

UMBC UGC Instructions for New Course Request Form (revised 7/2017)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Check all that apply.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: INDS 210: Land Your First Internship

Date Submitted: 7/27/2017

Proposed Effective Date: Spring 2018

	Name	Email	Phone	Dept
Dept Chair or UPD	Stephen Freeland	freeland@umbc.edu	210-455-2024	INDS
Other Contact	Christine Routzahn	routzahn@umbc.edu	210-455-2216	Career Center

COURSE INFORMATION:

Course Number(s)	INDS 210
Formal Title	Land Your First Internship
Transcript Title (≤30c)	Land Your First Internship
Recommended Course Preparation	<ol style="list-style-type: none"> 1. Completion of first draft of resume using Career Center resources, including the Career Guide and resume guidelines/samples on the website 2. Career Center appointment to assist in determining what kind of internship the student will be seeking (industry and/or field of work)
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	N/A
Credits	1
Repeatable?	No
Max. Total Credits	1 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	Pass-Fail

PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

Open to all majors and class levels, this one-credit course will motivate and prepare students to land their ideal internship. Each student will develop a polished resume/cover letter, identify target internships, and practice talking about their strengths in a supportive environment. Students will also receive individualized feedback from a career professional, your peers, and visiting employers.

RATIONALE FOR NEW COURSE:

- A. The National Association of Colleges & Employers reports that completing an internship during college significantly increases students' ability to obtain post-graduate employment relating to their career goals. While some UMBC departments currently offer a careers course, many do not, and INDS 210 would be the first course of its kind at UMBC: open to all majors and taught by career services professionals. Several of UMBC's aspirational peer institutions offer similar career development courses for all majors, including the University of Connecticut (offers "Interdisciplinary Career Planning" for one credit) and George Mason University (offers five one-credit careers courses, including "Internship/Career Readiness"). Peer institutions such as Miami University of Ohio, Binghamton University, and the University of California-Santa Cruz also offer all-majors careers courses.
- B. The course may be taught during fall, spring, summer, or winter.

- C. The Interdisciplinary Studies Program at UMBC is the ideal home for this course. INDS 210 will contribute to the program's mission by bringing together academically diverse students in a collaborative classroom environment where they must apply the course concepts to their own discipline/career field. As a joint effort of INDS and the Career Center, this new course also fosters cross-campus collaboration between Academic and Student Affairs.
- D. The course would be open to undergraduate students of all majors and class levels.
- E. INDS 210 is meant to be a launchpad to upper-level credit internship courses. This course is proposed at the 200-level because it is intended both for students who know what kind of internship they'll be seeking (see below for the recommended course preparation), and those who do not. We propose that the course remain open to all undergraduates, in acknowledgment of the great variation in students' career development, and that fact that many first-year students do indeed enter UMBC with a strong sense of their career goals.
- F. We recommend that INDS 210 students have already created a draft of their resume using the sample resumes and guidelines in the Career Guide and on the UMBC Career Center website. In addition, students should take steps to determine the nature of the internship they will be seeking. This may include a 60-minute Career Center appointment for career decision-making or career assessment (the center offers FOCUS 2 and the Myers-Briggs Type Indicator).
- G. The course will be graded Pass/Fail because each student's work will be unique to his or her career field and goals. Their work will be judged as satisfactory or not satisfactory based on attendance and thoughtful completion of all assignments.
- H. This course will not be repeatable.

ATTACH COURSE OUTLINE (mandatory):

(See next page)

INDS 210: Land Your First Internship Spring 2018

Description: Open to all majors and class levels, this one-credit course will motivate and prepare you to land your ideal internship. You will develop a polished resume/cover letter, identify target internships, and practice talking about your strengths in a supportive environment. You will also receive individualized feedback from a career professional, your peers, and visiting employers.

Eligibility: This course is open to all enrolled undergraduates at UMBC. Students of all majors, class levels, and career interests are welcome.

Meeting Dates: [10 weekly class meetings of 1.25 hours each]

Instructor: [Instructor Name], [Title], the UMBC Career Center
410-455-2216 / [e-mail address]
Office Hours: By appointment

Grading and Attendance Policy: This is a Pass/Fail course. To pass, you must attend class sessions in their entirety and submit *all* items in the Internship Strategy Book. Unexcused absences will not be accepted. If UMBC is closed at the time of class because of inclement weather or other instances, email instructions will be sent. For full details about the university's snow closing policy, please visit www.umbc.edu/facultystaff/inclementweather.html

Academic Integrity Statement: By enrolling in this course, each student assumes the responsibility of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabricating, plagiarism, and/or helping others commit these acts are all forms of academic dishonesty and are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. Full policies on academic integrity are available in the UMBC Student Handbook, Faculty Handbook, or UMBC Directory.

Learning Objectives:

1. Identify your strengths—including skills, experiences, and personal characteristics—and determine their value in your desired career field (*Critical Thinking*).
2. Be able to conduct thorough research and evaluate potential career fields (*Critical Thinking, Technological Competency*).
3. Communicate your strengths to employers verbally and in writing via your resume, cover letter, elevator pitch, interview, and online presence (*Written and Oral Expression*).
4. Identify internship opportunities that fit your strengths and other criteria using online tools and networking connections (*Critical Thinking, Technological Competency*).
5. Create a tangible, step-by-step plan for obtaining an internship (*Critical Thinking*).

Course Materials:

- True, Michael. *InternQube: Professional Skills for the Workplace, Version 2.0*. 2013.
- Pollack, Lindsay. *Getting from College to Career: Your Essential Guide to Succeeding in the Real World*. HarperBusiness, 2012.
- Selingo, Jeffrey. "Former Interns Tell How They Landed a First Job." *New York Times*, 7 April 2017, www.nytimes.com/2017/04/07/education/edlife/former-interns-tell-how-they-landed-a-first-job.html

Questions You Will Answer During This Class:

What strengths do I possess?

- Item: Strengths Summary

What kind of internship do I want?

- Items: Career Report, Strengths Analysis

Where do I want to intern, and how will I apply?

- Item: Potential Internship Sites

How will I stand out on paper?

- Item: Resume & Cover Letter

How will I stand out online?

- Item: LinkedIn Profile

How will I stand out in person?

- Item: Elevator Pitch

Who is already in my network, and who do I want in my network?

- Items: Network Diagram, Future Connections

Where do I start?

- Item: Action Plan

INTERNSHIP STRATEGY BOOK

This suite of documents is your final product for this course. It will contain hard copies of each item below, which will be presented to the professor on the final day of class. You will use it as a guide and a reference point throughout your internship search.

1. **Strengths Summary/Elevator Pitch:** You will write a paragraph describing your most relevant experiences, skills, and strengths, in addition to your short-term career goal (to land an internship!). Then you'll practice delivering it verbally and adapting it to various audiences and contexts.
2. **Resume & Cover Letter:** You will select one of your potential internship sites and develop versions of your resume and cover letter specifically tailored to it. This means using keywords from the internship description and organizing the document so that the most relevant experiences take up the most space and come highest on the page. You must submit a copy of the internship description along with your other documents.
3. **Career Research Report:** You will conduct online research to create a report about a career field you may intend to explore during your internship. Your report will reveal that certain skills, experiences, and personal characteristics are particularly valued in the field you want to enter. You will determine which strengths you already possess and identify areas where you can grow. See the Course Templates folder in Google Drive.
4. **Potential Internship Sites:** You will make a list of at least 10 potential internship sites, divided into two categories: Target and Reach. The competitiveness of an internship is sometimes difficult to determine, but may be interpreted from the position description or reputation of the organization. Other signs of a competitive internship: It may be well-paid, require advanced/specialized skills, or be advertised as a route to a full-time job with the company. See the Course Templates folder in Google Drive.
5. **LinkedIn Profile:** You will create a well-written, eye-catching LinkedIn profile that reflects your resume but also takes advantage of the opportunity to include other features, such as a photo, an intriguing "Summary," and attached samples of your work. To print a clean version, under the blue View Profile As button, click Save to PDF.

6. **Network Diagram:** This will be completed in class. You will map out the many connections you already possess (as well as their major or current career) in a diagram, grouping the people you know into categories such as Family, Friends, Coworkers, Classmates, Teammates, etc.
7. **Future Connections:** Using LinkedIn, Google, your personal connections, and other tools, you will make a list of people who have built careers in your field of interest who you would like to connect with as you explore your field. These can be strangers, but they can also be UMBC alumni, acquaintances, friends of friends, etc. See the Course Templates folder in Google Drive.
8. **Common Interview Questions:** This will be completed in class. You will brainstorm and practice delivering answers to the most common questions you're likely to face during internship interviews.
9. **Action Plan:** This final item will be completed in class on the last day.

CLASS SCHEDULE & DEADLINES

Week 1

TOPICS: Introductions, Identifying Your Strengths

NEXT WEEK: Bring the revised version of your Strengths Summary to share in groups.

- Readings: *Getting from College to Career*, Chapter 1: "Get Started"; *New York Times* article, ["Former Interns Tell How They Landed a First Job."](#)

Week 2

DUE TODAY: Revised Strengths Summary

TOPICS: Developing Your Elevator Pitch, Introduction to Resume Writing

NEXT WEEK: Bring a printed copy of the 1st draft of your resume

- Readings: *Getting from College to Career*, Chapters 2 and 3: "Stop Being a Student and Start Being a Professional," "Figure Out What You Want... and What You Don't."

Week 3

DUE TODAY: 1st draft resume

TOPICS: Career Assessments, Career Research

NEXT WEEK: No class meeting. Share an electronic version of the Career Research Report with the instructor and upload the 2nd draft of your resume to UMBCworks

- Readings: *Getting from College to Career*, Chapters 5 and 7: "Gain Real-World Experience," "Market Yourself on Paper and Online."

Week 4 - NO CLASS MEETING

TODAY: Attend the UMBC Spring Career & Internship Fair, obtain at least 2 business cards, and write a full-page reflection on your experience, stating

DUE TODAY: 2nd draft resume (upload under Documents in UMBCworks), Career Research Report (make a Google Doc copy and share with instructor)

NEXT WEEK: Bring 2 business cards from the Fair and be ready to speak about your experience.

Week 5

DUE TODAY: 2 business cards from the Fair

TOPICS: Finding & Applying for Internships, Tailoring Your Cover Letter

NEXT WEEK: 1st draft cover letter (upload Word doc to UMBCworks), Potential Internship Sites

- Readings: *Professional Skills*, Chapters 14 and 15: “Networking,” “Networking: The Art of Mingling”; *Getting from College to Career*, Chapter 4: “Talk. Listen. Repeat.”

Week 6

DUE TODAY: 1st draft cover letter (upload Word doc to UMBCworks), Potential Internship Sites

TOPICS: Networking (employer presentation)

NEXT WEEK: Future Connections (must include a screenshot demonstrating one example of outreach)

- Readings: *Professional Skills*, Chapters 1 and 2: “Making the Most of Your Internship,” “Risk Awareness and Management”

Week 7

DUE TODAY: Future Connections (must include a screenshot demonstrating one example of outreach)

TOPICS: Making the Most of LinkedIn

NEXT WEEK: Printed copy of your LinkedIn profile

- Readings: *Professional Skills*, Chapters 3, 16 and 17: “Virtual Internships,” “Communication: Oral,” “Communication: Written.”

Week 8

DUE TODAY: Printed copy of your LinkedIn profile

TOPICS: Interviewing (employer presentation)

NEXT WEEK: Mock Interview (complete online)

- Readings: *Professional Skills*, Chapters 5, 8, and 22: “Organizational Culture,” “Understanding and Working With Your Supervisor,” “What to Do When You Make Mistakes.”

Week 9

DUE TODAY: Mock Interview (complete online)

TOPICS: Professionalism & Internship Success (employer presentation)

NEXT WEEK: Please bring a hard copy of your entire Internship Strategy Book

- Readings: *Professional Skills*, Chapter 29: “Personal Branding and Transitioning to Employment.”

Week 10

DUE TODAY: Internship Strategy Book, including all nine items. Action Plan will be completed in class.

TOPICS: Earning Credit/Recognition for Your Internship, Create Your Action Plan