

Eastern Illinois University
COURSE PROPOSAL FORMAT

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☒ New course ☐ Revised course

Please note that this course proposal is being submitted as one of 5 course proposals. Currently FCS 5980 serves as the course for the three internships within FCS (MS in FCS, MS in FCS: Dietetic Option and MA in Gerontology). Our intent is to better organize our graduate internships by creating separate course numbers specific for the dietetic and gerontology internships. The dietetic internship is divided into four sections for grading purposes, thus requiring four course numbers. The internship curriculum is approved by our accrediting agency, the Commission of Accreditation for Dietetics Education, and thus is not the focus of the dietetic course proposals. The gerontology internship will require one course number. By assigning separate course numbers to each internship we expect to see a reduction in errors with more students signing up for the correct internship for their discipline, an increase in student satisfaction with registering for internship classes using PAWS/ BANNER, and an elimination of unnecessary work to hand enter students into Banner.

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: FCS 5983
2. Title (may not exceed 30 characters, including spaces): Dietetic Internship
3. Long title, if any: N/A
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: Arr. 3
5. Term(s) to be offered: ☒ Fall ☒ Spring ☒ Summer ☐ On demand
6. Initial term of offering: ☐ Fall ☒ Spring ☐ Summer ☐ Year 2008
7. Course description (not to exceed four lines): (Arr.-3) A supervised internship at one of the EIU affiliate medical centers using the dietetic internship curriculum. A total of 12 semester hours must be earned to provide "supervised practice" as defined by the American Dietetic Association.
8. Registration restrictions:
 - a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). N/A
 - b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

Completion of the Master of Science in Family and Consumer Science: Dietetic Option coursework.
 - c. Who can waive the prerequisite(s)?
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☒ Program Coordinator ☐ Other (Please specify)
 - d. Co-requisites (course(s) which MUST be taken concurrently with this one): N/A
 - e. Repeat status: ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of hours or times.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

This course is restricted to graduate students enrolled in the MS in FCS: Dietetic Option

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

Any student not enrolled in the MS in FCS: Dietetic Option

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

NA

10. Grading methods (check all that apply): X Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: Internship

PART TWO: ASSURANCE OF STUDENT LEARNING

(See the CAA website for examples of items 1, 2, and 3.)

1. List the student learning objectives of this course:

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively. N/A
- EIU graduates will think critically. N/A
- EIU graduates will function as responsible citizens. N/A

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge
- Effective critical thinking and problem solving
- Effective oral and written communication
- Advanced scholarship through research or creative activity

The accredited internship is centered on the dietetic internship curriculum (approved by the Commission on Accreditation for Dietetics Education), which includes 24 separate rotations, spanning over 7 months. The internship provides hands on learning and practice experience. Each rotation has its own curriculum, which includes learning objectives, planned experiences (including assignments), required competencies, as well as evaluative methods.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Assignments during the internship vary and may include projects, papers, presentations, in services, etc

3. Explain how the instructor will determine students’ grades for the course:

Grades are assigned according to the dietetic internship policy titled “Intern Evaluation of Performance and Grading”

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
 - a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - b. Describe how the integrity of student work will be assured:
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
 - a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students.

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

FCS 5983 includes five rotations: Cardiovascular, Cardiac Rehabilitation Services/Pulmonary through Renal; Oncology/HIV/AIDS. The content and procedures used in the rotation curriculum are approved by the Commission on Accreditation for Dietetics Education and are not the focus of this new course proposal. After successful completion of all requirements outlined in the curriculum a grade is posted in accordance with the aforementioned evaluation and grading policy. FCS 5981 includes 260 contact hours, plus outside assignments.

WEEK	ROTATION
15	Cardiovascular, Cardiac Rehabilitation Services/Pulmonary
16	Gastrointestinal
17	Surgery
18	Nutrition Support
19	Renal; Oncology/HIV-AIDS

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.
 - a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
 - b. If the course or some sections of the course may be technology delivered, explain why.

Currently FCS 5980 is used for all graduate students enrolled in an internship, with different sections assigned to FCS majors, gerontology majors and dietetic majors. Over the years there have repeatedly been problems with students enrolling in the wrong sections of FCS 5980 (ie, a dietetic student enrolling in a gerontology section, an MS in FCS student enrolling in a dietetic section or a gerontology student enrolling in a MS in FCS section). In addition, with the implementation of BANNER, student enrollment is limited to only one section of FCS 5980. Because the 7-month internship is divided into four sections for grading purposes dietetic students typically need to register for two sections each semester. Since Banner does not allow registration in more than one section, the students, who are typically off campus completing their internships, get frustrated and disenchanted with the PAWS/BANNER registration system. Ultimately, the students call the DI Coordinator because they cannot get registered. The student's names are then hand-entered into BANNER. Thus, this course proposal, along with four additional proposals is presented to eliminate these scheduling problems that repeat each semester.

Outline of proposed course numbers:

- FCS 5980 FCS Internship (3-9 CU) This course number is already approved and will be used for all MS in FCS majors, excluding dietetic and gerontology students.
- FCS 5981 Dietetic Internship (3 CU) This course will be used for the first seven weeks of the dietetic internship rotations.
- FCS 5982 Dietetic Internship (3 CU) This course will be used for weeks eight through 14 of the dietetic internship rotations.
- FCS 5983 Dietetic Internship (3 CU) This course will be used for weeks 15-19 of the dietetic internship rotations.
- FCS 5984 Dietetic Internship (3 CU) This course will be used for weeks 20-27 of the dietetic internship rotations.
- FCS 5985 Gerontology Internship (3-6 CU) This course will be used for students enrolled in the MA in Gerontology Internship.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The internship prerequisites meet accreditation requirements.

3. If the course is similar to an existing course or courses, justify its development and offering.
 - a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
 - b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

This course proposal is similar to 5980, yet unique in that it will be specific for dietetic students in the 15-19th week of the internship rotations.

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

The proposed course will be a requirement for all MS in FCS: Dietetic Option students.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

The course will be assigned to the Dietetic Internship Coordinator.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

Adding this course does not incur additional costs to the student.

3. Text and supplementary materials to be used (Include publication dates):

The students will use the Dietetic Intern Manual for this course, which is a password protected link off of the dietetic web page.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will **not** be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: November 12, 2007

Date approved by the college curriculum committee: January 9, 2008

Date approved by the Honors Council (if this is an honors course) _____

Date approved by CAA _____ CGS _____

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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