



# Beyond the Classroom

## Living-Learning Program



### **Internship and Experiential Learning Seminar**

UNIV 326 • Section 0101 • Spring 2015  
Mondays, 5:00 – 6:00 pm • 1 Credit  
1106 South Campus Commons, Building 1

#### ***Instructor:***

Dr. James V. Riker, Director  
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#### ***Office Hours:***

Mondays 3:00 pm – 4:00 pm  
Tuesdays 2:00 pm – 3:00 pm  
Thursdays 2:00 pm – 3:00 pm  
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 nonprofit, 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 nonprofit 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](http://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](http://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](http://www.courseevalum.umd.edu) to complete your evaluation.

### ***Course Format***

The new online learning platform Canvas (available at [myelms.umd.edu](http://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***

Every week, you are expected to log into Canvas, read all of the assigned readings for that week and respond to the prompts or participate in activities provided on the Discussion Board for that week. All students must complete readings and prompts by **Monday at 5:00 pm**. The purpose of the class is to share and discuss your internship experiences – which means you are expected to engage in *discussion*, not just respond to the prompts every week. Therefore, you should revisit Canvas **at least two more times** during the week (based on a schedule you set up for yourself). Pose questions or comments to your peers and the instructor, respond to issues that come up, and answer questions posed by others. This takes a bit of practice and guidance, and the instructor will offer support in the first few weeks of class. It is up to individual learners, however, to manage their own learning schedule. Set aside time every week to engage in discussion online.

### ***Assignments and Grading***

All assignments must be submitted through Canvas, in class, or by email **by Monday at 5:00 pm**. Full assignment descriptions and all necessary documents are available through Canvas, and most documents will be distributed in class. For work submitted late *without instructor approval*, the instructor will deduct one letter grade from the final grade for work submitted after the deadline, two letter grades for work submitted two weeks late, and assignments submitted two weeks after the deadline will receive no credit.

**Internship Learning Contract:** 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.

**Reflection Papers:** Reflection is the key to maximizing any experiential learning experience. Throughout the semester, you are asked to think deeply and even critically about your internship, your host organization, and your role as a leader within that organization. Prompts are provided on Canvas, and you are asked to write a 2 to 3 page response.

**Individual Meetings:** 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:** 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 nonprofits. For the course, you will be asked to build your profile to expand your networking opportunities.

**Internship Roundtable:** 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:** 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:** 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 on Friday, December 6<sup>th</sup> ***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.

**Community Participation:** 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, outlined in detail in class and on Canvas.

**Participation:** Your internship experience is, by design, experiential. That means that it is contributing to your overall knowledge and skill set through real life experience. This course is designed to supplement and enhance that experience. Participation, therefore, includes contributing to the course overall. This aspect of your grade is calculated by your level of participation in all aspects of the course, including (but not limited to) participating in online discussion in a constructive way on schedule without reminders, completing well-thought out assignments and submitting them on time, sharing your experiences with other participants through a variety of different avenues, meeting with the instructor outside of class, and contributing to discussions on BTC's social media.

**Course Assignments Overview:**

Assignment	Form	Due Date(s)	Points
Internship Learning Contract	Contract with Supervisor's Contact Information	Friday, February 6, 2015	10
Individual Appointments	Scheduled one-on-one appointment in SCC 1104	Varies, 30 minutes during the week of February 16-20, and April 13-17	10 points x 2 meetings = 20 points
Internship Roundtable	Participation in one roundtable during the semester	To Be Announced	15 points
LinkedIn Profile	Online profile on LinkedIn	Friday, March 27, 2015	15
Informational Interview and Paper	Interview, Paper	April 20, 2015	15
Reflection Paper	Paper, 2 – 3 pages	May 4, 2015	10 points
Internship Experience Presentation	Presentation and Supporting Materials	Friday, May 8, 2015	15
Participation (in-class and online)	Attending class and <i>coming prepared</i>	Throughout	15
Community Engagement	Participation in activities, reported on provided form	May 12, 2015	100
<b>TOTAL POINTS</b>			<b>215</b>

***Course Schedule***

**Session 1 (January 26, 2015): Course Structure, Expectations, and Vision**

*Assignment(s) for This Week:*

1. Read: Course Syllabus, and email questions to the instructor
2. Work On: Internship Learning Contract
3. Post: An introduction to your internship. Explain what you will be doing, what type of organization you are working for, what you hope to gain from this class, and your goals this semester in your internship.

## **Session 2 (February 2, 2015): Maximizing Your Internship Experience**

*Assignment(s) for This Week:*

1. Read: 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 at the bottom of p. 2.*
2. Read: Lipka, S. (2010). "The U.S. Labor Department Releases New Rules for 'Educational' Internships." *Chronicle of Higher Education*.
3. Complete: Internship Learning Contract.
4. Consider: What is an internship? How do internships differ from jobs? What makes an internship experience valuable? How can you ensure you get the most out of your internship? What are your goals for the upcoming semester?

**Assignment Due:** *Approved Internship Placement; Internship Learning Contract*

**NOTE: Friday, February 6th 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.*

## **Session 3 (February 9, 2015): For Profit or Not for Profit...That is the Question**

*Assignment(s) for This Week:*

1. Read: Gibson, C. (2008). "Nonprofits: The DNA of Democracy." *The Nonprofit Quarterly*, 15 (4) 27-30.
2. "What Is a Nonprofit Organization?" from Idealist.org.
3. Research: Your organization on GuideStar.org and come prepared to share your findings in class.
4. Consider: What is a nonprofit? How do they differ from for-profits? How can you trust a nonprofit is doing what it promises? What did you learn about your organization on GuideStar?

## **Session 4 (February 16, 2015): 1st Advising Meeting: Making the Most of Your Internship Experience**

**\*\*NO CLASS: Individual Appointments, Week of February 16-20, 2015**

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

## **Session 5 (February 23, 2015): The Role of Mission Statements**

*Assignment(s) for This Week:*

1. Read: "What should a mission statement say?" from Idealist.org.
2. Post: Your organization's mission.
3. Consider: Which approach to writing a mission statement do you prefer? What approach has your organization taken? How does the organization present its mission to its clients/constituents/employees? Does the mission effectively communicate your organization's goals and values.

## **Session 6 (March 2, 2015): The Evolution of Social Issues – Nonprofit Strategy and Practice**

*Assignment(s) for This Week:*

1. Read: Riker, J. V. (2001). *The Nonprofit Leadership and Democracy Curriculum*. Lesson 9 (p. 192-198).
2. Bring to Class: Three key dates – and the events on those dates – that are important to your organization.
3. Consider: What major social issue does your organization address? What is the history of that issue? Have the goals of your organization evolved to address its key issue over time? What three dates did you find that are key to your organization?

### **Session 7 (March 9, 2015): Defining Nonprofit Leadership – Skills, Directions, Challenges**

*Assignment(s) for This Week:*

1. Read: Keeshan, C. (2006). “O Leader, Where Art Thou?” *Nonprofit World*, 24 (4) p. 14-15.
2. Read: Glasrud, B. (2008). “What’s the Future of Nonprofit Leadership?” *Nonprofit World*, 26 (3) p. 9.
3. Read: Cornelius, M. And Lew, S. (2009). “What about the Next Generation of Leaders of Color? Advancing Multicultural Leadership.” *Nonprofit World*, 27 (4) p. 24-26.
4. Consider: What are the characteristics of a leader versus a manager? What are some of the nonprofit leadership challenges for your generation of leaders? How can these challenges be addressed?

**NO CLASS – MARCH 16, 2015 – SPRING BREAK**

### **Session 8 (March 23, 2015): LinkedIn as a Tool for Connecting with Nonprofits**

*Assignment(s) for This Week:*

1. Create a LinkedIn account and create a profile.
2. Join organizations of interest to you (including your internship organization, if it is on LinkedIn).
3. Connect with your classmates and give them feedback on their profiles.

**Assignment Due:** *LinkedIn Profile*

### **Session 9 (April 6, 2015): Nonprofit Boards**

*Assignment(s) for This Week:*

1. Read: Walsh, J. A. (2002). “Nonprofit Boards: Eight Leadership Development Stories.” *Nonprofit World*, 20 (1) p. 11-17.
2. Read: Knauff, 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.
3. Consider: How does the leadership of your organization interact with its board? Who sits on the board of your organization (look it up if you don’t know)? How does the board interact with the management and employees – and vice versa? (Ask someone at your organization!).
4. Complete: LinkedIn profile.

### **Session 10 (April 13, 2015): 2<sup>nd</sup> Advising Meeting: Next Steps, LinkedIn Profile Feedback**

**\*\*NO CLASS: Individual Appointments**

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).

### **Session 11 (April 20, 2015): Informational Interviews**

*Assignment(s) for This Week:*

1. Complete: Informational Interview and Paper
2. Read your classmates’ informational interview papers and post questions and comments on the discussion board.
3. Work On: Community Participation Report Form, Internship Experience Presentation
4. Consider: Have you been able to fulfil your goals for this internship? Why or why not? For those objectives you did not fulfil, what are your plans for doing so?

**Assignment Due:** *Informational Interview and Paper*

### **Session 12 (April 27, 2015): Leaving Your Internship**

*Assignment(s) for This Week:*

1. Read: "7 Ways to Make a Memorable Exit from Your Internship." (2012). CareerBliss.com
2. Work On: Reflection Paper
3. Consider: What is your exit strategy from your internship? How do you plan to leave? What do you want to accomplish before you leave?

### **Session 13 (May 4, 2015): Bringing it All Together**

*Assignment(s) for This Week:*

1. Complete: Reflection Paper
2. Work On: Community Participation Report Form, Internship Experience Presentation
3. Post: The supporting materials (PowerPoint slides, handout, etc) to Canvas for your classmates to review.
4. Consider: What was your biggest learning moment at your internship? How will you apply this to your future career?

***Assignment Due:*** Internship Experience Presentation

***Assignment Due:*** Reflection Paper

### **\*\*Friday, May 8, 2015: Beyond the Classroom Leadership Forum and Showcase**

### **Session 14 (May 11, 2015): Bringing it All Together**

*Assignment(s) for This Week:*

1. Read: Your classmates' Reflection Papers and comment on their learning for the semester.
2. Complete: Community Participation Report Form and Reflection paper.

***Assignment Due:*** Community Engagement Report Form