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REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

**TYPE I PROFESSOR COMMITMENT**

Professor **David L. Myers**

Department **Criminology**

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Please provide answers to these questions on the next page:

1. List up to three of the W courses that you have taught since your appointment as a Type I professor.
2. Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Approvals:	Signature	Date
Professor (s)	<i>David L. Myers</i>	4-3-14
Department Chair	<i>[Signature]</i>	4/3/14
College Dean	<i>[Signature]</i>	4.7.14
Director of Liberal Studies	<i>[Signature]</i>	4/10/14
UWUCC Co-chair(s)	<i>Gail Seehurst</i>	4/15/14

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# TYPE I PROFESSOR COMMITMENT

PROFESSOR **David Myers**

DEPARTMENT **Criminology**

List up to three of the W courses that you have taught since your appointment as a Type I professor.

## **CRIM 493: Internship**

Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

### **Journal**

Interns are required to maintain a typed set of journal entries. Daily journal entries (approximately 1-page, double-spaced) must be written to record the events, observations, and experiences of each day. In addition, weekly summaries (approximately 2-pages, double-spaced) must be written that allow students to reflect on the previous week, discuss what they learned, and make comparisons between what they are learning through their internship and what they have learned through their previous IUP coursework. Journal entries must be more than a simple list of things students did that day or week; critical thoughts, reactions, and recommendations should be provided. The focus is on what students are learning and the meaning of their experiences; things to think about include:

- Specific duties and responsibilities at the internship site.
- Opportunities and challenges that have been presented.
- Relationships that have been established.
- Similarities and differences between coursework learning and experiential learning.
- New skills and abilities that have been developed.

Interns receive regular feedback on their journal entries and are expected to utilize the feedback they receive to improve subsequent journal entries.

### **Resume and Cover Letter**

Toward the end of the internship, students must submit a current professional résumé and sample cover letter. The purpose of this assignment is to help them incorporate newly acquired professional and academic experiences into their résumé; assist them with better communicating their unique strengths, skills, and abilities as they relate to the field of criminal justice and a particular job they might be interested in; and to enhance their future chances of employment, as a résumé and cover letter are important elements to gaining successful employment.

Interns receive feedback on their resume and cover letter and are given an opportunity to revise and resubmit them prior to receiving a grade.

### **Individual Development Plan**

The purpose of the Individual Development Plan (IDP) is to help students develop and improve their goal-setting skills. Writing an IDP provides them with the opportunity to take personal responsibility for their development. In completing the IDP, they are to consider what they learned through their internship and coursework, and what they want to accomplish in the future. The IDP is organized as follows:

Part 1: Self-analysis and assessment of your strengths and areas for improvement.

- How do you view yourself now, and what do you see yourself doing during the next 5 years?

- What are your academic and professional strengths, skills, abilities, and areas of expertise?
- What would you like to improve upon academically and professionally?
- What additional training or education do you need for the future?
- What professional relationships do you need to cultivate in order to advance in your field of interest?
- What is your most preferred work environment?
- Who has motivated and inspired you in the past?
- What type of leadership qualities do you believe to be most important for career development, and do you possess them? If not, how can you develop these qualities?
- What behaviors, attitudes, or opinions do you hold that will either enhance or impede your chances of personal and professional success?

**Part 2: Goals and Action Steps.** Goals are general statements about what students want to achieve (e.g., attain a graduate degree; get hired in a certain position); action steps are the specific things they plan to do in order to accomplish their goals (e.g., apply to a particular university and program; contact specific agencies about employment opportunities).

There are five areas listed below that are to be considered in developing goals and action steps. Students must identify and write at least one goal statement and at least two action steps in each area. Overall, they must have at least 5 total goals and 10 total action steps covering the following five areas:

- **Academic development:** Prior to writing your goals and action steps, consider your academic strengths; what you would like to improve upon academically; and what additional education and training you will need in the future. More specific things to consider: writing skills, analytical skills, critical thinking, math and logic skills, language skills, study habits, intellectual curiosity, and creativity.
- **Professional development:** Prior to writing your goals and action steps, consider your professional skills, abilities, and areas of expertise; what professional areas you need to work on; what professional relationships you need to cultivate; and your preferred work environment. More specific things to consider: communication skills, time management skills, interpersonal skills, technical skills, ability to work with a team, ability to work independently, ability to adapt as needed, and ability to take direction and feedback.
- **Civic engagement:** Prior to writing your goals and action steps, consider what civic engagement means to you; what social or community issues you are passionate about; social problems you would like to help solve; how you have made a difference in someone's life; and who has made a difference in your life.
- **Leadership:** Prior to writing your goals and action steps, consider who has motivated and inspired you in the past; what traits are exhibited by individuals who are effective in leadership positions; what traits are exhibited by individuals who are ineffective in leadership positions; traits for effective leadership that you both possess and do not possess; what you need to work on in this area.
- **Personal growth:** Prior to writing your goals and action steps, consider how you measure success in life; what behaviors or characteristics contribute to success; what behaviors or characteristics impede success; what behaviors and characteristics you possess and those you need to work on in order to be successful in life.

**Part 3: Putting it all Together.** Students will write a 1-page summary of what they plan to accomplish during the next 5 years. Also, they must consider and include a discussion of the resources they will need to reach their goals and complete their action steps, and what they plan to do in the near future to get started. Students are given feedback on a draft IDP, prior to submitting the IDP for a grade.