

Cover Sheet: Request 14349

SPN3XXX Internship in Spanish

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Antonio Lopez Mendez antoniosajid@ufl.edu
Created	10/16/2019 3:38:34 PM
Updated	12/11/2019 4:46:27 PM
Description of request	Variable 1-3, web-based course designed to complement student's internship experience through guided reflection, critical analysis, synthesis and discussion.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord-Ward	We have been working to develop these courses for a while now. The syllabus is following the Beyond 120 model used in CLAS.	10/16/2019
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following: 1) weekly contact hours should be "variable" 1-3; 2) the course description should be revised to delete "this course is a" and delete the final sentence; 3) the weekly schedule should be based on a 15-week term (weeks can be combined); 4) the types of assignments (already listed in the syllabus) should be included on the form under "Grading Scheme"	11/19/2019
No document changes					
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord-Ward	Requested changes have been made.	11/20/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		11/20/2019
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to the December agenda.	12/10/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/10/2019
No document changes					
Statewide Course Numbering System					

Step	Status	Group	User	Comment	Updated
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					

Course|New for request 14349

Info

Request: SPN3XXX Internship in Spanish

Description of request: Variable 1-3, web-based course designed to complement student's internship experience through guided reflection, critical analysis, synthesis and discussion.

Submitter: Antonio Lopez Mendez antoniosajid@ufl.edu

Created: 12/12/2019 1:28:42 PM

Form version: 6

Responses

Recommended Prefix SPN

Course Level 3

Course Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Internship in Spanish

Transcript Title Internship in Spanish

Degree Type Baccalaureate

Delivery Method(s) Online

Co-Listing No

Effective Term Fall

Effective Year 2020

Rotating Topic? No

Repeatable Credit? No

Amount of Credit Variable

If variable, # min 1

If variable, # max 3

S/U Only? Yes

Contact Type Directed Individual Studies

Weekly Contact Hours Variable 1-3

Course Description This course complements the students' internship with guided reflection. Students can complete the internship wherever there is interaction with Hispanic communities. This program offers an open alternative so that students can customize their professional interests.

Prerequisites SPN 3300 or Spn 3350, , and permission of the instructor..

Co-requisites N/A

Rationale and Placement in Curriculum Internships provide students with opportunities to integrate the skills, knowledge and methods gained through the student's coursework with professional roles, responsibilities and activities in a real-life supervised setting. Participating in an internship in Spanish, specifically, allows students to further develop and enhance their linguistic and cultural knowledge, as well as working with relevant members of the Latinx community.

Course Objectives Internship objectives:

Communicate and behave according to the organizational culture, code of ethics, standards and trends of workplace.

Implement the principles of teamwork and professional etiquette in employment.

Apply the principles of intercultural communication.

Create a network in your field.

Consider your academic and professional future.

Language objectives:

Communicate successfully in Spanish/Portuguese, with politeness and precision, in accordance with different professional communicative situations. (Speaking)

Understand oral discourses in Spanish/Portuguese recognizing their diverse purposes and communication circumstances. (Listening)

Use Spanish/Portuguese language to handle information through traditional and non-traditional written media. (Reading)

Write texts in Spanish/Portuguese from a critical and creative personal position, to establish a clear and effective professional communication. (Writing)

Academic component objectives (created by Brittany Grubbs, from Beyond 120):

Identify, describe, and explain how the internship experience informs your sense of self and your understanding of the internship area.

Analyze themes, conflicts, and issues that emerged and describe and explain how they were addressed.

Identify and connect the knowledge and/or skills gained in your coursework to your internship/practicum observations and experiences.

Describe and explain how this experience will modify and/or support your future behaviors, attitudes, and career development.

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

Weekly Schedule of Topics Week 1-2

Podcast: Skills Experience Goals (3-5 min. in duration)

Week 3-4

Strong Interest Inventory Assessment

Week 5-6

Video: A Day in the Life (3-5 min. in duration)

Week 7-8

Podcast: Elevator Speech

Week 9-10

Resume

Week 11-12

Internship Description

Week 13-14

Evaluation

Video on the importance of an internship for the language learner

Week 15

Final Paper: Moving Forward

Grading Scheme 100-73= S

72-0= U

Internship Evaluation

Midterm and Final Evaluation of the internship supervisor (Supervisor Evaluation Form is attached to syllabus).

Assignments

Edited from Brittany Grubbs' Beyond 120 internship syllabi.

1) Skills–Experience–Goals (The task must be completed in Spanish/Portuguese)

The goal of this assignment is for you to understand the connections between skills, experiences, and

goals. You must choose at least one skill from the list below and share how this skill may impact your internship experience and professional goals. This assignment may be completed in either a Paper, Video, PowerPoint, or Podcast format.

- Paper submissions should be 1 page (12-point text, 1" margins, double-spaced)
- Videos or podcast submissions should be 3-5 minutes in duration.
- PowerPoints should be a minimum of 6 slides and include a minimum of 150 words.

Skills:

Conflict identification and management
Managing success and failure
Building relationships and networking
Self-monitoring and project management
Office culture and work values
Team collaboration

Communications and Public Speaking

2) Strong Interest Inventory Assessment

(<https://career.ufl.edu/students/explore-majors-careers/learn-about-yourself/>)

This assessment is designed to assist you in identifying your work personality based on interest in the following six areas: realistic, artistic, investigative, social, enterprising, and conventional. The Strong assessment will then provide you with compatible occupations.

To complete this task, you must schedule an appointment with the Career Coach for the College of Liberal Arts, Ms. Jackie Pedota (JPedota@ufsa.ufl.edu). You should later submit an evidence of your mentoring session through Canvas.

3) A Day in the Life (The task must be completed in Spanish/Portuguese)

This is a video assignment, in which you will showcase elements of your internship. Think about this assignment as if you were giving a tour to a friend or fellow student. Topics may include daily responsibilities, different areas of the facility, introductions of fellow interns, etc. Be creative, and have fun!

Disclaimer: Avoid the dissemination of confidential information of your Workplace. Avoid using the names of people, or stories where individuals can be identified.

4) Elevator Speech (The task must be completed in Spanish/Portuguese)

Imagine you are in an elevator, and someone asks you about your professional goals or career aspirations. If you only had 30-60 seconds – how would you answer the question? How would you express yourself? For this assignment, you must video or audio record yourself answering one of the following questions:

- ? How has this internship impacted your career goals?
- ? What is your drive or passion to seek your career path?
- ? What are your career goals for the next year or two?
- ? What projects, committees or other responsibilities would you like to be a part of to help develop your career?
- ? Which development activity can you start on now that would be most beneficial to achieving your short and long term goals?

5) Resume (The task must be completed in English)

Submit a current resume that includes your internship position in way that markets the skills you are gaining. You are strongly encouraged to utilize the Career Connections Center's resume services to guide you as you prepare your resume.

6) Internship Description (The task must be completed in English)

Write a one-page (350 words, 12-point text, 1" margins, double-spaced) description of your internship and your internship site to be shared with other liberal arts students. The goal of this assignment is to help other students learn about the company or organization as a potential internship site by

describing your role and responsibilities.

7) Midterm Evaluation – Final Evaluation

Your supervisor will be asked to provide you (and our office) with feedback. The feedback will count as a part of your final grade. (Supervisor Evaluation Form is attached to syllabus).

8) Moving Forward Final Paper (The task must be completed in Spanish/Portuguese)

PART I:

Write a 1-page paper (350 words, 12-point text, 1" margins, double-spaced) explaining your answer to one of these questions:

- If given the opportunity to continue this internship or choose a different (2nd) internship, what would you choose?
- If you instead would choose to participate in a DIFFERENT internship, include a job description or posting of this internship in your paper.

PART II: Now that you have completed this internship, what is next? Write a 2-page paper (12-point text, 1" margins, double-spaced) addressing the following questions:

- What are your future goals and how have they changed?
- What are the most valuable skills you have gained from this experience?
- If you were to repeat this internship, what would do differently?
- How has your perception of your strengths and weaknesses changed because of this experience?

Workshop on the importance of an internship for the language learner: Expectations, experiences and recommendations. The task must be completed in English.

Individually, in pairs or in a small group:

At the end of the semester, you will prepare a workshop on Spanish/Portuguese in the U.S. labor market. Based on your experience, you must present to the audience real professional communication scenarios and challenges where knowledge of Spanish/Portuguese culture and language has played a great role. You must choose a date and a time for the presentation, as well as promote the workshop among Spanish/Portuguese students. The audience must be composed of at least 7 Spanish/Portuguese students. The workshop should be open to the community.

You should always keep your audience in mind to provide a condensed and to the point action plan. You must generate the following documents:

- A power point
- Flyers, posters, or any other promotional material
- A handout

The workshop should last about 50 minutes and should keep the audience engaged.

* You will have the option of recording the workshop and publishing it through the UF networks. In this case, we would have to coordinate with the Department of Instructional Technology to schedule the recording.

Proposal: Strategies to improve communication and service to patients / clients of Spanish Speaking and Portuguese Speaking communities. The task must be completed in English.

In this task, you will have to create a proposal on improvements to the organizational culture where you are an intern. You must demonstrate your ability to transfer the skills you have learned both in coursework and at the internship to generate a solid strategy that strengthens the intercultural communication and services offered by the agency to the Hispanic/Portuguese communities.

At the end of this task, you will feel confident to put into practice the knowledge and skills you have acquired through this experience in other workplace settings. You will send the instructor a draft at the midpoint of the internship; the final version will be sent at the end of the semester.

The proposal must include the following sections:

1. Summary (1 page)

- What will be done, by whom, how, over what period? What is the need? Who will the outcomes benefit?

2. Statement of Need (1-2 pages)

- What is the issue that you are addressing and why does it matter?
- Why hasn't this issue been addressed sufficiently in the past? Who else is working in this field, what have they done, and why isn't that enough? Demonstrate your knowledge of the field.
- Provide convincing evidence that what you are proposing does not duplicate other work.

3. Project Activity, Methodology and Outcomes (1-2 pages)

- Why did you choose to address the issue in the manner that you have? Are there other approaches? If so, why aren't they appropriate to the situation? What are the specific activities involved? Who will do them?
- Present a timeline of activities. Tables and charts work best here.
- What specific outcomes will be achieved? What will change?

4. Evaluation (1-2 pages)

- Outline clearly the methodology that you will use to assess the project's success.

5. Dissemination (1 page)

- Dissemination should be linked to your project goals and objectives. If you are trying to affect policy, your dissemination plan should target policymakers, media, and affected populations. Describe your communication strategy.

6. Budget and Continuation Funding (1 Page)

- Indicate how the project will be funded or be sustainable.

Instructor(s) Antonio S. Lopez Mendez

Attendance & Make-up Yes

Accomodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

SPN/POR XXXX (section XXXX)
Internship in Spanish/Portuguese
 Part of **Beyond 120**, a project of the College of Liberal Arts and Sciences

All course assignments and meetings will be through Canvas



Photo by Carl Heyerdahl on Unsplash

INSTRUCTOR INFORMATION

Instructors: Antonio Sajid López	Class enrollment is based on an application process described below. Thus, registration is departmentally controlled.
Office: 3A Dauer Hall	
Email: antoniosajid@ufl.edu	
Phone: (352) 273-3802	
Office hours: TBA	

COURSE DESCRIPTION

Internships provide you with opportunities to integrate the skills, knowledge and methods gained through your coursework with professional roles, responsibilities and activities in a real-life supervised setting.

Given the nature of our Spanish and Portuguese Studies program, which primarily teaches language and culture, you could carry out your internship in technically any location where there is interaction with the Hispanic communities. For this reason, this syllabus offers an open alternative for you to customize your professional interests.

Participating in an internship in Spanish/Portuguese, specifically, allows you to further develop and enhance your linguistic and cultural knowledge, as well as working with relevant members of the Latinx community.

Variable 1-3 credit, this course has been designed to complement your internship experience through guided reflection, critical analysis, synthesis and discussion. The amount of complementary homework will be determined according to the amount of credits you register.

COURSE GOALS AND OBJECTIVES

Internship objectives:

- ✔ Communicate and behave according to the organizational culture, code of ethics, standards and trends of workplace.
- ✔ Implement the principles of teamwork and professional etiquette in employment.
- ✔ Apply the principles of intercultural communication.
- ✔ Create a network in your field.
- ✔ Consider your academic and professional future.

Language objectives:

- ✔ Communicate successfully in Spanish/Portuguese, with politeness and precision, in accordance with different professional communicative situations. (Speaking)
- ✔ Understand oral discourses in Spanish/Portuguese recognizing their diverse purposes and communication circumstances. (Listening)
- ✔ Use Spanish/Portuguese language to handle information through traditional and non-traditional written media. (Reading)
- ✔ Write texts in Spanish/Portuguese from a critical and creative personal position, to establish a clear and effective professional communication. (Writing)

Academic component objectives (*created by Brittany Grubbs, from Beyond 120*):

- ✔ Identify, describe, and explain how the internship experience informs your sense of self and your understanding of the internship area.
- ✔ Analyze themes, conflicts, and issues that emerged and describe and explain how they were addressed.

- ✔ Identify and connect the knowledge and/or skills gained in your coursework to your internship/practicum observations and experiences.
- ✔ Describe and explain how this experience will modify and/or support your future behaviors, attitudes, and career development.

APPLICATION PROCESS

You must apply to enroll in this course.

This **Application Form** (attached to syllabus) must be completed by you and by your supervisor. Note that to qualify for credit, the internship **MUST** include a minimum of hours, as specified below, over a maximum of 15 weeks (one academic semester):

Credits	Internship Workload	Academic Work	Total of hours
1	30 hours	15 hours	45
2	60 hours	30 hours	90
3	90 hours	45 hours	135

Once completed, email the signed application form to Dr. Antonio Sajid López (antoniosajid@ufl.edu). If you cannot send an electronic version of the completed document, you may submit the hardcopy to the Department of Spanish & Portuguese at Dauer Hall 170 or by fax to 352.392.5679.

You will be notified via your @ufl.edu e-mail address when your internship position is approved to earn credit. If approved, SPN/POR XXXX will automatically be added to your schedule. If not approved, future guidance will be provided in the email.

ASSESSMENT

Grade Scale and Policies

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

100-73= S
72-0= U

NOTE: A grade of U (72-0) will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Graded Course Components

Grade component	For whom?
Internship Evaluation (supervisor feedback)	Students enrolled in 1, 2 & 3 credits
Assignments	Students enrolled in 1, 2 & 3 credits
Video	Students enrolled in 2 & 3 credits
Final Paper	Students enrolled in 3 credits

Enrolled in 1 credit Internship Eval.= 70% Assignments= 30%	Enrolled in 2 credit Internship Eval.= 65% Assignments= 20% Video= 15%	Enrolled in 3 credit Internship Eval. = 60% Assignments= 15% Video= 15% Final Paper= 10%
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Grading Scheme

Internship Evaluation

Midterm and Final Evaluation of the internship supervisor (**Supervisor Evaluation Form** is attached to syllabus).

Assignments

Edited from Brittany Grubbs' Beyond 120 internship syllabi.

1) Skills-Experience-Goals (The task must be completed in Spanish/Portuguese)

The goal of this assignment is for you to understand the connections between skills, experiences, and goals. You must choose at least one skill from the list below and share how this skill may impact your internship experience and professional goals. This assignment may be completed in either a Paper, Video, PowerPoint, or Podcast format.

- Paper submissions should be 1 page (12-point text, 1" margins, double-spaced)
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Skills:

Conflict identification and management
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Office culture and work values
Team collaboration
Communications and Public Speaking

2) Strong Interest Inventory Assessment

(<https://career.ufl.edu/students/explore-majors-careers/learn-about-yourself/>)

This assessment is designed to assist you in identifying your work personality based on interest in the following six areas: realistic, artistic, investigative, social, enterprising, and conventional. The Strong assessment will then provide you with compatible occupations.

To complete this task, you must schedule an appointment with the Career Coach for the College of Liberal Arts, Ms. Jackie Pedota (JPedota@ufsa.ufl.edu). You should later submit an evidence of your mentoring session through Canvas.

3) A Day in the Life (The task must be completed in Spanish/Portuguese)

This is a video assignment, in which you will talk about of your internship experience. Think about this assignment as if you were giving a tour to a friend or fellow student. Topics may include daily responsibilities, different areas of the facility, introductions of fellow interns, etc. Be creative and have fun!

Disclaimer: The only person that can appear in the video is you. Avoid the dissemination of confidential information of your Workplace. Avoid using the names of people, or stories where individuals can be identified.

4) Elevator Speech (The task must be completed in Spanish/Portuguese)

Imagine you are in an elevator, and someone asks you about your professional goals or career aspirations. If you only had 30-60 seconds – how would you answer the question? How would you express yourself? For this assignment, you must video or audio record yourself answering one of the following questions:

- How has this internship impacted your career goals?
- What is your drive or passion to seek your career path?
- What are your career goals for the next year or two?
- What projects, committees or other responsibilities would you like to be a part of to help develop your career?
- Which development activity can you start on now that would be most beneficial to achieving your short and long term goals?

5) Resume (The task must be completed in English)

Submit a current resume that includes your internship position in way that markets the skills you are gaining. You are strongly encouraged to utilize the Career Connections Center's resume services to guide you as you prepare your resume.

6) Internship Description (The task must be completed in English)

Write a one-page (350 words, 12-point text, 1" margins, double-spaced) description of your internship and your internship site to be shared with other liberal arts students. The goal of this assignment is to help other students learn about the company or organization as a potential internship site by describing your role and responsibilities.

7) Midterm Evaluation - Final Evaluation

Your supervisor will be asked to provide you (and our office) with feedback. The feedback will count as a part of your final grade. (**Supervisor Evaluation Form** is attached to syllabus).

Video on the importance of an internship for the language learner: Expectations, experiences and recommendations. The task must be completed in English.

At the end of the semester, you will prepare a video on Spanish/Portuguese in the U.S. labor market. Based on your experience, you must present to the audience real professional communication scenarios and challenges where knowledge of Spanish/Portuguese culture and language has played a great role. You must coordinate with your professor a date and a time for the recording at the **Center for Instructional Technology and Training** (<http://citt.ufl.edu/citt-services/video-services/>).

Moving Forward Final Paper (The task must be completed in Spanish/Portuguese)

PART I:

Write a 2-pages paper (700 words, 12-point text, 1" margins, double-spaced) explaining your answer to one of these questions:

- If given the opportunity to continue this internship or choose a different (2nd) internship, what would you choose?
- If you instead would choose to participate in a DIFFERENT internship, include a job description or posting of this internship in your paper.

PART II: Now that you have completed this internship, what is next? Write a 2-pages paper (700 words, 12-point text, 1" margins, double-spaced) addressing the following questions:

- What are your future goals and how have they changed?
- What are the most valuable skills you have gained from this experience?
- If you were to repeat this internship, what would do differently?
- How has your perception of your strengths and weaknesses changed because of this experience?

CALENDAR

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

Task	Week
#1	Week 1-2 Podcast: Skills → Experience → Goals (3-5 min. in duration)
#2	Week 3-4 Strong Interest Inventory Assessment
#3	Week 5-6 Video: A Day in the Life (3-5 min. in duration)
#4	Week 7-8 Podcast: Elevator Speech
#5	Week 9-10 Resume
#6	Week 11-12 Internship Description
#7	Week 13-14 Evaluation Video on the importance of an internship for the language learner
#8	Week 15 Final Paper: <i>Moving Forward</i>

UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Accommodations

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. For more information see <http://www.dso.ufl.edu/drc>.

Course Evaluations

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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Academic Integrity

Suggested wording: “UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code (<http://www.dso.ufl.edu/scr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Resources Available to Students

Health and Wellness

- *U Matter, We Care*: umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center*: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support*: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the (Under)Graduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for

residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).


Spanish & Portuguese Studies Internship Application Form

This form represents one step in a two-step application process. All steps must be completed by the posted application deadline for the semester. The full internship course application process includes:

Step 1. Application Form [this form] – to be completed by you and your supervisor. Scan the completed form and email the digital copy to Dr. Antonio Sajid López (antoniosajid@ufl.edu), internship coordinator. If you cannot scan this document, submit the hardcopy to us at 170 Dauer Hall or by fax to 352-392-5679.

Step 2. Email Notification – You will be notified via your GatorLink e-mail whether or not your internship position is approved to earn credit. If approved, SPN/POR XXXX will automatically be added to your schedule.

I. STUDENT INFORMATION - To be completed by the student

Name:		UFID:	
Email:		Phone:	
Company Name & Internship Title:			
Start date:		End date:	
Term: <input type="checkbox"/> FALL		<input type="checkbox"/> SPRING	
<input type="checkbox"/> SUMMER A		<input type="checkbox"/> SUMMER B	
<input type="checkbox"/> SUMMER C		Hours per week:	

Student's Goals/Learning Objectives for the internship: What do you intend to learn through this experience?

Learning Activities: Describe how your internship will enable you to meet your learning objectives. Include projects, research, report writing, meetings, etc., that will be a part of your internship, relating them to your learning objectives

II. EMPLOYER LEARNING AGREEMENT - To be completed by the Internship Supervisor. Please print. *Based on Brittany Grubbs' internship course for Beyond 120 and approved by General Counsel.*

Supervisor's name:		
Email:	Phone:	
Company/Organization:		
Department:		
Address of Internship Location:		
Start date:	End date:	Hours per week:

The intern will work alongside me, the supervisor, in a space designated for the intern on my business premises where I will provide direct and daily supervision. *Please initial to confirm:* _____

Intern's Responsibilities and Duties

Supervision: Describe the supervision to be provided by your organization. What kind of orientation, instruction, consultation, feedback, assistance, and/or mentorship will the student receive?

III: AGREEMENT & CONSENT - To be signed by Internship Supervisor and Student.

Internship Supervisor: In signing below, I, the supervisor, verify the following:

- ✓ my organization is an established for-profit, nonprofit or governmental entity recognized as such within my professional community;
- ✓ my organization is bonded and/or holds enough business and liability insurance to cover students interning with my organization and on my business premise;
- ✓ my organization has a professional, informative website at which students can research my organization;
- ✓ my organization complies with the Department of Labor's Fair Labor Standards Act and my internship pays a fair wage, a legal stipend or meets each of the six criteria outlined by the Department of Labor for an unpaid internship [explore the FLSA criteria at <http://1.usa.gov/9HJ8Eh>];
- ✓ I will communicate with my interns using my organization's professional email address (no gmail, yahoo, etc.);
- ✓ I will provide my interns with direct and daily supervision and guidance in person and I will be accessible to my interns on a regular basis;
- ✓ I will provide workspace for my intern with the necessary resources to complete the internship duties and course requirements;
- ✓ I will assign meaningful learning tasks/projects that are consistent with the internship description;
- ✓ I will complete student midterm and final evaluations as required by the internship course; and
- ✓ my interns will be working in a professional, established working environment (home-office sites and virtual/work from home or "in the field" internships are not eligible for this course).

Supervisor signature: _____ Date: _____

Student: In signing below, I, the student intern, acknowledge and accept the following:

- ✓ I understand that The University of Florida has no control over any hazards to which I may be exposed during the internship and I do not hold the University liable for any accidents that may occur;
- ✓ I will adhere to all personnel rules, regulations, and other standard requirements of the host organization;
- ✓ I have appropriate computer and internet access at the site to complete all assignments;
- ✓ I agree with all components of the Learning Agreements and agree to carry out the objectives, strategies and methods of the agreement promptly and to the best of my ability;
- ✓ I authorize The University to confirm my course enrollment status with my internship supervisor;
- ✓ I understand and agree to the grading policy for this course, and I understand that it is my responsibility to track the progress of my grades during the course;
- ✓ I have read the syllabus and understand that within the specified date range: I must complete the internship; I must complete the agreed upon weekly hours; and I must properly complete the course assignments to pass this course; and
- ✓ I understand that if I fail to adhere to this agreement, I will not receive a passing grade or the corresponding academic credit for this course.

Student signature: _____ Date: _____

COURSE CONTACT INFORMATION

Antonio Sajid López, Ph. D.
 Department of Spanish & Portuguese Studies, University of Florida
 3A Dauer Hall, Gainesville, FL 32611
 (352) 273-3802 | antoniosajid@ufl.edu

Supervisor Evaluation for Internship Course

This form must be completed and signed by the Internship Supervisor.

An electronic copy of this evaluation must be send to Dr. Antonio Sajid López at antoniosajid@ufl.edu. If concerned about privacy, you may print the form and send it in a sealed envelope to P.O. Box 117405, Gainesville, Florida.

Student Name:	
_____ Midterm Evaluation	_____ Final Evaluation
Company:	Company Address:
Supervisor's Name:	
Phone:	Email:

Internship Objectives

- 5-Exceeds expectations
- 4-Meets Expectations
- 3-Approaches Expectations
- 2-Does not yet meet expectations
- 1-Not enough information to evaluate

	5	4	3	2	1
Communicate and behave according to the organizational culture, code of ethics, standards and trends of workplace.					
Implement the principles of teamwork and professional etiquette in employment.					
Apply the principles of intercultural communication.					
Recognizes typical as well as complex and unusual issues, and actions needed to advance the decision making process; recommends possible solutions. Follows-up to ensure resolution					
Enthusiastically seeks and accepts additional responsibilities, both in the context of the job and outside immediate job responsibilities.					
Promotes awareness and respect of cultural and individual values.					
Communicate succesfully in Spanish/Portuguese, with politeness and precision, in accordance with different professional communicative situations. (Speaking)					
Understand oral discourses in Spanish/Portuguese recognizing their diverse purposes and communication circumstances. (Listening)					
Use Spanish/Portuguese language to handle information through traditional and non-traditional written media. (Reading)					
Write texts in Spanish/Portuguese from a critical and creative personal position, to establish a clear and effective professional communication. (Writing)					

Total: _____ / 50 points

What skills do you think the student developed?

What recommendations would you suggest for the student's improvement?

Supervisor Signature

Date

Podcast Rubric

Criteria	Exceeds Expectations (10)	Meets Expectations (8-9)	Approaches Expectations (7-6)	Does Not Yet Meet Expectations (5-1)	Total
Thesis Statement/ Argument	The thesis statement is clearly stated and presents a solid argument.	The thesis statement is somewhat unclear. It presents a somewhat weak argument.	The thesis statement is very unclear. It presents a flawed or inconsistent argument.	The thesis statement is missing or unidentifiable. There is no apparent argument.	
Supporting Evidence	All arguments are supported with solid, specific evidence.	Many arguments are supported with solid, specific evidence.	Some arguments are supported with solid, specific evidence	Few, if any, arguments are supported with solid, specific evidence.	
Technical Production	Podcast has minimal background noise or interruptions. Transitions are smooth and the volume of the speaker and any other effects enhance the project.	Podcast has some background noise or interruptions that slightly disturb the audience. Transitions are generally smooth. The volume of the speaker and other effects is somewhat inconsistent.	Podcast has noticeable and distracting background noise or interruptions. Transitions are somewhat choppy, as is the volume of the speaker and other effects.	Podcast has very noticeable and distracting background noise or interruptions. Transitions are absent. The volume of the speaker and other effects are poorly implemented.	
Delivery	Delivery is wellrehearsed and smooth. The speaker enunciates clearly and uses a pleasant expression.	Delivery is somewhat rehearsed but still choppy. The speaker is sometimes unclear and muddled.	Delivery is very choppy, and the speaker is difficult to understand.	Delivery appears unrehearsed. The speaker is completely unclear and is expressionless.	
Style	Grammar and mechanics are relatively flawless and do not distract the audience.	Grammar and mechanics have few flaws that distract the audience.	Grammar and mechanics have many flaws that distract the audience	Grammar and mechanics have major flaws that distract the audience.	
				Total:	<u> </u> / 50 points

Additional comments:

Strongly Interest Inventory Assessment

Certification of visit to the Career Connection Center	10 points
Evidence of completion of the Strongly Interest Inventory Assessment	15 points

A Day in Life (Video Assignment)

Criteria	Exceeds Expectations (10)	Meets Expectations (9-8)	Approaches Expectations (7-6)	Does Not Yet Meet Expectations (5-1)	Total
Thesis Statement/ Argument	The thesis statement is clearly stated and presents a solid argument.	The thesis statement is somewhat unclear. It presents a somewhat weak argument.	The thesis statement is very unclear. It presents a flawed or inconsistent argument.	The thesis statement is missing or unidentifiable. There is no apparent argument.	
Supporting Evidence	All arguments are supported with solid, specific evidence.	Many arguments are supported with solid, specific evidence.	Some arguments are supported with solid, specific evidence	Few, if any, arguments are supported with solid, specific evidence.	
Technical Production	Video has minimal background noise or interruptions. The volume of the speaker and any other effects enhance the project.	Video has some background noise or interruptions that slightly disturb the audience. The volume of the speaker and other effects is somewhat inconsistent.	Video has noticeable and distracting background noise or interruptions. The volume of the speaker is choppy. Other effects are random.	Video has very noticeable and distracting background noise or interruptions. The volume of the speaker and other effects are poorly implemented.	
Delivery	Delivery is wellrehearsed and smooth. The speaker enunciates clearly and uses a pleasant expression.	Delivery is somewhat rehearsed but still choppy. The speaker is sometimes unclear and muddled.	Delivery is very choppy, and the speaker is difficult to understand.	Delivery appears unrehearsed. The speaker is completely unclear and is expressionless.	
Style	Grammar and mechanics are relatively flawless and do not distract the audience.	Grammar and mechanics have few flaws that distract the audience.	Grammar and mechanics have many flaws that distract the audience	Grammar and mechanics have major flaws that distract the audience.	
Total:					____/50 points

Additional comments:

Resume

	Excellent (10)	Work in progress (7.5)	Needs improvement (5)
Contact Information Information is easy to read and contains all necessary contact information.			
Objective/Summary <ul style="list-style-type: none"> Objective or summary is specific to the position candidate is applying for. Objective or summary is well organized and includes relevant keywords. 			
Education Section is organized, easy to read and includes the institution, location, graduation date and any relevant coursework.			
Experience <ul style="list-style-type: none"> Section is organized with appropriate use of bullets and action verbs. Descriptions are clear and company information is listed. Correct use of action verbs. 			
Involvement <ul style="list-style-type: none"> Uses official name of organization (no abbreviations). Uses bullet points to highlight accomplishments of leadership roles. Lists position held and dates of involvement 			
Skills (Communication, ability to work under pressure, time management, self-motivation, conflict resolution, leadership, adaptability, etc.)			
Languages Proficiency (Native, near native, fluent, proficient, conversant, basic knowledge, reading skills, etc.)			
Format <ul style="list-style-type: none"> Font and size is consistent and professional. The use of .5-1" margins. Consistency in alignment and how dates are listed. Uses reverse chronological order when listing items within categories. Length of resume is 1-2 pages and includes 			

Internship Description

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Yet Meet Expectations	Not Enough Information to Evaluate
<i>Content</i>	(+55) My paper includes numerous, specific details about my internship. I make excellent, provocative connections between my experience at the workplace and what I have learned in college.	(+50) I had a clear focus that addressed the prompt, used appropriate examples and information, and made a point.	(+45) I stayed within the topic, and my intentions were clear, but I didn't use enough examples or include enough information to sufficiently address the prompt.	(+40) I strayed from the topic or only addressed it superficially and / or did not include concrete examples. My point was not clear.	
<i>Grammar</i>	(+30) I accurately the grammatical structures in the course that were required in necessary for the prompt. My grammar included very few errors for my level.	(+25) I accurately the grammatical structures in the course that were required in necessary for the prompt. I have had some errors, but these errors were not consistent and did not greatly impede comprehensibility by the reader.	(+22) I did not use the grammatical structures required by the prompt and/or there were structures that I frequently struggled with throughout the text. These errors sometimes impeded comprehensibility.	(+18) I did not include and/or showed a lack of majority of the grammatical structures required by the prompt. These errors caused significant portions of my text.	
<i>Style and Organization</i>	(+15) I organized my text in a way that made sense from start to finish. I may have used some transition words or phrases. Overall, my text flowed very well for my level.	(+13) I organized my text in a way that made sense and flowed well from one topic to another.	(+11) I produced a text that was roughly organized by topic, but included choppy or unclear transitions between ideas.	(+10) I did not organized my information in a logical way, and as result, the reader frequently got lost, or had to make an extra effort to see the connections between my thoughts.	
				Total:	<u> </u> /100

Additional comments:

Moving Forward Final Paper

Criteria	Exceeds Expectations (10)	Meets Expectations (9-8)	Approaches Expectations (7-6)	Does Not Yet Meet Expectations (5-1)	Total
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, goals (how have they changed?), most valuable gained skills, and strengths and weaknesses after the internship. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. Clearly explain what you want to do in your professional future.	Response demonstrates a general reflection on, and personalization of, goals (how have they changed?), most valuable gained skills, and strengths and weaknesses after the internship. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, goals (how have they changed?), most valuable gained skills, and strengths and weaknesses after the internship. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on or personalization of, goals (how have they changed?), most valuable gained skills, and strengths and weaknesses after the internship. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	
Use of context	Use specific and convincing examples from internship experience to support writing, making insightful and applicable connections between workplace and coursework.	Use relevant examples from internship experience to support claims in your own writing, making applicable connections between workplace and coursework.	Use vaguely examples from internship experience to support most claims in your writing with some connections made between workplace and coursework.	No examples from internship experience are used and claims made in your own writing are unsupported and irrelevant to the topic at hand.	
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.	
Voice (Translanguaging)	Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.	
Personal Growth	Demonstrates significant personal growth and awareness of deeper meaning through inferences made,	Demonstrates satisfactory personal growth and awareness	Demonstrates less than adequate personal growth	Personal growth and awareness are not evident	

