

10-15p.

LSC Use Only No: Date:	LSC Action-	UWUCC USE Only No. 09-66p.	UWUCC Action-Date: AP 4/13/10	Senate Action Date: App-12/7/10
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Fredalene B. Bowers	Email Address fbowers@iup.edu
Proposing Department/Unit Human Development & Environmental Studies	Phone 357-4046

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

1. Course Proposals (check all that apply)		
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	
<input type="checkbox"/> Course Deletion	<input checked="" type="checkbox"/> Catalog Description Change	
CDFR 493 Internship		
<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>	
2. Additional Course Designations: check if appropriate		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	
<input type="checkbox"/> Other		
<u>Current program name</u>	<u>Proposed program name, if changing</u>	
4. Approvals		
Department Curriculum Committee Chair(s)	Fredalene B. Bowers	Date 1/22/10
Department Chair(s)	Ray E. Suter	1/22/10
College Curriculum Committee Ch.	Robert Vestaluk	2/22/10
College Dean	Patricia J. Foxe	2-24-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
UWUCC Co-Chairs	Gail S. Schust	7-16-10

Received

Received

FEB 25 2010

JUL 16 2010

Liberal Studies

Liberal Studies

189

Part II. 1. NEW SYLLABUS OF RECORD

I. Catalog Description

CDFR 493 Internship

0 class hours
6-12 lab hours
var - 6-12 credits

(0c-6 to12 l-6 to 12cr)

Prerequisites: Permission of CDFS Program, HDES Department and college dean; earned at least 75 credits; minimum GPA of 2.5 in major; compliance with current agency regulations; and enrolled in major

Practical field experience related to the student's major area of study. Specific objectives are developed individually in consultation with the internship coordinator and/or university faculty member who supervises the internship. Logs and major paper required. May be taken for six to twelve credits.

II. Course Outcomes

Students will be able to:

1. Integrate course content from child development and family relations classes into practical applications in field experiences.
2. Interpret agencies/program policies and procedures in light of the National Association for the Education of Young Children's developmentally appropriate practices and/or PDE Pre-K Standards and/or the National Council for Family Relations Standards.
3. Demonstrate the ability to advocate effectively for children and families in the community and professional settings.
4. Synthesize current research and field experience in daily logs.
5. Compose a research paper demonstrating an in-depth knowledge of a selected topic relating to the internship experience.
6. Present an overview of the internship experience to the Child and Family Studies Association members.
7. Demonstrate high level of professional ethics and personal standards in complying with agency/program regulations.
8. Maintain confidentiality in relationships with staff and clients.

III. Course Outline

N/A

IV. Evaluation Methods

The faculty person assigned to teach this course could be one of several faculty within the CDFS Program. The following is an example of the evaluation methods used for this course.

40% Internship site supervisor's written evaluation.

60 % Assignments: The could include specific assignments related to the internship such as logs, observations, papers, special projects, interviews, presentations and/or case studies.

V. Grading Scale

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F below 60%

VI. Attendance Policy

The attendance policy for an internship will be determined by the site supervisor and the university internship supervisor. In any case, the student internship is enhanced by regular attendance, therefore, the student will be expected to comply with the agency policies regarding attendance, sick leave and days off.

VII. Required Textbooks

N/A

VIII. Special resource requirements

Students must provide their own transportation to and from internship site and lodging (when necessary).

IX. Bibliography

Baird, B. (2002). *The internship, practicum, and field placement handbook* (3rd ed.) Upper Saddle River, NJ: Prentice Hall.

Beaty, J. (2008). *Skills for preschool teachers* (8th ed.) Upper Saddle River, NJ: Prentice Hall.

Epstein, A. (2007). *The intentional teacher: Choosing the best strategies for young children's learning*. Washington, DC: National Association for the Education of Young Children.

Gartrell, D. (1998). *A guidance approach for the encouraging classroom* (3rd ed.) Albany, NY: Delmar Thompson Learning, 1998.

- Gonzalez-Mena, J. (2009). *Child, family and community: Family-centered early care and education*. (5th ed.). Upper Saddle River, NJ: Pearson.
- Heldebrand, V. (1996). *Knowing and serving diverse families*. Englewood Cliffs, NJ: Merrill Publishing Co.
- Hyson, M. (2003). *Preparing early childhood professionals. NAEYC's standards for programs*. Washington, DC: National Association for the Education of Young Children.
- Machado, J. & Botnarescue, H. (2005). *Student teaching: Early childhood practicum guide* (5th ed.). Clifton Park, NY: Thomson Delmar Learning.
- Ozretich, R., Burt, L., Doescher, S. & Foster M. (2010). *Case studies in early childhood education: Implmenting developmentally appropriate practices*. Upper Saddle River, NJ: Pearson.
- Tyminski, C. (2006). *Your early childhood practicum and student teaching experience: Guidelines for success*. Upper Saddle River, NJ: Pearson.
- Wien, C. (Ed.). (2008). *Emergent curriculum in the primary classroom: Interpreting the Reggio emilia approach in schools*. Washington, DC: National Association for the Education of Young Children.

Student Outcomes Matrix - CDFR 493 Internship

Course Objectives	NAEYC Standards	NCFR-CFLE Standards	PDE PreK-4 Competencies
1 - 7	Requires a minimum of three semester credits and 125 clock hours per internship	Requires three semester credits.	Requires 190 of field experience/internship (students will be placed in NAEYC accredited programs)

Part II. 2. Summary of Proposed Revisions

A. CDFR 493 was revised in the following ways:

1. A syllabus of record was developed. There was no prior syllabus of record (which is not unusual for internship credits).
2. **Prerequisites:** Permission of CDFS Program, HDES Department and college dean; earned at least 75 credits; minimum GPA of 2.5 in major; compliance with current agency regulations; and enrolled in major
3. Practical field experience related to the student's major area of study. Specific objectives are developed individually in consultation with the internship coordinator and/or university faculty member who supervises the internship. Logs and major paper required. May be taken for six to twelve credits.

Part II. 3. JUSTIFICATION FOR THE REVISIONS

1. The syllabus of record was developed in conjunction with the CDFR program revision. Prior to this, an "Internship Application Packet" was given to students. (See attached.)
2. Rationale: CDFR 493 was revised to formalize the requirements; to update the course to meet NAEYC standards, NCFR standards and PDE Pre K Counts standards; and to be consistent with other CDFR courses.

Part II. 4. The old syllabus of record

There is no old syllabus of record; however, attached are the current guidelines for internships.

Part III. LETTERS OF SUPPORT

None needed.

CDFR Internships

CDFR 493 for 6 - 12 credits

An internship represents IUP credits in lieu of traditional classes. The CDFR Internship is a privilege – not available to everyone - and one in which you represent our CDFR Program and IUP to the community. Our expectation is that you will conduct yourself with the highest personal and professional standards – recognizing and meeting ethical and confidentiality standards in the workplace.

Internship Requirements:

I. Daily Logs

Daily logs must be kept and submitted to your IUP Internship Supervisor at the end of each week. The logs should reflect a clear description of each day's activities but not violate the confidentiality of the agency or children and families with whom you are working. The logs should integrate theories from your CDFR class with direct work in the field. *The logs are not just a summary of what you are doing but an integration of theory, readings and class discussions.*

The logs will be reviewed weekly by your IUP Internship Supervisor (they may be emailed) and discussed during supervisory visits at your site. Your last log should include a summary of your internship experience and discussion of knowledge and benefits gained from this experience.

The logs must be dated and reflect accurate times to meet your total hours of commitment (40 hours per credit).

Note: It is your responsibility to initiate and maintain a regular pattern of communication and correspondence with the IUP Internship Supervisor.

II. Special Project

This project should represent a significant contribution to the well-being of your host agency and its ongoing operation, after you leave. It is discussed and mutually agreed upon by your work supervisor, internship supervisor and yourself. This will be included in your grade, therefore, the IUP Supervisor must receive a copy as well as your site supervisor.

III. Research Paper

The topic of your paper must be mutually agreed upon with your IUP Supervisor. The paper must reflect appropriate research of current professional journals and tests (cited APA format). The paper should reflect the most current ideas in the field. There must be one reference for each credit (e.g., 12 credit internship = 12 references). The paper is due at the end of the semester (prior to completion of finals).

Minimum length of paper:

Six credit internship – seven pages

Seven credits – eight pages

Eight credits – nine pages

Nine credits – ten pages

Ten credits – eleven pages

Eleven credits – twelve pages

Twelve credits – thirteen pages

IV. Oral Presentation

Arrangements must be made for an oral presentation of your internship experience to faculty and fellow CDFR students at the completion of your experience (usually the end of the semester or the following semester). These are often done at CDFR Council meetings or may be presented to CDFR classes.

The overall internship and the materials submitted represent your professional experience and preparation. The expectation is that these materials will demonstrate high personal and professional standards. All materials and the presentation should be creative, clear and free of spelling and grammatical errors.

Final Grade: The final grades will be based on the following calculation:

Site Supervisor's Written Evaluation (40%)

Daily logs (20%)

Special project (20%)

Research paper (20%)

Part VI. Letter of Support of Acknowledgement

Attached is a letter of support from the Department of Food and Nutrition regarding moving FDNT 145 Introduction to Nutrition as a major requirement to a liberal studies requirement.

IUP I-Mail:  Message from Sent Items Folder

From: "Fredalene B Bowers" <fbowers@iup.edu>

Subject: FDNT 145

Date: Tue, 19 Jan 2010 18:53:21 -0500

To: ssdahl@iup.edu



Hi Susan,

Our CDFR Curriculum Committee met recently and upon discussion of your email regarding FNNT 145 we have decided to move Intro to Nutrition from the CDFR major requirements to the category of Liberal Studies Elective Requirements. In our current CDFR Curriculum, we allowed for six LS electives, with CNSV 315 required and other three electives, the student's choice. In our CDFR Program Revision, we will require FNNT 145 for the second three credit L.S. elective.

Please thank your faculty for their input.

Freddie Bowers



A service of the Technology Services Center
Last updated: 03/13/2004 by jbr

IUP I-Mail: Message from Sent Items Folder



From: "Fredalene B Bowers" <fbowers@iup.edu>
Subject: Regarding CDFR Program Revisions & FDNT 145
Date: Mon, 15 Feb 2010 20:04:00 -0500
To: ssdahl@iup.edu

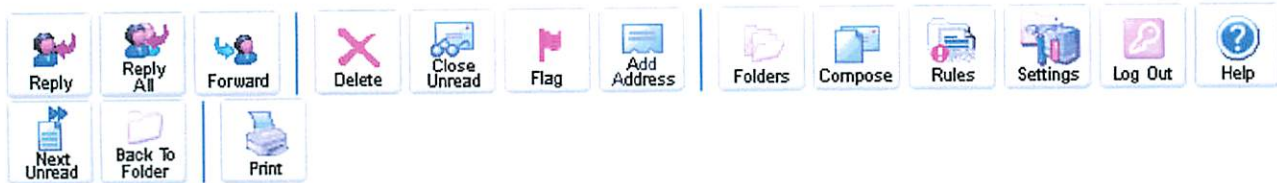


Hi Sue,

We, the CDFR Curriculum Committee, are ready to send our program revisions on to the UWUCC. Would you please send an acknowledgment that your department received an email regarding moving FDNT 145 from a major requirement to a Liberal Studies Elective requirement? I know we discussed this in the hall; however, the HHS Curriculum Committee believes I should have an email from you stating that you were informed of the change and you agree to this.

Thanks,

Freddie



A service of the Technology Services Center
 Last updated: 03/13/2004 by jbr