

Curriculum Proposal Cover Sheet – form is available on-line as an interactive PDF

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: <u>13-73</u>	Senate Action Date: <u>APP-2/25/14</u>
LSC Action-Date: <u>APP-1/30/14</u>	UWUCC Action-Date: <u>AP-2/4/14</u>	

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Dr. Madeline Paternostro-Bayles	Email Address mpbayles@iup.edu
Proposing Department/Unit Health & Physical Education	Phone

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: HPED 493 Internship

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

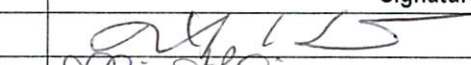

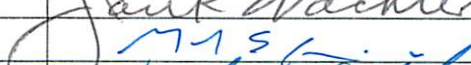


Honors College Course Other: (e.g. Women's Studies, Pan African)

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)		09/17/2013
Department Chairperson(s)		09/17/2013
College Curriculum Committee Chair		09/19/2013
College Dean		9.19.13
Director of Liberal Studies (as needed)		11/30/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		

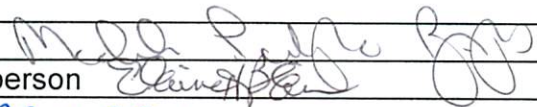
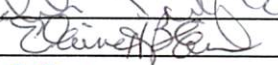
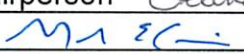
Received

SEP 20 2013

Liberal Studies

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # Action

COVER SHEET: Request for Approval to Use W-Designation TYPE I. PROFESSOR COMMITMENT	
()	Professor
()	Email 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	
() Dr. Madeline Paternostro-Bayles	Department Contact Person
() mpbayles@iup.edu /724-357-7835	Email Phone
() HPED 493 Internship	Course Number/Title
()	Statement concerning departmental responsibility
()	Proposal for this W-course (see instructions below)
TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)	
()	Professor(s)
()	Email Phone
()	Course Number/Title
()	Proposal for this W-course (see instructions below)
SIGNATURES:	
Professor(s)	
Department Chairperson	
College Dean	
Director of Liberal Studies	
COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:	
I. "Writing Summary"--one or two pages explaining how writing is used in the course. <u>First</u> , explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. <u>Second</u> , 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. (See Summary Chart of Writing Assignments.)	
II. Copy of the course syllabus.	
III. Provide samples of writing assignments that are given to students that include instructions and evaluation criteria. (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"?	

Received

SEP 20 2013

Liberal Studies

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?]

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? (Letter of Support Attachment #6)



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F 724-357-3777
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September 16, 2013

Dr. David Pistole
Chair of UWCC
103 Stabley
Indiana University of PA
Indiana, PA 15705

Dear Dr. Pistole,

I am writing in support of Dr. Madeline Bayles' proposal to request that HPED 493, Internship, be approved for designation as a Writing Intensive course in the Department of Health and Physical Education. Currently, faculty teaching HPED 493 have a record of working together for over 10 years. Any other faculty teaching HPED 493 have to adhere to criteria for the course, as well as writing intensive guidelines. I verify that, given a departmental "W" designation, I will monitor the class and ensure the continuity of teaching the course according to writing intensive criteria.

Thank you, and if you need additional information please contact me at eblair@iup.edu or 724-357-2770.

Respectfully,

A handwritten signature in black ink, appearing to read 'Elaine H. Blair'.

Elaine H. Blair, Ph.D., CHES
Professor and Department Chair
Health and Physical Education Department

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE

I. Writing Summary for HPED 493 Internship

HPED 493, Internship for 3 credits, is being proposed as a Type II "W" course for the department of Health & Physical Education. This "W" designation will be used by any HPE student enrolled in a HPED 493, Internship course. This course is particularly suited to be writing intensive for a variety of reasons.

- First, this course lends itself to lower enrollments each semester, generally under 30 students
- The course currently has a variety of writing assignments that have been part of this course in prior semesters. Writing assignments include 10-14 weekly, two page reflection diaries, where students would have opportunity for revisions. These reflection papers or diaries include technical as well as non technical writing. Additionally, students have projects to complete as part of their internship experiences which generally include papers of 2-6 pages. Examples of projects include patient case studies, marketing campaigns, new programs proposals for a variety of health & fitness facilities, and sports franchises.
- Finally, at the completion of the internship experience, students are required to summarize their experience in a two-page paper, including a retrospective of important course work completed as well as personal strengths and weakness that were evident after their internship experience and overall academic experience in Health and Physical Education.
- Please review the enclosed Attachment #1(Summary Chart of Writing Assignments) for the grading and evaluation standards for these various assignments.

The course is offered every semester (Fall, Spring and Summer). All students are seniors in their last two semesters of coursework within the Health and Physical Education Department. Enrollment is approximately 30 students/semester.

There are four basic types of writing which occur in this class:

1. WRITING TO STIMULATE THOUGHT OR SUMMARIZE A POINT

On a weekly basis, students will summarize their prospective of their internship experiences. This includes a detailed account of learning that takes place during their worksite placement. Additionally, students will be asked to reflect their thoughts regarding each week's performance at their internship site and reflect on ways they can improve their performance in order to enhance their experience. These weekly reflection logs will be collected and graded and the first three will be returned to the students for revisions. Subsequent logs will be returned for revision if necessary.

15% of grade (Attachment #2).

2. TECHNICAL WRITING

Students will be required to develop and submit a resume within the first two weeks of the semester. They will have the opportunity to revise their resumes a minimum of two times.

10% of grade (Attachment #3).

3. WRITING TO INTERGRATE LEARNING AND THINK CREATIVELY ABOUT A TOPIC.

Students will be expected to complete a site-specific project. Since there are a variety of internship sites where students may select to complete their internships, projects are generally selected with input from the internship site supervisors. Examples of internship projects include developing brochures to advertise a new program, web development, patient case studies & presentations, advertising campaign and new program development. This paper is three to five pages in length and the student will be given two opportunities for revision. The student will be required to include any final product developed for the internship site.

15% of grade (Attachment #4).

4. WRITING FOR EVALUATION

Students are required to complete one summative paper two to three pages in length, reflecting on their internship and their level of preparation for the internship experience, and on the strengths and weaknesses in regard to how they were prepared by their undergraduate curriculum. This paper will not be subject to revision.

10% of grade (Attachment #5).

Part II. Description of Curriculum Change

1. New Syllabus of Record

SYLLABUS OF RECORD

HPED 493 Internship

**var 3–12cr
0 lab hours
3–12 credits
(var 3–12cr)**

Prerequisites: HPED Physical Education and Sport–Exercise Science, Physical Education and Sport–Sport Administration and Athletic Training Majors, senior status or permission.

Integrates classroom experience with practical experience in community service agencies or industrial, business, or governmental organizations. Senior standing required.

II. Course Outcomes

Students will:

1. Obtain worksite experience in settings where students may seek employment.
2. Apply knowledge obtained from their undergraduate programs to their work experience.
3. Comprehend the various employment opportunities as a result of their internship experiences.
4. Evaluate the role of the internship experience to coursework in the students' curricula.
5. Improve both technical and non-technical writing skills through a variety of writing assignments.

III. Course Outline

1. 40 hours/credit of worksite experience.
2. Résumé must be completed by end of week 2 of internship.
3. Mid-point evaluation by site supervisor is due when 50% of internship hours are completed.
4. Final evaluation by site supervisor is due when internship hours are completed.

IV. Evaluation methods

The final grade will be determined as follows:

- 1 50% Performance at internship site based upon combined score from site supervisor's mid-point and final evaluations
- 2 10% Résumé: one resume due within the first two weeks of the internship

- 3 15% Weekly logs: logs which summarize the internship experience due weekly
- 4 15% Internship Project: due at completion of site specific project
- 5 10% Final Reflection Paper: There will be one summative reflection paper relating the internship experience to undergraduate academic experience.

V. Grading Scale

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

VI. Attendance Policy

The course attendance policy is consistent with the university undergraduate attendance policy. Additionally, students are required to notify by email both their IUP faculty and internship site supervisor of any absence or late attendance to their internship.

VII. Required textbooks, supplemental books and readings

There is no required book for this course. However supplemental readings may be assigned by the internship site supervisor.

Recommended text & internet sites:

www.apastyle.org

www.acsm.org

owl.english.purdue.edu

IX. Bibliography

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (8th ed.)

Barnet, S. & Bedau, H. (2010). *Critical thinking, reading and writing: A brief guide to argument* (7th ed.). Boston, MA: Bedford/St. Martin's.

Beshara, T. (2011). *Unbeatable resumes*. New York, NY: AMACOM Publishing.

Covey, S. (2004). *The 7 habits of highly effective people*. New York, NY: Free Press

Hacker, D. & Sommers, D. (2010). *Rules for writers* (6th ed). Boston, MA: Bedford/St Martin's.

Heath, C. & Heath, D. (2010). *Switch; How to change things when change is hard*. New York, NY: Broadway Press.

X. Special Resource Requirements

Specific worksite experiences may be contingent upon students' obtaining professional liability insurance and selected health clearances such as physical examination, TB, and drug screening.

2. Summary of Proposed Changes

Course changed to "W" Writing Intensive.

Catalog description slightly changed to include "Senior standing required."

Prerequisites have changed to include:

HPED Physical Education and Sport–Exercise Science, Physical Education and Sport–Sport Administration and Athletic Training Majors, senior status or permission.

3. Justification/Rationale

We have elected to designate HPED 493 as writing intensive because of the amount of time that writing has been a part of this course for the past several years. Writing assignments include between 10-14 weeks of electronic diaries or logs, a site specific project, and a culminating reflection paper. We have added résumé to the writing requirements because of its appropriateness to an internship experience.

The catalog description has been modified as HPED 493 is viewed as a culminating experience for most undergraduates students and thus the designation, "senior status," has been added.

The pre-requisites for this course has been modified to make this a department wide designation and thus include all tracks including Exercise Science, Athletic Training and Sport Management.

New Catalog Description

HPED 493 Internship

var 3–12cr

Prerequisites: HPED Physical Education and Sport–Exercise Science, Physical Education and Sport–Sport Administration and Athletic Training Majors, senior status or permission.

Integrates classroom experience with practical experience in community service agencies or industrial, business, or governmental organizations. Senior standing required.

SYLLABUS HPED 493/698 COURSE REQUIREMENTS

1. Completion of requirements for HP 493/698 does not guarantee an A. Like all other classes, students must complete course requirements and are judged on the quality of your assignments, weekly logs, final paper, and your work at the site. Input from the supervisor is very important, but not the sole factor in determining the final grade. In addition your professional dress, behavior and attendance will be considered into the final grade. You are required to set a schedule and email it to Dr. Bayles. Any time you are absent or late to the internship you are **REQUIRED** to email me and inform me of the reason. Frequent absences or lateness will lower your grade and may result in you being asked to withdraw from the internship which will result in a failing grade. Please also note since this course is now writing intensive, submission of writing assignments and quality of your written assignments is also part of your grade.

2. **Weekly Logs:** Logs of your experience (what you are doing, your feelings, etc.) are to be sent to the D2L site electronically each week for the week's completed work. They must include your name, cumulative, as well as weekly hours. Total length 1-2 pages minimum! They are due NO LATER than Sunday at 12 am for the prior week. On time submission is considered for this portion of the grade. You need logs each and every week including your last week of your internship. guidelines for writing up your logs are posted to D2L. 10-14 weekly logs **25 pts**

3. **Resume:** You will be required to submit and revise twice a professional resume that includes your current internships. Resumes should be one that would be submitted to a potential employee upon completion of your internship for a job of your choice. Resumes must be submitted within the first TWO weeks of your internship and you will have the following week to submit two revisions. Examples and a rubric will be posted to D2L and these should be submitted to the D2L site. **25 pts**

4. **Reflection Paper:** A 2-3 page paper is due during electronically to the D2L site by May 2, 2014 midnight. Please discuss your academic and skill preparation for this experience, how your coursework helped or hurt you, and your strengths and weaknesses. What courses helped you, what courses should be added to assist you in preparation for your internship. A rubric will be posted to D2L. **25 pts**

5. **Site Specific Project** All students are required to do a project and a written summary of that project. The project is specific to your internship site and should be discussed with your supervisor. Bulletin boards are no longer an acceptable project. Projects may be a case study which must be presented, a S&C program for a specific group of athletes, a brochure for a new program, a slide presentation on a topic, etc. must be presented. All projects must have a 4-6 page write-up and MUST be approved after you have discussed this with your site supervisor. Please let me know what you have decided to do or if you need assistance. A typed copy of your project must be submitted to me no later than April

18th, 2014. Topics must be approved by Dr. Bayles no later than Feb 21, 2014. A rubric will be posted to D2L. **35 pts**

5. **Digital Picture** You are required to submit a digital picture of you at your facility electronically in jpg file. Please make sure, if possible the facility is identified OR it is an action shot. Client/patient confidentiality must be considered. **10 pts.**

6. **Evaluations:** All students HP 493/698 are required to be evaluated by their specific sites. Midpoints and final evaluations must be completed by the site supervisor and sent to the internship coordinator. It is the **student's** responsibility to ensure that these evaluations are **completed** by the **site-supervisor** and returned to the **internship coordinator** by the designated dates. Fax number for IUP is 724-357-3777. They also can be scanned and submitted electronically. I will not CHASE you for these evaluations, please submit them to your supervisor **ONE WEEK** prior to their due date to give the supervisor ample time to complete these. Additionally, you are **REQUIRED** to review these with the supervisor. Score for these evaluations includes, but is not limited to performance at the internship site and other professional behavior such as dress, tardiness or absences, behavior with clients, productivity and enthusiasm. Dr. Bayles reserves the right to review your performance with all site supervisors and modify the score based upon conscientious agreement with the site supervisor.

score and performance at the midpt **100pts**

score and performance at the final **100pts**

Course Grading;

Weekly logs	25 pts
Resume	25 pts
Reflection Paper	25 pts
Site project	35 pts
Digital Picture	10 pts
Mid-pt Eval	100 pts
Final Eval	<u>100 pts</u>
	320 pts

Attachment # 1

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Weekly Logs	10-14	20-24	Yes	For the first 2 lo	20%
Internship Project	1	2-6	Yes	Yes twice	10%
End of Internship Reflection paper	1	2	Yes	No	10%
Resume	1	1-2	Yes	Yes twice	10%
Totals	12.16	24	NA	NA	50

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			

**Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade-at least 50% or more,*

ATTACHMENT 2

Rubrics for Weekly Logs

PERFORMANCE ITEM	Exceeds Expectations	Meets Expectations	Below Expectations	Score
Required contact information and weekly hours listed	2	1	0	
Past weekly duties described including details regarding work with clients, patients or co-workers	4	3 2	1	
Describes feeling regarding past week duties, likes dislikes	2	1	0	
Provides suggestions to improve performance and sets goals for next week.	2	1	0	

ATTACHMENT 3

Résumé Rubric

	5	4	3	2	1
Overall Appearance/Style	Fills page, not crowded. Consistent in font style and layout. Information is clear. Centered on page and good choice of font and type size. Structure has clear purpose.	Consistent in style but has some uneven white space or does not fill up a page. Important information may not stand out clear to reader.	Unnecessarily run onto second page. Appearance may lack appropriate use of bold/italics, font, bullet points or margins.	Format is not appealing. Information is not laid out in a clear format.	Does not draw attention and has lack of structure.
Category Selection	Choice of subject headers is excellent. Most important items are listed on the top half. Categories selected include enough information within each to substantiate the need for the heading.	Category selection is well defined and order of information on page is good.	Categories may need to be structured differently to be more effective.	Lacking appropriate categories or category selection is unclear.	Résumé does not include subject headers
Experience	Appropriate experience listed with organization name, title, dates, and location. Sentence fragments are concise, direct, and accomplishment oriented; strong verbs and appropriate verb tense is used. Results are quantified. Listed in correct chronological order.	Appropriate experience listed. Sentence fragments are used, but descriptions may not be result oriented or verbs may be weak.	Too much or too little experience is included. Verbs may be weak and verb tense may be incorrect. Descriptions may not be in the form of bullets. Important information may be missing.	Descriptions are not detailed and offer no illustration of what was done.	No type of experience (work, volunteer, leadership or other) is listed.
Education	Degree and major are listed with graduation month and year, name and location of school. If GPA is listed is it over a 3.0. Honors and Scholarships are included here or in their own section if more appropriate. Important information is highlighted.	Degree is listed with necessary information but section could be expanded. Most important information does not stand out.	Additional information may need to be included to increase length of résumé or too much information may be included.	Section lacks information and format	Section is not included or crucial information is missing
Typos/Spelling Errors	No or extremely minor errors (Capitalization, spelling, grammar).	Few errors, shows but consistent pattern. Information may be abbreviated when it should be spelled out.	Shows persistent pattern of error or contains a number of varied mechanical errors	Mechanical errors are so widespread that they are distracting	Difficult to read because of mechanical errors.
Additional Sections: Ex. Skills/Activities	Included additional section with relevant, well organized, and easy to understand information. If appropriate, leadership roles and related activities are indicated.	Included additional section with relevant information, and minimal laws; skills or activities may not be properly defined.	Additional section is missing key information.	Included additional section, but information is weak or irrelevant.	Additional sections are missing.

Attachment #4
Internship Project Rubric

Name: _____ **Score** _____ /

	MET with Distinction	MET	MET with Weakness	Not MET
1. Preliminary outline of project discussed with supervisor within first month of internship and sent to IUP internship supervisor for approval				
2. After approval, a purpose of project, background info and methods are included in written document to supervisor. Opportunity for two revisions.				
3. Project is described in detail, in written document, picture is included if this is a visual project.				
4. Project is completed and sent to internship supervisor no later one week PRIOR to completion of the required hours.				
5. Writing style meets the standards of formal scientific writing. APA conventions, 7th Edition meet. Spelling, grammar and syntax are appropriate.				

Comments: _____

ATTACHMENT 5

Rubrics for Internship Final Reflection Paper

Performance Item	Exceeds Expectations 3	Meets Expectations 2	Below Expectation 1	Score
Students' strengths and weaknesses are included and discussed in detail.				
Student discusses preparation for internship, both academic and skill level.				
Students comments on over all academic program in terms of preparation for internship.				
Grammar, spelling, sentence structure, syntax and clarity are appropriate.				