - 1. Communicate effectively in visual, oral, and written forms.
 - 4. Apply data collection and analysis skills in instructional design projects.
 - 6. Conduct a needs assessment to recommend appropriate design solutions and strategies.
 - 7. Identify and describe the target population and environmental characteristics.
 - 11. Organize instructional programs and/or products to be designed, developed, and evaluated.
 - 12. Design instructional interventions.
 - 20. Apply business skills to managing the instructional design function.
 - 21. Manage partnerships and collaborative relationships.
 - 22. Plan and manage instructional design projects.

EME 630 Development of Multimedia Instruction (4)

Development of Multimedia Instruction is a course for students who are already familiar with basic instructional systems design principles and are prepared to practice them in a Web-based environment. The course focuses on the design, development, implementation/distribution, and assessment of multimedia-based learning experiences.

- **AECT Standard 4 (Professional Knowledge and Skills):** Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

Indicators:

1. **Collaborative Practice** - Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.
2. **Leadership** - Candidates lead their peers in designing and implementing technology-supported learning.
3. **Reflection on Practice** - Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development and implementation of

technology-supported instruction and learning to enhance their professional growth.

4. **Assessing/Evaluating** - Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.
 5. **Ethics** - Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.
- International Society for Technology in Education ([ISTE](#))
 - **2.5b.** Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

EME 640 Introduction to Program Evaluation (4)

This course introduces the conceptual issues and practical guidelines for conducting a program evaluation. This course will define and discuss the concepts and explore the theoretical basis of the diverse models and alternative approaches to program evaluation.

Course Goals:

- **IBSTPI 6:** Conduct a needs assessment to recommend appropriate design solutions and strategies.
- **AECT Standard 4 - Professional Knowledge and Skills:** Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

Indicators:

- **Collaborative Practice** - Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.
- **Leadership** - Candidates lead their peers in designing and implementing technology-supported learning.
- **Reflection on Practice** - Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development, and implementation of technology-supported instruction and learning to enhance their professional growth.
- **Assessing/Evaluating** - Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.
- **Ethics** - Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.

EME 641 Management of Instructional Development (4)

This course is designed to help students understand and comprehend project management principles while engaging in project management. In this course, students will receive the appropriate scaffolding and instruction to gain the skills necessary to lead a project team successfully.

- **IBSTPI 20:** Apply business skills to managing the instructional design function.
- **IBSTPI 21:** Manage partnerships and collaborative relationships.
- **IBSTPI 22:** Plan and manage instructional design projects.

EME 642 Management of Change (4)

This course is designed for students to introduce an instructional or non-instructional change initiative in an organizational environment, plan to implement that change and monitor its progress based on their

understanding of the systemic functions of the organization. These activities will take place in the context of human performance technology and to improve organizational performance based on a systemic analysis of the organization.

- **IBSTPI 13:** Plan non-instructional interventions.
- **IBSTPI 14:** Select or modify existing instructional materials.
- **IBSTPI 19:** Implement, disseminate, and diffuse instructional and non-instructional interventions.

EME 644 Performance Systems Analysis (4)

This course provides the foundational information and activities to develop the skills necessary to complete performance systems analysis in various settings successfully. While the class will focus on a narrow domain, the skills learned in the course can be applied in various domains.

- **IBSTPI 20:** Apply business skills to managing the instructional design function.
- **IBSTPI 21:** Manage partnerships and collaborative relationships.
- **IBSTPI 22:** Plan and manage instructional design projects.

EME 650 Field Internship in Instructional Design and Technology/Practicum (0)

This field internship is designed to provide on-the-job experience in developing instructional design and technology competencies. Students will apply the skills and knowledge learned during their instructional design and technology program to a real-world workplace.

- **IBSTPI 1:** Communicate effectively in visual, oral, and written form.
- **IBSTPI 10:** Use an appropriate instructional design and development process for a given project.

EME 660 Seminar in Instructional Design (2)

Discuss advanced instructional design (ID) topics, such as new ID models and innovative approaches to ID research. Invited specialists to present lectures and lead discussions on current topics and projects. The student will discuss and contribute to each of these topics.

- **IBSTPI 1:** Communicate effectively in visual, oral, and written form.

EME 661 - Advanced Seminar in Instructional Design (2)

Discuss advanced instructional design (ID) topics, such as new ID models and innovative approaches to ID research. Invited specialists to present lectures and lead discussions on current topics and projects. The students will discuss and contribute to each of these topics. Additionally, this course will cover ethics, contract negotiations, professional development, networking, stakeholder interactions, interviewing skills, instructional development, and advanced presentation skills. This course will require the completion of a field internship and/or an advanced instructional design project for a field-based stakeholder as well as a comprehensive exam (professional portfolio).

- **IBSTPI 8:** Select and use analysis techniques for determining instructional content.
- **IBSTPI 11:** Organize instructional programs and/or products to be designed, developed, and evaluated.

Master's Comprehensive Capstone

[Professional Portfolio]

The purpose of the Master's Comprehensive Capstone is to assess the student's ability to synthesize the information and skills acquired through courses and the internship experience and to prepare a professional-looking portfolio for use in the future job search. It is not a course-type final examination but rather an opportunity to demonstrate the integration of the knowledge and skills of the student using a portfolio.

Students prepare a portfolio of some products they have produced in the program or other settings, such as their past or current employment. A portfolio consists of the following major sections:

- (a) a goals statement describing specifically the kind of position students expect to hold when they graduate,
- (b) a select set of products that students have produced while in the program or in other relevant settings. The products serve as evidence of students' capabilities as they search for future employment, and
- (c) annotations describing where each product came from and what it signifies regarding student capabilities.

The portfolio preparation begins on the day the student enters the program. Students should meet with their advisors during their first semester in the program to discuss their career goals and portfolio expectations. The final portfolio is submitted during the final semester of enrollment in the master's program at a time established by the program director. T

Students will submit their portfolios by the due date given by the program director. The student's advisor will review the portfolio during the following two weeks. After reviewing the portfolio, the reviewer will email a completed review form indicating the outcome to the student. A grade for the exam will also be recorded at the end of the semester.

Professional Portfolio Guidelines

Why is a Portfolio Required? The portfolio serves as the program's culminating project or completion gateway in connection with accreditation requirements.

What Form Should the Portfolio Take? Given the high volume of Web-based projects in program courses, students should submit an e-portfolio in the form of a simple website with embedded or linked projects. We encourage students to embed projects on their Web pages for a cleaner look, and students may upload and link to e-documents such as PDF files if appropriate (e.g., a course paper).

Which Web Tool Should I Use to Create the Portfolio? The choice of a Web tool for the portfolio is left to the student. It usually includes a free Web page editor such as Weebly or Google Sites, where the student may leave their portfolio online for future review by program accreditation agencies.

How Should I Organize the Portfolio: You should organize your portfolio as Web pages: an introduction page (with your bio and professional photograph), and then a page for each sub-webpage: Goal Statement, Resume, Program of Study, Portfolio Executive Summary, Design Artifacts, Development Artifacts, and Publications/Presentations.

Which Projects Should I Include in the Portfolio? Students should select at least one project from every course completed. The choice of project(s) to submit is left to the student. The selected projects should demonstrate that the student has met the program goals.

The M.S. in Instructional Design and Technology program at the University of Tampa addresses a growing field of learning and human performance. It provides a multidisciplinary area of study that draws students from many disciplines and backgrounds. Instructional designers understand and utilize technologies as both products (e.g., Web-based courses) and processes (e.g., iterative and formative approaches to learner assessment).

The M.S. in Instructional Design and Technology emphasizes theories of learning and cognition, multimedia design and development, systematic instructional design, technology, and open learning environments. The curriculum couples hands-on, technology-based coursework with theories of education, learning, and human performance. Candidates learn to develop effective, cross-media curricula for diverse audiences.

How and When Do I Turn in the Portfolio: Students should submit their portfolio URL to the program coordinator, Dr. Ensmann, during the Advanced Seminar Course, typically in the semester they are graduating, on the specified date listed in the course syllabus, and using the Canvas submission link.

Components

Your Master's portfolio submission will consist of two parts. Part I will include your Goals Statement, Program of Study, and Résumé [and Bio]. The target audience for these documents is faculty who will review your portfolio. Part II will include your portfolio with select artifacts and annotations demonstrating your skills and abilities to a future employer.

Bio/About [you]

1. Introduce Yourself

- Begin the bio by introducing yourself, and you are encouraged to write in the third person. For example, write "Jane Smith is a freelance writer" rather than "I am a freelance writer." State what year your relevant work experience began, such as "has been writing professionally since..." or "worked as a consultant since...", and list any areas of specialized expertise. [If you choose to personalize in the first person, you can do so.]

2. Education and Credentials

- List your education after the introduction sentence, including the name of any degrees you have earned and the institution you attended. Include any other relevant experience, such as additional certifications earned, and the names of any professional organizations that count you as a member.

3. Notable Achievements

- State any notable achievements or awards earned. Keep the information relevant to the intended audience of the bio. Authors can briefly list the names of any publishing houses or magazine titles where their work has been published. Business professionals can highlight awards or other recognition achieved in their careers.

4. Closing Statement

- Conclude the bio by briefly stating current or upcoming projects, such as a new book. The last sentence should state where you reside, such as "Jane Smith lives in Orlando, Florida." Adjust the bio when your education, expertise, or achievements change to reflect current information.

Goals Statement, Program of Study, and Résumé

1. The Goals Statement describes the position you expect to hold when you graduate. The goals statement should be specific and thorough enough to explain to your advisor and other portfolio reviewers how it will be used and what it is trying to convey, but mostly YOUR future goals. This will likely be a different goals statement than the one you show a prospective or current employer.

Your goals statement should begin with a brief overview of your desired employment, key skill areas required, and a self-assessment of how much you have mastered these skills. The introductory statement should then be followed by a detailed description of how the artifacts included in the portfolio serve as evidence of your skills. For each skill area, you should identify (a) the skill, (b) the related artifacts in the portfolio that serve as evidence of the skill, and (c) how the artifact illustrates the purported skill. In your description, you should emphasize why the artifact illustrates that you have mastered a skill. Close alignment between your professional goals, key skill areas, and relevant portfolio artifacts will be the key criterion the reviewers will use for evaluating your portfolio.

2. Résumé – a résumé that includes a summary of your education, work experience, noteworthy

projects, presentations, publications, professional affiliations, and other such items commonly found in professional résumés. The format of your résumé will depend on the nature of your desired future employment. Applications for professional jobs typically require a one-page synopsis of your education and relevant experience. Yet, if you intend to continue your studies in a doctoral program and pursue an academic position, your résumé will include a more detailed employment history, publications, conference presentations, etc. Consult your advisor for advice regarding the most appropriate format.

3. Program of Study – a list of all courses (titles, course numbers, instructor, institution, date completed [and credit earned!]) that comprise your Master’s level preparation (this includes courses for which you have received transfer credit). Your course list should show you are in your last semester before graduation [or be clear on a plan for the anticipated graduation date]. The course list should be organized and easy to follow, indicating the required courses and courses in your emphasis area, if any. The Program of Study should also include information about certificates you may have obtained while in the program and courses you have taken to fulfill certificate requirements.

Portfolio

The portfolio will serve as a demonstration of your skills and abilities to a future employer. Your portfolio should include the following components:

1. **Executive Summary** – a webpage summary of what the reader will find in the portfolio [for example, the below artifact categories of ID]. Describe to the reader both your key areas of strength and the organization of the portfolio.
 - a. **Design Artifacts** – a set of products from your work related to your program. These can include products resulting from your courses and internship. [Note: **Design Artifacts may be represented with the technical written design documents, which include the Needs Analysis required for this portfolio.**]
 - b. **Development Artifacts** – a set of products from your work related to your program. These can include products resulting from your courses and internship.
 - c. **Publications/Presentations** – a set of products from your work related to your program. These can include products resulting from your courses and internship.

For each artifact listed in your portfolio, you must include annotations. Annotations are brief explanations for each artifact that provide a complete picture of where it came from and what it signifies regarding your capabilities. When your annotation is well done, the viewer of the portfolio gets a complete picture of where the artifact came from and what it signifies regarding your capabilities. An annotation for each artifact should cover the types of information listed in the table below, but does not have to take the form shown here.

Conditions

- Did you have access to specialists for parts of the project?
- Did you work within a budget? A limited schedule?
- Did you inherit this project from someone else?
- Was the content or the analysis provided at the beginning?
- Were the graphics adapted from elsewhere or created as original material?

Scope

- Was this a prototype? Draft? Proposal? A revision of existing material?
- Did the project go to completion?
- Was it developed further after you worked on it?
- Was the version you worked on the one that was finally delivered?
- Was your analysis used to inform another project?
- How many people used it or are using it now?

Role

- Did you have a designated role on the project?
- What were your significant contributions?
- Did you work collaboratively? On which parts?
- Did your role change during the project?

UTampa IDT Master Professional Portfolio Capstone Rubric:

Item#	Content and Element	Unacceptable (0 points)	Progressing (5 points)	Accomplished (10 points)	Exemplary (15 points)
1	Bio Page (About me)	Missing or incomplete elements; did not follow directions.	Needs to be more well-organized according to direction. Grammatical errors.	Guidelines for the portfolio were followed.	All proficient criteria were met with a personalized and creative presentation.
2	Goal Statement Learning Outcome: Applies knowledge to real-world problems.	Missing or incomplete elements; did not follow directions.	Grammatical errors, incomplete elements.	Followed directions and stated goals and experiences matching career goals, well written.	All proficient criteria were met with personalized and creative presentations. Clearly defined goals. A detailed plan is consistent with goals.
3	Program of Study	Missing or incomplete elements; did not follow directions.	One or more sections are missing, not professional in appearance, or consistent in format.	36 credit hours completed are listed in the chart as directed with descriptors	All proficient criteria met With a personalized and creative presentation.

				of activities.	
4	Resume	Missing or incomplete elements; did not follow directions.	One or more sections are missing, not professional in appearance or consistent in format. Grammatical errors.	Functional resume identifies educational preparation, certification, strengths, and accomplishments; consistent and professional format.	All proficient criteria were met with a personalized and creative presentation.
5	Executive Summary Learning Outcome: Discusses past and current trends guiding the instructional design practice	Missing or incomplete elements; needed to follow directions.	The summary needs to be clarified. Key ideas need to be better organized, directions need to be consistently followed, and/or there are grammatical errors.	The summary is clear; the content is engaging and original with a personal, authentic voice.	All proficient criteria were met with a personalized and creative presentation.
6	Design Document Inclusive of Needs Assessment [Analysis] Artifact: (Taught in EME601) Learning Outcome: Conducts needs assessment to recommend appropriate	Fails to document description of the problem and/or has more than five grammatical or spelling errors.	Documents description of the problem, but unclear and/or has three or four grammatical or spelling errors.	Documents a description of the problem with one or two grammatical or spelling errors.	Thoughtfully documents a description of the problem clearly and succinctly at a collegiate level with no grammatical or spelling errors.

	design solutions and strategies / Apply instructional design professional foundational.				
7	Research Artifact (Taught in EME603) Learning Outcome: Applies data collection and analysis skills in instructional design.	Reports an inquiry effort that lacks adequate documents, an application of data collection and analysis skills of instructional design, with many grammatical and spelling errors, or does not report.	Reports an inquiry effort that tolerably documents an application of data collection and analysis skills of instructional design, with some grammatical and spelling errors.	Reports an inquiry effort that adequately documents an application of data collection and analysis skills of instructional design with a sufficient level of grammar and spelling.	Reports an inquiry effort that exemplary documents an application of data collection and analysis skills of instructional design, with an adequate level of grammar and spelling
8	Personal Theory of Instructional Design Artifact: (EME 602) Learning Outcome: Applies research and theory to the discipline of instructional design.	Missing or incomplete student personal theory.	Grammar errors. Some evidence of students' personal theory.	Is neat and presentable. Showcases a satisfactory student's personal theory.	Polished and well-presented. Exemplary showcases the student's personal theory.
9	Development Artifacts: (Taught in several IDT courses, i.e., EME 612, 620, 630, 644) Uses instructional design and	Missing or incomplete elements; did not follow directions.	Grammatical errors. Little to no evidence of a knowledge base of career concepts.	Neat and presentable. The general knowledge base of career concepts.	Polished and well-presented. High-level understanding of career concepts. Products would serve as a strong

	development process appropriate for a given project / applies instructional design skills; professional foundational.		The product is not suitable for employment search. Poorly presented. Includes some of the most required content.	The product would be an acceptable tool in an employment search.	asset in an employment search.
10	Publications/ Presentations: (Taught in several IDT courses, i.e., 603).	Missing or incomplete elements; did not follow directions.	Grammatical errors. No evidence of a knowledge base of career concepts. The product is not suitable for an employment search. Poorly presented. Includes most required content.	Neat and presentable. A general knowledge base of career concepts. The product would be an acceptable tool in an employment search.	Polished and well-presented. High-level understanding of career concepts. Products would be a vital asset in an employment search.
11	Links & Navigation	Hyperlinks broken.	Links work, but color or effects detract visually.	Text links and rollovers are effective; they reach their intended destinations.	All proficient criteria were met with a personalized and creative presentation.

12	Images	Images are of poor quality, and many fail to integrate seamlessly.	A few graphics images are of low quality and/or fit the layout poorly.	All graphics & images are of high quality and integrate seamlessly with pages.	All proficient criteria are met with a personalized and creative presentation.
13	Color Palette	The palette seems at odds with the text, discordant rather than harmonious.	The connection between the color scheme and text is unclear.	The color palette establishes and reflects the tone of the featured text.	All proficient criteria were met with a personalized and creative presentation.
14	Design Execution	Design is hackneyed, and execution suggests carelessness.	The design is fundamentally sound, but its execution is not yet refined.	The site design is polished and professional.	All proficient criteria were met with a personalized and creative presentation.
15 (1)	Organization of Portfolio	Missing or incomplete elements; did not follow directions.	Not well organized according to directions. No table of contents or distinctions between sections.	Includes required content. Content presented in a concise, well-organized manner.	All proficient criteria were met with a personalized and creative presentation.
16	Completeness of Portfolio	Missing or incomplete elements; did not follow directions.	One or more items are missing.	All items included.	All proficient criteria were met with a personalized and creative presentation. Demonstrates a high degree of insight, originality, and creativity.

17	Instructional Design Professionalism Learning Outcome: Designs, develops, implements, and evaluates technology-rich learning environments within a supportive community of practice.	Missing or incomplete elements to show the student's ability to design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.	The professional portfolio offers examples of the student's ability to design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.	The professional portfolio showcases the satisfactory ability to design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.	The professional portfolio showcases the exemplary ability to design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.
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Internship

All IDT MS degree students must complete an internship to provide on-the-job experience in developing instructional systems design competencies. **It is the student's responsibility to locate an appropriate setting;** therefore, planning for the internship should begin during the first semester of study.

For the Instructional Design and Technology MS program, an internship is a product or a service *produced in response to a client's need and that provides students with an opportunity to apply skills and knowledge learned during their studies in the program.*

How to approach someone unfamiliar with our program who has an instructional design need:

Dear ...

I am seeking an internship for my IDT program.

My program overview is located here: [M.S. in Instructional Design and Technology | University of Tampa \(ut.edu\)](#). [And then tell them how the skills in IDT you learned could apply to the need you observe or are aware of their company having.]

Before the semester during which the internship will be taken, the student should:

- (a) Describe personal goals and expectations to the faculty overseeing the internship course or with the IDT MS Program Coordinator.
- (b) Locate an internship setting that:
 - Matches your personal goals and expectations. (EME660 offers ways to locate an internship and faculty overseeing the internship course and/or the IDT MS Program Coordinator can also offer opportunities.)
 - **Is directly related to the field of IDT,** where you can apply the knowledge and skills learned into the workplace
 - **Note, The internship must be during the term enrolled and a full term's worth of service. The internship may begin prior to or go longer than the term (providing approved by the International Office and meets requirements for international students), but the faculty in charge of the internship will only review service when the term is in session.**
- (d) Discuss and negotiate entry into the setting with the potential internship supervisor (e.g., obtain the permission of relevant personnel, agree upon remuneration if applicable).
- (e) Schedule a meeting with the IDT MS Program Coordinator or internship course faculty and/or show how you can apply the skills and knowledge from this program to the internship offer. **International students, see [Internship](#)**

[Requirements for International Students](#) next, then come back to this step.

Once approved...

(f) Enroll in EME 650 Instructional Design: Field-based Experience.

During the internship semester, the student should:

- The students will receive a “Welcome to Students” message via email
- The supervisors will receive a “Welcome to Supervisors” message via email
- Document planned responsibilities via a Memorandum of Agreement, to be signed by the student, supervisor, and the faculty overseeing the internship course.

During the internship semester, students will participate in online experience evaluation activities under the supervision of the faculty overseeing the internship course. These activities aim to maximize student internship experience by reflecting on the lessons learned and connecting practical experience on the job with academic coursework content. The students and the supervisors will complete the:

- UTampa IDT: Intern Check-In
- UTampa IDT: Supervisor Check-In

At the end of the internship, the intern’s supervisor will provide the faculty overseeing the internship course with a Performance Appraisal Report about the student's performance. This appraisal will be placed in the university-shared folder for future program documentation. In addition, the student will provide the faculty overseeing the internship course with a written Internship Report with a description of activities completed during the internship, a reflection of key lessons learned, and an assessment of the organization as an internship site. These reports will be kept [in the program-shared folder](#) for future reference. The faculty overseeing the internship course will then assign a grade for the internship. The internship will be evaluated on a pass/fail basis.

Students will receive a passing grade for completing the internship if:

- Their Performance Appraisal Report by the internship supervisor is satisfactory.
- They have submitted a thorough Internship Report reflecting application of skills and knowledge they learned in the IDT program..
- They have actively participated in the online activities as specified by the internship course faculty on the syllabus.

Students are strongly encouraged to work in a different organization or at least in a different department or division than their current employment site in order to gain as much real-world- experience as possible. However, internships at their current site of employment, including their school for classroom teachers, may also be arranged. All the provisions for the internship stated above will also apply to this situation, except that the faculty overseeing the internship course or other appropriate faculty will also serve as the student’s supervisor.

Internship Requirements for International Students with *F-1* Visa Status

Curriculum Practicum Training [CPT] Internships:

- **Students cannot exceed 20 hours/week during the fall/spring semesters unless this does not conflict with international policies and is viable. Four credit courses are designed to take 10-15 hours worth of work each week, thus internship hours are viable if they complement the student's class work and personal obligations rather than overburden them.** Hours may go over 20 hours/per week during summer terms (unless international status requires other stipulations). Contact contact Office of International Programs: international@ut.edu with further questions after reading below).
- **Submit the request for CPT and add advisor inclusive of dates** through the ISSS/Terradotta portal located in MyUTampa; the student will get a new I-20 related to F1-Visa.
- Any problems, contact the Office of International Programs: **at international@ut.edu** to initiate the CPT to be approved by the EME650 Internship Instructor. **CPT must be approved before** the start date of the internship.
- **Cannot begin employment** unless they have the written authorization (on their immigration form SEVIS I-20) that they are authorized to do so.
- Once the student submits CPT through the ISSS portal, it will go back to the International Advisor/DSO. (DSO=Designated School Official, Immigration representative on-campus at international@ut.edu). **Paid or non-paid internships (and hours) must be authorized by the International Advisor/DSO.**
- **If the internship is a paid position, then a SSN is needed. How to apply for one is located on the CPT request.**
- **Once approved continue steps for Internship**
- **Note:** EME650 may NOT be repeated after it has been completed once so we strongly recommend taking it at the end of your program. Repeatability: Completing this internship course EME 650 with a passing grade satisfies this program requirement and is, therefore, not repeatable, regardless of additional internship opportunities.

Once the Internship semester begins, the student will complete the Memorandum Agreement provided by the EME650 Internship instructor.

Memorandum of Agreement

The purpose of this form is to confirm that both intern and internship provider/supervisor are aware of the expectations and requirements for the successful completion of the student internship. This form is to be filled out by both the student and the student's immediate supervisor at the internship site. Your signature on this document indicates that you have read it and are in agreement with its general content. The internship may commence once the University of Tampa's Instructional Design & Technology faculty overseeing the internship course has approved and signed this document.

Part I Student Section

Name of student:

Student Goals for Internship – Please describe the specific goals for this internship and how they relate to your program of study and/or career goals.

Part II Internship Provider Section

Internship Provider Information

Company Name:

Company Address:

Supervisor Name and Title:

Supervisor Contact Information (phone and e-mail):

Terms of Internship

Please specify internship start and end dates, expected hours of employment per week, terms of remuneration, whether the internship will be performed on-site (please indicate location) or remotely, whether relocation is expected, etc.

Internship Tasks and Expected Outcomes - Please list all major tasks and expected outcomes that will result from this internship. Please specify the student's level of involvement with each task and associated level of responsibility (i.e. assistant, team member, individually responsible, etc).

Internship Provider Responsibilities

Please list all items that the internship supervisor will be responsible for or provide during the internship. Examples include supervision and mentoring, orientation and training, technical assistance, assistance with relocation, etc.

Student Responsibilities

Please list all student responsibilities and expectations. Examples include availability during certain times of day, must have access to certain technical equipment or software, etc.

The University of Tampa is committed to providing a work and educational environment that is free from unlawful harassment and discrimination. The University maintains policies prohibiting any kind of harassment or discrimination on the basis of sex, race, color, religion, national origin, disability, gender identity or expression, sexual orientation, age, military or veteran status, marital status, genetic information or any other protected characteristic. For UT's Title IX Compliance and Sexual Misconduct procedures please review this link: [Title IX](#)

This internship complies with the Fair Labor Standards Act ☐ Yes ☐ No

**Please note that when using unpaid interns, certain guidelines must be followed to conform to the Fair Labor Standards Act. This act applies to most employers, government, non-profit, and for-profit. Please see the [Department of Labor website](#), search for FLSA or consult your legal adviser if you have questions on these issues.*

Does the company have liability insurance that will cover student during internship?

☐ Yes ☐ No

If no, the student must sign the Release of Liability & Hold Harmless Agreement (below).

We, the undersigned, have read this document, and agree with its general content.

Internship Supervisor Name

Signature and date

Student Name

Signature and date

Faculty Overseeing the Internship

Signature and date

Release of Liability & Hold Harmless Agreement

Whereas, I understand and acknowledge that I have chosen to participate in an internship for EME650 IDT Internship with (name of company) _____ as arranged as an internship by The University of Tampa and the Education Department.

Whereas, I understand and recognize that there exists the possibility and risk of bodily injury to me or damage to my property while traveling to and from or participating in the internship; and

Whereas, I report that to my knowledge I am appropriately fit and capable to participate in the program;

Now, Therefore, for and in consideration of The University of Tampa allowing me to participate in this program as an internship, I hereby release, relieve, and hold harmless The University of Tampa, its trustees, officers, employees, contractors, agents and representatives from any liability or claim of liability, including liability for bodily injury or property damage arising out of or in connection with my participation in the internship; including travel to, from and around the location. I hereby release those parties from any and all claims, including those claims arising from their own negligence or the negligence of any one of them. I have read the above release and I understand and agree to the terms.

In consideration of permitting me to participate in the below listed event(s), I will indemnify and hold The University of Tampa, Inc., its employees, contractors, agents and representatives harmless from any claims, losses, damages, expenditures, liabilities or charges of any kind or nature, whether arising or alleged to have arisen out of any act, action, neglect, or omission by The University of Tampa Inc., its employees, contractors, agents or representatives, during or arising out of my participation in the event(s) listed below.

By signing below, I acknowledge that I have read this Release of Liability and Hold Harmless Agreement, and am signing it voluntarily.

Student Signature _____

In Case of an Emergency contact:

Phone # _____

Relationship _____

Internship Letter Prior to Enrolling in EME650 Internship Course

Dear UTampa IDT Future Interns:

You will be expected to secure an internship placement prior to enrolling in EME650. Once enrolled, you will submit a copy of your memorandum of agreement (MOA) via the course LMS. To successfully "pass" this course, you will need to show proof that you have successfully completed the work detailed in the MOA before the end of the semester (this documentation includes: an evaluation form completed by your client/internship supervisor).

Just like any other experience in this program and life in general, you will get out of it what you put into it. If you put in a small amount of effort, you will get a very small reward. If you put in a significant amount of effort, there is more likelihood that you will get a much bigger reward at the end. Please know that this doesn't reference just grades, but reflecting creativity, responsibility, and your skills as instructional designers. This experience is for YOU.

Two quotes from alumni from the program (based on a program evaluation): **"It would have been helpful to know that the internship was supposed to be the 'gateway' to your first job and that if you did not pick a strong/qualifying internship, you would not land a job."** Another alum stated, **"I took great care to choose an internship that would give me the experience I wanted, not just satisfy requirements for graduation."** Please keep these in mind as you move forward with your internships and final experiences in this program.

Once enrolled in EME650, you will not have class meetings, but your instructor will check in with you throughout the semester. Your instructor will also check with your internship supervisor (at least twice throughout the semester).

Best regards,

[Faculty instructor on schedule. If any questions, contact: Suzanne Ensmann, Ed.D.]

University of Tampa

Internship: Welcome to Supervisors

Dear Internship Site Supervisor,

I am the faculty overseeing for the University of Tampa's EME650 IDT Internship process for the semester. I'm writing to formally thank you for agreeing to work with our scholar this semester as the internship supervisor.

The goal is that they apply knowledge and skills (described in our UTampa IDT Handbook) learned in our IDT program with your real-world projects.

I appreciate you working with them to complete the Memorandum Agreement that will be the agreement between you and them describing these activities and tasks. I will be in contact with you and your intern throughout the semester.

At the end of the semester, I will send you a link to the Final Internship Performance Report. This should take no more than 10 minutes of your time and will give me feedback on the performance of the intern as well as skills and abilities.

As part of my Welcome Message, I want to share with you my contact information in the event that you have a question regarding the process.

[Instructor on schedule. If any questions, contact: Suzanne Ensmann, Ed.D.]
University of Tampa

Student Final Internship Report

Greetings EME650 Interns,

This is our final month of internship. There is one more requirement to meet before the semester ends.

Please upload a one page paper titled "Internship Report" divided into these 3 sections by _____

1. Description of Activities
2. Key Lessons Learned
3. Assessment of Organization as Internship Site

This paper is to be uploaded in Canvas.

Final Internship Report (Completed by Student)

Expectation	Unacceptable	Acceptable
Description of Activities	√- Summary not included	√ Summary included
Key Lessons Learned	Summary not included	Summary included
Assessment of Organization as Internship Site	Summary not included	Summary included

Supervisor Appraisal Report

Greetings UTampa Internship Supervisors,

As we are nearing the end of our semester, please take some time to complete our final Performance Appraisal Report on your intern by Dec 10th.

If you have any questions, feel free to contact me. I thank you again for your support and for allowing our interns this valuable experience to work with you.

Part I Intern Performance Appraisal

Please refer to the Memorandum of Agreement agreed upon at the start of the internship when completing this report.

Name of Intern:

Name and Title of Internship Supervisor:

Name of Internship Site:

Please provide a brief summary of tasks performed and outcomes produced, along with an evaluative narrative regarding how well the intern performed during the internship. Please also provide your assessment of how closely the internship met the student goals and tasks outlined in the Memorandum of Agreement.

Please assess the intern in the following areas by highlighting your evaluation according to the following scale:

Excellent – consistently meets and/or exceeds expectations

Good – meets expectations, attains desired results

Fair – occasionally does not meet expectations, improvements are required

Poor – meets expectations only occasionally, results are unsatisfactory

1. Communication	excellent	good	fair	poor
2. Initiative/Motivation/Effort	excellent	good	fair	poor
3. Attitude	excellent	good	fair	poor
4. Quality of Work	excellent	good	fair	poor
5. Relations with Others	excellent	good	fair	poor
6. Organization/Time Management Skills	excellent	good	fair	poor
7. Judgment/Decision Making	excellent	good	fair	poor
8. Productivity	excellent	good	fair	poor
9. Professionalism	excellent	good	fair	poor

Additional Comments Regarding Ratings:

Internship Supervisor Signature and Date:

Graduation Requirements

Planning to graduate at the end of the semester? Please use the information provided in this website to apply for graduation: <https://www.ut.edu/commencement>. This gets your name in the commencement program and it notifies the Registrar's Office to review your transcript for graduation.

Academic Probation

- At the end of each semester (Spring, Summer, and Fall), the OGCS verifies the GPA scores of every IDT graduate student.
- If a student obtains a GPA lower than 3.0 at the end of a semester, he/she is placed on academic probation.
- A formal letter is written and signed by the OGCS and the Graduate Coordinator of the Program.
- A hard copy of the letter is then sent to the graduate student and a copy is sent to the Graduate Coordinator of the Program.
- In the letter, the graduate student is notified that by the end of the following semester, they must raise their GPA to 3.0 or above.

Academic Dismissal

- At the end of each semester (Spring, Summer, and Fall), the OGCS verifies the GPA scores of every IDT graduate student.
- If a student obtains a GPA lower than 3.0 during two consecutive semesters, he/she is dismissed from the program.
- A formal letter is written and signed by the OGCS and the Graduate Coordinator of the Program.
- A hard copy of the letter is then sent to the graduate student and a copy is sent to the Graduate Coordinator of the Program.