

## UAPP 860 INTERNSHIP SEMINAR Fall 2016

### Instructor

Lisa Moreland, MPA  
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### Class Meetings

Dates (Mondays): September 12, October 10 and 31, and November 28  
Location: Graham 185  
Time: 12:20–2:20 p.m.

### Text

*Jobs That Matter* by Heather Krasna, JIST Works Publishing, 2010.

### Seminar Objectives

This seminar, required in the MPA curriculum, has two major goals:

- Serve as a catalyst in the process of self-discovery whereby you will catalogue your interests, experiences, and skills as a means of clarifying your long-range career goals as they relate to leading and managing in public or nonprofit governance.
- Provide guidance and assistance as you seek to identify and obtain a meaningful internship experience during which you will be able to demonstrate your competency to communicate and interact productively with a diverse and changing workforce and citizenry.

Taken together, these goals reinforce the reality that professional development and active positioning in the workplace are personal responsibilities that continue throughout your career. No one has a greater obligation for your job future than you.

After completing this course, you should be able to demonstrate your ability to communicate effectively in speech and in writing. You will conduct, document, and report on effective personal interviews regarding career development and you will effectively organize and present written materials (specifically, a résumé and personal statement) that showcase your professional and interpersonal skills as well as your motivation regarding a career in public service.

## **Class 1: September 12**

### **Themes:**

- Overview of the SPPA Internship Program
- Your SPPA Internship Online Résumé and Personal Statement

### **Topics:**

- Elements of the Internship Seminar
- Blue Hen Careers and Other Aspects of the Career Services Center
- Development of Your SPPA Internship Online Résumé and Personal Statement
  - Format Guidelines and Example Materials

### **Guest Speaker:**

Rachel Stargatt, M.S., NCC

Career Counselor, Career Services Center, University of Delaware

### **Assignments:**

- Draft Résumé and Personal Statement – Due October 10
- Signed Peer Review Checklist – Due October 10

**Special Program: Thursday, September 22, 2016 – Fall Career & Internship Fair from 3:30–6:30 Bob Carpenter Center**  
(<http://www1.udel.edu/CSC/employers/fallfair.html>)

## **Class 2: October 10**

### **Due:**

- **Electronic Copy of Draft Résumé and Personal Statement (as a two-page Microsoft Word file) and Signed Peer Review Checklist (send via e-mail to Lisa Moreland at [lisamk@udel.edu](mailto:lisamk@udel.edu))**

### **Theme:**

- Panel Presentations: 2016 Internship Experiences

### **Topic:**

- 2016 Interns Discuss Their Internship Experiences

### **Assignment:**

- *Krasna* – One or More of Chapters 3–9, Relating to Personal Career Interest

## **Class 3: October 31**

### **Returned (via e-mail):**

- **Draft Résumés and Personal Statements with Comments for Revision**

### **Themes:**

- Introduction to Career Self-Knowledge
- Informational Interviews

### **Topics:**

- Discussion of Career Self-Knowledge Exercises in *Krasna*
- Planning for the Interview and Developing Interview Questions
- The Importance of Follow-Up Correspondence
- Distribution of Internship Placement Matrix

### **Guest Speaker:**

Jenifer Laird, Assistant Director

Counseling & Programming Team, Career Services Center, University of Delaware

### **Assignments:**

- *Krasna*, pp. 1–24 and 193–229
- Informational Interview Assignment – Due November 28

## **Class 4: November 28**

### **Due:**

- **Five-Page Written Report Detailing Experiences/Impressions from Your Two Informational Interviews (send via e-mail to Lisa Moreland at [lisamk@udel.edu](mailto:lisamk@udel.edu) and attach copies of your two thank-you letters)**

### **Themes:**

- Experiences from Informational Interviews
- Pulling It All Together

### **Topics:**

- Oral Summaries of Informational Interview Experiences
- Discussion of Winter and Spring 2017 Internship Activities
- Discussion of Summer 2017 Internship Fieldwork Requirements
- Discussion of Fall 2017 Internship Seminar Requirements

### **Assignment:**

- **Final Résumé and Personal Statement – Due January 31 (send via e-mail to Lisa Moreland at [lisamk@udel.edu](mailto:lisamk@udel.edu))**

## 2017 SPPA Internship Activities Timeline

January 31, 2017	Submit via e-mail your final SPPA Internship Online Résumé and Personal Statement, as necessary.
March 2017	Résumés and personal statements posted on internship website; notification of postings sent electronically to 350+ individuals and organizations.
May 2017	Internship <u>must be approved and registered</u> utilizing the “Internship Field Placement Registration” form.
Early Summer 2017	Site supervisor receives Internship <i>Work Plan &amp; Evaluation Form</i> . Completed documents are submitted to course instructor after conclusion of the internship.
Mid-Summer 2017	Coordinate SPPA Internship Coordinator site visit with your supervisor.
Fall 2017	(1) Submit a completed and signed copy of the SPPA Internship Work Plan and Evaluation form ( <i>or equivalent</i> ) at the conclusion of your summer experience. (2) Submit a proofread 10- to 12-page, double-spaced, hard copy <u>and</u> electronic version reflection paper detailing your internship experiences by the end of September. (3) Complete and return the post-internship survey (distributed late September). (4) Participate in Internship Seminar Panel Discussion in October.

## Assignments

All assignments must be typed in Microsoft Word (2010 or more recent), saved as your last name and assignment (e.g., Smith\_ResumePersonalStatment.doc), and submitted via e-mail attachment. Your cover e-mail subject line should identify the assignment. Graduate standards of grammar, spelling, and content apply. Your papers should be written with a professional—not an academic—audience in mind. A late assignment is automatically deducted five points, plus one point for every day it is late.

### SPPA Internship Online Résumé and Personal Statement

Submit via e-mail attachment your proofread résumé and personal statement as a single, two-page, Microsoft Word file. Please see “SPPA Internship Résumé Guidelines” and “Guide for Writing Your Personal Statement for the 2017 Internship Website” for formatting requirements. A signed Peer Review Checklist should be submitted with your draft Résumé and Personal Statement.

### **Written Report and Oral Summary on Informational Interviews**

Submit via e-mail attachment a proofread five-page, double-spaced Microsoft Word file detailing the process of arranging for and conducting, as well as the information gathered from, your two informational interviews. The report should include the contact information for the individuals interviewed (name, title, mailing address, e-mail address, phone number), description of the current state of the career, and your reflection on the relationship between the career requirements and your personal interests, skills, and values. Attach copies of your thank-you letters. Make a brief oral report in class, sharing a comparison of your two interview experiences.

### **Internship Reflection Paper**

Submit both a hard copy and electronic copy (via e-mail attachment) of a proofread 10- to 12-page double-spaced Microsoft Word file detailing your internship experiences. Assume that the readers may be future students interested in obtaining an internship at your work site. Your paper will be filed and made available to future SPPA graduate students when they are researching internship opportunities, and you will participate on a panel in the fall of 2017 to share your experiences with prospective interns.

#### *Paper Guidelines:*

Detail the physical work place, your duties, and accomplishments as well as your reflections on the overall experience. Be constructive, candid, and professional. Structure your paper according to the three sections outlined below; fully cover each section.

#### *Section 1: Focus on the Organization*

Explain the organization's mission, history, staffing structure, funding source(s), client groups, etc. Include your observations about the culture and work atmosphere. What institutional values and/or management philosophy did you observe? What should the reader know about the organization? You are encouraged to include an organizational chart or comparable information to strengthen your explanation.

#### *Section 2: Focus on Your Internship Projects and Accomplishments*

Explain your major tasks, intended results, actual accomplishments, etc. Draw from the Internship Work Plan and Evaluation Form that you completed with your site supervisor. What activities did you enjoy the most? What did you like the least? Why? How closely did you follow the Work Plan? Why? Were any planned projects not completed? Why? General observations about how projects were formulated, monitored and assessed are also important.

#### *Section 3: Focus on Your Personal Reflections*

How did you function in this environment? What dynamics did you find supportive? What got in the way? What did you accomplish? What courses and experiences from your first year of study best prepared you for this internship? What do you wish you had known before your internship that you'd like to pass on to others? What have you learned about yourself? About

working with others? How may these experiences influence your future professional track or employment decisions?

#### *Section 4: Relate to the NASPAA Universal Competencies*

Under the guidance of experienced practitioners, SPPA Interns apply the skills and theories learned in the classroom to real-world issues. An internship is a paid work experience that also has academic value in a student's program of study. Internship benefits for students include gaining the real-world, hands-on experiential learning, meeting and networking with practitioners, and mentoring and performance feedback from the site supervisor. How did your internship experience allow you to strengthen your competency in (1) leading and managing in public governance; (2) participating in and contributing to the policy process; (3) analyzing, synthesizing, thinking critically, solving problems, and making decisions; (4) articulating and applying a public service perspective; and (5) communicating and interacting productively with a diverse and changing workforce and citizenry?

### **Course Requirements and Grading**

Your grade will be based on a combination of written assignments and substantive active participation during class sessions. Assignments are due on the dates indicated; attendance at each session is expected. **Failure to complete assignments in an accurate and timely fashion or attend each class session will negatively impact your grade. A late assignment is automatically deducted five points, plus one point for every day it is late.**

- 25% Written Report on Informational Interviews (with copies of thank-you letters) and Oral Summary
- 25% Internship Résumé and Personal Statement with Signed Peer Review Checklist
- 25% Internship Reflection Paper
- 25% Class and Panel Participation, Post-Internship Survey, and Other Assignments (including the submission of the "Internship Field Placement Registration" form and "Internship Work Plan & Evaluation" form).

- A Excellent work with major insights into the topics, demonstrated understanding of issues and requirements, well-written responses to writing assignments.
- A- Excellent work with few problems or questions, almost an A.
- B+ Competent with insights beyond simple understanding; lacking accuracy.
- B Competent, understanding of basic requirements, acceptable level of work.
- B- Understanding some requirements but not all, barely acceptable overall.
- C+ or Below Lack of comprehension of the requirements at an acceptable level.

## Class Expectations

- **Accountability:** Your participation is critical in this interactive seminar. Please attend class, arrive on time, and come prepared to participate.
- **Respect:** Treat others with respect and dignity at all times.
- **Confidentiality:** Use good judgment in self-disclosing personal information about you or others. Keep confidential what classmates share in the classroom (use discretion and don't name names).
- **Conducive Work Environment:** Food and electronics are not permitted in the classroom without permission of the instructor.
- **Weather:** If the University is closed, we will not have class. If the University is open but you reasonably feel that it would be risky to travel to our class location, you are encouraged to stay home. You will, however, be responsible for submitting any assignments that are due.
- **Communication:** In the event of short-term illnesses of students (e.g., colds and flu, where attendance in class is undesirable) or their immediate family, the University system depends upon reasonable communication between students and faculty. If possible, students should report such illnesses before the affected class via e-mail.

## Additional Resources

### University of Delaware Morris Library

The University of Delaware offers extensive assistance with career assessment, internships, and employment information. The Morris Library's Reference Department maintains a wide collection of materials in the *Career Alcove* in the Reference Room. Major collection categories include: Guides and Directories; Internet Job Search; Specialized Sources (ERIC, government, international, etc.); Résumés, Cover Letters, and Interviewing Techniques.

### University of Delaware Career Services Center

The Career Services Center (CSC) maintains a career resource center and provides links to career and job search sites on the Internet. You may access these sites electronically at <http://www.udel.edu/CSC>. Throughout the year, CSC sponsors résumé-writing workshops, career fairs, campus interview programs with prospective employers, and a résumé-referral service. Information on services and announcements of upcoming events can be found in CSC's bi-monthly *Career News* newsletter. There may be charges for some services.

### Internship Reflection Papers on File

The Internship Reflection Papers written by previous students in fulfillment of the requirements of the SPPA Internship Seminar are maintained on file and may be checked out for review by contacting Lisa Moreland.

**University Faculty, Staff, Students, and Alumni**

Finally, University faculty, professional staff, fellow students, and alumni can be invaluable sources of information, advice and professional contacts—particularly with government agencies, nonprofit organizations, and public advocacy groups. Books, pamphlets, and other documents on résumé writing, career choices, interviewing, and employment opportunities are available in 180 Graham Hall. Since these materials are provided for general reference, they cannot be removed without permission.

## **UD Policies**

### **Students with Disabilities**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability should contact University of Delaware's Office of Disability Support Services. See <http://www.udel.edu/DSS/> for more information.

### **Academic Support**

Students in need of academic support; such as tutoring and study skills classes, should contact the University of Delaware's Office of Academic Enrichment at <http://ae.udel.edu/>.

### **Student Services**

Additional information about UD's policies, calendars, and student services can be found at <http://www.udel.edu/students>.

### **Attendance Policy**

Per the 2014-2015 undergraduate and graduate catalog at [http://academiccatalog.udel.edu/Pub\\_ShowCatalogPage.aspx?CATKEY=ROOT&ACYEAR=2014-2015&DSPL=Published](http://academiccatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=ROOT&ACYEAR=2014-2015&DSPL=Published)

Students are expected to attend all their scheduled classes and laboratories and not to be absent without adequate reason.

Deficiency in any required work resulting from absence from class must be made up to the satisfaction of the instructor.

A student who is absent from a course without adequate reason may be assigned a failing grade. Students who are registered as Auditors are subject to the same attendance regulations as those registered for credit. Those Auditors who are reported for their excessive absence from class will receive a grade of LW in the course.

By action of the Faculty Senate, the responsibility for defining attendance expectations is left to the individual faculty member, subject to the guidelines given below. Thus, it is of great importance that early in each course the instructor make clear to each student what the attendance expectations are, and how absences due to "relatively minor" illnesses, as described below, are to be communicated. Students should check the syllabus for attendance expectations and means of communicating about minor illnesses.

In inclement weather, when classes have not been cancelled, students should notify their faculty promptly if they are unable to attend class, as described in the policies on Holding Classes and Inclement Weather.

It is the policy of the University of Delaware not to cancel classes on religious holidays. However, students and faculty are encouraged to exercise their own judgment pertaining to

their attendance on these days. In addition, faculty are encouraged not to schedule examinations or require the submission of special assignments on the following days: the evenings before as well as the first two days of Rosh Hashanah and Yom Kippur in the fall term, Good Friday and the evening before and the first two days of Passover in the spring semester.

- a. Absence on religious holidays listed in University calendars is recognized as an excused absence. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday.
- b. Absences on religious holidays not listed in University calendars, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the University, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester. Absences due to similar events that could not have been anticipated earlier in the semester will be recognized as excused absences upon advance notification of the instructor by an appropriate faculty advisor or athletic coach.
- c. Absences due to serious illness or death within a student's family, or other serious family emergency, are recognized as excused absences. To validate such absences, the student should present evidence to the Assistant Dean's Office of his or her college. The Assistant Dean's Office will then provide a letter of verification to all of the student's instructors for the term.
- d. Absences due to serious illness of the student (e.g., hospitalization, surgery, or protracted medical illness or convalescence) shall also be recognized as excused absences. To validate such absences, the student should present evidence of the illness to the Assistant Dean's Office of his or her college. Supportive evidence will be provided on the student's request by Student Health Services directly to the respective Assistant Dean. Students who experience long-term absences of a week or more should consult with their Assistant Dean; in such cases, it may be possible to negotiate with faculty for the opportunity to take an incomplete grade, or a withdrawal may be more prudent. The student's Assistant Dean will give guidance in these matters.

For relatively minor, short-term illnesses of students (e.g., colds and flu, where attendance in class is undesirable), or their immediate family, the University system depends upon reasonable communication between students and faculty. If possible, students should report such illnesses before the affected class, following the directions of the instructor as provided at the beginning of the semester.

- e. Absence due to short-term military duty in the National Guard or active reserve is recognized as an excused absence. To validate such an absence, the student should present evidence to the Assistant Dean's Office of his or her college. The Assistant Dean's Office will then provide a letter of verification to all of the student's instructors for the term.
- f. Students are not to be penalized if absent from an examination, lecture, laboratory, or other activity because of an excused absence. However, students are fully responsible for all material presented during their absence, and faculty are

encouraged to provide opportunities, when feasible, for students to make up examinations and other work missed because of an excused absence.

**Academic Honesty** per student policies at <http://www.udel.edu/stuguide/14-15/code.html>:

**1. Statement of Policy**

All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance.

Any violation of this standard must be reported to the [Office of Student Conduct](#). The faculty member, in consultation with a representative from the Office of Student Conduct, will decide under which [option the incident is best filed](#) and what specific academic penalty should be applied.

**2. Academic Violations**

**a. Plagiarism**

Plagiarism is the inclusion of someone else's words, ideas, images, or data as one's own. When a student submits academic work that includes another's words, ideas, images, or data, whether published or unpublished, the source of that information must be acknowledged with complete and accurate references and, if verbatim statements are included, with quotation marks as well. By submitting work as his or her own, a student certifies the originality of all material not otherwise acknowledged. Plagiarism includes, but is not limited to:

- i. The quotation or other use of another person's words, ideas, opinions, thoughts, or theories (even if paraphrased into one's own words) without acknowledgment of the source; or
- ii. The quotation or other use of facts, statistics, or other data or materials (including images) that are not clearly common knowledge without acknowledgment of the source.

**b. Fabrication**

Fabrication is the use of invented information or the falsification of research or other findings. Fabrication includes, but is not limited to:

- i. The false citation or acknowledgment of a direct or secondary source, including the incorrect documentation of a source;
- ii. The citation, in a bibliography or other list of references, of sources that were not used to prepare the academic work;
- iii. The inclusion in an academic work of falsified, invented, or fictitious data or information, or the deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or information; or
- iv. The unauthorized submission of an academic work prepared totally or in part by another.

**c. Cheating**

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information that has not been mastered. Cheating includes, but is not limited to:

- i. Copying all or any portion of another's academic work and submitting it, in part or in its entirety, as one's own;
- ii. Allowing another person to copy one's own academic work - whether intentionally or unintentionally;
- iii. The unauthorized use or possession of a class textbook, notes, or any other material to complete or prepare an academic work;
- iv. The unauthorized collaboration with any other person on an academic exercise, including collaboration on a take-home or make-up academic exercise;
- v. The unauthorized use of electronic instruments, such as cell phones, PDAs, translators or personal response systems (clickers) to access or share information; or
- vi. The unauthorized completion for another person of an academic work, or permitting someone else to complete an academic work for oneself, including through the use of personal response systems (clickers).

**d. Academic Misconduct**

Academic misconduct is any other act that disrupts the educational process or provides a student with an academic advantage over another student. Academic misconduct includes, but is not limited to:

- i. The unauthorized possession, copying, distribution, sale, or other transfer of all or any part of an academic exercise, or the answers or solutions to an academic exercise, whether or not the exercise has been administered;
- ii. Changing, altering, attempting to change or alter, or assisting another in changing or altering any grade or other academic record, including grades or records contained in a grade book or computer file, that is received for or in any way attributed to academic work;
- iii. Entering any University building, facility, office, or other property, or accessing any computer file or other University record or storage for the purpose of obtaining the answers or solutions to an academic exercise or to change a grade;
- iv. Continuing to work on an academic exercise after the specified allotted time has elapsed;
- v. Bribing another person to obtain an academic exercise, including answers to questions of an unadministered academic exercise;
- vi. Failing to adhere to standards of professional behavior established by a faculty member, academic program or college in conjunction with an academic course; or
- vii. Posting of notes or other materials from a class (whether the student is enrolled in the class or not) on the Internet, whether or not for a fee,

if the faculty member has expressly prohibited the posting of such materials.

- e. **Other forms of academic dishonesty not described here but in violation of the Academic Honesty Statement of Policy.**

**Faculty Statement on Disclosures of Instances of Sexual Misconduct**

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the University of Delaware's Title IX Coordinator. The University of Delaware needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy; I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and reporting information, please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch with a sexual offense support advocate.