THE BUSH SCHOOL-- INTERNSHIP MARKETABLE SKILLS PRACTICUM

Course number and title	BUSH 684 Internship-Marketable Skills Practicum
Term	10-week, summer 2022
Meeting times and location	Modules are asynchronous. All participation is through Zoom and Canvas.
Course website	Google Classroom (2020)-Will move to Canvas 2022

Overview

Over the summer after their first year of graduate school, students will complete some form of guided study or learning experience in which they acquire and refine marketable skills. The guided study or experience may be in the form of an internship, language immersion, research position/project, or other high-impact learning experience. Regardless of the learning path, each student will set goals, documented in a learning agreement, and report on their progress toward those goals in a debriefing report. Students will receive guidance and support from their practicum advisors throughout the summer. They are expected to enroll in the Canvas Classroom "Bush School Marketable Skills Practicum 2021" to facilitate the process and receive guidance from the practicum team.

Marketable Skills Practicum Course Description

This elective 0-credit course monitors students' participation in a high-impact experience where they develop marketable skills and apply classroom methods and insights to ongoing public service challenges. The course lasts a minimum of ten weeks and requires each student to regularly reflect on what he/she is learning and how this learning experience relates to the knowledge gained in the classroom. High-impact experience options from which the student may choose include the following:

- an internship related to their discipline
- a language immersion (available for INTA students only)
- a marketable skills directed study or research appointment (for students who are unable to secure an internship or complete a language immersion)

The 10-week, 0-credit elective course is required for INTA students who are completing either an internship, language immersion, or marketable skills practicum. The course is optional for PSAA students. For more information, please see the Bush School website (internship tab) and the Bush School Student Handbook.

Course Prerequisites

INTA or PSAA majors only.

Benefits of Participating in the 0-Credit Course	
•	A record of a student's participation will appear on his/her transcript, along with a grade.
•	Students will regularly communicate with and receive feedback from Bush School faculty and career center advisors during their internship.
•	Students will finish the internship with documented evidence of their learning, which will help them prepare clear, robust career materials (such as a resume, cover letter, ePortfolio, etc.).
•	Students will increase their employability by demonstrating a commitment to their learning *above and beyond* the standard internship requirements.

Marketable Skills Depending on which option the student chooses (internship, language immersion, or marketable skills practicum), which personal learning goals they set, and the degree to which they take initiative for their own learning, the marketable skills acquired are listed below.	
Internship	**Language Immersion**
Teamwork, problem solving, lifelong learning, and report writing	Second language skills, intercultural competence, lifelong learning, and report writing
All students will acquire lifelong learning and writing skills as they build a plan for reaching their learning goals, which includes identifying objectives, strategies, challenges, evidence, and evaluation measures, and as they write a debriefing report over how well they met their goals.	

Zero-credit courses
Students register for a 0-credit course along with their credit-bearing courses, but are not billed for fees. However, 0-credit courses ARE noted on the student's transcript, including the grade, but do not count toward a student's GPA or progress toward the degree or full-time enrollment. In addition, dropped 0-credit courses stay on the student record and will be treated like other courses, with the appropriate grade assigned (Q, W, etc.).

Learning Outcomes

Students completing the 0-credit course will demonstrate the following learning outcomes: lifelong learning and integrative learning as they apply teamwork, leadership, communication, and personal development skills acquired or refined through their internship, language immersion, or marketable skills practicum experience. Assessments include a learning agreement and a debriefing report prepared by the students and a survey of the student's performance prepared by the site supervisors. Students will receive feedback using rubrics that correspond to the learning outcomes.

Learning outcomes for students completing an internship include the following:

- *Demonstrate integrative and lifelong learning,* more specifically
    - Evaluate ongoing progress as a learner and/or a practicing professional.
    - Reflect over prior learning in order to learn something new, understand something more clearly.
    - Transfer learning, including applying or adapting knowledge, skills, and abilities to new situations, including solving complex problems or exploring complex issues.
    - Demonstrate initiative, including pursuing new opportunities to expand their knowledge, skills, and abilities.
- *Communicate effectively,* more specifically
    - Prepare a report developed from sufficient, compelling evidence, organized logically and coherently and with the most important information up front, and in a style appropriate for the audience and context.
- *Apply leadership, teamwork, and communication principles,* more specifically,
    - Apply steps to mitigate potential problems or conflicts that could arise among your team members.
    - Apply steps to increase team performance.
    - Determine strengths and weaknesses of team members in order to guide the group strategically.
    - Collaborate with team members to develop and deliver oral and written products to the appropriate stakeholders.
- *Improve personal development,* more specifically,
  Students should identify at least 2 goals from the following list or create their own goals.
    - evaluate vocation and career goals and plans
    - set priorities and manage time efficiently
    - build self-confidence in professional settings developing self-awareness
    - clarify professional values
    - develop self-reliance
    - develop strategies to handle stress and conflict
    - learn and apply grant writing skills
    - learn and apply fundraising skills
    - facilitate policy implementation
    - interact productively with a diverse workforce
    - learn a new language at the level needed to pass the proficiency exam required for graduation
    - communicate with people of different linguistic and cultural background

Learning outcomes for students completing a language immersion include the following:

- improve language fluency at the level needed to pass the proficiency exam required for graduation
- develop a plan for continued improvement in language fluency upon completing the immersion experience.
- develop intercultural competence to effectively communicate with people of different linguistic and cultural backgrounds
- prepare messages clearly with sufficient detail, organized logically and coherently and with the most important information up front, and in a style appropriate for the audience and context.
- develop two personal learning goals (see list above)

Learning outcomes for students completing a directed study or research appointment are similar to the internship learning goals. The key difference includes helping students identify *which goals are best suited for their discipline* and identify *how they will meet their goals*, given their particular work situation. Practicum advisors will help students define their goals and their plans to achieve them.

Instructor Information			
Name	Cindy Raisor	Office hours	TBD
Telephone number	979-862-8835	Office location	1027 Allen
Email address	c-raisor@tamu.edu		
Course advisors: Dr. Matt Upton, Mr. Michael Cochran, Ms. Marilyn Santiesteban, Ms. Holly Kasperbauer			

Assignments, Participation, and Grading Policies

	Assignment and Participation	**Percent**	**Due***
1	Learning Agreement	30	June 1
2	Participation	10	Ongoing
3	**Signed and Approved Proposal Form*	10	June 1
4	**Contact Information Form*	10	June 1
5	**Employer Evaluation Form (internships only)*	10	August 7
6	Debriefing Report	30	August 10
Total		100	

**These dates are subject to change, depending on the internship, language immersion, or research appointment completion date for each student.*

Standard Letter Grading Scale

70%-100% = S

Below 70% = U

Textbook and Resource Materials

- Learning Agreement
- Appendices: Formulating Learning Goals
- Learning Goals Worksheet
- Debriefing Report
- Book Club readings (optional)--TBA each spring

Attendance and Participation

Please refer to the Student Handbook for internship participation guidelines and requirements. Students enrolled in the course will participate through Canvas, submitting assignments, corresponding with the course instructor and Career Services advisors, as well as participating with their peers enrolled in the course. Please refer to http://student-rules.tamu.edu/rule07 for more information on university attendance policies.

- *Submit all assignments on time (by the date and time indicated by the instructor.*
- *Check all writing assignment resources as you prepare each assignment.* These resources will include writing prompts, rubrics, and may include samples. CAUTION: Do NOT use the samples as templates! They are solely intended to help you understand the context for the assignment.
- *Check over your work to ensure it represents professional standards and attention to detail.* Though we will use a rubric for each assignment to provide feedback and to determine a score, we may award or deduct points beyond the limit for each category depending on the quality of work in question.

Americans with Disabilities Act (ADA)

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

Code of Ethics

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

It is your responsibility to know the Aggie Honor Code and to understand what constitutes scholastic dishonesty and to avoid it at all costs. Anything (homework, quizzes, daily work, papers, and exams) that appears to be a violation of the Aggie Honor Code will be reported to the Aggie Honor System Office. Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with Counseling and Psychological Services (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's Title IX webpage.

NOTE: Faculty associated with the main campus in College Station should use this Title IX and Statement on Limits of Liability. Faculty not on the main campus should use the appropriate language and location at their site.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

COVID-19 Temporary Amendment

The Faculty Senate temporarily added the following statements to the minimum syllabus requirements in Fall 2020 as part of the university's COVID-19 response.

Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.

Personal Illness and Quarantine

Students required to quarantine must participate in courses and course-related activities remotely and **must not attend face-to-face course activities**. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or Illness that is too severe for the student to attend class qualify for an excused absence (See Student Rule 7, Section 7.2.2.) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7.