**HONR 493: Honors Internship (**change title to the course that you want to register for if registering under dept code ex: PSYC 454)

**Student Name:**

**Student TU ID Number: Student email:**

**Instructor Name and Dept:**

**Semester: Fall 2022, Spring 2023, or Summer 2023 (please delete all but correct one)**

**Number of credit hours: XXX (please indicate up to max: 3)**

**Instructions**: Please fill in all areas of this syllabus colored in yellow for your particular internship. If you would like to earn Honors credit for a departmental internship, **be sure to demonstrate clearly how your Honors internship differs from the typical departmental internship**. Also, in that case, please replace the title “HONR 493: Honors Internship” with the course number and “Honors” (i.e. SPPA 487-Honors). **Students CANNOT use BUSX 460 for Honors credit or the internship which was used for BUSX 460 credit for Honors credit**.

Any student undertaking an internship for Honors College credit must be registered in either HONR 493 or a departmental internship course, and this internship syllabus template must be submitted to and approved by the Honors College Faculty Director prior to the start of the internship regardless of whether the student is enrolled in HONR 493 of a department internship course. Enrollment in credit for HONR 493 or an Honors internship under a department code can only happen after this completed template is submitted. Students cannot register for both HONR 493 and a department internship course for the same internship placement in the same semester.

-Students registering in a department internship course must arrange enrollment in that course with that department.

-Elements of a departmental internship syllabus may be incorporated into and additional requirements may be added to this template, though the requirements in this template may not be deleted or diminished.

-Students are encouraged to contact faculty about their interest in HONR 493 well in advance.

-**Final** **HONR 493 syllabi (even if under code; e.g. POSC 493) and a 10-item annotated bibliography are due to the Honors College on the last day of the change of schedule period for Fall and Spring semesters and June 1 for Summer courses. For summer, internships are registered under the 10-week semester.** Syllabi submitted after the deadline may not be accepted. Syllabi are no longer submitted in person (see link under “paperwork”).

In most cases, students are expected to make arrangements for their own Honors internship. Students can contact the Career Center to learn more about various internship opportunities available to them and how to maximize your internship experience for your future:

Career Center, UU 225, 410-704-2233

careercenter@towson.edu

https://www.towson.edu/careercenter/students/internships/accepting-maximizing.html

What I must do (descriptions and links below):

1. Submit Honors and Career Center paperwork

2. Submit this completed syllabus with the Honors paperwork

3. Submit a 10-item annotated bibliography with the Honors paperwork

4. Complete all requirements, including the poster presentation for the Honors Celebration of Scholarship and Learning event.

INSTRUCTOR INFORMATION

*Instructor’s name, rank, and department*

*Instructor’s office number and phone number*

*Instructor’s email address*

AGENCY INFORMATION

 *Agency name*

 *Supervisor’s name and title*

 *Agency address*

 *Supervisor’s telephone number*

 *Supervisor’s email address*

 *Internship program name (if applicable)*

**COURSE DESCRIPTION**

**Number of credit hours:** *HONR 493 may be completed for a minimum of 1 credit and a maximum of 3 credits \*. The course may be repeated for a maximum of 3 additional credits at a different site or for a different project/office. You cannot register for credit hours for the same internship under both a department code and the HONR code.*

**Catalog Description**

Supervised experiential learning in a variety of work settings which provide honors students the opportunity to apply their classroom learning and skills outside the academic world. Students receive 1 unit for 4 hours of work per week. May be repeated for a maximum of 6 units. Prerequisite: Junior or senior undergraduate students in good academic standing in The Honors College.

**Course Rationale**

Junior and senior members of the student body who are exceptionally qualified to complete an internship that complements their course of study may do so in HONR 493 and receive Honors course credit for the completed work if all requirements are met and a final grade of B or higher is registered.

 **What an Internship Is…and Is Not**

Internships are designed for students to learn about the practices within a given

 career, including norms of behavior, rules and regulations, systemic operations

 and structures, and the actual daily work involved in various jobs within that

 career track. Whether a paid or unpaid internship, the intern’s work should be

 aimed at learning about this career path. Internships are not meant to be free labor

 or to replace paid workers, and the intern’s work should serve the student’s

 learning goals. The student will do work for those in the assigned office, but this

 work should be in an environment which illuminates how theory (as learned in the

 classroom) and practice (as seen and experienced in the internship) come together.

 Interns should see this experience as an opportunity to test theories, learn about

 new applications for classroom-based knowledge, and uncover a new area for

 research.

 **Limitations on Acceptable Internships**

1. Students may not intern for a family member.
2. Students may not intern at their own businesses.
3. Internships cannot consist of primarily clerical work.
4. Students may only do a given internship for a maximum of 3 credits.
5. The internship used cannot be the same position simultaneously used for BUSX 460 credit.

**Statement on Repeating the Course: “**May be repeated for a maximum of 6 units provided a different topic is covered.”If the same topic**, “**students may not repeat this course for credit. It may be repeated once to replace the grade. It cannot be repeated more than once without prior permission of the Academic Standards Committee.”

**Course Outcomes and Learning Objectives: Honors College**

**(instructors may cut and paste from department syllabi or guidelines in this section only)**

The goal of the Honors College is to provide students with an understanding of XXXX that will prepare them for further study in graduate or professional education or that will prepare them to enter the world of XXXX. To meet this goal, the Honors College seeks to accomplish the following four general student learning objectives:

1. *Substantive Knowledge about XXXX* - Describe the structure and nature of XXXX.

2. *Critical Thinking Skill*s – **Identify** historical, cultural, and socio-economic (add/subtract here as relevant to this internship) assumptions that underlie understandings about XXXX and **explain** how they affect one’s perspective and actions. (Below, 2a refers to the passage that starts here with “Identify…” and 2b refers to the part that starts with “and explain…”)

3. *Affective Meanings of XXXX* – Explain the importance of XXXX in the attitudes and beliefs about current issues that affect XXXX.

4. *Skills for Learning and Life* – Present articulate and persuasive arguments about XXXX in written and oral communications.

**Course Outcomes II: This Class**

**Point 1** above is fulfilled through assigned readings, internship work duties, discussions with instructor, supervisor, and co-workers, essays, and research project/presentation. Following successful completion of the class, students should be able to:

– XXXX (please add at least two substantive outcomes)

– XXXX

**Point 2** above is fulfilled through internship work duties, discussions with instructor, supervisor, and co-workers, essays, and research project/presentation. Following successful completion of the class, students should be able to:

– Identify key points and/or authors in XXXX

– Explain how and why XXXX and what their current activities are

**Point 3** above is fulfilled through assigned readings, internship work duties, discussions with instructor, supervisor, and co-workers, essays, and research project/presentation. Following successful completion of the class, students should be able to:

 – Explain how and why XXXX

– Explain how current XXXX issues and certain organs/offices of XXXX affect lives of Americans and Maryland residents

**Point 4** above is fulfilled through internship work duties, discussions with instructor, supervisor, and co-workers, essays, and research project/presentation. Following successful completion of the class, students should be able to:

 – Present evidence-based arguments about XXXX in written and oral communications

 – Demonstrate practical skills in XXXX

**REQUIRED COURSE MATERIALS**

Please see attached bibliography

**COURSE REQUIREMENTS, ASSIGNMENTS AND GRADING**

Students must complete the following requirements, whether graded or not, as verified by the worksite supervisor, the instructor, and/or the Honors College per the instructions below. *Students must first gain an internship position*. The Honors College does not place students in internships. Instructors or home departments may have information on opportunities and acceptable positions. In most cases, students are expected to make arrangements for their own honors internship. Students also can contact the Career Center to learn more about various internship opportunities available to them:

  Career Center, 7800 York Road, Suite 206, 410-704-2233

careercenter@towson.edu

[http://www.towson.edu/careercenter](http://www.towson.edu/careercenter/)

Internships must take place in an office or workplace setting and may be virtual. Interns may be paid or unpaid.

Annotated Bibliography: ##%

Completion HC Paperwork ##% (may not be needed for ED)

Completion of required minimum hours: ##% (max 25%)

Journals/Work Reports: ##%

Reflection Essay: ##%

Research paper or Project: ##% (must be at least 30%)

Oral presentation and poster: ##% (also HC milestone; may just be a review of prepared materials for later poster, such as a PowerPoint version)

***Internship Paperwork*:**

**HONORS:** A brief form on the Honors College website **must be completed when you submit this signed, completed syllabus to the Honors College:**

https://www.towson.edu/honors/academics/experiential/internships.html

OR – go to towson.edu/honors →Academics →Experiential & Advanced Learning→ Internships

All Honors forms are available at: https://www.towson.edu/honors/resources.html

**Career Center Paperwork (ALL to be submitted to faculty instructor):**

1)Internship Learning Plan (due at the beginning of the internship):

<https://www.towson.edu/careercenter/media/documents/internships/internship_learning_plan.pdf>

2) Internship University-Employer Site Agreement (due at the beginning of the internship)

<https://www.towson.edu/careercenter/media/documents/employers/internship_employer_sponsor_agreement.pdf>

(Yes, this says “sample” in the background – ignore that and do it anyway)

3) Intern Completion of Hours: (due XXX)

<https://www.towson.edu/careercenter/media/documents/internships/internship_work_hours_log.pdf>

4) Final Worksite Supervisor Evaluation of Intern: (due XXX)

<https://www.towson.edu/careercenter/media/documents/faculty_staff/student_employee_performance_evaluation.pdf>

***Annotated Bibliography***: Each student must compose an annotated bibliography of *at least ten academic* sources and submit it to the instructor with the course syllabus for approval by the Honors College before the last day of the change of schedule period for that semester. For information on creating an annotated bibliography, search for “annotated bibliography” on the Cook Library webpage at <http://cooklibrary.towson.edu/helpguides>

Or via the library page at <https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html>

This assignment is worth XX% of your final grade and is due **with your syllabus** to both your faculty supervisor and the Honors College. Note: you may be just starting to use some of these sources, so you may write a preliminary summary of each article/book/work (2-3 sentences) and then discuss how you hope to/plan to use the source in your work or research project (2-3 sentences).

***Minimum Hours*:** The student must complete a minimum of 40 hours at the work site per credit earned. A maximum of 3 credits (minimum 120 work hours) may be earned for a single internship position at one site. If more than 120 hours are completed, those additional hours do not constitute a basis for additional academic credit. It is expected that students will spend additional hours outside of formal work hours each week preparing for internship duties, conducting research, working on internship course assignments, and meeting with the instructor (per the instructor requirements). Instructors may require use of the Career Center Internship Log or have an equivalent form to verify completion of hours (see above under ‘Paperwork” or cut and paste this link into your browser):

<https://www.towson.edu/careercenter/media/documents/internships/internship_work_hours_log.pdf>

This assignment is worth XX% of your final grade, and hours must be completed by XXXXX.

***Journals/Work Report*s:** Written reports are due weekly by email. These reports should not be a mere laundry list of duties, assignments, and meetings; rather, they should reflect upon what you are learning from these duties, assignments, and meetings. Consider KSAs (Knowledge, Skills, Attitudes) affected by your work that week and how they connect to prior and ongoing classroom learning. At the beginning of your internship, for example, you may reflect on your initial expectations and hopes about what you will learn and experiences you may have. Brookfield (1995, p. 97-98) suggests some questions to consider in writing high-quality journals and work reports (note: you can’t answer all of these questions in each journal entry or report, but you should strive to cover most of them throughout your internship):

* What did I learn this week/period about myself as a learner and potential member of the workforce?
* What did I learn this week/period about my emotional responses to learning and the workplace environment? What do I feel I handled well and why? Where can I improve, and how might those improvements help me as a student, a worker, and a citizen?
* What were the highest emotional moments in my internship experience this week/period, and why?
* What were the lowest emotional moments in my internship experience this week/period, and why?
* Which tasks were easiest for me this week/period, and why?
* Which tasks were most difficult for me this week/period, and why? Do I anticipate that these tasks will become easier over time, or do they suggest that I should pursue additional classroom learning and skill development?
* What was the most significant experience, event, or encounter during this week/period, and why? What did I learn from it?
* What was the most surprising experience, event, or encounter during this week/period, and why/ What did I learn from it?
* Which task or interaction would I handle differently in the future? Why?
* What am I most proud about regarding my work or activities during this week/period, and why? How do I plan to build upon that experience?
* What work or activities during this week/period showed me where I still have significant skill or knowledge gaps, and why? How do I plan to build upon that experience?
*

 Minimum page length per report: 1½-2 pages double-spaced. This assignment is worth XX% of your final grade and is due weekly/bimonthly – total: 12 reports (note: summer students may do only 7 reports and double the length for most reports).

***Reflection Essay:***  A good reflection essay ties together and considers the entire internship experience and its relationship to academic learning goals, career planning, and personal development. It also takes some time and deep thinking. To quote J.A. Moon (2005, p.2), “Reflection is not just an ‘add-on extra’ to academic learning, but it is an essential component of good quality learning and the representation of that learning.” (see bibliography) It is NOT unstructured emotional spewing or unloading. To that end, questions to consider in constructing a high-quality reflection essay include:

* What skills and knowledge did I gain or advance as part of my internship experience?
* What evidence or examples do I have that shows how my internship experiences generated or fostered certain types of learning and/or certain skills?
* How did the theories I learned about in my classes compare to what I experienced in my internship?
* Did I develop new ideas or reevaluate existing ideas and perceptions as a result of my internship experiences? Which ones, and why?
* How and why has my perception of which areas of knowledge, skills, and attitudes are most important for this career path evolved or changed as a result of my internship?
* What were the most important learning experiences that I had as part of this internship, and why? How do I intend to build upon these in my future coursework, academic or co-curricular projects, and career planning?
* How does this internship experience fit into my undergraduate learning goals?
* How did this internship help me to develop as a member of the workforce and as a citizen?

instructors, please add additional commentary as relevant to your field). Minimum required length: 5 complete, double-spaced pages (or 1250 words). This assignment is worth XX% of your final grade and is due on XXXX

***Research Paper or Project:*** (instructors, please adapt as is relevant to your field and then delete this highlighted area. If just a research paper is required, it must be a minimum of 15 pages in length (5 pages per credit); if a research project is done, such as lab work or creative performance, an accompanying research paper of a minimum of 5 pages in length is required, which may include literature review, methodology, scientific or creative impact, etc. Please include citation and source requirements, in addition to a discussion of how the topic/project will be chosen and approved by the instructor. This assignment is worth XXXX % (at least 30%) of your final grade and is due on XXXX.

***Oral Presentation and Poster:*** Regardless of whether the instructor grades the oral presentation and poster component, the Honors College (HC) requires a public presentation and creation of a presentation poster at an HC event to receive HC Experiential and Advanced Learning credit. The HC will schedule at least one presentation event in the fall semester and one in the spring semester. Students doing Internships in the Summer 2023 semester are required to present at the HC co-sponsored Celebration of Scholarship and Learning (CSL) on TU Family Weekend, date TBA; students doing Internships in the fall or spring semesters are required to present at the next HC Celebration of Scholarship and Learning (tentatively scheduled for the afternoon of March 4, 2023; if a Spring/Summer 2023 internship, just note Fall 2023 CSL). If you have questions, check with the HC Faculty Director for the appropriate date. If you are graduating in the same semester as your course, you must present at the HC event in that semester, even though your work may at that point be just preliminary. (Fall 2022 date is morning of 9/24/22; Spring 2023 date is 3/4/23 afternoon) Students should contact the Honors College (honors@towson.edu) at the HC at least one month before the presentation date to arrange a space. If you have an additional job, it is your responsibility to ensure in advance that your schedule does not interfere with this presentation date, as with any other class.

PLEASE INDICATE HERE PLANNED POSTER PRESENTATION DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructors may require a PowerPoint version of the poster for a grade. Doing so can help the presenter to organize and get feedback on their thoughts before their presentation. A good guide is 12 slides, plus an intro slide and a citation slide, equals one poster. This assignment is worth XXXX % (at milestone) of your final grade and is due on XXXX.

For information on poster guidelines, consult information on the HC webpage under “Celebration of Scholarship and Learning” for poster guidelines (scroll to bottom of page for many resources) <https://www.towson.edu/honors/academics/celebration.html>

Instructors should advise students on the content of presentations and posters. Oral presentations at HC events should include:

A 3 minute summary of the internship

* Prepared answers for questions regarding: how the internship was obtained; what was gained from the internship experience (see guiding questions under Journals/Work Reports and Reflection Essay above); specific activities or projects that were part of the internship experience; and how this experience may guide and help with career plans.
* A copy of the required Research Paper and/or Project

Posters should include information and visual materials regarding:

* Internship duties, assignments, and outcomes
* Outline of research paper and notation of sample sources
* Most significant professional and personal learning outcomes (knowledge, skills, attitudes)
* Which class(es) the internship has been built upon
* How the internship is part of your learning goals at TU and the HC
* How the internship has impacted your career goals and/or personal growth

\*\*\*NOTE: Do NOT use any logos or materials that belong to and are the intellectual property of your internship institution without your on-site internship supervisor’s explicit permission. Be sure to provide proper attribution for any ideas or materials used that were created by others according to the Student Academic Integrity Policy (see below under Course Policies: Plagiarism). ALSO – poster can pull from the Reflection Essay, research paper, and/or Weekly Journals.

**The internship will NOT count for HC Experiential and Advanced Learning credit until the oral presentation and poster are satisfactorily completed, and thus it may not show on your Academic Requirements page on PeopleSoft until after both the grade and presentation are completed.** A block will be placed on your record and graduation clearance until this component is fulfilled. If you are completing this requirement in your final semester and thus cannot present at the next scheduled HC event, please alert the HC Faculty Director, at honors@towson.edu for the current semester’s presentation date. This alternative option is ONLY available to those who are scheduled to graduate within the same semester as their internship who have extenuating circumstances beyond their control (e.g., debate or sports team travel schedule).

**GRADING SCALE AND RUBRIC**

Instructors, please insert your numerical grading scale. Letter or numerical grades must be given for individual assignments, reportable back to the Honors College, though P/F or S/U grades may be given for the required paperwork assignments. **Final grades can be letter or S/U if the student is registered under a department code where S/U or P/F is the only option, though all HONR coded internships must have a letter grade. If registering under a department label and the course allows only an S/U grade, we ask instructors to track all components as regular grades and submit a letter-grade equivalent to the Honors College upon request.**

*The following rubric is provided only as an example. Instructors may adapt for their disciplines and teaching philosophies.*

**Grade A**: The student thinks critically. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

**Grade B:** The student is less consistent in thinking critically than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

**Grade C:** The student inconsistently thinks critically. The work reflects as many weaknesses as it does strengths (see F and D for specific criteria).

**Grade D:** The student thinks critically at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

**Grade F:** The student does not think critically and/or has failed to do all of the required work. The work of this kind of student will be based only on "common sense" thinking. This category includes basing conclusions on opinions unsupported with verifiable evidence and on irrelevant information. There is no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student does not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills.

**COURSE POLICIES (Instructors, please add/adapt per your or your department’s policies)**

***Plagiarism* : It is your responsibility to PROVE that your work is your own**. Since the burden of proof is on YOU, it is crucial that you make proper notes/documentation in all drafts of your work and save notes/documentation as you work on the paper. Plagiarism will not be tolerated in any form in any work or piece of work submitted for a grade and will be handled according to University rules as stipulated in the Student Academic Integrity Policy, which is detailed in the Student handbook and available online at http://www.towson.edu/provost/resources/studentacademic.asp. As with all research papers, sources must be fully documented. A bibliography is required, but is not part of a page length count for any assignments.

***Late assignments***: Instructors, please insert your policy

***Student Disability Policy***: This course is in compliance with Towson University’s policies for students with disabilities. Accommodations can be made on exams and assignments for students with disabilities. Students with disabilities are encouraged to register with Accessibility and Disability Services (ADS), 7720 York Road, Suite 232, 410-704-2638 (Voice or TDD). Students who expect that they have a disability but do not have documentation are encouraged to contact DSS for advice on how to obtain appropriate evaluation. A memo from ADS authorizing your accommodation is needed before any accommodation can be made.

***Course Webpage:*** Instructors, please insert any relevant info

***Office Hours***: Instructors, please insert relevant info

***Non-English Speakers:*** If English is not your first language, it is recommended that you have all writtenassignments reviewed at the Writing Center (LA 5th floor) before submitting them for a grade. Appointments must be made in advance.

***Withdrawal Deadline***: The deadline to withdraw from the course is XXXXXX.

***University Emergency Policy*** In the event of a University-wide emergency, course requirements deadlines and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading scheme. Class will continue, albeit in an online format, so you MUST check your email. In the case of a University-wide emergency, please refer to the class webpage and email for instructions. Information about emergencies can be obtained at the TU main webpage: www.towson.edu, or sign up for TU Text alert system. http://www.towson.edu/adminfinance/facilities/police/campusemergency/

***Course Evaluation***: Instructors, please insert any relevant info

***Title IX policy:*** “Towson University (TU) is committed to ensuring a safe, productive learning environment on our campus that does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or intimate partner violence [Policy 06.01.60]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. It is a goal that you feel able to share information related to your life experiences in classroom discussions and in one-on-one meetings. However, it is required to share information with the Title IX Coordinator regarding disclosures, but know that the information will be kept private to the greatest extent possible. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the TU Counseling Center 410-704-2512 to schedule an appointment, and locally within the community at TurnAround, Inc., 443-279-0379 (24-hour hotline) or 410-377-8111 to schedule an appointment.” A link should be provided.

Fall 2022 link – <http://towson.edu/titleix>

***Counseling Resources***: Students who are experiencing personal difficulties or mental health challenges are encouraged to seek free and confidential assistance at the Towson University Counseling Center (TUCC). Same-day appointments are available, and you can reach a crisis counselor by phone after hours. For more information about TUCC, please visit their website at <https://www.towson.edu/counseling/>. To make an appointment or for after-hours crisis assistance, please call 410-704-2512.

**COURSE SCHEDULE**

 Instructors, please insert relevant info, whether or a weekly or monthly basis

**COURSE BIBLIOGRAPHY**

Instructors, please add at least two sources relevant to your field to this list.

Brookfield, Stephen D. 1995. *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-

 Bass.

Moon, Jennifer A. 2005. “Learning Through Reflection,” *Guide For Busy Aca*demics 4, Higher

Education Academy. accessed at [www.york.ac.uk/learningthroughreflection.p](http://www.york.ac.uk/learningthroughreflection.p)df on 18

August 2014.

Zubizarreta, John. 2009. *The Learning Portfolio: Reflective Practice for Improving Student*

 *Learning*, second edition. San Francisco: Jossey-Bass.

**FUNDING OPTIONS**:

-Internships for credit can be paid or unpaid. In some cases, additional financial aid or support for travel and other costs may be available for internships. Please check with your home department.

College of Liberal Arts:

<https://www.towson.edu/cla/about/facultyresources/grants.html>

Department of Political Science: Please check with department chair.

Biology:

<https://www.towson.edu/fcsm/departments/biology/resources/careersupport.html>

Chemistry:

<https://www.towson.edu/fcsm/departments/chemistry/careersupport.html>

Computer and Information Sciences:

<https://www.towson.edu/fcsm/departments/computerinfosci/resources/jobs.html>

Mathematics:

<https://www.towson.edu/fcsm/departments/mathematics/resources/careersupport.html>

Physics, Astronomy, and Geosciences:

<https://www.towson.edu/fcsm/departments/physics/careersupport.html>

College of Health Professions:

<https://www.towson.edu/chp/careersupport/>

For information on internships abroad, see <https://www.towson.edu/careercenter/students/internships/abroad.html>

**\*\*\*\*SUBMIT THIS SIGNED DOCUMENT AS A PDF WITH THE ANNOTATED BIBLIOGRAPHY** **and HONORS FORM** **by 5:00 pm on the last day of the change of schedule period for fall and spring semesters or June 1 (summer) to the Honors College. For questions, email** **honors@towson.edu**

**Original link for syllabus submission : https://powerforms.docusign.net/6ad237c2-0eb0-4a38-8877-5df7c689e61d?env=na3&acct=6c86146e-eb74-4715-93d9-b5f39e4db265&accountId=6c86146e-eb74-4715-93d9-b5f39e4db265**