

Tyson Holder
128 Polk Street
Charleston, IL 61920

December 27, 2011

Brian Hinterscher
Coordinator of Advising
Southern Illinois University Edwardsville
Campus Box 1609
Edwardsville, IL 62026-1040

Dear Mr. Hinterscher:

I am applying for the academic advisor position, within the College of Arts and Sciences; that I saw on the higherjobs.com website. I am interested in this position because I believe it coincides with my previous work experience and career interests. I find my current role as an advisor both rewarding and challenging and feel as though I would be able to acclimate quickly to this type of work environment.

As a School Psychologist I have worked closely with students with a wide range of disabilities. I believe that this would be beneficial to this position in that I have experience leading both individual and group counseling sessions as well as with providing and recommending accommodations and modifications to students in order to ensure that they can be successful.

In my current role as an advisor through the TRiO program I also have experience providing personal counseling, academic advising, career counseling, and many other services to students who are either low-income, have a documented disability, or are the first person in their family to go to college. This experience has prepared me to effectively work with a diverse population of students.

By being involved in numerous organizations while taking a full course load, working part-time, and completing several internships I have learned how to multi-task and manage my time efficiently. I believe that these are vital qualities for this position.

I am interested in a position at SIUE because I hold the values of citizenship, excellence, integrity, openness, and wisdom in high regard. I believe that your institution provides excellent training and experience to its students, which adequately prepares them for the work force. Because SIUE is in a small metropolitan area it provides a way to give back to the community by providing jobs to those around the area. As a former resident of Godfrey, IL I have come in contact with many alumni and have heard nothing but good things about the institution. I would be ecstatic if given the opportunity to work for such an institution.

I would be happy to meet with you to further discuss the opening within your department. I will make a follow-up phone call within the next few weeks if I do not hear back from you to make sure that you have received my application materials. Thank you so much for your time. I look forward to hearing from you soon.

Sincerely,

Tyson R. Holder

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(217) 512-0188
trholder@eiu.edu

Education

Eastern Illinois University; Charleston, IL

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| MS College Student Affairs | May 2012 |
| Specialist in School Psychology | May 2010 |
| Bachelors of Arts in Psychology | May 2007 |

Lewis and Clark Community College

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| Associates in Science in Psychology | May 2006 |
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Certifications

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| Nationally Certified School Psychologist | May 2010 |
| Illinois Certified School Psychologist | May 2010 |

Practical Experience

Graduate Assistantship

Student Support Services (TRiO), Eastern Illinois University August 2010 – May 2012

- Manage a case load of 30 to 35 students which I meet with on a weekly basis.
- Provide academic, career, and personal counseling to first generation and low income students as well as students with disabilities in order to increase retention rates.
- Teach time management, coping skills, and test anxiety strategies to students.
- Plan events and activities for Native American Heritage Month.
- Present workshops on becoming a better writer and the steps involved in applying to graduate schools.
- Advise students on how to prepare for internships or apply to graduate programs.
- Construct agendas and lead several weekly staff meetings.
- Write students letters of recommendation for scholarships and graduate programs.
- Present at National TRiO Day.
- Access student grades, transcripts, financial aid information, schedules, and contact information using the Banner system.
- Create bulletin boards related to difficulties with procrastination, roommate conflicts, seasonal affective disorder, how to write research papers, becoming an effective leader, etc.

Internship

Student Success Center, Eastern Illinois University August 2011-December 2011

- Met with students who have been referred, by their professors, for academic difficulties (missing class, failing to turn in assignments, or who act up).
- Assessed student needs by performing interviews and conducting learning and behavioral evaluations.
- Made appropriate referrals to the counseling center, academic success center, writing center, or disability services.
- Communicated with professors on the status of referrals and what services were provided to individual students.

Internship

Camps and Conferences, Eastern Illinois University May 2011-August 2011

- Managed the operation of a residence hall and a staff of 5 undergraduate workers.
- Created employee schedules and agendas and led weekly staff meetings.
- Provided staff evaluations on a one-on-one basis.
- Wrote closing reports for different camps that stayed in the residence hall that I managed, summarizing staff successes, opportunities for improvement, and documenting any customer service, security, or staffing

Tyson Holder

issues.

- Managed security, desk operations, and check-in and check-out procedures for each camp.
- Collected and analyzed customer satisfaction surveys over the course of the summer and provided the Camps and Conferences Director with a full report at the end of the summer.

Internship

August 2009 – June 2010

Pampa Independent School District; Pampa, TX

- Performed annual reviews and triennial evaluations on 186 students.
- Conducted intelligence, achievement, behavioral and curriculum based evaluations to provide appropriate behavioral and academic interventions as outlined in each child's IEP.
- Provided individual and group counseling to children with emotional or behavioral difficulties.
- Served on 4 RTI teams, at the elementary level, to provide academic and behavioral interventions to students who were struggling before they were referred for a special education evaluation.
- Corresponded with parents, physicians, teachers, and OT/PT services so that proper accommodations were made for students on my caseload.
- Performed suicide risk assessments, contacted parents, and met with school staff to determine whether students needed to be referred to outside resources to ensure their psychological safety.

Psychological Consultation and Psychotherapeutic Interventions Practicum

January-May 2009

Jefferson Elementary School; Charleston, IL

- Consulted and collaborated with school personnel and collateral resources to make appropriate recommendations for students receiving special education services.
- Conducted intake assessments on referred students and provided individual/group counseling to children with behavioral or emotional difficulties, children whose parents were divorced, and children whose parents were recovering alcoholics and addicts.
- Served as an academic and behavioral interventionist to provide necessary support to students.
- Conducted professional development workshops on cyberbullying for teachers.

Clinical Assessment Practicum

August-December 2008

Effingham Preschool and Elementary Schools; Effingham, IL

- Performed diagnostic testing and assessment.
- Conducted academic and behavioral program evaluations to provide recommendations on how to improve programs and determine their effectiveness.
- Attended IEP meetings and advocated for students receiving special education services.
- Conducted record reviews of each student on my caseload as part of their annual and triennial evaluation.
- Created a picture schedule to assist a student with daily transitions who was diagnosed with autism.
- Interviewed and observed children with Autism, hearing difficulties, difficulties with vision, and psychomotor impairment to provide recommendations on how the school could improve academic and behavioral functioning within the classroom setting.
- Wrote reports and gave recommendations for students displaying academic and behavioral concerns.
- Conducted assessments to determine eligibility for accommodations and services at the university level.

Classroom-Based Practicum

January-May 2008

Jefferson Elementary School; Charleston, IL

- Worked as teacher's assistant for a 6th grade special education classroom.
- Conducted student and classroom observations to learn about teacher student interactions.
- Developed classroom lesson plans and instructed students.
- Conducted program evaluations on reading recovery programs to develop recommendations on how the program could become more effective and increase ISAT reading scores.
- Tutored children in math and developed adaptive worksheets for those with diagnosed learning disabilities.
- Made IEP arrangements and sent out IEP invitations.

Tyson Holder

- Conducted parts of an FBA to pin-point the causes of behavioral difficulties of students in the classroom.
- Interviewed school personnel in regards to their role in the school, i.e., principal, school psychologist, school social worker, speech pathologist, reading interventionist.
- Attended school board meetings to learn more about how school districts function and the politics involved.

Professional Development

- Conducted thesis research on cyberbullying.
- Worked as a summer camp counselor for two years dealing with children from elementary school age to high school, across a wide array of disciplines.
- Attended a national leadership conference to enhance communication skills when working with administrative personnel.
- Conducted research on substance abuse and methods of advertisement.
- Presented research at university and state conferences.

Activities and Awards

- Sigma Alpha Epsilon (SAE)- Eminent Recorder
- Illinois School Psychologists Association (ISPA)-Student Member
- School Association of School Psychologists at Eastern (SASPE)- Treasurer
- Student Senate Member- Tuition and Fee Chair- Worked with administration to determine tuition and fee rates
- Thomas A Grud Memorial Scholarship Recipient
- Susan B. Stoner Psychology Scholarship Award Recipient
- Scholars in Undergraduate Research award (SURE) recipient
- Outstanding Student in Psychology Award recipient
- Promoted awareness of mental health at the university level

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ACADEMIC ADVISING PHILOSOPHY STATEMENT

I believe that education is vital to society. It prepares individuals with the tools to follow their dreams and become successful. If an institution is successful in its mission, students leave having developed not only intellectually, but emotionally and socially as well. College offers the opportunity for students to interact with others from a wide array of cultures and backgrounds. It tests the initial beliefs that students come into the institution with and allows them to exhibit independence.

I believe that the main purpose of advisors is to offer hope and guidance to students. This means being there for a student who is homesick, providing tutoring resources to a student who is struggling in the classroom, and ensuring, to the best of their ability, that a student feels safe, valued, and worthwhile during their time at the institution. Of equal importance, advisors should provide students with alternative career options and potential majors, which would allow them to accomplish their career goals, if a student is struggling with the requirements to obtain a degree in a desired area.

Through my own personal and professional development, I've chosen to adopt an academic advising philosophy that emphasizes compassion towards others. As an advisor it is my responsibility to meet students where they are emotionally and physically and provide guidance and resources to help them reach their fullest potential not only within their current position, but with where they would like to go after they graduate. It is my responsibility to strengthen areas that a student may be struggling in, while at the same time, providing him or her opportunities for further growth in areas that he or she excels.

In addition to this, I believe that a student should be praised and reinforced for the milestones that he or she achieves. Within the realm of Higher Education, it rings true that; "People do not care about how much you know until they know how much you care" (John Maxwell). One cannot be of benefit to another until he or she is willing to give everything that he or she has to help the individual succeed.

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References

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