

Beyond the Classroom

Internship and Experiential Learning Seminar

UNIV 326 • Section 0101 • Spring 2014 • 1 Credit

Instructor:

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Office Hours:

Monday: 3PM-4PM
Tuesday 2PM-3PM
Wednesday 2PM-3PM
By appointment

Course Description

This interdisciplinary seminar provides an integrative internship and experiential learning practicum for students in the Beyond the Classroom (BTC) Living-Learning Program. The course enables students engaged in internships to apply the knowledge and skills first introduced in BTC's foundation course (UNIV 325). Students compare and contrast internship experiences across disciplines and discuss them in larger civic, political, and social contexts. The seminar provides students with an opportunity to reflect on their internships, and the opportunity to critically examine all aspects of their organizations and their positions. This seminar must be taken concurrently with or the semester directly following an approved internship with a non-profit, nongovernmental, civil society, or community organization.

Course Objectives

By the end of the course, students will:

1. Critically reflect on their internships and host organizations, assessing all aspects of the experience including:
 - a. Skills learned in the internship and the broader application of those skills;
 - b. The overall quality of the work over the course of the semester;
 - c. The organization's effectiveness in relationship to its mission;
 - d. The broader social, political, and cultural factors that play a role in the organization's ability to fulfill its goals.
2. Identify the knowledge, skills, and attitudes necessary to be effective leaders in the non-profit and civil society sectors.
3. Pinpoint key civic values and issues that motivate them personally, and identify strategies for addressing those issues.

Course Requirements

All students are expected to:

- Possess an intellectual curiosity about the issues that arise in the course and readings;
- Attend all class meetings prepared to participate in discussions and activities;
- Schedule and attend all individual meetings with the instructor; and
- Check course email and Canvas space *regularly* for class updates

Course Philosophy

This course is designed to support and supplement students' BTC internship experience. The primary focus of this experience is the internship itself. The course, however, provides students the opportunity to take this experiential learning experience to the next step. The material learned, activities completed, and resources provided are intended to be practical tools that will help guide your search for a meaningful career and teach real skills. The class is what sets the BTC internship experience apart from traditional internships. The instructor also communicates regularly with the internship supervisor identified on the Learning Contract.

Honor Pledge

The University of Maryland adopted an honor code that prohibits cheating, plagiarizing, or fabricating any coursework. The code is available at www.shc.umd.edu, and all students are required to understand and comply with the terms of the code. This is especially important for this class since many of you will be conducting original research.

Religious Observances

The University of Maryland policy states that students should not be penalized in any way for participating in religious observances. Students will be allowed, whenever practical, to make up assignments or course activities missed in these cases. Also per University policy, all arrangements for such absences must be made within the **first two weeks of the course**.

Inclement Weather

In the event of inclement weather that leads to the official closing of the campus, please check your email and Canvas for updates on the course requirements and any changes to the course syllabus. Check <http://www.umd.edu/emergencypreparedness> for updates on the university's status, but because this is an online course, closures should not effect this course.

Students with Disabilities

Students with documented disabilities should contact the instructor within **by the end of the schedule readjustment period** to make sure they receive accommodations. For information about services offered to students with disabilities, refer to the Counseling Center website at www.counseling.umd.edu.

Course Evaluation

You are highly encouraged to participate in the campus-wide online course evaluation system, CourseEvalUM, in order to provide you valuable feedback about this course. Go to the web site: www.courseevalum.umd.edu to complete your evaluation.

Course Format

The new online learning platform Canvas (available at myelms.umd.edu) is an essential component to this course and students' overall learning experience. Students are responsible for understanding and using this new technology. The instructor will assume that students who do not contact him are capable of using Canvas, so unfamiliarity with this technology is not a legitimate excuse for failing to complete coursework. The components of Canvas that are used in this course include appointment scheduler, readings, file upload, assignment submission, discussion board, and gradebook.

Course Structure

This course will be conducted entirely online, although there are several options for in-person interaction for interested students. Every week, the instructor will:

- Release a new Module containing that week's required readings, discussions, and other activities.
- Release each week's Module no later than Sunday at 11:59PM (for example: the instructor will release the Week 2 Module no later than 11:59PM on Sunday, February 2nd [the last day of Week 1]).

This course therefore runs on a **Monday-to-Sunday schedule**: in general, you will be able to access new content and complete new assignments starting on Mondays, with each weekly Module ending on Sundays at 11:59PM.

Most weeks will consist of:

- **A main discussion:** These discussions are about "big picture" issues relating to civically-focused organizations (especially non-profits) and how they operate, and their role in society.
- **A Q&A forum:** The "Questions & Advice" forum is a place for students to post their experiences, ask questions, and give advice about issues that most every intern will face in their day-to-day lives. This forum is meant to support your professional development, as well as your overall understanding of your own working style as a professional.
- **Readings:** Assigned readings are meant to support the main discussion. You should read these before you participate in the discussion.

Every week (with 3 exceptions, noted on the syllabus), students will need to log into Canvas, access that week's Module, and do the following:

- Download any assigned readings
- Make your initial post on that week's main discussion board by **Thursday at 11:59PM**
- Make your initial post on that week's Q&A forum by **Thursday at 11:59PM**
- Make any required (or voluntary) responses to other students' posts on the main discussion board by **Sunday at 11:59PM**
- Complete any other required assignments by **Sunday at 11:59PM** (unless stated otherwise)

Assignments and Grading

All assignments must be submitted through Canvas by Sunday at 11:59PM (unless stated otherwise). Full assignment descriptions, rubrics, and any other necessary documents are available through Canvas. For work submitted late *without prior instructor approval*, the instructor will deduct one letter grade from the assignment's final grade for each day of lateness. Late work cannot be submitted via Canvas (the submission form will close automatically on the deadline) and must be submitted via e-mail to the instructor.

The assignments in this course are:

Internship Learning Contract & Supplemental Form: (*Due: End of Week 2, Feb. 9*) This contract is an agreement between the student and the supervisor at the internship organization, and outlines the parameters of the internship commitment. This contract is also used to provide

the contact information of the internship supervisor so the instructor may contact supervisors to further enhance the internship experience. Contracts are due on the date specified on the syllabus. Students who are unable to secure their supervisor's signature before that date should turn in contracts with all but the supervisor's signature by that date.

1-on-1 Meetings: (*Week 4 and Week 10*) The BTC staff is invested in you having a positive, useful, productive internship experience. While students are always welcome to meet with the instructor regarding their internships, course participants are *required* to meet with the instructor for about 30 minutes *twice* during the semester. You can sign up for these appointments on the course Canvas page by clicking on the "Calendar" tab at the top of the page, clicking on the "Scheduler" tab to the right, then clicking on "You can sign up for this" in the yellow box. Click on the desired open time and click the blue "Reserve" link. Please note your appointment time, and arrive on time the day you are scheduled.

LinkedIn Profile & Resume: (*Due: End of Week 11, Mar. 30*) LinkedIn is a social media platform used to network, look for jobs, find employees, connect with people in your field, and apply for jobs. It is an extremely useful tool, being used by more and more organizations - including non-profits. For the course, you will be asked to build your profile to expand your networking opportunities. In addition, you will be asked to revise and update your traditional resume.

Internship Roundtable: (*Date TBD*) Beyond the Classroom is offering three Internship Roundtables this semester to support students who are seeking internships, especially those in the foundation course (UNIV325). During the semester, you are required to attend one roundtable discussion (students may also receive Community Participation points for attending additional roundtables). At the roundtable, you will discuss your internship experience, how you found your internship, and advice to students seeking appropriate BTC internships. The purpose of this experience is to provide you with the opportunity to network with other students, to develop presentation and leadership skills, and

Informational Interview and Paper: (*Due: Beginning of Week 12, Apr. 14*) Informational interviews are an invaluable job searching and networking tool, so this assignment is designed to help you learn how to use it effectively. You will interview a professional (*not* a fellow student) working in a civil society or non-profit organization addressing an issue of interest to you and write a 4-page report about the experience using the guide on Canvas. You may not interview an individual working in your host organization or a peer on campus as you are encouraged to learn about different individuals and organizations addressing issues that interest you most.

Internship Experience Presentation: (*Date TBD; Materials Due: Beginning of Week 14, Apr. 28*) At the end of the semester, you will prepare a 10-minute presentation about your internship experience where you share information about your organization (its mission and goals), your work or projects, recommendations to the organization and potential interns, and how this experience fits into your larger career goals. You should also prepare supporting materials (PowerPoint slides, handout, poster, or other materials). All students will make their internship experience presentations at the BTC end of year conference *without exception*. Presentations will be scheduled based on student availability – the only legitimate reason for not attending a conference session is *a regularly scheduled course* (study sessions, internship work schedules, student group meetings, and other optional activities do not constitute legitimate reasons for

missing the conference). Internship supervisors will be invited to the conference, and all students should arrange for at least half off on the day of the conference with their supervisors at the beginning of the semester.

Internship Survival Guide: (*Due: Beginning of Week 14, Apr. 28*) Throughout the course, you will discuss and reflect on your internship experiences and your ongoing development and personal learning. You will be asked to synthesize your ideas into an “Internship Survival Guide” intended for your junior BTC members taking UNIV 325. You should work on your Guide and Internship Experience Presentation at the same time, as both assignments will require you to think about similar issues but present them in very different ways. Your Guide will be a document consisting of:

- A cover page with a photo from your internship experience
- 2-page personal “memoir” of your internship experience and how you grew;
- 1-page practical advice section (internship do’s and don’ts, with some examples from your own experiences);
- 1-page essay advising interns on 2 specific methods for maximizing their internship learning (based on your experiences)
- 1-page list of resources that you recommend for other interns

Community Participation: (*Throughout the semester; Community Participation Log Due: End of Week 15, May 11*) Beyond the Classroom is a community of learners. The program offers a variety of engaging events throughout the semester intended to build community and teach students new perspectives. As a member of this community, you are expected to actively engage and participate in BTC events over the semester, and you pledged to do so when you signed up for the program. Participating in these opportunities optimizes your living-learning program experience. For the course, students are required to complete several community events, following the guidelines outlined in detail on Canvas.

Class Participation: (*Assessed weekly*) This course is designed to supplement and enhance your personal internship experience by bringing you into a community of learners who are also engaged in learning through experience. Class Participation is given the highest weight for your final grade among all other assignments, because the success of this course (both for yourself and your peers) depends on your level of personal investment, effort, and enthusiasm. This course will be what you make of it. Your final participation grade is calculated by your weekly grades for:

- Posts and responses in the main discussion board
- Posts and responses in the Q&A forum

Course Assignments Overview:

Assignment	Form	Due Date(s)	Weight
Internship Learning Contract & Supplemental Form	Contract signed by intern and supervisor	February 3	2%
1-on-1 Meetings	Scheduled 1-on-1 meetings in SCC 1104	Varies, 30 minutes during the week of February 10 AND March 31	4% (2% each)
Internship Roundtable	Participation in one roundtable during the semester	To Be Announced	10%
LinkedIn Profile & Resumes	LinkedIn & MS Word	March 31	4% (2% each)
Informational Interview Paper	Interview, MS Word	April 14	10%
Internship Experience Presentation	Presentation and Supporting Materials	April 28	15%
Internship Survival Guide	MS Word	April 28	10%
Class Participation	Weekly activities	Throughout	25%
Community Participation	Participation in activities, reported on provided form	May 5	20%
TOTAL			100%

Course Schedule

Week 1: Jan. 27 to Feb. 2 – The course overview: Why are we here, and where are we going?

Assignment(s) for This Week:

1. Watch: Course introduction video
2. Read: Course Syllabus, Community Participation Guidelines, and rubrics for: Class Participation, Internship Learning Contract, and 1-on-1 Meetings
3. Begin Working On: Internship Learning Contract & Supplemental Form
4. Discussion: Introducing yourself, your goals, and getting to know each other

Week 2: Feb. 3 to Feb. 9 – What is the point of an internship, and how do I get the most out of mine?

Assignment(s) for This Week:

1. Read:
 - a. U.S. Department of Labor Wage and Hour Division (2010). “Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act.” *Pay special attention to the footnote on p. 2.*
 - b. Lipka, S. (2010). “The U.S. Labor Department Releases New Rules for ‘Educational’ Internships.” *Chronicle of Higher Education*. .
2. Discussion: What is an internship and should it differ from a job? What are the advantages and disadvantages of the prevalence of internships in the U.S.? How does your organization regard interns?
3. Q&A: First day stress and making a good impression

Due Feb. 9: Internship Learning Contract & Supplemental Form

NOTE: Friday, February 7th is the last day for schedule readjustment. Students who are not confident in their ability to secure an internship should drop the class by this date to ensure they do not receive a “W” on their transcripts.

Week 3: Feb. 10 to Feb. 16 – What makes a “good” non-profit, and how can I be sure I’ve found one?

Assignment(s) for This Week:

1. Read:
 - a. Gibson, C. (2008). “Non-profits: The DNA of Democracy.” *The Non-profit Quarterly*, 15 (4) 27-30.
 - b. “What Is a Non-profit Organization?” from Idealist.org.
 - c. Your organization’s profile on GuideStar.org
2. Discussion: What is a non-profit? How do they differ from for-profits? What are the measures by which we can know if a non-profit is “good” or not? How can we find this information, and how do our own values and biases influence how we use this information?
3. Q&A: You and your boss(es)

Week 4: Feb. 17 to Feb. 23 – 1-on-1 meetings (no class)

1. Sign up for an appointment on Canvas (see the assignment description or the description on Canvas for directions on how to reserve an appointment time).
2. Q&A: “Simple” tasks

Week 5: Feb. 24 to Mar. 2 – How do I know if a non-profit is following its stated mission—and if it’s not, is it the vision or implementation that needs to change?

Assignment(s) for This Week:

1. Read: “What should a mission statement say?” from Idealist.org.
2. Discussion: What is your organization’s mission statement, and how effectively does it convey its vision and the implementation of that vision?
3. Q&A: Business e-mails and phone calls

Week 6: Mar. 3 to Mar. 9 – How can I identify, understand, and assess the strategies and practices a non-profit uses?

Assignment(s) for This Week:

1. Read: Riker, J. V. (2001). *The Non-profit Leadership and Democracy Curriculum*. Lesson 9 (p. 192-198).
2. Discussion: What major social issue does your organization address, and how what role has your organization played in the development of this issue over time? What can you observe about the past successes or failures of your organization’s strategies and practices, and what future challenges can you anticipate?
3. Q&A: Dress for success

Week 7: Mar. 10 to Mar. 16 – What is leadership, and how can I develop it in myself?

Assignment(s) for This Week:

1. Read:
 - a. Keeshan, C. (2006). “O Leader, Where Art Thou?” *Non-profit World*, 24 (4) p. 14-15.
 - b. Glasrud, B. 2008). “What’s the Future of Non-profit Leadership?” *Non-profit World*, 26 (3) p. 9.
 - c. Cornelius, M. And Lew, S. (2009). “What about the Next Generation of Leaders of Color? Advancing Multicultural Leadership.” *Non-profit World*, 27 (4) p. 24-26.
2. Discussion: What are the characteristics of a leader, and who are the leaders in your organization? What are the differences between leaders and managers, and can a person be both? What kind of leader are you (or do you aspire to be)?
3. Begin Working On: Informational Interview & Paper
4. Q&A: Your professional persona and reputation

Week 8: Mar. 17 to Mar. 23 – Spring break (no class)

1. (Optional/Extra Credit) Q&A: Managing your online identity

Week 9: Mar. 24 to Mar. 30 – What is the difference between a LinkedIn profile and a resume, and do I really need both?

Assignment(s) for This Week:

1. Discussion: How do people in your field use LinkedIn? What is the difference between a LinkedIn profile and a resume?
2. Q&A: Work/life balance

Due: LinkedIn Profile & Resume

Week 10: Mar. 31 to Apr. 6 – 1-on-1 meetings (no class)

1. Sign up for an appointment on Canvas (see the assignment description or the description on Canvas for directions on how to reserve an appointment time).

2. Begin Working On: Internship Experience Presentation & Internship Survival Guide
3. Q&A: Workplace harassment, bullying, and discrimination

Week 11: Apr. 7 to Apr. 13 – What is a non-profit board, and would I want to be on one?

Assignment(s) for This Week:

1. Read:
 - a. Walsh, J. A. (2002). “Non-profit Boards: Eight Leadership Development Stories.” *Non-profit World*, 20 (1) p. 11-17.
 - b. Knauft, E. B., Berger, R. A., and Gray, S. T. (1991). “A Dynamic Board” (Chapter 3), *Profiles of Excellence*. Jossey-Bass: San Francisco, p. 19-24.
2. Discussion: How does the leadership of your organization interact with its board? Who sits on the board of your organization? How does the board interact with the management and employees – and vice versa? What might motivate you to serve on a board in the future?
3. Q&A: You and “the higher ups”

Week 12: Apr. 14 to Apr. 20 – How can I identify and develop positive relationships with mentors and role models?

Assignment(s) for This Week:

1. Discussion: Read your classmates’ informational interview papers and post questions and comments on the discussion board.
2. Q&A: You and your co-workers

Due: Informational Interview and Paper

Week 13: Apr. 21 to Apr. 27 – What does a graceful exit from an internship look like, and how can I have one?

Assignment(s) for This Week:

1. Read: “7 Ways to Make a Memorable Exit from Your Internship.” (2012). CareerBliss.com
2. Discussion: What is your exit strategy from your internship? How do you plan to leave? What do you want to accomplish before you leave?
3. Q&A: Job hunting... again

Week 14: Apr. 28 to May 4 – The course reflection: Where are we now, and how did we get here?

Assignment(s) for This Week:

1. Discussion: Post and comment on Internship Experience Presentation supporting materials and Internship Survival Guides.
2. Q&A: Interviewing for your next position

Due: Internship Experience Presentation

Due: Internship Survival Guide

Week 15: May 5 to May 11 – So where do I go from here? (And when do I get my own intern?)

Assignment(s) for This Week:

1. Discussion: What do you think you should do next to continue developing your skills? What jobs, classes, fellowships, or other opportunities might be helpful for you?
2. Q&A: The kind of boss I will/won’t be

Due: Community Participation Report Form