New Course Proposal
Form

(10 day AOOC Review)
(Part 1 of the full course proposal)

Submission Date: 10/27/17
Name of Course Sponsor(s): Robert Fryer, Laura Bickert Ciarlello, Rob Fleming
Course Full Name: GRDINTRN-791 F: 3cr Graduate Internship

Section A: Course Parameters

COURSE NAME (As it might appear in Webadvisor):

GRDINTRN-791 F: 3cr Graduate Internship

CATALOG DESCRIPTION: (*Format mimics what will be used in the catalog, description must be 100 words or less.)*
Course prefix and level, e.g. MGMT-4XX
(Lecture-laboratory/studio- credit) breakdown, e.g. (3-0-3), (1-5-3), (0-12-6)
List pre- or co-requisite(s), if any
If to be phased-in a year or two after approval, include "First offered Fall/Spring 20XX".
If it will replace an existing course, i.e. can't be taken again for credit, include "Formerly HUMN-105"

GRDINTRN-791 F: 3cr Graduate Internship (3-0-3)
Academic internships at Jefferson aid students in professional preparation through a work experience directly related to their major and career goals. Multiple credit registration options exist in 0.5 credit, 1 credit, 3 credit increments. All are completed as academic courses, including a course syllabus focused on professional skill-building and written assignments. While the primary emphasis of the course is on internship work experience, course assignments are incorporated to prompt reflection. This reflection is an integral component of experiential learning and students' overall career and professional development.

Graduate:

- Students must maintain full-time status during the regular academic year

International:
- Meet criteria above as relevant
- Determine if eligible for Curricular Practical Training (CPT) by contacting the office for International Student Programs

Note: Students not meeting minimum requirements may be considered by submitting a formal appeal and should contact Career Services for further instructions.

First Offered: Spring 2018

DELIVERY METHOD: (Studio, lab, lecture, on-line, hybrid, abroad)
If method of delivery is online, please complete Section C: On-Line Delivery

Internship

ELECTIVE, REQUIRED or BOTH: (Elective, required or both)
Include explanation under "Purpose & Background".

Both

PURPOSE & BACKGROUND: (Consult with Program Director)
Rationale for the introduction of the course: new fields, accreditation requirement, consolidation, significant modification of course delivery method, part of a previously approved program, etc.) How does it fit into the overall program and at what level? Explain why the course is an elective, required or both? What will the course add to the curriculum?

This course already exists at the undergraduate level, and this proposal makes the course available to graduate students for credit. Furthermore, this proposal will create one course that may be used by the entire university, regardless of college/school/program. Some programs will continue to use their program specific internship courses. This common course will make it easier for the Career Services Department to effectively manage the internships across different programs because there will be more consistency across the programs.

LEARNING OBJECTIVES: (Consult with College Assessment Advocate and Program Director)
Articulation of a reasonable number (3-5) of objectives to focus on specific content/knowledge acquisition, the particular research or methodological approaches, or ways of thinking, working & acting students will acquire. Use specific and descriptive verbs (see Bloom's taxonomy) to indicate the level a student will learn a particular topic.

Academic internships at Jefferson aid students in professional preparation through a work experience directly related to their major and career goals. This upper-level elective course is designed to facilitate and support a student's academic internship experience. While the primary emphasis of the course is on the internship work experience, course assignments are incorporated to prompt reflection on the internship. This reflection is an integral component of experiential learning and students' overall career and professional development and aligns with the following learning outcomes:

- Students will be able to evaluate potential career opportunities through experiential learning
- Students will be able to assess professional skills they need to develop or improve

Please list the course learning objectives and map their alignment with program learning outcomes in the chart below.

*The outcomes below are Institutional Learning Outcomes, rather than Program Learning Outcomes, because this is a trans-college proposal.

Course Learning Objectives: By the end of the course, students will be able to…..	Program Learning Outcome associated with the Course Learning Objective: *
1. Students will be able to evaluate potential career opportunities through experiential learning	Apply multidisciplinary and collaborative approaches as a means of succeeding in dynamic, complex career environments. AND Integrate theory and practice to inform research and guide creative decisions in their professional fields. AND Be prepared to be ethically responsible

	citizens in the personal, professional and civic spheres.
2. Students will be able to assess professional skills they need to develop or improve	Possess a breadth and depth of professional skills informed by the liberal arts and sciences.

INTERDISCIPLINARY & NEXUS OPPORTUNITIES: (Consult with College Nexus Learning Advocate)
Identify strategies you will use that promote engaged, active students, collaborative and integrative work, real world projects, and/or infusion of liberal arts and sciences. If there are interdisciplinary opportunities to be explored in the course, list them here as well.

    The students are engaged in real world projects with employers

REDUNDANCY:
Is the material/topic offered in this course also taught in courses offered elsewhere in the University, e.g. ABE vs ENGR, grad-level versus undergrad-level, CPS vs SBA, etc.? Once a student takes this course, are there any other courses for which the student is now ineligible to earn credit? Is this a cross-listed course and with which course will it be cross-listed? If this course *replaces* an existing course in the program, how does it differ from the learning objectives, material covered, etc. in the former course, and how are these differences being accommodated programmatically?

    There is no redundancy for graduate students

PROPOSED IMPLEMENTATION DATE: First offered Fall/Spring 201(_); Inclusion in 201(_) catalog or TBA?

    First offered Spring 2018

Section B: Campus-Wide Networking

Please provide a brief explanation for each answer.

COLLEGE-WIDE "DIALOG": Does the proposal require additional discussions with colleagues, CEC Chair, Program Directors and the Dean in the school/college dealing with content, assessment, staffing & allocation of other resources? Example: A new course that replaces an existing course could impact the curriculum of other programs, minors, concentrations and/or specializations. (*Consult with the three **College Advocates***)

>   This is a new course at the graduate level, and was discussed with the Graduate Council and Career Services

REGISTRAR: What is the anticipated student capacity per section of the course? Are there any unique scheduling aspects of the proposed course, especially those that fall outside of the normal semester schedule or deviate from the required 42 contact hours per term? (*Consult with the **Registrar***)

>   Nothing different than the existing internship courses

DEGREE AUDIT: Does this course impact the requirements for graduation, credit count, required core, etc.? (*Consult with the **Registrar***)

>   Nothing different than the existing internship courses

FINANCIAL AID: Are there any unique aspects of this course that might affect financial aid considerations, tuition implications, etc.? (*Consult with the **Director of Financial Aid***)

>   Nothing different than the existing internship courses

LIBRARY & INFORMATION LITERACY: Will this course require new or additional supporting library resources, services, or help from professional library staff? According to your program's curriculum map, does this course specify an information literacy (IL) learning outcome? If yes, please describe how this outcome will be applied. (*Consult with the **Director of Gutman Library***)

>   Nothing different than the existing internship courses

WRITING ACROSS THE CURRICULUM: Will the anticipated writing assignments meet the criteria for a writing intensive course? (*Consult with the **Director of Writing Across the Curriculum***)

>   Nothing different than the existing internship courses

STUDY ABROAD: Does this course have any study abroad components? …Winter term? Spring Break? Other? (*Consult with the **Director of the Study Abroad Program***)

>   Nothing different than the existing internship courses

OFFICE OF INFORMATION RESOURCES: Does this course have any unique technology or software requirements, e.g. on-line/hybrid courses; software license? List the technology or software requirements. (*Consult with the **Director of OIR***)

Nothing different than the existing internship courses

ADVISING: Will this course require any special advising during New Student Orientation for transfer students &/or freshman? (*Consult with the **Director of Academic Success Center & College Advising Advocate***)

Nothing different than the existing internship courses

TRANSFER/RE-ENTRY STUDENTS: Are there any restrictions on whether the course can be equated to transfer credits? Will it need a portfolio review? (*Consult with the **Office of Admissions & College Advising Advocate***)

Nothing different than the existing internship courses

SYLLABUS: Do you plan to deviate from the standard syllabus template as approved by the faculty?
(*Consult with **your CEC Chair***)

Nothing different than the existing internship courses

New Course Proposal Form

Submission Date: 10/27/17
Name of Course Sponsor(s): Robert Fryer, Laura Bickert Ciarlello, Rob Fleming
Course Full Name: GRDINTRN-791 O: 1cr Graduate Internship

Section A: Course Parameters

COURSE NAME (As it might appear in Webadvisor):

GRDINTRN-791 O: 1cr Graduate Internship

CATALOG DESCRIPTION: (*Format mimics what will be used in the catalog, description must be 100 words or less.*)
Course prefix and level, e.g. MGMT-4XX
(Lecture-laboratory/studio- credit) breakdown, e.g. (3-0-3), (1-5-3), (0-12-6)
List pre- or co-requisite(s), if any
If to be phased-in a year or two after approval, include "First offered Fall/Spring 20XX".
If it will replace an existing course, i.e. can't be taken again for credit, include "Formerly HUMN-105"

GRDINTRN-791 O: 1cr Graduate Internship (1-0-1)
Academic internships at Jefferson aid students in professional preparation through a work experience directly related to their major and career goals. Multiple credit registration options exist in 0.5 credit, 1 credit, 3 credit increments. All are completed as academic courses, including a course syllabus focused on professional skill-building and written assignments. While the primary emphasis of the course is on internship work experience, course assignments are incorporated to prompt reflection. This reflection is an integral component of experiential learning and students' overall career and professional development.

Graduate:

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International:
- Meet criteria above as relevant
- Determine if eligible for Curricular Practical Training (CPT) by contacting the office for International Student Programs

Note: Students not meeting minimum requirements may be considered by submitting a formal appeal and should contact Career Services for further instructions.

First Offered: Spring 2018

DELIVERY METHOD: (Studio, lab, lecture, on-line, hybrid, abroad)
If method of delivery is online, please complete Section C: On-Line Delivery

Internship

ELECTIVE, REQUIRED or BOTH: (Elective, required or both)
Include explanation under "Purpose & Background".

Both

PURPOSE & BACKGROUND: (Consult with Program Director)
Rationale for the introduction of the course: new fields, accreditation requirement, consolidation, significant modification of course delivery method, part of a previously approved program, etc.) How does it fit into the overall program and at what level? Explain why the course is an elective, required or both? What will the course add to the curriculum?

This course already exists at the undergraduate level, and this proposal makes the course available to graduate students for credit. Furthermore, this proposal will create one course that may be used by the entire university, regardless of college/school/program. Some programs will continue to use their program specific internship courses. This common course will make it easier for the Career Services Department to effectively manage the internships across different programs because there will be more consistency across the programs.

LEARNING OBJECTIVES: (Consult with College Assessment Advocate and Program Director)
Articulation of a reasonable number (3-5) of objectives to focus on specific content/knowledge acquisition, the particular research or methodological approaches, or ways of thinking, working & acting students will acquire. <u>Use specific and descriptive verbs</u> (see Bloom's taxonomy) to indicate the level a student will learn a particular topic.

Academic internships at Jefferson aid students in professional preparation through a work experience directly related to their major and career goals. This upper-level elective course is designed to facilitate and support a student's academic internship experience. While the primary emphasis of the course is on the internship work experience, course assignments are incorporated to prompt reflection on the internship. This reflection is an integral component of experiential learning and students' overall career and professional development and aligns with the following learning outcomes:
- Students will be able to evaluate potential career opportunities through experiential learning
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Please list the course learning objectives and map their alignment with program learning outcomes in the chart below.

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Course Learning Objectives: By the end of the course, students will be able to…..	Program Learning Outcome associated with the Course Learning Objective: *
1. Students will be able to evaluate potential career opportunities through experiential learning	Apply multidisciplinary and collaborative approaches as a means of succeeding in dynamic, complex career environments. AND Integrate theory and practice to inform research and guide creative decisions in their professional fields. AND Be prepared to be ethically responsible citizens in the personal, professional and civic spheres.

2. Students will be able to assess professional skills they need to develop or improve	Possess a breadth and depth of professional skills informed by the liberal arts and sciences.

INTERDISCIPLINARY & NEXUS OPPORTUNITIES: (Consult with College Nexus Learning Advocate)

Identify strategies you will use that promote engaged, active students, collaborative and integrative work, real world projects, and/or infusion of liberal arts and sciences. If there are interdisciplinary opportunities to be explored in the course, list them here as well.

The students are engaged in real world projects with employers

REDUNDANCY:

Is the material/topic offered in this course also taught in courses offered elsewhere in the University, e.g. ABE vs ENGR, grad-level versus undergrad-level, CPS vs SBA, etc.? Once a student takes this course, are there any other courses for which the student is now ineligible to earn credit? Is this a cross-listed course and with which course will it be cross-listed? If this course *replaces* an existing course in the program, how does it differ from the learning objectives, material covered, etc. in the former course, and how are these differences being accommodated programmatically?

There is no redundancy for graduate students

PROPOSED IMPLEMENTATION DATE: First offered Fall/Spring 201(_); Inclusion in 201(_) catalog or TBA?

First offered Spring 2018

Section B: Campus-Wide Networking

Please provide a brief explanation for each answer.

COLLEGE-WIDE "DIALOG": Does the proposal require additional discussions with colleagues, CEC Chair, Program Directors and the Dean in the school/college dealing with content, assessment, staffing & allocation of other resources? Example: A new course that replaces an existing course could impact the curriculum of other programs, minors, concentrations and/or specializations. (*Consult with the three **College Advocates***)

    This is a new course at the graduate level, and was discussed with the Graduate Council and Career Services

REGISTRAR: What is the anticipated student capacity per section of the course? Are there any unique scheduling aspects of the proposed course, especially those that fall outside of the normal semester schedule or deviate from the required 42 contact hours per term? (*Consult with the **Registrar***)

    Nothing different than the existing internship courses

DEGREE AUDIT: Does this course impact the requirements for graduation, credit count, required core, etc.? (*Consult with the **Registrar***)

    Nothing different than the existing internship courses

FINANCIAL AID: Are there any unique aspects of this course that might affect financial aid considerations, tuition implications, etc.? (*Consult with the **Director of Financial Aid***)

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LIBRARY & INFORMATION LITERACY: Will this course require new or additional supporting library resources, services, or help from professional library staff? According to your program's curriculum map, does this course specify an information literacy (IL) learning outcome? If yes, please describe how this outcome will be applied. (*Consult with the **Director of Gutman Library***)

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WRITING ACROSS THE CURRICULUM: Will the anticipated writing assignments meet the criteria for a writing intensive course? (*Consult with the **Director of Writing Across the Curriculum***)

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STUDY ABROAD: Does this course have any study abroad components? …Winter term? Spring Break? Other? (*Consult with the **Director of the Study Abroad Program***)

    Nothing different than the existing internship courses

OFFICE OF INFORMATION RESOURCES: Does this course have any unique technology or software requirements, e.g. on-line/hybrid courses; software license? List the technology or software requirements. (*Consult with the **Director of OIR***)

Nothing different than the existing internship courses

ADVISING: Will this course require any special advising during New Student Orientation for transfer students &/or freshman? (*Consult with the **Director of Academic Success Center & College Advising Advocate***)

Nothing different than the existing internship courses

TRANSFER/RE-ENTRY STUDENTS: Are there any restrictions on whether the course can be equated to transfer credits? Will it need a portfolio review? (*Consult with the **Office of Admissions & College Advising Advocate***)

Nothing different than the existing internship courses

SYLLABUS: Do you plan to deviate from the standard syllabus template as approved by the faculty? (*Consult with **your CEC Chair***)

Nothing different than the existing internship courses

New Course Proposal Form

Submission Date: 10/27/17
Name of Course Sponsor(s): Robert Fryer, Laura Bickert Ciarlello, Rob Fleming
Course Full Name: GRDINTRN-791 Z: 0.5cr Graduate Internship

Section A: Course Parameters

COURSE NAME (As it might appear in Webadvisor):

GRDINTRN-791 Z: 0.5cr Graduate Internship

CATALOG DESCRIPTION: (*Format mimics what will be used in the catalog, description must be 100 words or less.*)
Course prefix and level, e.g. MGMT-4XX
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List pre- or co-requisite(s), if any
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GRDINTRN-791 Z: 0.5cr Graduate Internship (0.5-0-0.5)
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First Offered: Spring 2018

DELIVERY METHOD: (Studio, lab, lecture, on-line, hybrid, abroad)
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Internship

ELECTIVE, REQUIRED or BOTH: (Elective, required or both)
Include explanation under "Purpose & Background".

Both

PURPOSE & BACKGROUND: (Consult with Program Director)
Rationale for the introduction of the course: new fields, accreditation requirement, consolidation, significant modification of course delivery method, part of a previously approved program, etc.) How does it fit into the overall program and at what level? Explain why the course is an elective, required or both? What will the course add to the curriculum?

This course already exists at the undergraduate level, and this proposal makes the course available to graduate students for credit. Furthermore, this proposal will create one course that may be used by the entire university, regardless of college/school/program. Some programs will continue to use their program specific internship courses. This common course will make it easier for the Career Services Department to effectively manage the internships across different programs because there will be more consistency across the programs.

The 0.5cr internship must be integral experience, especially for international students, who are unable to register for an internship unless it is a for-credit course. This is unique to international students. This will provide them with an affordable path to gain industry, professional and real world experience, which is essential to the university's commitment to Nexus Learning. The course is either an elective or required, to align with different pathways that students use to achieve the required credits for graduation. The course adds flexibility to the curriculum by creating the opportunity for a nimble response to fluctuations in student demographics and professional practice.

LEARNING OBJECTIVES: (Consult with College Assessment Advocate and Program Director)
Articulation of a reasonable number (3-5) of objectives to focus on specific content/knowledge acquisition, the particular research or methodological approaches, or ways of thinking, working & acting students will acquire. Use specific and descriptive verbs (see Bloom's taxonomy) to indicate the level a student will learn a particular topic.

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STUDY ABROAD: Does this course have any study abroad components? …Winter term? Spring Break? Other? (*Consult with the **Director of the Study Abroad Program***)

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OFFICE OF INFORMATION RESOURCES: Does this course have any unique technology or software requirements, e.g. on-line/hybrid courses; software license? List the technology or software requirements. (*Consult with the **Director of OIR***)

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ADVISING: Will this course require any special advising during New Student Orientation for transfer students &/or freshman? (*Consult with the **Director of Academic Success Center & College Advising Advocate***)

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TRANSFER/RE-ENTRY STUDENTS: Are there any restrictions on whether the course can be equated to transfer credits? Will it need a portfolio review? (*Consult with the **Office of Admissions & College Advising Advocate***)

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SYLLABUS: Do you plan to deviate from the standard syllabus template as approved by the faculty?
(*Consult with **your CEC Chair***)

    Nothing different than the existing internship courses

JEFFERSON (PHILADELPHIA UNIVERSITY + THOMAS UNIVERSITY UNIVERSITY)
GRDINTRN-791F INTERNSHIP SYLLABUS: 3 CREDIT
SPRING 2018

Faculty Internship Advisor: Professor
Phone/Email:
Office Location/Office Hours:

Career Services: Career Services Center Kanbar 313
Office Hours: Monday – Friday, 9am – 5pm
Walk-in Hours: M, W, F: 10am – 1pm; T, Th: 2pm – 4pm

Contact: Career Services Phone: (215) 951-2930, Fax: 215-951-6884
Career Services Internship Email: intern@philau.edu

COURSE OBJECTIVES & LEARNING OUTCOMES:

Academic internships at Jefferson aid students in professional preparation through a work experience directly related to their major and career goals. This upper-level elective course is designed to facilitate and support a student's academic internship experience. While the primary emphasis of the course is on the internship work experience, course assignments are incorporated to prompt reflection on the internship. This reflection is an integral component of experiential learning and students' overall career and professional development and aligns with the following learning outcomes:

- Students will be able to evaluate potential career opportunities through experiential learning
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ADMINISTRATION/FACULTY:

Career Services Center: Career Services assists the student in searching for an internship for credit, provides permission to enroll in an internship course, manages all student records for participation in the program, and provides all documentation and evaluation forms as necessary.

Faculty Internship Advisor: The designated faculty internship advisor works with the enrolled student on all items related to the course syllabus and expectations, as well as the evaluation and grading of all assignments. *Students are responsible for establishing and maintaining contact throughout the semester of participation with the Faculty Internship Advisor.*

COURSE FORMAT:

Course Orientation: Preceding the start of the course, students will meet with their Faculty Internship Advisor to receive the syllabus and discuss the course; this is the only *required* meeting for this course. The remainder of the internship experience will be on-site with a ***minimum of 144 hours during the semester, over at least a 12-week period required (both requirements must be met, not simply a total minimum of 144 hours)***. **Required internship hours may only be earned within the semester dates (first day of class – last day of finals).**

Faculty Internship Advisor Contact: It is the responsibility of the student to contact the Faculty Internship Advisor at the point of registration. During that meeting, students should determine the best way to contact their internship advisor for questions or concerns, as well as determine assignment deadlines to observe throughout the term.

Internship: The internship experience is intended to provide the student with a meaningful work opportunity related to his/her major and career goals. The hours spent at the workplace compose the majority of time required for this course. Each student will establish measurable learning objectives for the internship at the outset, as well as complete assignments. Credit for the internship course is granted for the completion of the academic assignments related to the experience, *not solely* for hours completed at the internship site. *The on-site requirements*, as agreed to from the student signature on the Internship Learning Agreement, are

- a minimum of 144 hours during the semester, over at least a 12 week period (both requirements are to be met).
- With this signature students also agree to abide by the Academic Internship Program Policies, reviewed prior to registering for an internship and available for reference in the Blackboard internship course.

Contact/Visitation: In order to ensure the intent of the course is being fulfilled and the student is gaining appropriate experience in the internship, the Faculty Internship Advisor will contact the internship supervisor, typically at midterm, to discuss the student's progress with his/her supervisor. Under specific circumstance or where warranted, the Faculty Internship Advisor may choose to contact the employer in person in lieu of phone meeting.

COURSE POLICIES:

The student is responsible for reading and understanding all internship program policies agreed to when the Internship for Credit Application Statement and Policy Affirmation/Risk and Release form (within HirePhilaU) were signed. Specific details can be referenced on the *Academic Internship Program Policies* handout and the student's account in HirePhilaU. This includes maintaining contact with the Career Services Center and the Faculty Internship Advisor should there be any notable changes to the internship experience. Any student found to be in violation of any policy may be dropped from the course, receiving neither credit nor tuition refund, and may be subject to disciplinary actions by the University for serious breaches of employer trust.

CHANGES TO INTERNSHIP INFORMATION/EXPERIENCE:
Any and all notable changes to the student internship experience, position description and/or employer/supervisor information **MUST** be communicated immediately to the Career Services and Faculty Internship Advisor. *Failure to report changes is in violation of the agreed terms of the Internship for Credit Application Statement and Policies.*

TECHNOLOGY TOOL FOR ASSIGNMENT SUBMISSION: Blackboard (https://bblearn.philau.edu/)
All course assignments are to be submitted in PDF or Word format and reviewed by faculty via Blackboard (not emailed to faculty). All course documents and resources are found in the Blackboard internship course, accessible at https://bblearn.philau.edu/ (details for each assignment are below as applicable). Refer to the "Help" link on the menu on the left side of the screen for Blackboard support and assistance.

WRITTEN ASSIGNMENTS AND EVALUATIONS: *Please consult schedule at the end of the syllabus for due dates. All assignments are detailed in and to be submitted through Blackboard in PDF or Word format for Faculty Internship Advisor review https://bblearn.philau.edu/).* **DO NOT email assignments to faculty.** Students are strongly encouraged to meet with a writing tutor at the Academic Success Center prior to submitting major reports.

1. **Signed Hours Log**
   All academic interns are required to maintain a weekly hours log (detailing completed hours), including a *required* supervisor signature **each week**. The log should be submitted via Blackboard (scan and upload as PDF if access to a scanner is available) **at mid-term and semester end** (see below for exact weeks). If a scanner is not available, the log can be faxed, mailed, or submitted in person to the Faculty Internship Advisor. Completed Hours Log forms are attached to this assignment. Submission of the signed hours log is required to receive a passing grade for all internship courses.

2. **Professionalism & Communication**
   A portion of the intern's grade will be based upon the professionalism and communication they exhibit throughout the internship and the faculty internship advisor will take into account their own experience with the intern and also the feedback they receive from the intern's supervisor. During the time a student is working, s/he is considered an employee of the company for which s/he works. As such, students are subject to their employer's policies and procedures.

   Satisfactory performance during internship employment will include:
   - Attendance and punctuality during agreed upon hours of work
   - Acceptable performance of the technical/skills based aspects of the job
   - Conforming to an employer's dress codes
   - Adhering to an employer's personnel policies

3. **Learning Objectives**
   During the first two weeks of the internship, the student will work with his/her site supervisor to develop **at least five** learning objectives/goals for the semester as they relate to specific professional skills. These skills and additional

information are outlined and defined in the Learning Objectives Assignment form. These objectives are intended to create a network of communication and a learning plan for the duration of the internship assignment, and should be written in close consultation with and approved by the student's internship supervisor.

The Learning Objective form, template and resources are located in the <mark>"Assignments" tab in Blackboard</mark>:
- Upon developing learning objectives, the employer is requested to sign the worksheet. The student should then also sign, make a copy for future reference, and *scan and submit the original worksheet to Blackboard* for his/her Faculty Internship Advisor to review*.*
- For the related written assignment, students should follow instructions listed on the Learning Objectives Assignment form; students are required to **complete the Learning Objectives Template,** describing at least five skills that they seek to develop or improve during the internship, their rationale for selecting these skills, and tasks or responsibilities to be carried out in order to develop them *(Submit to Blackboard).*
- Additionally, students are required to incorporate the progress made toward the accomplishment of these goals in both their **bi-weekly journal and final report** (detailed information is listed below).

4. <u>**Journals & Exit Interview**</u>   **DUE: See assignment schedule/faculty internship advisor**
    The five journal entries are approximately 1 page in length, double-spaced and submitted through Blackboard in PDF or Word format <mark>(see template in "Assignments" tab in Blackboard)</mark>. The journals provide brief details of weekly student experience at the internship site, including any tasks assigned/accomplished, difficulties experienced, lessons learned, and any resources or assistance needed from the Faculty Internship Advisor or Career Services staff at that time. Each journal assignment should also contain ongoing progression towards established *Learning Objectives*, with the final journal including a self-evaluation of the experience plus exit interview reflection.

    Exit Interview – <u>***The final journal must include reflection on the Exit Interview***</u>**.**
    The exit interview is to be scheduled one month in advance and conducted with the intern supervisor towards the end of the internship experience. The interview will be discussed/reflected on as part of the student's self-evaluation in the final journal entry. The exit interview goals include obtaining as much information on your performance as possible, discussing the possibility of returning as a full-time employee or intern (if applicable and if you are interested), and leaving on a positive note. <mark>*Questions to assist with the Exit Interview can be found in the "Assignments" tab of Blackboard.*</mark>

5. <u>**Term Papers OR Semester Project**</u> - ***All papers/projects are submitted in Word or PDF format to the*** <mark>***"Assignments" tab in Blackboard***</mark>
    Students should determine with their faculty internship advisor at the beginning of the semester which format works best within their major and industry (most design majors will complete projects, while business majors will likely complete term papers).

    All papers must be typewritten and double-spaced, and should include a cover page with name, date, and place of employment. Students should pay special attention to grammar and spelling, and should *carefully* document all sources used in MLA or APA format. Papers submitted after agreed-upon due dates will be reduced in grade by 5% per day for the first five days and then totally rejected.

    <u>**Term Paper Assignments:**</u>
    Paper 1: Company Analysis   **DUE: See assignment schedule/faculty internship advisor**
    Students should prepare a 5-page, in-depth analysis of the employing company. This analysis should include but is not limited to the company's mission statement, history, position in the industry, personnel policies and procedures, organizational chart, and projections on the future of the company in respect to current socio-economic conditions.

    Paper 2: Industry Analysis   **DUE: See assignment schedule/faculty internship advisor**
    Students should prepare a 5-page, in-depth analysis of the competitive, economic, political, business and socio-cultural trends affecting the industry in which the student is working. Students should make use of the Internet to do research to support this paper.

    Paper 3: Final Paper   **DUE: See assignment schedule/faculty internship advisor**

Students should complete a 7-10 page final paper, reviewing highlights of the Company and Industry Analyses and providing an in-depth discussion of skills and knowledge developed and utilized over the course of the semester in the workplace.

Content guidelines for discussion of developed skills:

1) Address the outcomes of established Learning Objectives **-** How did you go about accomplishing your goals with regards to the key professional skills you set out to develop? To what extent have you achieved your goals? How have you clearly and tangibly demonstrated to your supervisor that you have developed these skills? If not, what is the reason for not reaching the set objectives and how do you intend to work towards these goals in the future?

2) How relevant was this internship experience in relation to your own career objectives? What impact will this have on your future career plans?

3) What "people skills" were you able to learn from this experience? Were you able to communicate with your co-workers and supervisor on a peer basis? What did you learn about effective management skills?

4) What were the positive and negative features of this internship? What was missing from your experience? What do you think is the most important learning point you've taken from this experience? What would you tell a future student regarding your internship experience?

Semester Project Assignments:
The Semester Project gives students the opportunity to show how they personally contributed to the company during the internship experience, as well as to demonstrate an awareness of the importance of understanding particular problems and contributing to a company's market growth. Written components of the Semester Project must be typewritten and double-spaced, and should include a cover page with the name, date, and place of employment. Students should pay special attention to grammar and spelling, and should carefully document all sources used in MLA or APA format. Assignments submitted after agreed-upon due dates will be reduced in grade as determined by the faculty internship advisor.

Each student, in conjunction with the employer and faculty internship advisor, should as early as possible select a specific project on which he/she is assigned to work, and with the project draft, provide details on the problem itself, the plan for solving the problem, and its projected impact on the company.

Semester Project Draft   **DUE: See assignment schedule/faculty internship advisor**
Students should prepare a brief, 2-4 page draft detailing the basis of the Semester Project chosen. A general background, history of the problem identified, and ideas for a solution strategy should be discussed.

Semester Project Paper   **DUE: See assignment schedule/faculty internship advisor**
The Final Project Paper should be approximately 7-10 pages in length and address the following:
- Introduction: A Company and Industry Analyses.
- History of the issue/challenge to the company that has been selected for the Semester Project.
- Goals and Objectives set over the term to address the problem.
- A defined strategy, including information on necessary fiscal/space/human/etc. resources needed for accomplishing the goals and objectives.
- An evaluation plan to measure the effectiveness of the project (if not completed before end of internship, anticipated outcomes should be reported).

5. **Employer Evaluation**
   All employer evaluations are included in the final grade and are administered by Career Services. Career Services will send the intern supervisor a secure website link to the employer's evaluation form to be completed by the deadline established by Career Services. Students will be notified via email when the evaluation is sent and should speak to their supervisor at that time, to confirm the link was received and to schedule a time when he/she can share this

important feedback IN PERSON before the internship ends. It is the intern's responsibility to ensure that the evaluation is reviewed with the supervisor in order to understand how this affects the internship course grade.

6. Student Evaluation of the Internship
The student will also be sent a link to a confidential online evaluation by Career Services, focusing on the overall internship experience. Feedback received is extremely valuable and helps to ensure the student experience is considered in any future internship program changes, as well as collaboration with faculty and employers.

7. Considerations for International Students
International students should pay close attention to CPT requirements to ensure they are meeting them as well as connect with the International Student Programs office and staff (http://www.eastfalls.jefferson.edu/internationalservices/)

CPT/Work Permission Requirements: http://www.eastfalls.jefferson.edu/internationalservices/workPermission.html

GRADING: The grade scale is: A, A-, B+, B, B-, C+, C, C- and F. Final grades will be based on the following:

Note: **Submission of the signed hours log is required to receive a passing grade for all internship courses**
10%   Professionalism & Communication (see description above)
10%   Learning Objectives - development of and progress towards
10%   Journals
15%   Company Analysis
15%   Industry Analysis
20%   Final Paper & Exit Interview
20%   Employer's evaluation of student performance

Course Schedule: Confirm Assignment Due Dates with Your Faculty Internship Advisor

January 11th	Course Begins – *Ongoing communication with Faculty Intern Advisor is expected* ***Hours log*** *to be maintained through duration of semester – see above for details*
Due within 1st 2 weeks of semester, or 1st 2 weeks of internship Due Date:_____	Written Assignment: **Learning Objectives** *(post to Blackboard)*
Due Date:_____	Written Assignment: **Journal #1** *(post to Blackboard)*
Due Date:_____	Written Assignment: **Company Analysis/Semester Project Draft** *(post to Blackboard)*
Due Date:_____	Written Assignment: **Journal #2** *(post to Blackboard)*
Mid-point of course Due Date:_____	Written Assignment: **Signed Hours Log** *(post to Blackboard)* *Faculty Internship Advisor Visit/Contact*
Due Date:_____	Written Assignment: **Journal #3** *Blackboard)*
Due Date:_____	Written Assignment: **Industry Analysis** *(post to Blackboard)* *Schedule "Exit Interview" with intern supervisor for week 10 or 11*
Due Date:_____	Written Assignment: **Journal #4** *(post to Blackboard)* *Employer evaluation distributed via email to intern supervisor by Career Services Center*
Due Date:_____	Written Assignment: **Journal #5/Exit Interview** *(post to Blackboard)* *Conduct "Exit Interview" with intern supervisor by this week – included in Final Paper*
All required hours MUST be earned by May 10th! Due Date:_____	Written Assignments: **Final Paper/Semester Project; Signed Hours Log** *(post to Blackboard)* *Employers to complete online evaluations of students by the deadline provided by Career Services Center* *Students to complete online evaluation of internship/program; details to be emailed by Career Services Center*

UNIVERSITY POLICIES:

Credit Hour:
A credit hour is a measure of the amount of work represented in intended learning outcomes and verified by evidence of student achievement. A credit hour is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester hour of credit of the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work for other academic activities such as laboratory work, studio work, internships, or academic work leading to the award of credit hours. For studio and laboratory courses, the conventional suggestion is two hours of instruction and at least four hours of work outside of class each week for approximately 15 weeks represent one hour of credit.

Academic Integrity:
Academic Integrity and honesty is the foundation of the University teaching, learning, and professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the University community commits an offense against all members of this group. In order for all to know and understand the standards that define academic integrity at University, the following policy has been developed and ratified by students, faculty, and staff. These policies pertain equally to all courses regardless of the method of delivery. Thus, they pertain to courses delivered fully or partially online as much as to courses delivered in-person. Students in all course delivery formats, including online and other forms of distance-learning, must complete all coursework themselves. Any attempt to have others complete coursework in the student's name is a form of cheating.

Academic integrity is a policy about ethical behavior at the University regarding one's intentions, decisions, and actions while conducting academic work. It includes values such as avoidance of the following: cheating; plagiarism; copying; the fabrication of information; and facilitating, or denying others access to information. It expects honesty and rigor in research, course work, writing and publishing. Academic Integrity is taken seriously in this course. Any student violating the University's academic integrity policy will be subject to appropriate sanctions.

The University's complete academic integrity policy is available in the Academic Catalog:
http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AcadInt and
http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#AcadInt.

Academic resources, including information on citation and documentation for all written work, projects, and presentations, are also available on the Academic Success Center's website:
http://www.philau.edu/successcenter/writing/writingResources.html.

Preferred Name:
For students who have submitted the "Preferred First Name Request" form to the Office of the Registrar for review and approval prior to the start of the semester, the preferred name will appear on the class roster. For additional information on the policy, see the Academic Policies and Procedures section in the Academic Catalog, http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/index.html. For instructions for completing the request, see the Registrar's website, http://philau.edu/registrar/forms.html.

Serious Illness or Family Emergency:
Serious illness, family emergencies, or other crises mean that students should contact the Dean of Students Office as soon as possible (215-951-2740). Students are responsible for all work related to this class; however, faculty may (but are not required to) make some accommodation in terms of time of delivery and/or make-up exams for major tests. Please consult with your faculty and your academic advisor to determine whether you should withdraw from the course or request an incomplete grade in the case of serious illness or crises.

Collection of Student Work for Assessment:

The University is committed to providing excellent and innovative educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements where relevant, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As the University sees appropriate, it may retain representative examples or copies of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in

courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.

UNIVERSITY'S ACADEMIC SUPPORT SERVICES:

Gutman Library (www.philau.edu/library)
Gutman Library is a gateway to a variety of information resources. The homepage of the library provides 24/7 access to online databases of articles, e-journal collections, e-books, and specialized information to support your coursework. See a list of Research Guides for specific programs and courses at http://libguides.philau.edu. The library building is wireless, has 80 available workstations (PCs and Macs), printers, scanners, and copiers; as well as individual and group study spaces.

The Academic Success Center (www.philau.edu/SuccessCenter)
The Academic Success Center provides one-on-one tutoring assistance for writing, study strategies, test taking, and specific University courses*. To make a tutoring appointment, students should log into Starfish and select My Courses or go to the Services page, or stop by the Academic Success Center in Haggar Hall or call (215) 951-2799. Academic resources, including information on citation and documentation, note taking, and study strategies are available on the Center's website.

Technology Resources (http://www.philau.edu/OIT/)
The University provides wireless network access in all campus buildings. If you need a computer, Gutman Library and Search Hall have open access computers. For assistance with technology issues, students should contact the Technology Help Desk at (215) 951-4648 or send an email to helpdesk@philau.edu.

Accessibility Services (http://www.philau.edu/accessibilityservices/)
The University does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The University makes accommodations for students with disabilities who seek accommodations in the classroom. All students interested in receiving accommodations must contact the Office of Student Accessibility Services by email at AccessibilityServices@philau.edu, phone at (215.951.6830) or office visit. The office is located in Kanbar 102D. Students requesting accommodations in the classroom must present a current accommodation letter from the Office of Student Accessibility Services to the instructor, before accommodations may be made. The University works with students with disabilities regarding equal access to all services and programs. Requests for accommodations may be made at any time (although accommodations are not retroactive). The University encourages all students who have any inquiries to contact the Office of Student Accessibility Services.

JEFFERSON (PHILADELPHIA UNIVERSITY + THOMAS UNIVERSITY UNIVERSITY)
GRDINTRN-791O: 1-CREDIT INTERNSHIP SYLLABUS
SPRING 2018

Faculty Internship Advisor:	Professor Phone/Email: Office Location/Office Hours:
Career Services:	Career Services Center Kanbar 313 Office Hours: Monday – Friday, 9am – 5pm Walk-in Hours: M, W, F: 10am – 1pm; T, Th: 2pm – 4pm
Contact:	Career Services Phone: (215) 951-2930, Fax: 215-951-6884 Career Services Internship Email: intern@philau.edu

COURSE OBJECTIVES & LEARNING OUTCOMES:

Academic internships at Jefferson aid students in professional preparation through a work experience directly related to their major and career goals. This upper-level elective course is designed to facilitate and support a student's academic internship experience. While the primary emphasis of the course is on the internship work experience, course assignments are incorporated to prompt reflection on the internship. This reflection is an integral component of experiential learning and students' overall career and professional development and aligns with the following learning outcomes:

- Students will be able to evaluate potential career opportunities through experiential learning
- Students will be able to assess professional skills they need to develop or improve

ADMINISTRATION/FACULTY:

Career Services Center: Career Services assists the student in searching for an internship for credit, provides permission to enroll in an internship course, manages all student records for participation in the program, and provides all documentation and evaluation forms as necessary.

Faculty Internship Advisor: The designated faculty internship advisor works with the enrolled student on all items related to the course syllabus and expectations, as well as the evaluation and grading of all assignments. *Students are responsible for establishing and maintaining contact throughout the semester of participation with the Faculty Internship Advisor.*

COURSE FORMAT:

Course Orientation: Preceding the start of the course, students will meet with their Faculty Internship Advisor to receive the syllabus and discuss the course; this is the only *required* meeting for this course. The remainder of the internship experience will be on-site with a ***minimum of 144 hours during the semester, over at least a 12-week period required (both requirements must be met, not simply a total minimum of 144 hours)***. **Required internship hours may only be earned within the semester dates (first day of class – last day of finals).**

Faculty Internship Advisor Contact: It is the responsibility of the student to contact the Faculty Internship Advisor at the point of registration. During that meeting, students should determine the best way to contact their internship advisor for questions or concerns, as well as determine assignment deadlines to observe throughout the term.

Internship: The internship experience is intended to provide the student with a meaningful work opportunity related to his/her major and career goals. The hours spent at the workplace compose the majority of time required for this course. Each student will establish measurable learning objectives for the internship at the outset, as well as complete assignments. Credit for the internship course is granted for the completion of the academic assignments related to the experience, *not solely* for hours completed at the internship site. *The on-site requirements*, as agreed to from the student signature on the Internship Learning Agreement, are:

- a minimum of 144 hours during the semester, over at least a 12 week period (both requirements are to be met)
- With this signature students also agree to abide by the Academic Internship Program Policies, reviewed prior to registering for an internship and available for reference in the Blackboard internship course.

Contact/Visitation: In order to ensure the intent of the course is being fulfilled and the student is gaining appropriate experience in the internship, the Faculty Internship Advisor will contact the internship supervisor, typically at midterm,

to discuss the student's progress with his/her supervisor. Under specific circumstance or where warranted, the Faculty Internship Advisor may choose to contact the employer in person in lieu of phone meeting.

COURSE POLICIES:

The student is responsible for reading and understanding all internship program policies agreed to when the Internship for Credit Application Statement and Policy Affirmation/Risk and Release form (within HireJefferson) were signed. Specific details can be referenced on the *Academic Internship Program Policies* handout and the student's account in HireJefferson. This includes maintaining contact with the Career Services Center and the Faculty Internship Advisor should there be any notable changes to the internship experience. Any student found to be in violation of any policy may be dropped from the course, receiving neither credit nor tuition refund, and may be subject to disciplinary actions by the University for serious breaches of employer trust.

CHANGES TO INTERNSHIP INFORMATION/EXPERIENCE:
Any and all notable changes to the student internship experience, position description and/or employer/supervisor information **MUST** be communicated immediately to the Career Services and Faculty Internship Advisor. *Failure to report changes is in violation of the agreed terms of the Internship for Credit Application Statement and Policies.*

TECHNOLOGY TOOL FOR ASSIGNMENT SUBMISSION: Blackboard (https://bblearn.philau.edu/)
All course assignments are to be submitted in PDF or Word format and reviewed by faculty via Blackboard (not emailed to faculty). All course documents and resources are found in the Blackboard internship course, accessible at https://bblearn.philau.edu/ (details for each assignment are below as applicable). Refer to the "Help" link on the menu on the left side of the screen for Blackboard support and assistance.

WRITTEN ASSIGNMENTSAND EVALUATIONS: *Please consult schedule at the end of the syllabus for due dates. All assignments are detailed in and to be submitted through Blackboard in PDF or Word format for Faculty Internship Advisor review (https://bblearn.philau.edu/).* **DO NOT email assignments to faculty.**
Students are strongly encouraged to meet with a writing tutor at the Academic Success Center prior to submitting major reports.

1. **Signed Hours Log**
   All academic interns are required to maintain a weekly hours log (detailing completed hours), including a *required* supervisor signature **each week**. The log should be submitted via Blackboard (scan and upload as PDF if access to a scanner is available) **at mid-term and semester end** (see below for exact weeks). If a scanner is not available, the log can be faxed, mailed, or submitted in person to the Faculty Internship Advisor. Completed Hours Log forms are attached to this assignment. Submission of the signed hours log is required to receive a passing grade for all internship courses.

2. **Professionalism & Communication**
   A portion of the intern's grade will be based upon the professionalism and communication they exhibit throughout the internship and the faculty internship advisor will take into account their own experience with the intern and also the feedback they receive from the intern's supervisor. During the time a student is working, s/he is considered an employee of the company for which s/he works. As such, students are subject to their employer's policies and procedures.

   Satisfactory performance during internship employment will include:
   - Attendance and punctuality during agreed upon hours of work
   - Acceptable performance of the technical/skills based aspects of the job
   - Conforming to an employer's dress codes
   - Adhering to an employer's personnel policies

3. **Learning Objectives**
   During the first two weeks of the internship, the student will work with his/her site supervisor to develop **at least five** learning objectives/goals for the semester as they relate to specific professional skills. These skills and additional information are outlined and defined in the Learning Objectives Assignment form. These objectives are intended to create a network of communication and a learning plan for the duration of the internship assignment, and should be written in close consultation with and approved by the student's internship supervisor.

The Learning Objective form, template and resources are located in the <mark>***"Assignments" tab in Blackboard:***</mark>

- Upon developing learning objectives, the employer is requested to sign the worksheet. The student should then also sign, make a copy for future reference, and *scan and submit the original worksheet to Blackboard* for his/her Faculty Internship Advisor to review.
- For the related written assignment, students should follow instructions listed on the Learning Objectives Assignment form; students are required to **complete the Learning Objectives Template,** describing at least five skills that they seek to develop or improve during the internship, their rationale for selecting these skills, and tasks or responsibilities to be carried out in order to develop them *(Submit to Blackboard).*
- Additionally, students are required to incorporate the progress made toward the accomplishment of these goals in both their **bi-weekly journal and final report** (detailed information is listed below).

4. **Journals**   **DUE: See assignment schedule/faculty internship advisor**
    The five journal entries are approximately 1 page in length, double-spaced and submitted through Blackboard in PDF or Word format <mark>***(see template in "Assignments" tab in Blackboard).***</mark> The journals provide brief details of weekly student experience at the internship site, including any tasks assigned/accomplished, difficulties experienced, lessons learned, and any resources or assistance needed from the Faculty Internship Advisor or Career Services staff at that time. Each journal assignment should also contain ongoing progression towards established *Learning Objectives*, with the final journal including a self-evaluation of the experience plus exit interview reflection.

5. **Informational Interview Report**   **DUE: See assignment schedule/faculty internship advisor**
    The Informational Interview Report must be at least 4 pages in length, double-spaced, proofread for spelling and grammar, and submitted in PDF or Word format to Blackboard. Students must complete *two informational interviews* with professional staff at the internship site; *one of which must be with their direct supervisor.* Only one report is to be written, including insight gained from both interviews (NOT a separate report for each interview). The Informational Interview Report is intended to enhance a student's understanding of their chosen profession/field, career goals and internship employer. Questions utilized for the interviews should focus on the interviewee's professional experience and relevant company information. *In order to best prepare, students must refer to the Informational Interview Resources and assignment details in the* <mark>*"Assignments" tab*</mark> *in Blackboard*, as well as review the internship employer's website.

    Each Informational Interview Report must include:
    - A cover page, including the student's name, semester of participation, date of submission, and employer's name (this does not count towards minimum page requirement).
    - Information learned/obtained during the interviews regarding interviewee professional background/career path and relevant company information.
    - Responses to the Informational Interview Reflection Questions <mark>(located in the Blackboard "Assignments" tab).</mark>
    - Questions created for and utilized to conduct the interviews (appended to the full report).

6. **Final Report (includes Exit Interview)**   **DUE: See assignment schedule/faculty internship advisor**
    The Final Report must be at least 2 pages in length, double-spaced, proofread for spelling and grammar and submitted in PDF or Word format to Blackboard. The Final Report is intended to focus on the student's professional development throughout the internship experience with special attention given to self-evaluation through the Exit Interview, as well as a thorough assessment of the *Learning Objectives* established in the beginning of the semester.

    The Final Report must include/address:
    - A cover page, including the student's name, semester of participation, date of submission, and employer's name (this does not count towards minimum page requirement).
    - **The outcomes of established Learning Objectives -** How did you go about accomplishing your goals with regards to the key professional skills you set out to develop? To what extent have you achieved your goals? How have you clearly and tangibly demonstrated to your supervisor that you have developed

these skills? If not, what is the reason for not reaching the set objectives and how do you intend to work towards these goals in the future? Using your experience over the past three months, why do you think this assignment was given, and how might this apply to your professional future?

- **Exit Interview** – The exit interview is to be scheduled one month in advance and conducted with the intern supervisor towards the end of the internship experience. The interview will be discussed/reflected on as part of the student's self-evaluation. The exit interview goals include obtaining as much information on your performance as possible, discussing the possibility of returning as a full-time employee or intern (if applicable and if you are interested), and leaving on a positive note. *Questions to assist with the Exit Interview are posted in Blackboard.*

6. **Employer Evaluation**

   All employer evaluations are included in the final grade and are administered by Career Services. Career Services will send the intern supervisor a secure website link to the employer's evaluation form to be completed by the deadline established by Career Services. Students will be notified via email when the evaluation is sent and should speak to their supervisor at that time, to confirm the link was received and to schedule a time when he/she can share this important feedback IN PERSON before the internship ends. It is the intern's responsibility to ensure that the evaluation is reviewed with the supervisor in order to understand how this affects the internship course grade.

7. **Considerations for International Students**

   International students should pay close attention to CPT requirements to ensure they are meeting them as well as connect with the International Student Programs office and staff (http://www.eastfalls.jefferson.edu/internationalservices/)

   CPT/Work Permission Requirements: http://www.eastfalls.jefferson.edu/internationalservices/workPermission.html

GRADING POLICY: This course is letter-graded according to the standard University grading policy
(A, A-, B+, B, B-, C+, C, C-, D+, D, and F); Late work may be reduced by one letter grade at the discretion of faculty.

Note: Submission of the signed hours log is required to receive a passing grade for all internship courses

Final grade for the 3-credit (1st semester) internship course will be based on:
10%   Professionalism & Communication (see Internship Program Policies)
10%   Learning Objectives – development of and analysis of progress towards
20%   Journals & Guided Reflections
20%   Informational Interview Report
20%   Final Report (including Exit Interview)
20%   Employer Evaluation

REFER TO COURSE SCHEDULE ON THE FOLLOWING PAGE

Course Schedule: Confirm Assignment Due Dates with Your Faculty Internship Advisor

January 11th	<u>Course Begins</u> – *Ongoing communication with Faculty Internship Advisor is expected* ***Hours log*** *to be maintained through duration of semester – see above for details* <u>Readings</u>: **Chapters 7-11, it is highly encouraged to read this section <u>BEFORE</u> you begin your internship to best prepare for your first day**
Due within 1st 2 weeks of semester, or 1st 2 weeks of internship Due Date:_____	<u>Written Assignment</u>: **Learning Objectives** *(post to Blackboard)*
Due Date:_____	<u>Written Assignment</u>: **Journal #1** *(post to Blackboard)*
Due Date:_____	<u>Written Assignment</u>: **Journal #2** *(post to Blackboard)*
Mid-point of course Due Date:_____	<u>Written Assignment</u>: **Informational Interview Report; Signed Hours Log** *(post to Blackboard)* - *Faculty Internship Advisor Visit/Contact*
Due Date:_____	<u>Written Assignment</u>: **Journal #3** *(post to Blackboard)* - *Schedule "Exit Interview" with intern supervisor for week 10 or 11*
Due Date:_____	<u>Written Assignment</u>: **Journal #4** *(post to Blackboard)* - *Employer evaluation distributed via email to intern supervisor by Career Services Center*
Due Date:_____	<u>Written Assignment</u>: **Journal #5 and Exit Interview** *(post to Blackboard)* - *Conduct "Exit Interview" with intern supervisor by this week*
All required hours MUST be earned by May 10th! Due Date:_____	<u>Written Assignment</u>: **Complete Online Evaluations; Signed Hours Log** *(post to Blackboard)* - *Employers to complete online evaluations of students by the deadline provided by Career Services Center* - *Students to complete online evaluation of internship/program; details to be emailed by Career Services Center*

UNIVERSITY POLICIES:

Credit Hour:
A credit hour is a measure of the amount of work represented in intended learning outcomes and verified by evidence of student achievement. A credit hour is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester hour of credit of the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work for other academic activities such as laboratory work, studio work, internships, or academic work leading to the award of credit hours. For studio and laboratory courses, the conventional suggestion is two hours of instruction and at least four hours of work outside of class each week for approximately 15 weeks represent one hour of credit.

Academic Integrity:
Academic Integrity and honesty is the foundation of the University teaching, learning, and professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the University community commits an offense against all members of this group. In order for all to know and understand the standards that define academic integrity at University, the following policy has been developed and ratified by students, faculty, and staff. These policies pertain equally to all courses regardless of the method of delivery. Thus, they pertain to courses delivered fully or partially online as much as to courses delivered in-person. Students in all course delivery formats, including online and other forms of distance-learning, must complete all coursework themselves. Any attempt to have others complete coursework in the student's name is a form of cheating.

Academic integrity is a policy about ethical behavior at the University regarding one's intentions, decisions, and actions while conducting academic work. It includes values such as avoidance of the following: cheating; plagiarism; copying; the fabrication of information; and facilitating, or denying others access to information. It expects honesty and rigor in research, course work, writing and publishing. Academic Integrity is taken seriously in this course. Any student violating the University's academic integrity policy will be subject to appropriate sanctions.

The University's complete academic integrity policy is available in the Academic Catalog:
http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AcadInt
and http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#AcadInt.

Academic resources, including information on citation and documentation for all written work, projects, and presentations, are also available on the Academic Success Center's website:
http://www.philau.edu/successcenter/writing/writingResources.html.

Preferred Name:
For students who have submitted the "Preferred First Name Request" form to the Office of the Registrar for review and approval prior to the start of the semester, the preferred name will appear on the class roster. For additional information on the policy, see the Academic Policies and Procedures section in the Academic Catalog, http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/index.html. For instructions for completing the request, see the Registrar's website, http://philau.edu/registrar/forms.html.

Serious Illness or Family Emergency:
Serious illness, family emergencies, or other crises mean that students should contact the Dean of Students Office as soon as possible (215-951-2740). Students are responsible for all work related to this class; however, faculty may (but are not required to) make some accommodation in terms of time of delivery and/or make-up exams for major tests. Please consult with your faculty and your academic advisor to determine whether you should withdraw from the course or request an incomplete grade in the case of serious illness or crises.

Collection of Student Work for Assessment:

The University is committed to providing excellent and innovative educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements where relevant, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As the University sees appropriate, it may retain representative examples or copies

of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.

UNIVERSITY'S ACADEMIC SUPPORT SERVICES:

Gutman Library (www.philau.edu/library)
Gutman Library is a gateway to a variety of information resources. The homepage of the library provides 24/7 access to online databases of articles, e-journal collections, e-books, and specialized information to support your coursework. See a list of Research Guides for specific programs and courses at http://libguides.philau.edu. The library building is wireless, has 80 available workstations (PCs and Macs), printers, scanners, and copiers; as well as individual and group study spaces.

The Academic Success Center (www.philau.edu/SuccessCenter)
The Academic Success Center provides one-on-one tutoring assistance for writing, study strategies, test taking, and specific University courses*. To make a tutoring appointment, students should log into Starfish and select My Courses or go to the Services page, or stop by the Academic Success Center in Haggar Hall or call (215) 951-2799. Academic resources, including information on citation and documentation, note taking, and study strategies are available on the Center's website.

Technology Resources (http://www.philau.edu/OIT/)
The University provides wireless network access in all campus buildings. If you need a computer, Gutman Library and Search Hall have open access computers. For assistance with technology issues, students should contact the Technology Help Desk at (215) 951-4648 or send an email to helpdesk@philau.edu.

Accessibility Services (http://www.philau.edu/accessibilityservices/)
The University does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The University makes accommodations for students with disabilities who seek accommodations in the classroom. All students interested in receiving accommodations must contact the Office of Student Accessibility Services by email at AccessibilityServices@philau.edu, phone at (215.951.6830) or office visit. The office is located in Kanbar 102D. Students requesting accommodations in the classroom must present a current accommodation letter from the Office of Student Accessibility Services to the instructor, before accommodations may be made. The University works with students with disabilities regarding equal access to all services and programs. Requests for accommodations may be made at any time (although accommodations are not retroactive). The University encourages all students who have any inquiries to contact the Office of Student Accessibility Services.

JEFFERSON (PHILADELPHIA UNIVERSITY + THOMAS UNIVERSITY UNIVERSITY)
GRDINTRN-791Z: 0.5-CREDIT INTERNSHIP SYLLABUS
SPRING 2018

Faculty Internship Advisor:	Professor Phone/Email: Office Location/Office Hours:
Career Services:	Career Services Center Kanbar 313 Office Hours: Monday – Friday, 9am – 5pm Walk-in Hours: M, W, F: 10am – 1pm; T, Th: 2pm – 4pm
Contact:	Career Services Phone: (215) 951-2930, Fax: 215-951-6884 Career Services Internship Email: intern@philau.edu

COURSE OBJECTIVES & LEARNING OUTCOMES:

Academic internships at Jefferson aid students in professional preparation through a work experience directly related to their major and career goals. This upper-level elective course is designed to facilitate and support a student's academic internship experience. While the primary emphasis of the course is on the internship work experience, course assignments are incorporated to prompt reflection on the internship. This reflection is an integral component of experiential learning and students' overall career and professional development and aligns with the following learning outcomes:

- Students will be able to evaluate potential career opportunities through experiential learning
- Students will be able to assess professional skills they need to develop or improve

ADMINISTRATION/FACULTY:

Career Services Center: Career Services assists the student in searching for an internship for credit, provides permission to enroll in an internship course, manages all student records for participation in the program, and provides all documentation and evaluation forms as necessary.

Faculty Internship Advisor: The designated faculty internship advisor works with the enrolled student on all items related to the course syllabus and expectations, as well as the evaluation and grading of all assignments. *Students are responsible for establishing and maintaining contact throughout the semester of participation with the Faculty Internship Advisor.*

COURSE FORMAT:

Course Orientation: Preceding the start of the course, students will meet with their Faculty Internship Advisor to receive the syllabus and discuss the course; this is the only *required* meeting for this course. The remainder of the internship experience will be on-site with a ***minimum of 144 hours during the semester, over at least a 12-week period required (both requirements must be met, not simply a total minimum of 144 hours).*** **Required internship hours may only be earned within the semester dates (first day of class – last day of finals).**

Faculty Internship Advisor Contact: It is the responsibility of the student to contact the Faculty Internship Advisor at the point of registration. During that meeting, students should determine the best way to contact their internship advisor for questions or concerns, as well as determine assignment deadlines to observe throughout the term.

Internship: The internship experience is intended to provide the student with a meaningful work opportunity related to his/her major and career goals. The hours spent at the workplace compose the majority of time required for this course. Each student will establish measurable learning objectives for the internship at the outset, as well as complete assignments. Credit for the internship course is granted for the completion of the academic assignments related to the experience, *not solely* for hours completed at the internship site. *The on-site requirements*, as agreed to from the student signature on the Internship Learning Agreement, are a

- minimum of 144 hours during the semester,
- over at least a 12 week period (both requirements are to be met).

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With this signature students also agree to abide by the Academic Internship Program Policies, reviewed prior to registering for an internship and available for reference in the Blackboard internship course.

Contact/Visitation: In order to ensure the intent of the course is being fulfilled and the student is gaining appropriate experience in the internship, the Faculty Internship Advisor will contact the internship supervisor, typically at midterm,

to discuss the student's progress with his/her supervisor. Under specific circumstance or where warranted, the Faculty Internship Advisor may choose to contact the employer in person in lieu of phone meeting.

COURSE POLICIES:

The student is responsible for reading and understanding all internship program policies agreed to when the Internship for Credit Application Statement and Policy Affirmation/Risk and Release form (within HireJefferson) were signed. Specific details can be referenced on the *Academic Internship Program Policies* handout and the student's account in HireJefferson. This includes maintaining contact with the Career Services Center and the Faculty Internship Advisor should there be any notable changes to the internship experience. Any student found to be in violation of any policy may be dropped from the course, receiving neither credit nor tuition refund, and may be subject to disciplinary actions by the University for serious breaches of employer trust.

CHANGES TO INTERNSHIP INFORMATION/EXPERIENCE:
Any and all notable changes to the student internship experience, position description and/or employer/supervisor information **MUST** be communicated immediately to the Career Services and Faculty Internship Advisor. *Failure to report changes is in violation of the agreed terms of the Internship for Credit Application Statement and Policies.*

TECHNOLOGY TOOL FOR ASSIGNMENT SUBMISSION: Blackboard (https://bblearn.philau.edu/)
All course assignments are to be submitted in PDF or Word format and reviewed by faculty via Blackboard (not emailed to faculty). All course documents and resources are found in the Blackboard internship course, accessible at https://bblearn.philau.edu/ (details for each assignment are below as applicable). Refer to the "Help" link on the menu on the left side of the screen for Blackboard support and assistance.

WRITTEN ASSIGNMENTS AND EVALUATIONS: *Please consult schedule at the end of the syllabus for due dates. All assignments are detailed in and to be submitted through Blackboard in PDF or Word format for Faculty Internship Advisor review (https://bblearn.philau.edu/).* **DO NOT email assignments to faculty.**
Students are strongly encouraged to meet with a writing tutor at the Academic Success Center prior to submitting major reports.

1. **Signed Hours Log**
   All academic interns are required to maintain a weekly hours log (detailing completed hours), including a *required* supervisor signature **each week**. The log should be submitted via Blackboard (scan and upload as PDF if access to a scanner is available) **at mid-term and semester end** (see below for exact weeks). If a scanner is not available, the log can be faxed, mailed, or submitted in person to the Faculty Internship Advisor. Completed Hours Log forms are attached to this assignment. Submission of the signed hours log is required to receive a passing grade for all internship courses.

2. **Professionalism & Communication**
   A portion of the intern's grade will be based upon the professionalism and communication they exhibit throughout the internship and the faculty internship advisor will take into account their own experience with the intern and also the feedback they receive from the intern's supervisor. During the time a student is working, s/he is considered an employee of the company for which s/he works. As such, students are subject to their employer's policies and procedures.

   Satisfactory performance during internship employment will include:
   - Attendance and punctuality during agreed upon hours of work
   - Acceptable performance of the technical/skills based aspects of the job
   - Conforming to an employer's dress codes
   - Adhering to an employer's personnel policies

3. **Learning Objectives**

JEFFERSON (PHILADELPHIA UNIVERSITY + THOMAS UNIVERSITY UNIVERSITY)
GRDINTRN-791Z: 0.5-CREDIT INTERNSHIP SYLLABUS
SPRING 2018

During the first two weeks of the internship, the student will work with his/her site supervisor to develop **at least five** learning objectives/goals for the semester as they relate to specific professional skills. These skills and additional information are outlined and defined in the Learning Objectives Assignment form. These objectives are intended to create a network of communication and a learning plan for the duration of the internship assignment, and should be written in close consultation with and approved by the student's internship supervisor.

The Learning Objective form, template and resources are located in the ==***"Assignments" tab in Blackboard:***==

- Upon developing learning objectives, the employer is requested to sign the worksheet. The student should then also sign, make a copy for future reference, and *scan and submit the original worksheet to Blackboard* for his/her Faculty Internship Advisor to review.
- For the related written assignment, students should follow instructions listed on the Learning Objectives Assignment form; students are required to **complete the Learning Objectives Template,** describing at least five skills that they seek to develop or improve during the internship, their rationale for selecting these skills, and tasks or responsibilities to be carried out in order to develop them *(Submit to Blackboard).*
- Additionally, students are required to incorporate the progress made toward the accomplishment of these goals in both their **bi-weekly journal and final report** (detailed information is listed below).

4. <u>Journal</u>
   The five journal entries are approximately 1 page in length, double-spaced and submitted through Blackboard in PDF or Word format ==*(see template in Blackboard).*== The journals provide brief details of daily student experience at the internship site, including any tasks assigned/accomplished, difficulties experienced, lessons learned, and any resources or assistance needed from the Faculty Internship Advisor or Career Services staff at that time. Each journal assignment should note ongoing progression towards established *Learning Objectives*.

5. <u>Final Report (includes Exit Interview)</u>
   The Final Report must be at least 2 pages in length, double-spaced, proofread for spelling and grammar and submitted in PDF or Word format to Blackboard. The Final Report is intended to focus on the student's professional development throughout the internship experience with special attention given to self-evaluation through the Exit Interview, as well as a thorough assessment of the *Learning Objectives* established in the beginning of the semester.

   The Final Report must include/address:
   - A cover page, including the student's name, semester of participation, date of submission, and employer's name (this does not count towards minimum page requirement).
   - **The outcomes of established Learning Objectives -** How did you go about accomplishing your goals with regards to the key professional skills you set out to develop? To what extent have you achieved your goals? How have you clearly and tangibly demonstrated to your supervisor that you have developed these skills? If not, what is the reason for not reaching the set objectives and how do you intend to work towards these goals in the future? Using your experience over the past three months, why do you think this assignment was given, and how might this apply to your professional future?

   - **Exit Interview** – The exit interview is to be scheduled one month in advance and conducted with the intern supervisor towards the end of the internship experience. The interview will be discussed/reflected on as part of the student's self-evaluation. The exit interview goals include obtaining as much information on your performance as possible, discussing the possibility of returning as a full-time employee or intern (if applicable and if you are interested), and leaving on a positive note. ==*Questions to assist with the Exit Interview are posted in Blackboard.*==

6. <u>Employer Evaluation</u>
   All employer evaluations are administered by Career Services and required for successful course completion. Career Services will send the intern supervisor a secure website link to the employer's evaluation form to be completed by the deadline established by Career Services. Students will be notified via email when the

evaluation is sent and should speak to their supervisor at that time, to confirm the link was received and to schedule a time when he/she can share this important feedback IN PERSON before the internship ends. It is the intern's responsibility to ensure that the evaluation is reviewed with the supervisor.

7. Student Evaluation of the Internship
The student will also be sent a link to a confidential, online evaluation of the internship program and the student's experience.

8. Considerations for International Students
International students should pay close attention to CPT requirements to ensure they are meeting them as well as connect with the International Student Programs office and staff
(http://www.eastfalls.jefferson.edu/internationalservices/)

CPT/Work Permission Requirements: http://www.eastfalls.jefferson.edu/internationalservices/workPermission.html

GRADING POLICY: This course is letter-graded according to the standard University grading policy
(A, A-, B+, B, B-, C+, C, C-, D+, D, and F); Late work may be reduced by one letter grade at the discretion of faculty.

Note: Submission of the signed hours log is required to receive a passing grade for all internship courses

Final grade for the 0.5 credit internship course will be based on:
10%   Professionalism & Communication (see Internship Program Policies)
15%   Learning Objectives – development of and analysis of progress towards
25%   Journals
25%   Exit Interview & Final Report
25%   Employer Evaluation

Course Schedule: Confirm Assignment Due Dates with Your Faculty Internship Advisor

January 11th	<u>Course Begins</u>: *Ongoing communication with Faculty Intern Advisor is expected* *Hours log to be maintained through duration of semester – see above for details*
Due within 1st 2 weeks of semester, or 1st 2 weeks of internship Due Date:_____	<u>Written Assignment</u>: **Learning Objectives** *(post to Blackboard)*
Due Date:_____	<u>Written Assignment</u>: **Journal #1** *(post to Blackboard)*
Due Date:_____	<u>Written Assignment</u>: **Journal #2** *(post to Blackboard)*
Mid-point of course Due Date:_____	<u>Written Assignment</u>: **Signed Hours Log** *(post to Blackboard)* - *Faculty Internship Advisor Visit/Contact*
Due Date:_____	<u>Written Assignment</u>: **Journal #3** *(post to Blackboard)*

Due Date:_____	<u>Written Assignment</u>: **Journal #4** *(post to Blackboard)*
	  - *Schedule "Exit Interview" with intern supervisor for week 10 or 11*
	  - *Employer evaluation distributed via email to intern supervisor by Career Services Center*

Due Date:_____	<u>Written Assignment</u>: **Journal #5** *(post to Blackboard)* - *Conduct "Exit Interview" with intern supervisor by this week*

All required hours MUST be earned by May 10th!
 	
Due Date:_____
	<u>Written Assignment</u>: **Final Report & Signed Hours Log**
	  - *Employers to complete online evaluations of students by the deadline provided by Career Services Center*
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