SAGRADO
Universidad del Sagrado Corazón

Syllabus

Title: Code: Professional Practice II BAN 420
Prerrequisite: BAN 415

CREDITS: 3 credits | 15 contact hours | 60 hours of practicum | 1 term

Description

Through this course, students expand their experience in a work setting where they will apply the knowledge, skills, and competencies they have developed in their concentration courses to tasks or projects directly related to business analysis. The work setting may be the same as that of BAN 415 or a new one that broadens and diversifies their experience. This course follows a three-stage structure. During the preparation phase, the course instructor guides and supports the student in preparing for placement in the workplace setting. During the immersion phase, the student will have a supervisor in the workplace setting who will provide guidance on the tasks assigned to them. In the closure and evaluation stage, the student will submit a self-reflective assessment of the experience. Both the course instructor and the workplace supervisor will maintain communication to provide effective mentoring to each student and complete their performance assessments. A maximum of 15 hours will be devoted to Stage 1, the discussion of Assessments, and the final presentation, and a minimum of 60 hours will be devoted to the workplace setting over the course of twelve weeks.

Justification

The justification for an extended co-op experience in business analytics is based on the critical need to apply a variety of theoretical knowledge to real-world situations and to learn while working in industry or commerce. This second opportunity allows students to delve deeper into how the concepts and techniques learned in the classroom are applied in practice, solidify their essential professional skills, stay up to date with the latest technological trends, expand their industry connections, and contribute significantly to problem-solving and business development in the initial workplace setting or one different from that of their first practical experience. In short, the business analytics co-op experience serves as an invaluable bridge between academic theory and the dynamic world of work, exposing students to potential employers and preparing them for successful, adaptable careers in a constantly evolving field.

COMPETENCIES
The course develops the following competencies in students:

- **Communication**
- **Innovation and Entrepreneurship**

OBJECTIVES
By the end of the course, students will be able to:

1. Apply technical knowledge acquired in the courses to real-world situations.
2. Design, develop, and apply business analysis techniques.
3. Demonstrate advanced problem-solving skills using business analysis tools.
4. Actively participate in work teams, contributing constructively to collaborative projects.
5. Communicate effectively both orally and in writing, demonstrating the ability to present and explain technical concepts clearly.
6. Plan and organize tasks, meeting established deadlines and Objectives.
7. Adapt to changes and challenges in the workplace, demonstrating agile project management skills.
8. Maintain a positive and proactive attitude in the workplace.
9. Demonstrate professional ethics and a commitment to continuous learning and personal and professional development.
10. Establish and expand contacts in industry and commerce related to technical business analysis.
11. Assess one's own performance and seek opportunities for continuous improvement.
12. Receive positive feedback from supervisors and colleagues regarding assigned responsibilities and tasks.

Content

I. Stage 1 (Weeks 1–2): Preparation and orientation with the course instructor prior to the workplace placement
   A. What is a practical work experience? Introduction to the course model and dynamics
      1. Guidance on managing intellectual property and copyright at the practicum sites
      2. Role of the supervisor in the workplace
      3. Performance evaluation
      4. Interview with the instructor regarding areas of interest to determine a potential workplace placement
   B. Preparation for the immersion in the organization
      1. Preparing the resume (curriculum vitae)
      2. Preparation of a professional portfolio
      3. Creating or updating a LinkedIn profile

4. Mock interview
5. Developing a learning plan for each student

C. Placement at a work placement site
    1. The student will receive a letter notifying them of the work setting to which they have been assigned, who their supervisor will be, and the start date

II. Phase II (Weeks 3–14): The student begins their immersion in the work setting and is assigned a supervisor.
    A. Introduction to the company and its culture
        1. Learning about the history of the company or project
        2. Getting to know the work team and their roles
        3. Orientation on company policies and procedures
        4. Training on tools and technologies
    B. Full immersion
        1. The student will work on the task or project assigned to them.
    C. Initial performance assessment
        1. The course instructor will meet with the workplace supervisor to evaluate the student's performance between weeks 3 and 8. The student will receive feedback.

III. Stage III (Weeks 14–15): Completion and Evaluation of the Professional Experience.
    A. The course instructor will meet a second time with the supervisor in the workplace to complete the final performance assessment of the student.
    B. The student will give a final in-class presentation in which they will present the assignment or project they have been working on and a self-reflective assessment of the experience.

SELECTION OF WORKPLACE SETTINGS

The collaborative learning experience will be organized by the course instructor with the support of Sagrado Careers, the institutional unit responsible for student professional development. Sagrado Careers will be responsible for maintaining an active database of potential companies or projects in industry and commerce that are available and interested in hosting students. In preparation for the course, the instructor will meet with the person in charge at Sagrado Careers to review the list and identify workplace settings based on the following criteria:

1. Alignment of the organization with the mission, policies, and regulations of the Universidad del Sagrado Corazón, and the organization's *good standing* in legal, compliance, and ethical terms.
2. Alignment between the organization's need to host an intern and its ability to provide a valuable professional experience that strengthens the student's professional profile and career development.
3. The organization's commitment to providing appropriate training resources by assigning a supervisor to the student and by

fostering an organizational culture that will effectively welcome and integrate the student.
4. Sufficient physical resources and a safe environment within the organization.
5. Availability of schedules and conditions within the organization that allow the student in a Co-op placement to fulfill their other academic responsibilities.
6. In organizations where Sagrado students have previously participated in internships or Co-op placements, the results of the students' assessments will be taken into consideration.

The University will conduct a formal visit to the organization's facilities to verify that the aforementioned conditions are met.

ROLE OF THE INSTRUCTOR

The faculty member's role in a Co-op experience course is essential to ensuring that students effectively integrate their academic learning with practical application in work settings. Their responsibilities are as follows:

1. Evaluate potential work placements, with support from Sagrado Careers.
2. Facilitate Phase I of the course, which includes: initial orientation and student preparation.
3. Complete the work placement process, which includes: assessing each student's interests, selecting the organization, completing the necessary insurance procedures, and issuing a formal communication to the student confirming the placement, start date, workplace supervisor, and the student's assigned tasks.
4. Regularly monitor students' performance during their co-op experience, including communication with workplace supervisors and evaluating assigned projects or tasks.
5. Ensure that the co-op experience is seamlessly integrated into the academic curriculum, linking workplace activities to the theoretical concepts taught in the classroom.
6. Provide guidance and support to students to help them address any challenges or problems they may encounter during their co-op experience.
7. Evaluate each student's performance
8. Facilitate the integration of co-op experiences at the conclusion of the course, allowing students to reflect on their personal and professional growth.
9. Establish and maintain connections with industry to identify co-op opportunities and ensure the relevance of academic programs.

SUPERVISION IN THE WORKPLACE

In the workplace, each student will have a supervisor who will be responsible for the following:

1. Provide the student with detailed orientation on the organizational culture, policies, and procedures of the company or institution.

2. Collaborate with the student to establish specific learning objectives aligned with the goals of the co-op program and the academic curriculum.
3. Designing a structured work plan that allows the student to apply academic knowledge to practical situations. This may include assigning specific projects, tasks, and responsibilities.
4. Act as a mentor to the student, offering professional guidance and advice related to the field of study. Provide constructive feedback and support throughout the process.
5. Identify and facilitate opportunities for the student to develop practical skills and competencies relevant to their field of study.
6. Facilitate the student's integration into the work team and the organizational culture. Encourage participation in company activities and events.
7. Conduct periodic assessments of the student's performance, providing feedback on strengths and areas for improvement. Ensure that the student is meeting the established objectives.
8. Help the student address challenges and solve problems that may arise during the co-op experience. Serve as a support resource in difficult situations.
9. Maintain regular communication with the course instructor to share updates on the student's progress and discuss any concerns or necessary adjustments to the learning plan.
10. Facilitate opportunities for the student's professional development, such as participation in meetings, conferences, and events relevant to their field of study.

EVALUATION

While the supervisor in the workplace setting will be responsible for providing ongoing feedback to the student, there will be four assessments for the purpose of course completion. The formal assessment opportunities are

Resume preparation, portfolio, and initial interview: evaluation conducted by the course instructor	25%
Second performance assessment: Joint evaluation by the instructor and supervisor	25%
Second performance assessment: joint evaluation by the instructor and supervisor	25%
Final presentation and reflection: assessment by the course instructor	25%
Total	100%

PERFORMANCE EVALUATION RUBRIC FOR JOINT EVALUATION BY INSTRUCTOR AND SUPERVISOR

The following rubric must be completed jointly by the course instructor and the supervisor assigned to the student's professional field during their co-op experience. The evaluation categories reflect the essential skills and competencies for an undergraduate Business Analytics student in a professional setting.

Instructions for Evaluators:

- Instructor Rating: Evaluate based on the student's overall performance in the specified categories. Use a numerical scale from 1 to 5, where 1 is unsatisfactory and 5 is excellent.
- Supervisor's Rating: Evaluate based on the student's direct experience in the workplace. Provide specific comments and examples to support the rating given.
- Additional Comments: Provide any additional comments that may be relevant to the evaluation of the student's performance.

This rubric serves as a comprehensive guide for evaluating the student's performance during their Business Analytics co-op experience. Collaboration between the instructor and the supervisor will ensure a fair and thorough evaluation of the student's performance.

Category 1: Technical Skills		
Criteria	**Score and Comments (Instructor)**	**Score and Comments (Supervisor)**
Application of Technical Knowledge		
Technical Problem Solving		
Use of Analytical Tools and Technologies		
Category 2: Business Analysis Skills		
Criteria	**Score and Comments (Instructor)**	**Score and Comments (Supervisor)**
Design and Development of Solutions Using Business Analysis Tools		
Efficiency and Optimization of Proposed Solutions		
Implementation of the Proposed Solutions		
Category 3: Collaboration and Communication		

Criteria	Score and Comments (Instructor)	Score and Comments (Supervisor)
Team Collaboration		
Effective Communication		
Participation in Meetings and Presentations		
Category 4: Project Management		
Criteria	**Score and Comments (Instructor)**	**Score and Comments (Supervisor)**
Planning and Organization		
Meeting Deadlines and Objectives		
Adaptability to Changes and Challenges		
Category 4: Attitude and Professionalism		
Criteria	**Score and Comments (Instructor)**	**Score and Comments (Supervisor)**
Positive Attitude and Proactivity		
Professional Ethics		
Continuous Learning and Professional Development		
Comments		

BIBLIOGRAPHY

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Slavin, R. E. (1994). *Cooperative Learning: Theory, Research, and Practice.* Allyn & Bacon.
Williams-Nickelson, C., Prinstein, M. J., & Keilin, W. G. (2007). *Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Match.* American Psychological Association (APA).

ONLINE RESOURCES

What is collaboration in the workplace? lummapps

Institute for Collaborative Working

Project Management Institute

Gantt Chart

ACM Code of Ethics

You can find more information resources related to the course topics on the library's website at http://biblioteca.sagrado.edu/

Reasonable Accomodation

For detailed information on the process and required documentation, please visit the appropriate office. To ensure a level playing field, in compliance with the ADA (1990) and the Rehabilitation Act (1973), as amended, any student who needs Reasonable Accomodation or special assistance must complete the process established by the Vice-Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at the Universidad del Sagrado Corazón to take courses with or without academic credit. A breach of academic integrity is any act or omission that fails to demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who violates the policy on honesty, fraud, and plagiarism is subject to the following sanctions: a grade of zero on the assessment and/or having to redo the seminar assignment; a grade of F(*) in the seminar; or suspension or expulsion, as established in the Academic Integrity Policy document effective November 2022.

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