

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 17-103
Action LSC App - 3/8/18
UWUCC AP - 3/20/18
Senate App - 4/3/18

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Dr. Annah L. Hill Phone 724-357-5682
 Writing Workshop? (If not at IUP, where? when?) IUP, 2011
 Proposal for one W-course (see instructions below)
 Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

The process for Type II Department Writing Intensive course approval has been moved to the iwiki at <https://iwiki.iup.edu/>

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
 Course Number/Title _____
 Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Annah L. Hill
Department Chairperson Guthrie M. Ridby
College Dean Alma Duckert
Director of Liberal Studies Edel Reilly
UWUCC Co-chair(s) Gail Sedquist

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,
Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

- _____ Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- _____ Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- _____ Does one of your course objectives explicitly mention the improvement of writing?
- _____ Will you distribute written instructions, including criteria for evaluation, for major assignments?
- _____ Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- _____ Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- _____ Are there at least two, and preferably more, different writing assignments?
- _____ Will students revise at least one assignment after receiving your review comments?
- _____ Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- _____ Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

- ~~_____~~ Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?] 2011

For Type II (Departmental) Writing-Intensive Courses:

- _____ Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

LSC Use Only Proposal No:
LSC Action-Date: APP-4/3/14

UWUCC Use Only Proposal No: 3-48
UWUCC Action-Date: AP-4/8/14 Senate Action Date: APP-4/29/14

Part 1. Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Nancy Yost <u>Annak Hill</u>	Email Address njyost@iup.edu <u>a.l.hill@iup.edu</u>
Proposing Department/Unit Special Education	Phone 7-3948

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change
Current course prefix, number and full title: EDEX 493 Internship/Field Training

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)
 Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Jeanne Magyala</i>	3-24-13
Department Chairperson(s)	<i>Janice Baker</i>	3-26-13
College Curriculum Committee Chair	<i>Robert Byposey</i>	5-21-13
College Dean	<i>Edward N. ...</i>	5-22-13
Director of Liberal Studies (as needed)	<i>D. H. ...</i>	4/3/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Gail Sechrist</i>	4/19/14
UWUCC Co-Chairs		

Received APR 9 2014 Liberal Studies
 Received APR 1 2014 Liberal Studies
 Received FEB 17 2014 Liberal Studies
 Received MAY 24 2013 1 Liberal Studies

Part II. Description of the Curriculum Change

I. New syllabus of record, including catalog description with course title, number of credits, class and lab hour designation*, prerequisites, an appropriately written course description, and an updated bibliography. (See page 23 and Appendix A.)

I. Catalog Description.

EDEX 493 Internship/Field Training
Prerequisites: DISB 440 and 2.75 GPA

var-12cr

Allows the intern to demonstrate competencies working in a public or private agency providing educational/social/counseling/rehabilitation services. The placement may include, but not be limited to, writing and analyzing comprehensive evaluation reports, counseling individuals/families with disabilities, understanding agency and/or service delivery responsibilities and limitations, referral and follow-up processes, and use of various assessment approaches in evaluating an individual's capacity to function independently in a broad range of community settings.

II. Course Outcomes.

Through a collection of artifacts and work examples from the internship site, the student will be able to:

1. analyze the human service needs and methods of the host agency.
2. demonstrate skills in evaluating the needs of their consumers relative to the consumers' medical/educational diagnoses.
3. demonstrate skills in counseling and guidance of persons with disabilities.
4. demonstrate skills in securing information from the consumer in interview situations and utilizing consumer information in formulating a global understanding of the consumer and his/her needs.
5. demonstrate skills in reviewing medical information relative to eligibility, consumer needs, and plan development.
6. demonstrate skills in the use of agency procedures.
7. demonstrate familiarity with community resources and use of these resources.
8. demonstrate professional writing skills.

III. Detailed Course Outline.

Week	Reflections All assignments are due the by 11:55 pm Sunday of the corresponding week	Journal Articles And Work Product	Site Visit by IUP Supervisor
Week 1	Review of Agency Resources		Initial visit
Week 2	Weekly Reflection		
Week 3	Weekly Reflection	Article 1	
Week 4	Weekly Reflection		
Week 5	Weekly Reflection		
Week 6	Weekly Reflection	Article 2	
Week 7	Weekly Reflection		
Week 8	Weekly Reflection		Mid-term visit

Week 9	Weekly Reflection	Article 3	
Week 10	Weekly Reflection		
Week 11	Weekly Reflection		
Week 12	Weekly Reflection		
Week 13	Weekly Reflection	Article 4	
Week 14	Weekly Reflection		
Week 15	Weekly Reflection	Work Product	
Week 16	Weekly Reflection		Culminating activity is an exit interview with the intern, agency supervisor, and the university supervisor.

IV. Evaluation Methods.

Student evaluation will be based upon the agency evaluation/feedback on the student's work (25%), and student's weekly submitted work (50%) and IUP supervisor site visitations (25%.) The agencies will submit evaluations as per the host agency's prescribed procedures and forms, the IUP Disability Services Internship Evaluations form, or a narrative evaluation at the midterm point and the final week of the internship. Routine on-site, or remote using technology, supervisory visitations will be the responsibility of university faculty.

1. Writing Assignments	Number of items	Value Per	Item Total points	Weighted % of final course grade
Weekly Reflective Writings	15	25	375	35.714%
Journal Article Summaries	4	25	100	9.524%
Review of Agency Promotional Materials and Handbook	1	25	25	2.381%
Work Product – because of the uniqueness of each placement the IUP supervisor will discuss with you and your supervisor what would be an appropriate product for your individual placement	1	25	25	2.381%
TOTAL			525	50.00%

2. IUP Supervisor Site Visitation Feedback Form (midterm & final)	Number of items	Value Per	Item Total points	Weighted % of final course grade
	2	85	170	25%

3. Agency Supervisor Evaluation Feedback Form (midterm & final)	Number of items	Value Per	Item Total points	Weighted % of final course grade
	2	85	170	25%

Criteria of a Writing Intensive Course (to be revised as the liberal studies curriculum requirements change):

1. Integrate carefully planned writing assignments into the course so that they increase student learning and enhance student ability to write
2. List the improvement of student writing among the course objectives in the syllabus
3. Distribute specific written instructions, including criteria for evaluation, for major assignments
4. Guide students in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied
5. Provide ample opportunities for students to improve their writing skills and to have at least 5000 words (approximately 15-20 typed pages) comprising two or more separate assignments evaluated by an instructor.
6. Provide an opportunity for students to revise at least one of their writing assignments after receiving response from the professor.
7. Include, with whatever informal or draft writing is appropriate, at least one assignment that requires students to produce finished, edited prose.
8. Consider written assignments as a major part of the final grade; in most cases, this should be 50% or more.

V. **Example Grading Scale.**

The grades from the written assignments and the grade recommended by the agency supervisor will be added together and the points converted to percentages. The following scale will then be used to determine the letter grade.

92 - 100%	A
84 - 91	B
76 - 83	C
70 - 75	D
0 - 69	F

VI. **Undergraduate Course Attendance Policy.**

Students will be working in an approved public or private agency. The students will be expected to work a 37.5 hour work week. The internship does not follow the IUP schedule, but the agency schedule. There are no spring or fall breaks. Internships taking place over the summer will be for Summer Session I and 2. Fall and Spring internships run from the first day of classes through finals week.

Absences during the period of the internship will be handled at the discretion of the host agency. In addition, you are to contact your university supervisor the day of your absence so they are aware.

VII. **Required Textbook(s), Supplemental Books and Readings.**

No textbook is required for the internship.

VIII. **Special Resource Requirements.**

No special resource requirements for the internship

IX. **Bibliography.**

Chen, Deborah (2008). *Early intervention in action*. Baltimore: Brookes Publishing.

Ensher, Gail L., Clark, David A., Songer, Nancy S. (2009). *Families, infants, and young children at risk*. Baltimore: Brookes Publishing.

Gardner, James F. & Chapman, Michael S. (1993). *Developing staff competencies for supporting people with developmental delays: An orientation handbook, 2nd ed.* Baltimore: Brookes Publishing.

Holburn, Steve, Gordon, Anne, Vietze, & Peter M. (2007) *Person-centered planning made easy: The PICTURE method*. Baltimore: Brookes Publishing.

Landy, Sarah & Menna, Roseanne. (2006). *Early intervention with multi-risk families: An integrative approach*. Baltimore: Brookes Publishing.

Lewis, Judith A., Packard, Thomas R., & Lewis, Michael D. (2011). *Management of human service programs*. Belmont, CA:Brooks/Cole.

Luiselli, James K. (2012). *The handbook of high-risk challenging behaviors in people with intellectual and development disabilities*. Baltimore: Brookes Publishing.

McMarrow, Martin J. (2003). *Getting ready to help: A primer on interacting in human service*. Baltimore: Brookes Publishing.

Summers, Nancy. (2011). *Fundamentals of case management practice: Skills for human services*. Belmont, CA:Brooks/Cole

2. A summary of the proposed revisions.

There are several proposed items in this revision. Prerequisites have been added that require a 2.75 GPA and completion of DISB 440. The language in the description is changed to include a better representation of the types of agencies the internships occur take place. Course outcomes reflect minor changes to include current language, populations being served, and addition of writing expectations. The course evaluations changed from only recommendation of agency, to the inclusion of written assignments. The attendance statement now reflects the expectations that the students will be working on the agency calendar, not IUP's.

3. Justification/rationale for the revision.

The need for revisions is two-fold. The Disability Services program just completed the PASSHE required 5 year review. This review pointed toward the need to further tighten up the descriptions of internship sites and expectations. The second reason relates to the many changes that have occurred in the EDEX department over the last several years. One of these was the loss of EDEX 112 W. This had previously been required for our majors. EDEX no longer has a writing intensive class that our majors take, and since the program relies on courses for other majors it was difficult to identify one that could be converted to a WI class. The internship is the only class that is strictly our majors that could be used to meet the WI requirement. We already had the students writing the reflections and doing other writing activities to share during their placement so we have submitted the course for LS review as well as revision.

2. The old syllabus of record.

I. CATALOG DESCRIPTION

EDEX 493 Internship/Field Training

var-12 cr

This experience will allow the intern to demonstrate competencies working in a public or private agency providing educational/rehabilitation services. This may include, but not be limited to: writing and analyzing comprehensive evaluation reports, counseling individuals with disabilities, understanding agencies and or service delivery responsibilities and limitations, referral and follow up processes, use of various assessment approaches in evaluating an individuals capacity to function independently in a broad range of community settings.

II. COURSE OBJECTIVES

Through a collection of artifacts and works examples from the internship site the student will be able to:

1. explain the philosophy, purpose, history and basis for services offered by the agency and relate the function off the agency relative to the larger deliver system.
2. analyze the human service needs and methods of the host agency.
3. demonstrate skills in evaluating the needs of their consumers relative to the consumers' medical/education diagnoses.
4. demonstrate skills in counseling and guidance of persons with disabilities.
5. demonstrate skills in securing information from the consumer in interview situations and utilizing consumer information in formulating a global understanding of the consumer and his/her needs.
6. demonstrate case finding and referral skills.
7. demonstrate skills in reviewing medical information relative to eligibility, consumer needs, and plan development.
8. demonstrate skills in educational/vocational evaluation and diagnosis to include: determination of eligibility, identification of existing and potential problems, identification of services needed, assessment relative to specific vocational/educational objectives and in planning the provision of vocational and /or educational services.
9. demonstrate skills in the use of agency procedures for assessment, placement recommendations, development of individual consumer programs and follow-up utilizing agency protocol.
10. demonstrate familiarity with community resources and use of these resources in vocational/educational rehabilitation process

III. COURSE ACTIVITIES

Students are required to work within the framework, philosophy, regulations and standards set forth by the cooperating agency. Inasmuch as the agencies have been carefully selected, existing training formats have been approved. However, it is anticipated that students will experience traditional functions of the evocation/educational process that may include but not be limited to the following:

1. Referral – This would include identification of individuals in need of services as well as utilizing professional judgment in referring individuals for proper services and agencies.
2. Eligibility Establishment – This would include utilizing a variety of assessment approaches to determine the appropriateness of agency services in meeting the needs of specific individuals.
3. Diagnostic Services – Includes techniques such as interviewing, case history taking, observation of consumer behavior, acquisition or use of medical, psychological, vocational, education and social information and integrating such data to develop comprehensive evaluation reports.
4. Individual Program Development – Involves the intern cooperatively working with the consumer to

establish a suitable program to reduce identifiable obstacles relative to the individuals to the personal, educational and vocational development.

5. **Placement and Follow-up** – Intern will be involved in activities including pre-placement counseling, application preparation, placement and follow-up as per individual case.
6. **Social Projects** – Activities deemed appropriate by the agency which would result in a learning experience such as but not limited to case reviewing, community relationships, agency coordination and attendance at seminars.

IV. EVALUATION METHODS

Student evaluation will essentially be agency based, with the agencies reserving the right to submit evaluation as per the host agencies prescribed procedures and forms. Routine supervisory visits will be the responsibility of the university faculty. The final grade will reflect both the agency recommendation and the faculty assessment.

V. ATTENDANCE POLICY

Students will be working in an approved public or private educational/rehabilitation agency. As such, students will be expected to work a 37.5 hour work week. Absences during the period of the internship will be handled at the discretion of the host agency.

VI. REQUIRED TEXTBOOK

None required

VII. BIBILIGRAPHY

- Bernstein, G. (1999). "Human services? ... That must be so rewarding." *A practical guide to professional development, 2nd Edition*. Baltimore: Paul H. Brookes Publishing.
- Gardner, J. & Chapman, M. (1993). *Developing staff competencies for supporting people with developmental disabilities*. Baltimore: Paul H. Brookes Publishing.
- Holburn, S. & Vietze, P. (Eds). (2002). *Person centered planning: Research, practice and future directions*. Baltimore: Paul H. Brookes Publishing.
- Luecking, R. Fabian, E. & Telson, G. (2004). *Working relationships: Creating career opportunities for job seekers with disabilities through employer partnerships*. Baltimore: Paul H. Brookes Publishing.
- Martin, J., Mathaung, D. Oliphint, J., Husch, J., & Frazier, E. (2002). *Self-directed employment: A handbook for transition teachers and employment specialist*. Baltimore: Paul H. Brookes Publishing.
- McMarrow, M. (2003). *Getting ready to help: A primer on interacting in human services*. Baltimore: Paul H. Brookes Publishing.

1. Liberal Studies course approval form and checklist (if appropriate)

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # _____

Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- () Professor _____ Phone _____
() Writing Workshop? (If not at IUP, where? when?) _____
() Proposal for one W-course (see instructions below)
() Agree to forward syllabi for subsequently offered W-courses?
-

TYPE II. DEPARTMENT COURSE

- (X) Department Contact Person Annah L Hill Phone 7-5682
(X) Course Number/Title EDEX 493 Internship/Field Experience
(X) Statement concerning departmental responsibility
(X) Proposal for this W-course (see instructions below)
-

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
() Course Number/Title _____
() Proposal for this W-course (see instructions below)
-

SIGNATURES:

Professor(s) Annah L Hill

Department Chairperson James Baker

College Dean Paul Trethelano

Director of Liberal Studies D L H Proff

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Statement concerning departmental responsibility

Faculty members who have not completed the writing intensive workshop will be strongly encouraged to do so by the chairperson. The faculty members and the chairperson will meet yearly to discuss changes or addendums to the campus writing intensive requirements as presented by the liberal studies curriculum committee. The department will also ensure that all faculty members who will be teaching this course will abide by the requirements set forth in this syllabus as well as any changes to the liberal studies curriculum requirements for writing intensive courses. Our faculty members are committed to developing professionals who can present written information in a proper and well-written manner. Being part of the special education profession means report writing, it is important that our graduates can communicate with people in a manner that is accessible. This course has been taught using these assignments for 3 semesters and a summer session. Three different faculty members have supervised students using these requirements. Students have been given opportunities to edit and resubmit assignments. Feedback has been provided by the faculty to students to encourage more critical and reflective thinking in the students' writing.

I. Writing Summary – EDEX 493 Internship/Field Experience

EDEX 493 is the capstone internship for the Disability Services majors. The program is unique in that it is built from courses from other programs and does not currently own the courses. As the other programs in the Special Education Department were reconfigured, there was no longer a writing intensive course within the department. EDEX 493 is the only course that can become a writing intensive course to meet the in-department liberal studies requirement for the Disability Services majors. This course is also a perfect match to become a writing intensive, as the students already do significant writing as part of their course work.

There are three basic writing types in the course (totaling 50% of the final course grade):

- 2. Writing to summarize and synthesize information.** Following their first week in the field, the students are asked to summarize and synthesize any information about the agency and write a paper on their individual agency. In this report, they are to discuss the types of services provided by the agency, who the consumers are at the agency, and contact information for the agency. These papers become part of a collection in the Disability Services coordinator's office for future students to learn about potential internship opportunities. Because the students locate their own placements and frequently ask where they might look, these notebooks become a valuable source of information. Because these are public being read by others, the papers will be graded and the students will have the opportunity to revise their work. These papers will contribute to the overall grade for the class. **2.381% of grade.**

A second set of assignments that have the students summarizing and synthesizing information will be the reading of journal articles. The students will read four journal articles related to their internship goals. Following the reading of the articles, the students will summarize what the article was about, how it related to their goals, and what they took from the article to inform their individual professional development. These papers will be graded with the option for editing if necessary. These papers will contribute to the overall grade for the class. **9.524% of grade.**

- 3. Writing for reflection.** The major part of the student writing will be weekly reflections. They are asked to identify 4 work objectives their first week and then write each week about how they are doing in relationship to these goals. They are to reflect on their week, examining what they did, how they did, and what they might change. These reflections are to be professional in language. These papers will be graded with the option for editing if necessary. These papers will contribute to the overall grade for the class. **35.714% of grade.**
- 4. Writing for professional activity.** The students will submit one professional work product. The type or style will be site/agency specific. The students will work with the agency and university supervisors to identify what the individual product will be to best demonstrate their development at the agency. The work product will be professionally written according to the agency requirements. These papers will be graded with the option for editing if necessary. These papers will contribute to the overall grade for the class. **2.381% of grade.**

Summary Chart for Writing Assignments

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity to Revise (Yes/No)	Written Assignment represents what % of final course grade
Review of Agency Resources	1	2 pages	yes	yes	2.381%
Weekly Reflections	15	2 pages x 15 = 30	yes	yes	35.714%
Journal Articles	4	3 pages x 4 = 12	yes	yes	9.524%
Work Product	1	8	yes	yes	2.381%
Totals	21	62	NA	NA	50.00%

Exams are not a part of the internship coursework

B. Examinations (complete only if you intend to use essay exams/short answers as part of the required number of pages of writing)			
Exams	Approx. % of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.			
2			
3			
Totals			NA

II. Syllabus

I. CATALOG DESCRIPTION

EDEX 493 Internship/Field Training
Prerequisites: DISB 440 and 2.75 GPA

var-12cr

This experience will allow the intern to demonstrate competencies working in a public or private agency providing educational/social/counseling/rehabilitation services. The placement may include, but not be limited to, writing and analyzing comprehensive evaluation reports, counseling individuals/families with disabilities, understanding agency and/or service delivery responsibilities and limitations, referral and follow-up processes, and use of various assessment approaches in evaluating an individual's capacity to function independently in a broad range of community settings

II. COURSE OBJECTIVES

Through a collection of artifacts and work examples from the internship site, the student will be able to:

1. analyze the human service needs and methods of the host agency.
2. demonstrate skills in evaluating the needs of their consumers relative to the consumers' medical/educational diagnoses.
3. demonstrate skills in counseling and guidance of persons with disabilities.
4. demonstrate skills in securing information from the consumer in interview situations and utilizing consumer information in formulating a global understanding of the consumer and his/her needs.
5. demonstrate skills in reviewing medical information relative to eligibility, consumer needs, and plan development.

6. demonstrate skills in the use of agency procedures.
7. demonstrate familiarity with community resources and use of these resources.
8. demonstrate professional writing skills.

III. COURSE ACTIVITIES

During the internship, the student will:

1. work with the agency supervisor the first week and establish a minimum of 4 key responsibilities of their internship assignment. These will be submitted with the intern's first weekly reflection
2. journal weekly about the week's activities. These reflections will be based upon the key responsibilities.
3. meet a minimum of 3 times with the IUP supervisor
4. read and write 4 journal article reviews based upon the program and work responsibilities
5. review and discuss agency documents, handbooks, website, and agency publications. This assignment will be done the first week, allowing the student to become familiar with the agency and its role in the community.
6. submit one work product for review by the IUP supervisor

All assignments will be turned in electrically through the IUP course management software. Assignments are due on Sunday night at 11:55 p.m. Assignments will be evaluated based upon thoughtfulness, professional writing, and thoroughness of responses.

Failure to meet deadlines, or not turn in assignments, will affect grades. Three late assignments will result in a one letter drop in the grade; over three late assignments will be a drop in letter grade for each late assignment. One or more missing assignments result in one letter drop in the grade for each missing assignment. The assignments in this internship are your opportunity to demonstrate professional behavior and attitude.

IV. EVALUATION METHODS

Student evaluation will be based upon the agency evaluation/feedback on the student's work (25%), and student's weekly submitted work (50%) and IUP supervisor site visitations (25%.) The agencies will submit evaluations as per the host agency's prescribed procedures and forms, the IUP Disability Services Internship Evaluations form, or a narrative evaluation at the midterm point and the final week of the internship. Routine on-site, or remote using technology, supervisory visitations will be the responsibility of university faculty.

4. Writing Assignments	Number of items	Value Per	Item Total points	Weighted % of final course grade
Weekly Reflective Writings	15	25	375	35.714%
Journal Article Summaries	4	25	100	9.524%
Review of Agency Promotional Materials and Handbook	1	25	25	2.381%
Work Product – because of the uniqueness of each placement the IUP supervisor will discuss with you and your supervisor what would be an appropriate product for your individual placement	1	25	25	2.381%
TOTAL			525	50.00%

5. IUP Supervisor Site Visitation Feedback Form (midterm & final)	Number of items	Value Per	Item Total points	Weighted % of final course grade
	2	85	170	25%

6. Agency Supervisor Evaluation Feedback Form (midterm & final)	Number of items	Value Per	Item Total points	Weighted % of final course grade
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Criteria of a Writing Intensive Course:

1. Integrate carefully planned writing assignments into the course so that they increase student learning and enhance student ability to write
2. List the improvement of student writing among the course objectives in the syllabus
3. Distribute specific written instructions, including criteria for evaluation, for major assignments
4. Guide students in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied
5. Provide ample opportunities for students to improve their writing skills and to have at least 5000 words (approximately 15-20 typed pages) comprising two or more separate assignments evaluated by an instructor.
6. Provide an opportunity for students to revise at least one of their writing assignments after receiving response from the professor.
7. Include, with whatever informal or draft writing is appropriate, at least one assignment that requires students to produce finished, edited prose.
8. Consider written assignments as a major part of the final grade; in most cases, this should be 50% or more.

92 - 100%	A
84 - 91	B
76 - 83	C
70 - 75	D
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V. ATTENDANCE POLICY

Students will be working in an approved public or private agency. The students will be expected to work a 37.5 hour work week. The internship does not follow the IUP schedule, but the agency schedule. There are no spring or fall breaks. Internships taking place over the summer will be for Summer Session I and 2. Fall and Spring internships run from the first day of classes through finals week.

Absences during the period of the internship will be handled at the discretion of the host agency. In addition, you are to contact your university supervisor the day of your absence so they are aware.

VI. REQUIRED TEXTBOOK

No textbook is required for the internship.

VII. Course Outline

Week	Reflections All assignments are due the by 11:55 pm Sunday of the corresponding week	Journal Articles And Work Product	Site Visit by IUP Supervisor
Week 1	Review of Agency Resources		Initial visit
Week 2	Weekly Reflection		
Week 3	Weekly Reflection	Article 1	
Week 4	Weekly Reflection		
Week 5	Weekly Reflection		
Week 6	Weekly Reflection	Article 2	
Week 7	Weekly Reflection		
Week 8	Weekly Reflection		Mid-term visit
Week 9	Weekly Reflection	Article 3	
Week 10	Weekly Reflection		
Week 11	Weekly Reflection		
Week 12	Weekly Reflection		
Week 13	Weekly Reflection	Article 4	
Week 14	Weekly Reflection		
Week 15	Weekly Reflection	Work Product	

Week 16	Weekly Reflection		Culminating activity is an exit interview with the intern, agency supervisor, and the university supervisor.
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III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Assignment 1: Review of Agency Resources

During your first week of placement, you are to read everything you can get access to learn about your host agency. This includes, but is not limited to: website, information publications, and handbooks. You might have an orientation, make notes include that information too.

You are then to write a paper introducing your university supervisor to the agency. Use the following as a guide to write this introductory paper. Answer the questions in narrative form, not simply one word or bullets.

Include the following:

- Name of Agency:
- Address:
- Phone Number:
- Supervisor:

- Website URL:
- Describe who the agency serves:
- Describe the type of clients:
- What services does the agency provide:
- What resources does the agency provide:
- How do the clients access the resources:

Your review of agency resources should be 2 pages.

Evaluation Rubric:

Category	5	3	1
Completeness of the narratives to addressing the required elements of the assignment.	15 points All required elements are addressed in thorough manner	9 points Missing up to 3 required items	1 point Missing more than 4 of the required elements; items are only touch upon, but not thorough.
Writing conventions and grammar	5 points No errors	3 points 1 – 4 errors	1 point 5 + errors
Professional appearance of work	5 points Excellent. Well organized, clear, and comprehensive	3 points Acceptable. Some issues with organization and appearance	1 point Unprofessional in appearance; poorly organized

Assignment 2: Journal Article

You are required to locate a total of 4 articles related to each of the work objectives outlined with your host supervisor. The due dates for these articles are spaced out over the semester. Check D2L for the due dates

for each. Each article shall have the following information:

Title of article:
 Author:
 Citation information (APA format):

Summary of the article:

What you personally are taking away from the article to improve your professional skills and knowledge:

The review needs to be 3 pages, and in APA format.

Evaluation Rubric (see next page):

Evaluation Rubric:

Category			
Completeness of the narratives to addressing the required elements of the assignment.	15 points All required elements are addressed in thorough manner	9 points Missing up to 3 required items	3 points Missing more than 4 of the required elements; items are only touch upon, but not thorough.
Writing conventions and grammar	5 points No errors	3 points 1 – 4 errors	1 point 5 + errors
Professional appearance of work	15 points Excellent. Well organized, clear, and comprehensive	9 points Acceptable. Some issues with organization and appearance	1 point Unprofessional in appearance; poorly organized

Assignment 3: Weekly Reflections

You will be keeping a journal describing your experiences during your internship. You will upload a section for each week into D2L by the designated deadline in D2L. Within the journal writing you will address the following:

1. How you are progressing toward each of the work objectives that you outlined with your supervisor the first week of class. Do this by each identifying objectives and talking about your progress in carrying out that duty. For each objective discuss what you have done, how your work is progress, struggles you have had, how you resolved them, things that have gone well, and where you will head next week.
2. Write a narrative paragraph about the week in general, you will be doing other things besides those identified for objectives so discuss those here.
3. A paragraph about what has excited you this week.
4. A paragraph about any struggles.
5. A paragraph about a major learning from the week.

You will be graded on the fullness of your discussions, addressing the above items. The writing is to be professional both in answer, writing, and appearance.

Your review of weekly reflections should be 2 pages.

Evaluation Rubric:

Category			
Completeness of the narratives to addressing the required elements of the assignment.	15 points	9 points	3 points
	All required elements are addressed in thorough manner	Missing up to 3 required items	Missing more than 4 of the required elements; items are only touch upon, but not thorough.
Writing conventions and grammar	5 points	3 points	1 point
	No errors	1 – 4 errors	5 + errors
Professional appearance of work	15 points	9 points	1 point
	Excellent. Well organized, clear, and comprehensive	Acceptable. Some issues with organization and appearance	Unprofessional in appearance; poorly organized

Assignment 4: Work Product

You will be submitting a sample of a work product from your placement site. This product will vary depending upon your placement. Examples of what this might be are behavioral plan, a treatment plan, a plan for a group meeting, or perhaps a lesson plan. This assignment will be discussed with you and your agency supervisor to come up with an appropriate product for your specific internship. You will upload a section for each week into D2L by the designated deadline in D2L. Your work product should be at least 8 pages in length. Within the work product will assessed using the following rubric. writing you will address the following:

Evaluation Rubric:

Category			
Completeness of the narratives to addressing the required elements of the assignment.	15 points	9 points	3 points
	All required elements are addressed in thorough manner	Missing up to 3 required items	Missing more than 4 of the required elements; items are only touch upon, but not thorough.
Writing conventions and grammar	5 points	3 points	1 point
	No errors	1 – 4 errors	5 + errors
Professional appearance of work	15 points	9 points	1 point
	Excellent. Well organized, clear, and comprehensive	Acceptable. Some issues with organization and appearance	Unprofessional in appearance; poorly organized

Part III. Letters of Support or Acknowledgement

No letters of support are needed.

Indiana University of Pennsylvania
The Liberal Studies Program

certifies that

Annah Hill

has participated in the *IUP Writing Workshop*
with facilitators Drs. Michael M. Williamson & Brian Huot
May 10 and 11, 2011



David H. Pistole

David H. Pistole, Director of Liberal Studies

Indiana University of Pennsylvania
The Liberal Studies Program

certifies that

Annah Hill

has participated in the *IUP Writing Workshop*
with facilitator Dr. Helen Sitler
May 12, 2011



A handwritten signature in dark ink, appearing to read "D. H. Pistole".

David H. Pistole, Director of Liberal Studies