

University of Vermont
Grossman School of Business
Internship Course Information
BSAD 094

Course Description

An internship experience provides students with an opportunity to apply business concepts and skills learned in class to hands on work experience, while exploring their career interests. This course is designed to help students connect classroom learning to the workplace, reflect and learn from these experiences, and the impact of the experience on their overall career goals and understanding of their chosen field.

Course Learning Objectives

- Apply concepts learned in class and problem solving skills to real world scenarios
- Understand professional expectations in the workplace and demonstrate that professionalism throughout the internship
- Enhance understanding of personal career goals
- Develop skills and expertise in alignment with career goals
- Articulate skills and experience gained from internship on resume

Enrolling in BSAD 094

To receive credit for participating in an internship through the Grossman School of Business, a student must do the following:

1. Secure an internship with a company or organization that meets the following criteria:
 - Integrates classroom learning into experience
 - Skills and knowledge learned are transferable
 - Has a defined beginning and end
 - Clear job description
 - Clear goals about what you should learn
 - Supervision by a resident expert
 - Routine feedback from an experienced supervisor
 - Resources, equipment, and facilities that support your work
 - At least six weeks in length
 - **Internship experience must take place concurrently with enrollment in BSAD 094**
2. Complete the Internship Contract on page 7
 - Must be signed by you and your supervisors
3. Complete the Learning Objectives along with your internship supervisor on page 8
 - Utilize the Learning Objectives guidelines provided to create your Learning Objectives for your internship.
 - It is important when filling out these goals with your site supervisor that you convey that the internship experience is a structured learning experience with adequate supervision.

- Must be signed by you and your supervisor
4. Return the typed Contract, Goals and Objectives, and a copy of your current resume
Amanda Simpfenderfer, at asimpfen@uvm.edu

Once you have submitted your Internship Contract and your Goals and Objectives Statement the Internship Coordinator will review your materials, ensuring that the experience meets the above criteria. If your internship meets these criteria and has well established goals and objectives you will be issued a code to enroll in the 094 course.

The 094 course is a variable credit course and you must register for the correct amount of credits as outlined below:

<45 hours = 1 credit
45-90 hours = 2 credits
90-135 hours = 3 credits
135-180 hours = 4 credits
180-225 hours = 5 credits
225+ hours = 6 credits

Course Requirements

Introductory Quiz

Since this is an online course it is important that all students understand the course expectations, assignments, and student responsibilities. This quiz will allow me to ensure that we are all operating from a common understanding and clear up any misconceptions. Students can take this quiz as many times as it takes to achieve 100%.

Handshake Profile

Students must update their [Handshake](#) profile with information from their internship.

Weekly Journal Reflections

Students are required to submit a weekly journal assignment, due every Sunday of the internship, to be submitted through Blackboard. Journal entries should follow the following format:

- Name
- Employer
- Week #
- Number of hours worked
- Reflect on your Learning Experiences, which could include but is not limited to:
 - Provide an overview of your responsibilities for the week
 - Reflect on learning experiences and how they relate to your learning objectives
 - Connect any concepts or skills you have learned in your courses to your work experience
 - Reflections on work culture or professionalism within the workplace
 - Impact of learning experience on career goals

Journals grades will not be assigned until the completion of the internship, however the instructor will frequently comment on submissions to provide feedback and pose additional reflective questions. Journals will be evaluated using the rubric included at the end of the course packet.

Challenges Discussion Board

In any work situation you will come across challenging or difficult situations that you will have to overcome. This could be a difficult co-worker, conflict between yourself and your supervisor, or anything you view as a challenge. During the course of the internship use the course discussion board to solicit help from your classmates to deal with challenges you experience. All students must post at least one (1) challenge they experience and provide feedback on at least three (3) of their classmates challenges. All posts will be anonymous and moderated by the instructor to respect student privacy.

Students will be graded and assessed on the professionalism and quality of their feedback.

Final Reflection

Students must submit a 2-3 page final reflection paper covering the following topics:

- Final thoughts regarding internship experience
 - How did you apply your knowledge and skills to new scenarios?
 - What new skills or expertise did you develop and how do these progress you towards your career goals?
 - Did you achieve your Learning Objectives you outlined in the beginning of the internship? Why or why not? Did your Learning Objectives Change?
 - If you did not achieve all of your learning objectives, how do you plan to continue to work towards accomplishing them
 - How does this experience affect your career goals?

Students will be graded and assessed based on the quality of their reflection on their learning, based on the rubric included at the end of the packet.

Supervisor Mid-Internship Evaluation

To be completed by your Site Supervisor partway through the internship via online survey.

Supervisor Final Evaluation

To be completed by your Site Supervisor at the end of your internship via online survey.

Intern Final Self-Evaluation

To be completed by the intern at the conclusion of the internship to allow the intern to assess their performance in the internship and provide feedback on the overall experience.

Updated Resume

Students must submit an updated resume that reflects their internship experience and demonstrates their accomplishments in a way that would appeal to future employers in their chosen career path. Resume content will be graded based on the rubric included at the end of the packet and focus on the presentation of the internship experience.

Internship Personal Learning Objectives Overview

Learning Objectives Defined: Learning objectives provide structure and framework for learning outside of the classroom, during an internship experience. Since this internship is for academic credit, credit is awarded for learning activities, not just for working. The objectives should help the student, Supervisor, and Internship Coordinator evaluate the learning progress throughout the experience. Learning objectives should not try to encompass all aspects of the internship, but rather focus on select areas of learning and growth on the job. They should involve new learning, areas of growth, and/or improvement on the job. Learning objectives outcomes should benefit both the student and the organization.

Guidelines for Writing Learning Objectives: These objectives should be a collaborative effort with your supervisor and both parties should agree on the objectives and consider the tasks necessary to accomplish them. A minimum of three (3) learning objectives and a maximum of five (5) objectives must be created. These objectives must be included in your internship contract, which must be signed and returned by both you and your supervisor before you can enroll in the course.

The Internship Coordinator will review your learning objectives to ensure they meet the below criteria. Learning objectives that do not meet the criteria, as determined by the Internship Coordinator, will need to be rewritten and resubmitted before a student can enroll.

Learning objectives must meet the SMART Goal criteria:

- Specific: provide an objective such as who, what, when, where, which, and why
- Measurable: you should be able to measure your progress on each objective and determine if it has been accomplished during the internship
- Achievable: you should be able to accomplish your goals during your internship if you use your time wisely
- Relevant: your learning objectives should be relevant to your course of study and/or your career goals
- Timely: set a timeframe by which you will accomplish your goals

Learning objectives are not the same as tasks. Below are examples of tasks vs Learning Objectives.

Examples of Tasks

- I want to work on PowerPoint presentations.
- I want to answer questions about various programs offered.
- I will become an “organizational specialist.”
- I want to undertake projects that enable me to gain further experience in sales.
- I want to participate as a team member in day to day office tasks.
- I want to be the best intern so that they’ll offer me a job!
- I want to attend client meetings.

- I want to have fun.

Examples of Learning Objectives

- I want to improve my skills with the Bloomberg financial software by learning how to monitor certain asset classes through shadowing my supervisor and gaining hands-on experience.
- I want to network and establish professional contacts in the fashion industry by attending PR events and attending client meetings.
- I want to learn how to address buyers' questions relating to commercial real estate by accompanying a Licensing Associate during a property viewing.
- I want to learn the editorial process of magazine publishing by attending staff meetings and shadowing the Chief Editor.
- I want to become proficient in Microsoft Excel by creating financial spreadsheets to be used to conduct company financial analyses.
- I want to develop better people skills and learn how to establish a strong financial advisor relationship by attending client meetings and listening to phone conversations.

Questions to Consider in Creating Learning Objectives:

- Your primary objectives for applying for an internship
- Your expectations from the internship
- The skills and knowledge you wish to acquire during the internship
- How will you evaluate if you are successful in the achievement of these goals and objectives
- The specific tasks you will perform

Assessment of Progress towards Learning Objectives: Students progress towards Learning Objectives will be measured through weekly journal assignments and the final reflection. Students will not be penalized if every learning objective is not achieved, as long as adequate progress towards objectives is demonstrated and there is thoughtful reflection on the learning occurring through the internship. For a detailed breakdown on how these assignments will be evaluated see the rubrics provided in the assignment section of the course packet.

**The University of Vermont
Grossman School of Business
Internship Contract for BSAD 094
(Please type in the following information)**

Date _____

Name of Intern _____ Local Phone Number _____

Concentration/Theme _____ NetID _____

Local Address _____

E-Mail Address _____

Location of Placement _____

Agency/Business/Company

Internship Site Supervisor (who is going to supervise you?)

Address/Town or City

Phone _____

E-Mail _____

Please make sure the supervisor email you provide is the best way to contact your supervisor as this is how I will be communicating with them.

Time Commitment

Hours/weeks

Beginning & Ending Dates

Semester of internship _____

Number of Credits _____

Is your internship paid Y/N

(Also, along with this contract, please submit a copy of your INTIAL GOALS AND OBJECTIVES STATEMENT to your faculty supervisor)

Signed: _____
(Internship Coordinator, GSB)

Date: _____

Signed: _____
(Student)

Date: _____

**The University of Vermont
Grossman School of Business
BSAD 094 Internship Course
LEARNING OBJECTIVES STATEMENT**

(To be filled out by Interns along with their Internship Site Supervisor)

Name: _____

Date: _____

Internship Site Supervisor's Name: _____

Learning Objectives

1.

2.

3.

4.

5.

Signed: _____
(Internship Coordinator, GSB)

Date: _____

Signed: _____
(Student)

Date: _____

Journal Rubric

	On Target	Off Target
Formatting	Heading follows the guidelines outlined in the syllabus with all elements included. Writing and structure follow professional communication guidelines.	Heading is missing or certain elements of the heading are not included. Writing and structure do not follow professional communication guidelines.
Overview of Responsibilities	Student provides clear overview of the responsibilities and projects they worked on during the week in a manner that is easy for someone unfamiliar with the work to understand. Avoids using jargon, or explains terms in an easily understandable fashion.	Responsibilities are unclear or presented in a manner that is not easy to understand. Uses jargon without explanation of terms.
Connection to coursework	Student draws strong connections between the work they are doing and their BSAD coursework. This includes highlighting elements from their courses that are present/not present in their internship or new learning that is taking place.	Student either draws loose connection or no connection to their course work and/or does highlight new learning taking place.
Reflection on learning experiences	Student provides thoughtful reflection on their learning experiences through connection to Learning Objectives and/or Career Goals. If the work is not currently connecting to Learning Objectives and/or Career Goals student reflects on how they might work to towards better connecting these elements	Student provides superficial reflection and/or does not attempt to connect their work with their Learning Objectives or Career Goals.
Professionalism/ Cultural Understanding	Student provides observations and reflects on cultural norms and professional expectations of the unique workspace. Demonstrates understanding of cultural fit or lack of fit and impact on career goals	Student is unable to articulate cultural norms or professional expectations of the work place and/or cannot make connections between cultural fit and career goals

Final Reflection Rubric

	Exceptional (5pts)	Adequate (3pts)	Need Improvement (1pt)
Applying knowledge to new scenarios (5pts)	Student demonstrates the ability to take initiative and adapt skills and knowledge to new scenarios or problems with little to no guidance from supervisor	Student demonstrates some ability to connect knowledge and skills to new scenarios or problems but requires some guidance or direction from supervisor	Students needs guidance and support from supervisor in order to connect knowledge and skills to new scenarios or problems
Progress towards Learning Objectives (5pts)	Student accomplished all or most of their learning objectives and/or provides specific insight into how they will continue to work towards their objectives or if their learning objectives have evolved	Student accomplished some of their Learning Objectives and provides vague insight into how they will continue to work towards their objectives or if their learning objectives have evolved	Student accomplished very few or none of their learning objectives and doesn't have provide any insight into how they will continue to work towards their objectives or if their learning objectives have evolved
Skill Development towards career goals (5pts)	Student is able to identify skills and/or knowledge gained from the internship and articulate how they relate to their overall career goals	Student is able to identify skills and/or knowledge gained from internship but does not draw a direct relationship between them and their overall career goals	Student is not able to connect skills and/or knowledge to their overall career goals
Effect on career goals (5pts)	Student is able to reflect on their internship experience and its impact on their overall career goals and articulate the next step they will take in their career path	Student is able to reflect on their internship experience and its impact on their overall career goals, but does not articulate next steps in their career path	Student is unable to articulate the impact of the internship on their career goals

Resume Rubric

	Exceptional	Adequate	Needs Improvement
Research	<ul style="list-style-type: none"> ▪ Resume is customized to job description ▪ Key words are utilized to demonstrate skills & qualifications 	<ul style="list-style-type: none"> ▪ Resume highlights qualifications and skills desired in specific industry or field ▪ Resume is not specifically tailored for the position 	<ul style="list-style-type: none"> ▪ Resume highlights generic skills and qualifications ▪ No evidence that applicant has read the job description or researched the industry
Contact Information	<ul style="list-style-type: none"> ▪ Contact information is professional and easy to read ▪ Has all required contact information Including: full name, email, phone number ▪ Includes LinkedIn profile link ▪ Name is a larger text size than contact information 	<ul style="list-style-type: none"> ▪ Contact information does not stand out from the body of the resume ▪ Includes required contact information but no LinkedIn link ▪ Email address is personal instead of professional 	<ul style="list-style-type: none"> ▪ Heading is missing one or more required pieces of contact information ▪ Email address is unprofessional or inappropriate ▪ Formatting is distracting to the reader
Education	<ul style="list-style-type: none"> ▪ Easy to find and well laid out ▪ Includes all required information: institution location, degree, concentration, theme, minor, date of completion and GPA if over 3.0/4.0 ▪ May include study abroad or honors/awards in an organized manner. 	<ul style="list-style-type: none"> ▪ Some required information is missing ▪ Some information is hard to find quickly ▪ Abbreviations and/or institutional jargon is used (i.e. BSAD) 	<ul style="list-style-type: none"> ▪ Education section is incomplete and/or disorganized ▪ Name of institution and/or degree information is missing ▪ Graduation date is omitted
Experience	<ul style="list-style-type: none"> ▪ Well organized ▪ Each experience includes: name or organization, location, title and dates of employment ▪ Descriptions intentionally reflect skills desired by employer ▪ Utilizes concise phrases to highlight experience ▪ Effectively utilizes S.T.A.R method to detail accomplishments and/or results ▪ Results are quantified ▪ All bullets begin with strong action verbs ▪ Bullets have been used to break up text 	<ul style="list-style-type: none"> ▪ Organization of information could use improvement ▪ Some organization information is missing ▪ Focus is on tasks completed rather than accomplishments or results ▪ Too much or too little information is included ▪ Descriptions do not reflect skills required by employer ▪ Results are not quantified ▪ Some outdated or irrelevant experience is included ▪ Most bullets begin with strong action verbs ▪ Bullets are used to break up text 	<ul style="list-style-type: none"> ▪ Experience section is disorganized and/or incomplete ▪ Little to no explanation of job duties/responsibilities is included ▪ majority of experience is irrelevant or outdated ▪ Bullets are not utilized to break up information ▪ Weak or vague verbs are used to begin most bullets ▪ Employer cannot easily understand experience

Involvement	<ul style="list-style-type: none"> ▪ Involvement section describes involvement experience in a way that is relevant to employers ▪ Includes organization name, position held, responsibilities and/or accomplishments, honors, and dates of involvement ▪ Information is presented in a concise manner ▪ Bullets are used to break up information 	<ul style="list-style-type: none"> ▪ Involvement section is disorganized or incomplete ▪ Description of involvement is not relevant to employers ▪ Describes what the organization is rather than contributions 	<ul style="list-style-type: none"> ▪ Involvement section contains very little information or is missing entirely
Mechanics	<ul style="list-style-type: none"> ▪ Resume has no spelling or grammar errors ▪ Sentences are clear and articulate in describing experience 	<ul style="list-style-type: none"> ▪ Resume contains a few minor spelling or grammar errors ▪ Some sentences could provide a clearer description of experience 	<ul style="list-style-type: none"> ▪ There are many glaring spelling or grammar mistakes ▪ sentences are unclear making the resume difficult to read
Formatting	<ul style="list-style-type: none"> ▪ Resume is one page ▪ Resume fills the entire space with no large white spaces ▪ Font style and layout are consistent ▪ Important information stands out ▪ resume can be easily scanned by an employer in less than a minute 	<ul style="list-style-type: none"> ▪ Resume has fills most but not all of the page ▪ Use of bold, italics, underling, is distracting rather than helpful ▪ Important information take some time to find 	<ul style="list-style-type: none"> ▪ Format is unappealing and/or inconsistent ▪ Font size and margins have obviously been manipulated to make content take up more or less space ▪ Important information cannot be found without thorough examination ▪ Graphics, pictures, or borders distract from the information
Skills & Interests (Optional)	<ul style="list-style-type: none"> ▪ Highlights transferrable, relevant to or required for positions applying ▪ Skills included are not overly common and serve as a differentiator ▪ Interests help to highlight something unique or interesting 	<ul style="list-style-type: none"> ▪ Most skills are relevant to or required for the position applying to ▪ Some skills are common but most serve as differentiator ▪ Interests are more generic but show some uniqueness 	<ul style="list-style-type: none"> ▪ Skills section is clearly used as a way to fill the page ▪ Skills are irrelevant to position or generic (i.e. proficient in Microsoft Office) ▪ Interests are none specific and give no insight for the employer