Life is a Trip . . . TAKE IT!

UNH PRESIDENT RECEIVES TOP HONOR

University of New Haven President Steven H. Kaplan was awarded the William M. Burke Presidential Award for Experiential Education by the National Society for Experiential Education (NSEE) at its recent conference in Dallas, Texas.

The award, the top honor given by the society, memorializes the late William Burke, founding president of the Washington Center for Internships and Academic Seminars. Burke established the center in 1975 with the dream of providing college students from the U.S. and around the globe access to academic internships in Washington D.C.

“Dr. Kaplan was nominated for this award because of his vision and goal to enhance the academic experience of UNH students by creating and updating a strategic plan for experiential learning,” James Walters, president of the NSEE, said. “Dr. Kaplan enhanced the academic experience of students through faculty-mentored undergraduate research, immersion through work-integrated learning, academic service learning, study abroad, and career services. UNH also created an honor society for experiential learning, which has become a model for other universities.”

In nominating Kaplan for the prestigious award, UNH Associate Vice President for Retention L. Christie Boronico and UNH Associate Provost for International and Experiential Learning Jeremy Geller credited the president with supporting a university-wide infrastructure for developing, monitoring and evaluating experiential learning opportunities.

“As our tagline suggests, the University of New Haven has earned a national reputation as “a leader in experiential education.” We believe that students learn best by gaining hands-on experience related to their classroom studies.

Often, I am asked if this connection between classroom and experiential learning extends to the humanities, especially those disciplines — such as English and the arts — for which this nexus is not naturally evident. To this, I emphatically reply yes.

My own educational background is in comparative literature and, more broadly, the liberal arts. I have taught Shakespeare, poetry and world literature, and have served as both a dean of an arts and humanities and an arts and sciences college. I am well-acquainted with the ivory tower, the life of the mind and academic research pursued merely for its own sake. That, however, has become an antiquated model of higher education and not what today’s students seek or employers value.

As this brochure illustrates, studying anything from English to Engineering can be practical, hands-on, engaging and career-focused, while maintaining strict academic rigor.

Steven H. Kaplan
President
WHAT IS EXPERIENTIAL EDUCATION?

Through experiential education, UNH engages its students and faculty in discovery-based learning across the curriculum to expand intellectual curiosity, enhance personal growth, and advance professional development.

OUR MISSION

EXPERIENTIAL EDUCATION supports the mission of the University of New Haven by encouraging experiences that contribute to career awareness, skills development, practical, curriculum-based training and education, societal interaction, and engagement guided by academic standards and a familiarity with real-world challenges and how to deal with them. These experiences include opportunities for learning through faculty-mentored undergraduate research, immersion through work-integrated learning, fulfillment through academic service-learning, and allowing our students to experience the world through study abroad.

THE UNH MODEL

The University of New Haven has a tradition of valuing a balanced theory-and-practice approach to education. Continuing this tradition, UNH has embarked on a new paradigm in experiential education. The goal is to promote greater levels of student learning across majors by supplementing academic requirements with practical, real-life engagement, firsthand observation, and learning through discovery.

PROGRAM INITIATIVES

► Act as a repository of opportunities in relation to the four areas of engagement for “L.I.F.E.” and Career Services
► Process student applications for various engagements
► Identify and solicit sponsors and partners for opportunities in relation to the four areas of engagement
► Collect and maintain data and information on various programs and participants
► Engage in regular assessment of programs and ensure commitment to continuous improvement practices
► Assemble and maintain advisory boards for each program
► Promote the talent and services of faculty and staff members
► Promote professional development activities among its constituencies
► Promote networking and the building of relationships
► Respond to inquiries and suggestions for improvement

NATIONAL SOCIETY FOR EXPERIENTIAL EDUCATION (NSEE)

The University of New Haven launched the Society for Experiential Education (SEE), an honor society to recognize students who have completed two or more experiential opportunities during their academic program while maintaining outstanding academic achievement that places them within the top twenty percent of their graduating class. The Society also inducts UNH faculty and staff who have successfully completed the NSEE Experiential Education Academy certification.

CONGRATULATORY MESSAGE FROM THE NATIONAL SOCIETY FOR EXPERIENTIAL EDUCATION

On behalf of the Board of Directors of the National Society for Experiential Education, I am delighted to express our enthusiastic congratulations on the ongoing success of your strategic plan initiatives with regard to experiential education. NSEE is proud of our strategic partnership with the University of New Haven as, together, we work to accomplish your strategic goal of becoming a leader in experiential education.

Sincerely,

Albert C. Cabral, President
NSEE Board of Directors
LEARNING
THROUGH FACULTY-MENTORED UNDERGRADUATE RESEARCH

One element of the UNH focus on experiential education is FACULTY-MENTORED UNDERGRADUATE RESEARCH. Research is any serious, significant inquiry or investigation that makes an original, intellectual, or creative contribution to a branch of learning. This can include scientific, scholarly, or artistic activities. Research performed under this program is expected to be a major undertaking of time and effort by both the student and the faculty mentor.

PRINCIPLES INTO PRACTICE
Students work with a selected faculty mentor through courses in independent study, laboratory research, and/or thesis. The research program concludes with an undergraduate thesis or major presentation as approved by the student’s research mentor. Undergraduate research provides an excellent structure for the interaction of a mentor with a student and an important opportunity to put into practice the principles of experiential education.

“The experience supports students engaging in supervised work related to their major or career goal. The work-integrated experience may be part time or full time, paid or unpaid, and may or may not be for academic credit. The internship will most likely take place off campus, although some opportunities exist on campus for degree-related work experience.

THE EXPERIENCE
What distinguishes an internship from a short-term job or volunteer work? Internships tend to include a self-directed learning strategy; reflection, both oral and written; a regular performance evaluation; and an emphasis on professional development. By taking advantage of one or more internship opportunities, students can sharpen their skills, build a network of meaningful employer contacts, assess their strengths, and test in a real-world setting what they’re learning in the classroom.

UNH students have performed an array of internships near home and around the globe, in a multitude of fields and functions.

OVER THE PAST 5 YEARS, UNH STUDENTS HAVE INTERNE D AT SUCH COMPANIES AND ORGANIZATIONS AS:

ABC
Aetna
BET
Central Intelligence Agency (CIA)
CNN
Columbia Records
Department of Environmental Protection (DEP)
Environmental Protection Agency (EPA)
Federal Bureau of Investigation (FBI)
Federal Emergency Management Agency (FEMA)
FOX
General Electric (GE)
General Dynamics
Homeland Security
IBM
Royal Bank of Scotland
Major League Baseball (MLB)
Mystic Marine
Life Aquarium
NBC
Pfizer
Sea World
Sony BMG
United Technologies
US Marshal’s Office
Walt Disney World
FULFILLMENT

THROUGH ACADEMIC SERVICE-LEARNING

ACADEMIC SERVICE-LEARNING fosters social responsibility and promotes community engagement. Students, faculty, and staff work in partnership with community organizations within the Greater New Haven region and beyond for the purpose of exchanging knowledge and resources to strengthen our global society.

Students enroll in academic service-learning courses as a means of gaining a deeper understanding of course content while making a positive contribution to their community. As part of their coursework, students participate in structured reflection activities that enhance how their experience connects with their academic course. The Academic Service-Learning Office provides the framework for this transformative learning experience with Habitat For Humanity.

COMMUNITY SERVICE EXPERIENCES

Examples of programs that transform community service experiences into meaningful learning opportunities include the Mothers Against Drunk Driving (MADD) Court Monitoring Program, the UNH-Common Ground High School partnership, and our dental hygiene outreach programs.

Students in a victimology class work with MADD to improve our judicial system by advocating for swift and appropriate justice for DWI cases. Students attend DWI misdemeanor court proceedings and collect information to hold criminal courts accountable for treatment of drunk driving perpetrators.

The UNH-Common Ground High School partnership includes college students mentoring high school students through two courses: Instrumental Methods and Juvenile Justice. In the Instrumental Methods course, UNH students share their chemistry knowledge and resources with Common Ground students as a group, whereas Juvenile Justice students provide one-on-one assistance with class projects and activities.

Our dental hygiene students learn through service as close to home as the New Haven Head Start Program and as far away as South Dakota, Honduras, and Romania. Regardless of the location, UNH dental hygiene students educate and serve uninsured and underserved populations in a variety of settings.

Students participating in an alternative spring break experience with Habitat For Humanity.

A WORLD OF OPTIONS

The STUDY ABROAD/STUDY AWAY program provides academic opportunities for students to develop an intercultural understanding, necessary for meaningful interaction with people from various cultures, leading to productive and successful contributions to the global community.

UNH students satisfy the STUDY ABROAD/STUDY AWAY element through faculty-identified international tracks, international internships, international service learning, international short-term or summer programs, faculty-led international, local, and national programs, or the Freshman Semester Abroad Program.

NEW SATELLITE CAMPUS IN ITALY

Beginning in the fall of 2012, UNH students now have the opportunity to study at our new satellite campus in Tuscany, Italy at nearly the same cost of attendance as our main campus in West Haven, Connecticut. The only additional cost to students will be airfare. This is the University’s first solely operated international campus and will provide an exceptional experience for students to immerse themselves in the culture and language of a European country.

Professor David Perry and his two-week intensive abroad class that studied WWII history in France.

“Recently, I was lucky enough to have the opportunity to visit China for educational purposes. Those two weeks in China deeply impacted my life in more ways than one. Not only did I learn about Chinese culture, history, their education system, the economy, and business infrastructure, but I made many friends with whom I still keep in contact.”

— Ashish Upadhyaya, Student
A GUIDE TO
STUDENT CAREER PLANNING

Career planning is a PROCESS that begins when you enter college and continues throughout your life. Here is a guide to help you get started!

FRESHMAN YEAR
► Talk with faculty about career options in your major
► Create your resume
► Meet with success coaches in the First Year Student Success Center
► Attend Career Development workshops and seminars
► Start your Student Success Plan file

SOPHOMORE YEAR
► Continue to explore relationships between self-assessment and career information
► Update your resume
► Gain relevant experience through summer employment and internships
► Take part in community service and student leadership opportunities
► Attend Career Development workshops and seminars on resume writing
► Visit the Career Development Center with your resume

JUNIOR YEAR
► Pursue internship and co-op opportunities
► Update your resume
► Participate in job shadowing or informational interview opportunities
► Attend Career Development workshops and seminars
► Research admission requirements for graduate school
► Review interview skills and networking opportunities

SENIOR YEAR
► Start your job search
► Update your resume
► Participate in mock interviews
► Network with alumni and others
► Collect letters of reference for your credential file
► Attend Career Development workshops and seminars
► Visit the Career Development Center to submit your exit survey

THE CAREER DEVELOPMENT CENTER OFFERS THE FOLLOWING WORKSHOPS:

RESUME WRITING — This session reviews the basic construction of a resume. Participants will draft a resume and send an electronic copy to the Career Development Center.

INTERVIEW SKILLS — This session reviews successful techniques of interviewing. Participants are introduced to the Perfect Interview System and will make an appointment for a video session.

COVER LETTERS & CORRESPONDENCE — This session informs students of the importance and correct format of cover letters and thank-you letters.

TECHNOLOGY — This session informs students how today’s technology influences the hiring process.

NETWORKING/MENTORING ETIQUETTE — This session reviews the skills of effective networking and provides information about our mentoring program.

ADDITIONAL SERVICES:
RESUME ASSISTANCE — Receive individual assistance with resume development by contacting the Career Development Center at jobs@newhaven.edu or stop in at the Bartels Student Activity Center.

JOB POSTINGS — Employers can post openings with the Career Development Center by sending announcements to postings@newhaven.edu. Students can access full-time and part-time openings on Blackboard. The Interview Skills session can help you prepare for upcoming job interviews. To schedule a mock interview, call 203.932.7342, email jobs@newhaven.edu, or visit us in the Bartels Student Activity Center.

Students work to build their resumes starting in their Freshman year. It is never too early to reach out to the Career Development Center.

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ALUMNI PROFILE:
CHRIS BROWN ‘00
B.S. MANAGEMENT OF SPORTS INDUSTRIES

“...internships were not a part of the standard curriculum as they are today. My departmental advisors strongly encouraged me to spend my summer/winter breaks taking part in internships in order to build my resume and, eventually, stand out from other recent college graduates. The small class sizes at UNH allowed me to become familiar with my professors, which in turn made them much more approachable. The advice I received from these advisors and professors gave me the confidence to achieve my career goals.”

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A leader in Experiential Education, the University of New Haven has been recognized as a top-tier regional University by *U.S. NEWS & WORLD REPORT.*