

**HOSPITALITY MANAGEMENT INTERNSHIP**  
**HMG 4802**  
**Semester Year**

|                      |                    |                |
|----------------------|--------------------|----------------|
| <b>Instructor</b>    | <b>Class</b>       | <b>Section</b> |
| <b>E-mail</b>        | <b>Number</b>      |                |
| <b>Phone</b>         | <b>Day</b>         |                |
| <b>Office</b>        | <b>Location</b>    |                |
| <b>Office Hours:</b> | <b>Time</b>        |                |
|                      | <b>Class Hours</b> | 3              |
|                      | <b>Lab Hours</b>   | 0              |
|                      | <b>Credits</b>     | 3              |

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**Department Mission Statement**

The Hospitality Management Department of New York City College of Technology educates students for careers in the hospitality industry through foundational knowledge of hospitality operations and experiences that cultivate diverse perspectives, lifelong learning, collaboration, and community engagement.

**Program Learning Outcomes**

To graduate students who

1. identify and demonstrate skills relevant to the operational areas of hospitality management. (PLO #1)
2. utilize the dynamics of collaboration in diverse settings. (PLO #2)
3. demonstrate effective communication skills. (PLO #3)
4. exhibit the analytical and social skills essential for success in the global workplace. (PLO #4)
5. value and integrate lifelong learning, civic engagement, ethical reasoning, and social responsibility. (PLO #5)

**Course Description**

Work experience in the hospitality field, defined as part-time, supervised employment. Each student is responsible for getting and keeping an appropriate supervisory position for the required period: a minimum of 120 hours for a minimum of eight weeks. Measurable career objectives and related readings are defined in the initial meeting.

**Prerequisites**

HMG 3501, HMG 3502, & HMG 3602

**Course Objectives**

Upon completion of HMG 4802, students will be able to:

1. Develop internship professional goals
2. Evaluate management skills and reflect on professional behaviors
3. Practice and apply industry knowledge, skills, and techniques in the workplace
4. Demonstrate professional skills and build a professional network
5. Reflect on individual progress and development and site supervisor's final evaluation

| <b>Student Learning Outcomes</b>   | <b>Method of Assessment</b>   |
|--|---|
| a. Develop internship professional goals (HMGT: Knowledge; Gen Ed: Integration)  | Submission of career development plan   |
| b. Evaluate management skills and reflect on professional behaviors (HMGT: Skills; Gen Ed: Values, Ethics, and Relationships)  | Title IX certification<br>Submission of online assignments<br>Shared reading on discussion board topics<br>Contribution and Participation |
| c. Practice and apply industry knowledge, skills, and techniques in the workplace (HMGT: Knowledge, Skills; Gen Ed: Integration, Values, Ethics, and Relationships) (PLO #4)             | Submission of online assignments<br>Shared reading on discussion board topics<br>Title IX certification                                   |
| d. Demonstrate professional skills and build a professional network (HMGT: Knowledge, Skills Gen Ed: Values, Ethics, and Relationships) (PLO #2)   | Submission of resume<br>LinkedIn Networking Assignment<br>Submission of online assignments<br>Shared reading on discussion board topics   |
| e. Reflect on individual progress and development and site supervisor's final evaluation (HMGT: Knowledge, Skills; Gen Ed: Knowledge, Skills, Values, Ethics, and Relationships; PLO #4) | Submission of online assignments<br>Shared reading on discussion board topics<br>Final report   |

### Grading Procedure

**For a Grade of A**, excellence is required in all written and posted reports. It is the student's responsibility to submit all work on the due date and in the format described for full credit.

- Submission of Title IX Certification 5 points
- Submission of resume 15 points
- Submission of career development plan 5 points
- Submission of online assignments (5@ 4pts) 20 points
- Shared reading on discussion board topics (3@5pts) 15 points
- LinkedIn Networking Assignment 15 points
- Contribution and Participation 10 points
- Final report 15 points  
100 points

### Assignments

#### Submission of Title IX certification

Students are required to complete the CUNY Title IX online training. Once completed students will print out their certification of completion and submit it to their internship instructor.

#### Submission of resume (First Draft and Final)

Students will revise resumes for LinkedIn profile and networking assignment

#### Submission of career development plan

Students will develop a career development plan

Submission of online assignments

Students will be assigned readings and tasks to post as assigned

Shared reading on discussion board topics

Students will use the discussion section on Blackboard to answer questions and offer commentary on various reading assignments focused on current topics in the hospitality industry.

LinkedIn Networking Assignment

Students will network with industry professionals and alumni. Students will conduct informational interviews

Contribution and Participation

Students are expected to contribute regularly and productively to class discussions and activities.

Final report – Student will complete a final report which addresses career goals and reflections on personal/professional growth. Review the final report guidelines for a complete description of the assignment.

**Grading System**

|    |                |
|----|----------------|
| A  | 93 – 100       |
| A- | 90 – 92.9      |
| B+ | 87 – 89.9      |
| B  | 83 – 86.9      |
| B- | 80 – 82.9      |
| C+ | 77 – 77.9      |
| C  | 70 – 76.9      |
| D  | 60 – 69.9      |
| F  | 59.9 and below |

**Required Text**

No Required text

**Suggested Texts and Readings**

Professional journals, newspapers, magazines related to work as it pertains to the area of concentration to further career goals.

**Rubric: Discussion Board**

New York City College of Technology, CUNY  
Department of Hospitality Management

**DISCUSSION BOARD GRADING RUBRIC**

| Topic  | Needs Improvement   | Meets Expectations   | Exceeds Expectations   | Exceptional   |
|--|---|--|--|---|
| <b>Overall Use of Discussion Board</b>           | Discussion board entries are few and generally simple.<br><br>2 points  | Some discussion board entries and comments have been completed. Discussion boards may be brief.<br><br>3 points  | Discussion board entries are posted, though not all of them may give evidence of a substantial contribution. A substantial contribution will include textbook page references, citations, or other resources of information.<br><br>4 points | All required discussion board entries are submitted, all of which are substantial. Beyond the required amount. Discussion board includes personalization and reflection.<br><br>5 points                  |
| <b>Intellectual Engagement with Key Concepts</b> | Discussion board entries make no reference to issues raised through readings and/or class activities.<br><br>2 points                                 | Discussion board entries make some reference to issues raised through readings and/or class activities.<br><br>3 points  | Discussion board entries demonstrate awareness of most of the key issues raised through readings and/or class activities.<br><br>4 points  | Discussion board entries demonstrate engagement with the important issues raised through readings and/or class activities. Discussion board entries offers extension of class materials.<br><br>5 points  |
| <b>Personal Response to Key Concepts</b>         | No personal response is made to the issues/concepts raised in the readings/activities.<br><br>2 points  | Little evidence of a personal response to the issues/concepts raised in the readings/activities.<br><br>3 points   | Clear evidence of a personal response to the issues raised in the readings/ activities. Demonstrates that the author is capable of reflecting on educational issues.<br><br>4 points   | Extensive evidence of personal response to the issues raised in the readings/ activities. Demonstrates the author's reflection on educational issues.<br><br>5 points                                     |
| <b>Engaged Writing</b>                           | Discussion board entries consistently use incorrect grammar and syntax. No links are included connecting thoughts to those of others.<br><br>2 points | Discussion board entries demonstrate some evidence of correct spelling, grammar, punctuation, etc. Some links are included connecting thoughts to those of others.<br><br>3 points | Discussion board entries show an adequate command of Standard English. Various links are included connecting thoughts to those of others.<br><br>4 points  | Discussion board entries show an advanced command of standard English. Contains a distinct writing style and originality. Many links are included connecting thoughts to those of others.<br><br>5 points |
| <b>Responses/Comments to Others</b>              | Zero to few comments are made to others.<br><br>2 points  | Minimal comments are made to others. Comments may be unclear or off-topic.<br><br>3 points   | At least one comment per discussion is made to another student. Comments are basic and understandable.<br><br>4 points   | More than one comment per discussion is made to others. Comments are detailed and engaging.<br><br>5 points   |
|  |   |  |  | <b>Total: 25 points</b>   |

**Selected Bibliography**

- Berger, L. (2012). *All work, no pay: Finding an internship, building your resume, making connections, and gaining job experience* (1<sup>st</sup> ed.). Ten Speed Press.
- Brown, E. A., Thomas, N. J., & Bosselman, R. H. (2015). Are they leaving or staying: A qualitative analysis of turnover issues for Generation Y hospitality employees with a hospitality education. *International Journal of Hospitality Management*, 46, 130-137.
- Frank, C., & Hung, G. (2015). *Stand out & succeed: discover your passion, accelerate your career and become recession-proof*. Nero.
- Hertzman, J., Moreno, A. & Weiner. (2015). Career planning strategies and skills of management students. (2015). *Journal of Human Resources in Hospitality & Tourism*, 14(4),423-443.
- Kolomechuk, D., & LaGuardia Community College. Cooperative Education Department. (2010). *Making the most of your internship experience: Critical reflection and learning at work, a cooperative education internship seminar workbook* (2nd ed.). LaGuardia Community College, Cooperative Education Department.
- Robertson, V. (2018). *6 tips for developing internship/career goals*. UWIRE Text.

**Class Meeting Schedule**

| Week | Date | Topic   | Scheduled/Due  |
|------|------|---|--|
| 1    |      | <b>Meeting ONLINE 12:45-2:00 pm<br/>Self-assessment</b>                   | <b>Resume Due<br/>Title IX Due</b>                     |
| 2    |      | Current Industry Job Outlook  | <b>Assignment # 1 Due</b>                              |
| 3    |      | Resume Development  | <b>Assignment # 2 Due</b>                              |
| 4    |      | LinkedIn Profile  | <b>Resume Draft One Due</b>                            |
| 5    |      | Career Planning   | <b>Discussion Board #1 Due<br/>Final Resume Due</b>    |
| 6    |      | Personal Branding and Online Identity                                     | <b>LinkedIn Profile Due</b>                            |
| 7    |      | Networking/Relationship Building<br>LinkedIn Networking Assignment Review | <b>Career Development Plan Due</b>                     |
| 8    |      | <b>Networking/Relationship Building<br/>Meeting ONLINE 12:45-2:00 pm</b>  | <b>LinkedIn Network Plan Due<br/>Assignment #3 Due</b> |
| 9    |      | Organizational Culture  | <b>Discussion Board #2 Due</b>                         |
| 10   |      | Organizational Culture  | <b>Assignment # 4 Due</b>                              |
| 11   |      | Management & Leadership   | <b>Discussion Board #3 Due</b>                         |
| 12   |      | Management & Leadership   | LinkedIn Networking Assignment Due                     |
| 13   |      | Researching Jobs and Designing a Career                                   | <b>Assignment #5 Due</b>                               |
| 14   |      | <b>Meeting ONLINE 12:45-2:00 pm<br/>Course Survey</b>                     | <b>Final Papers Due<br/>Course Survey Due IN-Class</b> |
| 15   |      | Course wrap-up and final evaluations                                      |  |

### **Diversity and Inclusive Education**

This course welcomes students from all backgrounds, experiences, and perspectives. In accordance with the City Tech and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor's goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, and etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples.

### **Student Accessibility**

Qualified students with disabilities, under applicable federal, state, and city laws, seeking reasonable accommodations or academic adjustments must contact the Center for Student Accessibility for information on City Tech's policies and procedures to obtain such services. Students with questions on eligibility or the need for temporary disability services should also contact the Center at The Center for Student Accessibility:

<http://www.citytech.cuny.edu/accessibility/>

### **Professionalism and Participation**

The Department of Hospitality Management follows industry standards in order to educate, develop and mentor future hospitality and tourism professionals. In order to successfully complete a course, students must consistently participate in class and meet deadlines.

### **NYC College of Technology Statement on Academic Integrity**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

As stated in the Academic Integrity Policy Manual, "academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work. Plagiarism is the presenting of someone else's ideas without proper credit or attribution. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise."

The complete text of the College Academic Integrity Policy Manual may be found on the College website.

### **Statement of Classroom Behavior**

Each student has the right to study and learn in a comfortable, safe, supportive environment that promotes self-esteem – free of fear, humiliation, intimidation, offensive or suggestive language.

### **Use of Electronic Devices**

The use of cellular phones and audio equipment in all academic and study areas of the college is prohibited. Students are not permitted to take calls or text message during class. Students may not use their cell phones as calculators. In some instances, an instructor may allow the use of personal electronic devices for in class activities.

### **Writing Style Statement**

The hospitality management department requires that all written work must be prepared using APA Style Publication Manual of the American Psychological Association as a reference guide. This includes editorial formats, abbreviations, use of statistics, graphs, citations and references. Visit the City Tech Library website for APA Style Guides.

### **MS Office Suite Assignment Submission Guidelines**

Students are expected to use MS Office Suite including Outlook, Word, PowerPoint and Excel unless otherwise stated. Students are entitled to a subscription, which is available through the CUNY Portal or Blackboard.



**HM Department Calendar** (*available from department office – attach*)