

# Cover Sheet: Request 14649

## Communication and Leadership Development Internship

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Lisa Lundy lisalundy@ufl.edu
Created	1/27/2020 9:32:33 AM
Updated	10/15/2020 1:46:57 PM
Description of request	Creation of a new course to replace two existing courses. We currently have "AEC 4943 Leadership Development Internship" and "AEC 4948 Agricultural Communication Internship" - We'd like to terminate these two courses and create one internship that reflects our specialization in Communication and Leadership Development.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		1/27/2020
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Edits requested by the CALS CC have been addressed.	10/15/2020
CALSChecklist1.pdf					9/16/2020
CALSChecklist2.pdf					9/16/2020
Syllabus_AECCLDInternship_2020.docx					10/15/2020
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/15/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

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**Submitter:** Lisa Lundy lisalundy@ufl.edu

**Created:** 10/15/2020 1:21:04 PM

**Form version:** 6

### Responses

**Recommended Prefix** AEC

**Course Level** 4

**Course Number** XXX

**Category of Instruction** Advanced

**Lab Code** None

**Course Title** Comm and Lead Dev Internship

**Transcript Title** Comm and Lead Dev Int

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus, Off-Campus, Online

**Co-Listing** No

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** Yes

**If repeatable, # total repeatable credit allowed** 6

**Amount of Credit** Variable

**If variable, # min** 2

**If variable, # max** 6

**S/U Only?** No

**Contact Type** Supervision of Student Interns

**Weekly Contact Hours** .5

**Course Description** An individual program whereby students are apprenticed to officials to gain practical experience in agricultural organizations, industry, extension, reporting, writing, editing, photography, graphics, broadcasting, advertising or public relations.

**Prerequisites** AEC3070c(C) & AEC3414(C) or AEC3413(C) & AEC4031(C)

**Co-requisites** N/A

**Rationale and Placement in Curriculum** Students may take an internship for academic credit any semester after the above requirements are met.

The internship is not required; The students have an option for an approved elective which we would substitute if a better fit for the student's program.

**Course Objectives** Apply skills including communication, teamwork, conflict resolution, leadership, and project management.

**Course Textbook(s) and/or Other Assigned Reading** N/A

**Weekly Schedule of Topics** Week 1 Begin Internships

Week 2 Weekly journal/reflection

Week 3 Weekly journal/reflection

Week 4 Weekly journal/reflection

Week 5 Weekly journal/reflection

Week 6 Weekly journal/reflection

Week 7 Weekly journal/reflection

Week 8 Weekly journal/reflection  
Week 9 Spring Break  
Week 10 Weekly journal/reflection  
Week 11 Weekly journal/reflection  
Week 12 Weekly journal/reflection  
Week 13 Weekly journal/reflection  
Week 14 Weekly journal/reflection  
Week 15 Weekly journal/reflection  
Week 16 Portfolios Due

<b>Grading Scheme</b>	Assignment	Percent of Grade
	Portfolio	30
	Weekly Journal/Reflection	70

**Instructor(s)** Becky Raulerson

**Attendance & Make-up** Yes

**Accommodations** Yes

**UF Grading Policies for assigning Grade Points** Yes

**Course Evaluation Policy** Yes



# CALS Curriculum Committee Submission Checklist

**NOTE: This checklist must be included with all course and certificate submissions.**

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as "Proposal of a new undergraduate course" is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

## **CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.**

✓ It is required when making a submission that you consult your department's representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

✓ Review the CALS Syllabus Policy. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

✓ Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

✓ The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.



✓ The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. ([https://cals.ufl.edu/content/PDF/Faculty\\_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf)). Do not use the words demonstrate or understand when listing learning objectives.

✓ The course schedule should be concise and include the appropriate number of weeks in the semester.

✓ All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

✓ Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

✓ Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

✓ Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

✓ The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

✓ The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

### **Certificates**

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers.



**Instructor:**

Becky Raulerson, M.S.  
113D Bryant Hall  
Office Phone: 352-273-2751  
E-Mail: beckyraulerson@ufl.edu

**Office Hours**

Tuesdays/Thursdays 11:30 – 1:30 pm  
By appointment as needed

**Course Description:**

An individual program whereby students are apprenticed to officials to gain practical experience in agricultural organizations, industry, extension, reporting, writing, editing, photography, graphics, broadcasting, advertising or public relations.

**Course Objectives:**

- Apply skills including communication, teamwork, conflict resolution, leadership, and project management.

**Prerequisites:****To be eligible for the internship, students must have:**

1. A 2.4 or higher overall GPA
2. Completed 15 hours of communication and leadership courses, with no grade lower than a C.
3. Nine of the 15 hours must be the following courses with no grade lower than a C:  
AEC 3070c: Digital Media Production in Agricultural & Life Sciences  
AEC 3414: Leadership Development OR  
AEC 3413: Working with People: Interpersonal Leadership Skills  
AEC 4031: The Communication Process in Agricultural and Life Sciences

Students may take an internship for academic credit any semester after the above requirements are met.

**Internship Applications:**

Internship applications must be submitted to the university supervisor no later than five weeks immediately prior to the start of an internship.

**Internship Approval:**

Students are to secure their own internships. Students will be given several sources and internship site possibilities to begin their search. But students are responsible for landing the internship. The internship must be communication- or leadership-related. It does not have to be agricultural, per se.

Students will submit their application form, with the contact information of the internship site supervisor. The university supervisor will determine, based on the completed application form, if the internship is acceptable. A student's application submission constitutes an agreement to accept assignment to a site where it is determined that the objectives of the internship program can best be achieved.

**Credit Hours:**

Students receive variable credit, based on the number of work hours they perform. Students enrolled in the internship for six credit hours are expected to perform approximately 400 hours (10 weeks at 40 hours a week) of job-related work – as designed and approved by the internship site supervisor and university supervisor.

Students may do more than one internship, but the total number of credits may not exceed six credits. Following is a scale of work hours to credit hours:

**Credit Hours****Approx. Work Hours**

133

3

200

4

267

5

333

6

400

Students’ responsibilities in the internship also include academic work, in addition to regular on-the-job requirements. Specific on-the-job expectations will be outlined in the Training Plan. This plan lists both the core requirements, as well as other requirements outlined by the internship site supervisor in conjunction with the university supervisor.

**Grading:**

The final grade is determined from student assignments, which includes a portfolio/evaluative report and weekly journal/reflection entries. Students will also be evaluated by internship site supervisors, based upon how well they accomplish the tasks designated on the Training Plan. Final responsibility for assigning the grade rests with the university supervisor.

**Evaluation of grades**

Assignment	Percent of Gra
Portfolio	
Weekly Journal/Reflection	
Internship Accountability Assignments (Exit Interview, Rating Sheets, Training Agreement, Training Plan, etc.)	

Unless otherwise noted, every component will be evaluated on 100 points. Your final grade for the course will be calculated on the previous percentages, which will then lead to your final letter grade as based on the following scale:

**Grading Scale:**

A = 93 – 100%	B- = 80 – 82.99%	D+ = 66 – 69.99%
A- = 90 – 92.99%	C+ = 76 – 79.99%	D = 63 – 65.99%
B+ = 86 – 89.99%	C = 73 – 75.99%	D- = 60 – 62.99%
B = 83 – 85.99%	C- = 70 – 72.99%	E = below 60%

*Note:* For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Internship Assignments (submitted via Canvas)**

Students enrolled in AEC 49XX must produce formal internship portfolios before receiving a grade. To assist

**Original file: Syllabus\_AECCLDInternship\_2020.docx**



students in this process, students must maintain a daily journal and a portfolio. Following are the assignments required during the internship:

- **Weekly journal/reflection** – Students are to reflect on the happenings of each week and commit to writing their perceptions of these incidents. (Students may wish to record journal entries daily, instead of weekly.) Students are encouraged to be open with their thoughts. The aim of the journal is self-discovery. Students are required to e-mail the weekly journal entry to the university supervisor no later than noon on the Monday following the completed week. The complete, weekly journal will be submitted as part of the student’s portfolio. Students should provide – but are not limited to – the following information in their journal entries:
  - What did you do that week? What skills did you learn? Was the job function the same type of work as you had done previously? Did you do anything unusual? Travel? Meet anyone?
  - How much time was spent on various projects and activities?
  - What did you learn through your activity/activities? What can you do to improve?
- **Portfolio** – Interns will maintain a portfolio – a record of all exhibits of work and other job-related materials, as appropriate. Examples of these materials may include published newspaper/magazine articles, news releases, photographs, video productions, pamphlets, brochures, graphics, educational materials, memorandums, and reports. Interns must describe the contribution they had in the materials they include in their portfolio. (For example if a brochure is provided in the portfolio, what did the intern do? Did the intern design the entire brochure, provide the pictures, or write the text?) Some materials provided in the portfolio may not be as easy to “see.” For example, interns may be part of planning for a conference. The intern should provide a detailed narrative of what the intern did to help plan and carry out the conference.
  - The portfolio should be typewritten, edited, and packaged in the most professional manner the intern can muster. Just as the internship showed the student’s abilities, so should the portfolio. Interns should consider the portfolio as a presentation of their best professional face to the world. The portfolios will be kept for at least a year in the Department of Agricultural Education and Communication so students should not include original materials they wish to have returned immediately. Students may choose to create a digital/online portfolio instead of a print version. Students would include only materials from the internship in the digital portfolio.
  - At the end of the internship, an evaluative report (three to five pages) must be submitted to the university supervisor. This report describes the internship experience, comments on the strong and weak points of the internship, evaluates the intern’s level of preparation for the internship, evaluates the worth of the internship, suggests what could be done by both the employer and the student to make the experience better, and gives advice for future interns. The evaluative report also serves as a self-critique of the intern’s abilities and learning experiences over the course of the internship.
  - In addition, the intern will provide a one-paragraph abstract/summary of the evaluative report to the university supervisor in electronic format, as well as photographs (also in electronic format) taken during the internship. The abstract and photos will become part of a Communication and Leadership Development Internship Web site. For examples of what to include, please see [https://aec.ifas.ufl.edu/media/aecifasufledu/formsdocs/undergraduate/Telg\\_Internship\\_Summarie](https://aec.ifas.ufl.edu/media/aecifasufledu/formsdocs/undergraduate/Telg_Internship_Summarie)

#### **Exit Interview:**

The internship site supervisor will conduct an exit interview at the end of the internship to evaluate the progress made over the course of the semester. Students should treat the exit interview/evaluation as if students were “really” employed.

#### **Forms to Submit:**

These forms will be available in Canvas and should be completed by the person described below at the following times during the internship.

**Weekly Journal Electronic Form** – Completed by the intern (student) and submitted via Canvas to the university supervisor each week.

**Internship Training Agreement** – Completed by the intern (student), internship site supervisor, and university supervisor and submitted to the university supervisor via Canvas no later than the completion of the first week of the internship.

**Internship Training Plan** – Completed by the intern and the internship site supervisor. The Training Plan should be submitted via Canvas within the first two weeks of the internship.

**Intern Rating Sheet** – Completed by the internship site supervisor at the end of the internship. The internship site supervisor submits the Rating Sheet via Canvas to the university supervisor at the completion of the internship.

#### **Grades and Grade Points**

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> .

**Attendance and Make-Up Work**

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> .

**COVID Response Statements**

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

- If you are experiencing COVID-19 symptoms ( [Click here for guidance from the CDC on symptoms of coronavirus](#) ), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#) .

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#) .

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**Online Course Evaluation Process**

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/> . Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/> . Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/> .

**Academic Honesty**

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “ *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* ” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment ."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part

or your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code> .

**Software Use:**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Services for Students with Disabilities**

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

**Campus Helping Resources**

Students experiencing crises or personal problems that interfere with their general well- being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu](http://www.counseling.ufl.edu)*  
Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library  
Wellness Coaching
- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- *Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/> .*
- Student Success Initiative, <http://studentsuccess.ufl.edu> . Student Complaints:
- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

**AEC XXXX – CLD INTERNSHIP**

Week 1	Begin Internships
Week 2	Weekly journal/reflection
Week 3	Weekly journal/reflection
Week 4	Weekly journal/reflection
Week 5	Weekly journal/reflection
Week 6	Weekly journal/reflection
Week 7	Weekly journal/reflection
Week 8	Weekly journal/reflection



Week 9	<i>Spring Break</i>
Week 10	Weekly journal/reflection
Week 11	Weekly journal/reflection
Week 12	Weekly journal/reflection
Week 13	Weekly journal/reflection
Week 14	Weekly journal/reflection
Week 15	Weekly journal/reflection
Week 16	<b>Portfolios Due</b>