New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [✓] Graduate credit [ ] Professional credit [ ]

1. School/Division Liberal Arts
2. Academic Subject Code PHST
3. Course Number P490 (must be cleared with University Enrollment Services)
4. Instructor Variable
5. Course Title Internship in Philanthropic Studies
   Recommended Abbreviation (Optional) Internship Philanthropic Studies
   (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Fall 2011
7. Credit Hours: Fixed at 3 or Variable from ________ to ________
8. Is this course to be graded S/F (only)? Yes [✓] No [ ]
9. Is variable title approval being requested? Yes [ ] No [✓]
10. Course description (not to exceed 50 words) for Bulletin publication: The internship offers an opportunity to apply theory to practice within a nonprofit organization. Students work with a sponsoring organization and a faculty advisor to develop a meaningful experience in an area of interest such as fundraising, program development, board development, and volunteering, among others.

11. Lecture Contact Hours: Fixed at 0 or Variable from ________ to ________
12. Non-Lecture Contact Hours: Fixed at 3 or Variable from ________ to ________
13. Estimated enrollment: 5 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: Every semester
15. Will this course be required for majors? Yes
16. Justification for new course: Required for the major in Philanthropic Studies
17. Are the necessary reading materials currently available in the appropriate library? Yes
18. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
19. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature]
Department Chairman/Division Director
Date 11/14/10

Approved by: [Signature]
Dean
Date 2/24/10

Dean of Graduate School (when required)

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

Indiana University-Purdue University Indianapolis
P490—INTERNSHIP IN PHILANTHROPIC STUDIES (3 credits)
Course Syllabus—Fall 2010

Dr. Dwight Burlingame
Center on Philanthropy
TG301
317.278.8926
dhurling@iupui.edu

COURSE DESCRIPTION

During the internship students have the opportunity to apply theory to practice within a nonprofit organization. The internship is intended to be a professional experience in the nonprofit sector. Students work with the sponsoring organization and the faculty advisor to develop a meaningful experience in their areas of interest such as fundraising, marketing, communications, program development, board development, volunteers among others.

With permission of the Director of Undergraduate Programs, students who are working may fulfill the internship requirement by developing and conducting a new project in connection with their jobs that requires the application of concepts and tools acquired in their coursework. Students will be expected to fulfill all the other elements of the internship requirement, such as keeping a journal and obtaining an evaluation from a supervisor.

PREREQUISITES

Because students in PHIST P490 are expected to apply previously-learned concepts to practical situations, the course is open to Philanthropic Studies majors who have satisfactorily completed at least eighteen (18) credits in the following courses:

- P201
- P210/211/212
- P301
- P330
- P401
- P430
- PHIL P450
- SPEA V458

Registration for P490 cannot occur until the internship is secured by the student.

REQUIREMENTS FOR THE COURSE

Faculty Advisor
The student selects a faculty advisor for his/her internship. The faculty advisor should be a faculty member in the Philanthropic Studies program. Questions about available faculty advisors should be directed to the Office of Student Services at the Center on Philanthropy.
The student should plan to meet with the faculty advisor regularly throughout the internship. During these meetings, the student and the advisor will review the work experience and the journal entries, seek resolutions to problems that may have arisen, and discuss relevant issues. The faculty advisor may assign readings that would be helpful to the student or enrich the internship experience.

**Internship Position and Site Supervisor**

The student is responsible for finding his/her internship, making the necessary arrangements, and completing the academic requirements in a timely manner. The Office of Student Services and the Director of Undergraduate Programs can assist you with finding a suitable internship experience.

**WRITTEN ASSIGNMENTS**

**Learning Contract and Learning Plan**

A written document specifying the terms of the internship and signed by the site supervisor, faculty advisor, and student intern. The document should include the intern’s learning objectives, the strategies by which the student intends to achieve those objectives, and the methods by which the faculty advisor and student intern intend to evaluate the student’s performance. This is Form 2 in the Student Internship Handbook.

**Journal of the Internship Experience**

Each student will keep a journal to describe and document his/her internship experience with the nonprofit organization. The journal is a good place to reflect on the internship in light of the material studied in classes. The journal may be used to document the student’s application of appropriate disciplinary methodologies and engagement of critical theory concerning the historical and cultural implications of philanthropic activity. The journal can be a daily log of activities or ideas, or a project-by-project log. Students should reflect on the course work, previous work experiences, and develop an overall sense of what has been learned or accomplished. Many students have used the journal as source material for the reflective paper. Submit the journal to the faculty advisor along with the reflective paper upon completion of the internship.

**Reflective Paper**

The reflective paper which is generally at least ten (10) pages, links theory to practice in connection with the internship experience. Some faculty advisors require a longer paper. The topic, format, and completion date should be agreed upon by the student and the faculty advisor.

**Student Evaluation**

The student intern reflects on his/her job responsibilities and accomplishments over the course of the internship. Students also assess the learning opportunities and challenges presented by the internship as well as the value of the experience to career goals. This is Form 3 in the Student Internship Handbook.

**Site Supervisor Evaluation**
The site supervisor documents whether or not the learning objectives identified by the Learning Plan were met, the contributions made by the student to the organization, the student’s job performance, and the sharing of knowledge and skills between the student and the organization. This is Form 4 in the Student Internship Handbook.

ASSESSMENT & GRADING

The student’s final grade for the Internship in Philanthropic Studies is based on the following:

- **Site Supervisor Evaluation -- 25%**
  - Including portfolio of work completed during the internship (if applicable)
- **Student Learning -- 15%**
  - Learning Contract
  - Learning Plan
  - Student evaluation form
- **Work Journal -- 25%**
  - Observations and reflections on the practice of philanthropy and application to philanthropic principles learned in other Philanthropic Studies courses
- **Reflective Paper -- 25%**
  - Graded on coherence of thought, clarity of arguments, application of philanthropic principles learned in other courses, and standard elements of excellent writing, including: Write introductory and concluding paragraphs. Use strong paragraph structure: one main idea per paragraph and topic sentences to introduce ideas.
- Participation in meetings with faculty supervisor -- 10%

GRADE SCALE

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<thead>
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<th>Grade</th>
<th>Percentage</th>
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PHILOSOPHY OF TEACHING AND LEARNING

Members of the Philanthropic Studies faculty are committed to providing excellent instruction marked by (1) mastery of the disciplinary content covered in this course, (2) careful attention to connecting course requirements and assignments to the goals of the course and to learning outcomes, and (3) sustained interest in the student learning and success. Students who feel aspects of the course are not meeting these commitments should speak to the instructor.

PRACTICAL CONSIDERATIONS

Students may choose to complete the internship locally, regionally, nationally, or internationally.
The Center on Philanthropy will assist students in identifying potential sites. Students are responsible for all expenses related to the internship including transportation, lodging, and food.

**Working Students:** With permission of the Director of Undergraduate Programs, students who are working may fulfill the internship requirement by developing and conducting a new project in connection with their jobs that requires the application of concepts and tools acquired in their coursework. Students will be expected to fulfill all the other elements of the internship requirement, such as keeping a journal and obtaining an evaluation from a site supervisor.

**Stipend:** Internships may be paid or unpaid. The student should consider financial concerns when talking with nonprofits about internship opportunities. For 2009 the average salary was $10/hour.

**Time Commitment:** 10-20 hours per week during the semester; 20-40 hours per week during the summer for 8-10 weeks or the approved equivalent.

**PRINCIPLES OF UNDERGRADUATE LEARNING**

"The Principles of Undergraduate Learning (PULs) . . . form a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree."

http://www.iport.iupui.edu/selfstudy/tl/puls/

In P490, as in all IUPUI courses, many of the PULs are addressed. The particular PUL that receives the major emphasis in this course is **Integration and Application of Knowledge**.

**Integration and Application of Knowledge** addresses the ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

Outcomes of **Integration and application of knowledge** are demonstrated by the students' ability to

a. enhance their personal lives;

b. meet professional standards and competencies;

c. further the goals of society; and

d. work across traditional course and disciplinary boundaries.

Your instructor will assess your success in mastering the expectations of integrating and applying knowledge by identifying the following in your work:

- Students draw on personal experiences both to extend and to test the questions broached in the work journal, the reflective paper, and the student evaluation form;
- Students offer applications of course knowledge to specific personal and professional settings as part of completing course assignments;
- Students use their own experiences as cases in point in completing class assignments;
• Students use the internship opportunity to investigate the dynamics of work in public or professional settings; and
• Students use the knowledge gained in a course in another discipline to examine an issue related to the internship experience especially in the reflective paper.

P490 also places minor emphasis on the fifth IUPUI PUL, Understanding Society and Culture.

Understanding Society and Culture focuses on students’ ability to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

Outcomes: Understanding society and culture is demonstrated by the students’ ability to (a) compare and contrast the range of diversity and universality in human history, societies, and ways of life; (b) analyze and understand the interconnectedness of global and local communities; and (c) operate with civility in a complex world.

Your instructor will assess your success in mastering the expectations of integrating and applying knowledge by identifying the following in your work:

• Students have gained exposure to a diversified workforce at the internship site;
• Students have learned to operate with civility within the workplace culture;
• Students have identified the interconnectedness evident in the work and mission of the sponsoring organization as it addresses a social problem; and
• Students have used the journal and the reflective paper to develop their perspectives on society and culture.

This course, along with many of your other courses, will help you meet professional standards and competencies in your field. I encourage you, at various times over your remaining semesters at IUPUI, to reflect on how you can synthesize what you are learning in various courses in ways that will help you achieve your professional (and personal) goals.

Your work in P490 should enhance your mastery of these academic aspirations.

ATTENDANCE POLICY
Students are expected to arrange a schedule with their site supervisor and to report to their internship site on time. Failure to report to the internship site will result in grade penalties. One absence is excused. A grade deduction of 5% of the final grade will occur for each additional absence.

DEADLINES
All assignments are required to be submitted on their due dates. Late assignments will not be accepted. If you need to request an extension, please contact me before the assignment is due. You may avoid penalties for missed assignments or absences by providing a doctor’s note or note from the Dean verifying a medical or family emergency.

COMMUNICATING WITH YOUR INSTRUCTOR
I will be happy to meet with you individually at any time during the semester to discuss your progress and any specific concerns you may have. Feel free to visit me any time during my office hours or schedule an appointment for another time. You may also e-mail me through Oncourse with questions or concerns.

THE UNIVERSITY WRITING CENTER

For additional help with your coursework, I strongly encourage you to visit the Writing Center, an outstanding free resource provided by the University. Students who work with tutors over the course of the semester normally see dramatic improvements in their writing, and a tutor can help you at any stage of progress, from brainstorming to final revisions. The Writing Center has two locations: Cavanaugh 427 (274-2049) and the Reference Room in the University Library (278-8171). Appointments are recommended. Go to http://www.iupui.edu/~uwc/ for details.

ADAPTIVE EDUCATION SERVICES

Please contact Adaptive Educational Services if you have special needs that relate to your ability to perform satisfactorily in this course. In addition, it is important that you register with Adaptive Educational Services, which works with eligible students to request both special consideration and special accommodations in courses. You can reach AES at 274-3241 or at http://www.iupui.edu/~diversity/acs/services/.

STUDENT SERVICES

All students are reminded that the campus offers counseling for students in distress through Counseling and Psychological Services( C A P S ) [ h t t p : //life.iupui.edu/caps/] and provides a Student Advocate for other personal and academic difficulties [http://www.life.iupui.edu/advocate/].

Diversity Statement

PHST P301 values the differences in experience and ideas that all members of its academic community bring to the course. The course expects that all members of the class will share this appreciation for diversity and offer the respect and welcome to people and ideas that is the mark of a healthy and productive academic community. Universities are founded on the drive for and interest in new knowledge and the intellectual curiosity and integrity it takes to develop new ideas and test their validity. Thus, academic communities value and welcome new and different perspectives on their work. In the conversations that surround university work and among the members of that academic community, difference and diversity are especially respected and valued. Traditions and inherited wisdom have an important place in the push to preserve and develop knowledge; innovation and difference provide the crucial impetus for intellectual work.

ON ACADEMIC INTEGRITY

The nature of the University’s mission requires that every member of the university community be very careful about identifying who exactly is responsible for a contribution to knowledge. Students need to be clear about the difference between the work they have done on their own and the work
that they have received from others. Plagiarism is the use of the work of others without properly crediting the actual source of the ideas, words, sentences, paragraphs, entire articles, music, or pictures. Using the work of other students, with or without their permission, is plagiarism if there is no indication of the source of the original work. Plagiarism, a form of cheating, is a serious offense and will be severely punished. When plagiarism is suspected, the instructor will inform the student of the charge; the student has the right to respond to the allegations. If a student is charged with plagiarism, procedures outlined in the Code of Students Rights, Responsibilities and Conduct (http://www.iupui.edu/code/CSR_0106.pdf) will be followed. Students have the right to appeal any charge to the Academic Affairs Committee. The penalties for plagiarism range from a simple reprimand to expulsion from the University. In this course, penalties will always include at least a failing grade on the assignment and may include failure in the course.