Internship Seminar
UNIV 326 • Section 0101 • Spring 2012
Tuesdays, 3:00 – 4:00 pm

Instructor:
Dr. Caitlin Haugen
1104 South Campus Commons
chaugen@umd.edu
(301) 314-6620

Office Hours:
Mondays 2:00 pm – 3:00 pm
Tuesdays 11:00 am – 12:00 pm
or by appointment

Course Description
This interdisciplinary seminar provides an integrative internship and experiential learning practicum for students in the Beyond the Classroom Living-Learning Program. The course enables students engaged in internships to apply the knowledge and skills first introduced in 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 directly following an approved internship with a non-profit, non-governmental, civil society, or community organization.

Course Objectives
By the end of the course, participants 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 course participants 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 Blackboard space regularly for class updates
**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 Blackboard for updates on the course requirements and any changes to the course syllabus. Check [http://www.umd.edu/emergencypreparedness](http://www.umd.edu/emergencypreparedness) for updates on the university’s status.

**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**
Blackboard (available at [www.elms.umd.edu](http://www.elms.umd.edu)) is an essential component to this course and students’ overall learning experience. Class members are expected to be active participants on the course space. Students are also responsible for understanding and using this technology, and must contact the instructor within the **first week of the course** if they are not comfortable using it. There will be an optional Blackboard tutorial at the beginning of the semester, and the instructor will offer one-on-one assistance to students who are unfamiliar with the options used for this class. The instructor will assume that students who do not contact her or take advantage of these training opportunities are capable of using Blackboard, so unfamiliarity with this technology is not a legitimate excuse for failing to complete coursework. The components of Blackboard that are used in this course include the general course page (with links to documents, syllabus, announcements, assignments, and outside resources), assignment submission, and the discussion board.

**Assignments and Grading**
All assignments must be submitted through Blackboard, in class, or by email **by class time on the day they are due**. Full assignment descriptions and all necessary documents are available through Blackboard, 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.

**Learning Objectives:** The primary purpose of an internship is to enhance the intern’s educational experiences by developing his or her professional and academic skills. This is the major aspect of internships that set them apart from jobs. In order to maximize your experience and develop those skills, it is worthwhile to consider what you hope to learn and accomplish during your internship semester. Writing learning objectives can help you do that. For this assignment, you will write four learning objectives using specific parameters distributed in class and on Blackboard. These objectives will be revisited at the end of the semester.

**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, larger socio-political contexts, and how the three intersect to effectively address pressing social issues. Prompts are provided on Blackboard, and you are asked to write a 2 to 3 page response.

**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 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 Blackboard. You may not interview an individual working in your host organization as you are encouraged to learn about different individuals and organizations addressing issues that interest you most. You may also consider conducting an interview with an organization that approaches your social issue a bit differently. For example, if you work for an advocacy non-profit, consider interviewing someone in a research focused organization.

**Community Participation:** BTC 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 participate in several events over the semester. For this course, students are required to attend three events of choice – either the Monday night film series, a community service event, or a civic engagement event. At the end of the semester, complete the “Community Participation Report Form” to reflect on these activities and receive credit.

**Internship Tip:** Every participant is asked to bring an internship “tip” to class one day. It can be a handout, website, book, app, or other tool somehow related to the internship experience. You must come prepared to share it in class (in five minutes or less!) and post it to the “Internships Discussion Board” on Blackboard. Your post (and any discussion about the posts of others) will be considered in your final participation grade. If you would like to provide copies of a resource for the class, please email or give the original to the instructor at least 24 hours before class time and she will bring copies for everyone.

**Individual Meetings:** The Beyond the Classroom staff is invested in you having a positive, useful, productive internship experience. Please schedule a meeting with the instructor or any other staff member in order to help that happen. Students are always welcome to meet with the instructor regarding their internships during office hours or schedule appointments outside those hours. Students are required to meet with the instructor for at least 30 minutes at least one time during the
semester. A sign-up sheet will be distributed in class to schedule those appointments. Attendance at individual meetings will be considered in your participation grade.

**Internship Experience Presentation:** At the end of the semester, you will prepare a 10-15 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) to help the class follow your presentation.

**Executive Summary:** An executive summary is a concise report of your internship experience. You will prepare a paper where you share your main work and/or projects at your internship, major learning in this internship position, your future academic or career plans and how this experience has contributed to these goals, recommendations for the organization, recommendations for future interns in your organization, and re-visit your learning objectives.

**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) coming to class prepared on a regular basis, completing well-thought out assignments, sharing your experiences with other participants through a variety of different avenues, meeting with the instructor outside of class, and contributing to outside discussions through Blackboard.

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<thead>
<tr>
<th>Assignment</th>
<th>Form</th>
<th>Due Date(s)</th>
<th>Points</th>
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<tbody>
<tr>
<td>Internship Learning Contract</td>
<td>Signed contract</td>
<td>February 14</td>
<td>5</td>
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<tr>
<td>Learning Objectives</td>
<td>Paper</td>
<td>February 14</td>
<td>10</td>
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<tr>
<td>Reflection Papers</td>
<td>Papers (2)</td>
<td>March 6</td>
<td>20 = 2 papers x 10 points each</td>
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<td>April 10</td>
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<td>Informational Interview and Paper</td>
<td>Interview, Paper</td>
<td>April 17</td>
<td>15</td>
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<tr>
<td>Community Participation</td>
<td>Attend 3 Events, Write Summary</td>
<td>May 1</td>
<td>10</td>
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<tr>
<td>Internship Experience Presentation</td>
<td>Presentation and Supporting Materials</td>
<td>May 1</td>
<td>15</td>
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<tr>
<td>Executive Summary</td>
<td>Paper</td>
<td>May 8</td>
<td>10</td>
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<tr>
<td>Participation (in-class and online)</td>
<td>Coming to class prepared, meetings, online discussions</td>
<td>Throughout</td>
<td>15</td>
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**TOTAL POINTS** 100
Course Schedule

Session 1 (January 31): Course Structure, Expectations, Vision
Activities: Ice-Breaker, Syllabus Review, Pre-Internship Assessment

NOTE: February 7 is the last day for schedule readjustment.

Session 2 (February 7): Maximizing Your Internship Experience
Activities: “What is an Internship?” Card Sort and Discussion, Become an Expert, Learning Objectives
Assignment(s) for This Week:
4. Consider: What is an internship? What makes an internship experience valuable? How can you ensure you get the most out of your internship? What is a nonprofit? How does it differ from for-profits?
5. Work On: Internship Learning Contract and Learning Objectives Assignments

Due: Approved Internship Placement

Session 3 (February 14): The Role of Mission Statements
Activities: Mission Statement Conceptualization and Critique Exercise
Assignment(s) for This Week:
1. Read: “What should a mission statement say?,” an article from Idealist.org.
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?
4. Bring: A printed copy of your organization’s mission statement to class.

Due: Printed Copy of Mission Statement (for in-class discussion); Internship Learning Contract; Learning Objectives Assignment

Session 4 (February 21): The Nonprofit Role in Advancing Social Justice and Fostering Democracy
Activities: Defining Democracy and Social Justice, Assessing the Ability to Foster These Roles
Assignment(s) for This Week:
3. Consider: According to the roles outlined in the reading, how does your organization foster democracy? Contribute to social justice? Does it play additional or different roles?
Session 5 (February 28): The Evolution of Social Issues – Nonprofit Strategy and Practice

Activities: WAVA Case Study, Your Organization as a Case Study

Assignment(s) for This Week:
2. 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?

Session 6 (March 6): Moving From Assessing Organizations to Your Role as a Leader

Activities: Review of Reflection, Draw a Leader Activity

Assignment(s) for This Week:
- Write and Submit: Reflection Paper #1

Due: Reflection Paper #1

Session 7 (March 13): Defining Nonprofit Leadership – Skills, Directions, Challenges

Activities: Leadership versus Management Roundtable, Identifying Your Own Leaders

Assignment(s) for This Week:
5. 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?

March 20: NO CLASS, SPRING BREAK

Assignment(s) for This Week:
ENJOY YOUR SPRING BREAK!

Session 8 (March 27): Identifying Leadership Skills

Activities: Deconstructing the Activities and Advice of Today’s Leaders

Assignment(s) for This Week:
4. Consider: What are some characteristics of the leaders in your organization? What advice or guidance have those leaders given that is particularly helpful? 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? (Ask someone at your organization!).
Session 9 (April 3): Funding Challenges in the Current Economic Crisis  

Activities: Gambling, Storms, and Futures, OH MY! – An Interconnected Web  

Assignment(s) for This Week:  
5. Consider: How are nonprofits funded? What were/are the converging economic, social, and political issues that have led to the current funding crisis for American nonprofits? What are the threats to nonprofits and their funding structure? What are some promising lessons and possibilities? How is your organization funded? How have any of these issues effected your organization’s programming or staff?  

Session 10 (April 10): Nonprofit Funding  

Activities: Deconstructing Funding: From Foundations to Grants to Philanthrocapitalism  

Assignment(s) for This Week:  
4. Consider: What are some of the alternative views on the role of nonprofits and their funding sources? Do any of these models apply to your organization?  
5. Complete and Submit: Reflection Paper #2  

Due: Reflection Paper #2  

Session 11 (April 17): Nonprofit Organizations – Accountability and Responsiveness  

Activities: Failing and Upholding Public Trust: Nonprofit Case Studies  

Assignment(s) for This Week:  
2. Consider: What is the responsibility of nonprofits in upholding public trust? What are the greater implications they fail to do so?  
3. Complete and Submit: Informational Interview and Paper  

Due: Informational Interview and Paper
April 24: NO CLASS, WORKING SESSION

Assignment(s) for This Week:
- Work On: Community Participation Report Form, Internship Experience Paper, and Executive Summary

Due: Post-Internship Self-Assessment (via Blackboard or Email)

Session 12 (May 1): Bringing it All Together
Activity: Internship Experience Presentations
Assignment(s) for This Week:
- Work On: Community Participation Report Form, Internship Experience Presentation, and Executive Summary

Due: Community Participation Report Form, Internship Experience Presentation

Session 13 (May 8): Bringing it All Together
Activity: Internship Experience Presentations, Student Evaluations of Internship Site
Assignment(s) for This Week:
- Complete and submit Executive Summary

Due: Executive Summary