

Eastern Illinois University
COURSE PROPOSAL

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

Gray boxes (except check boxes) will expand as you type in them.

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number: **GEG 5980**
2. Title (may not exceed 30 characters, including spaces): **Geography Internship**
3. Long title, if any: **Geography Internship**
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: **(Arr.-Arr.-1-6) On Demand**
5. Term(s) to be offered: ☐ Fall ☐ Spring ☐ Summer ☒ On Demand
6. Initial term of offering: ☒ Fall ☐ Spring ☐ Summer ☐ Year 2010
7. Course description (not to exceed four lines): **An individually planned work experience in a business or agency appropriate to the student's area of specialization. Internship must be approved by the department Chair. The course may be repeated to a maximum of 6 semester hours.**
8. Registration restrictions:
 - a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). **None**
 - 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.
 - c. Who can waive the prerequisite(s)? **NA**
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Program Coordinator ☐ Other (Please specify)
 - d. Co-requisites (course(s) which MUST be taken concurrently with this one): **None**
 - e. Repeat status: ☐ Course may not be repeated.
 ☒ Course may be repeated to a maximum of **6** hours.
 - f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
 Graduate level
 - g. Degree, college, major(s), level, or class to be excluded from the course, if any: **None**
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] **None**

10. Grading methods (check all that apply): ☐ 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** (This is a drop-down menu.)

PART II: 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.
 - EIU graduates will think critically.
 - EIU graduates will function as responsible citizens.
 - 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

An internship experience is valuable at the graduate level so the students can apply what they have already learned and use it in the context of a system in place at a business or agency. They will perform as part of a team, providing the team with a special set of skills, while learning other compatible skills. Most internships require students to research new or existing projects in the business or agency, providing opportunities for acquisition and compilation of data, report writing and presentation of results in oral and written form.

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

Interns will be required to provide instructors with a written summary of activities completed during the internship experience. Copies of contributions to research or others activities are encouraged.
3. Explain how the instructor will determine students’ grades for the course: An evaluation of the summary of activities and examples of the students work, along with an evaluation by the students supervisor will be used to determine the C/NC grade.

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.): **NA**
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.**NA**
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 *.)
NA

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.

The course will be specific to the needs of the hosting internship site. Traditionally, 10 hours work per week will necessary for each internship credit earned.

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.

The Geography Program has been offering graduate credit for GEG 5810 Geographic Information Systems I, GEG 5860 Geographic Information Systems II, GEG 5820 Remote Sensing I and GEG 5870 Remote Sensing II. The courses are used by students from graduate programs in other departments in the university to acquire skills in geospatial analysis. The proposed course will provide students an opportunity to enhance those skills in a hands-on setting, while serving as an intern at a business or agency that requires geospatial analysis. The course will also be used in the proposed Professional

Science Masters Program in Geographic Information Sciences and the Graduate Certificate Program proposed by the Political Science Department.

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

Internship projects selected will require advanced knowledge and skill sets.

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.

The course is not similar to others in the Geography Program.

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.

The course will be used as an elective by graduate students in the proposed Professional Science Masters Program in Geographic Information Sciences and the Graduate Certificate Program proposed by the Political Science Department.

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.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: *Qualified members of the Geography Program or the Chair.*

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.

Currently all tenured and tenure-track faculty in Geography are listed as Graduate Faculty.

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.) *None*

3. Text and supplementary materials to be used (Include publication dates): **None**

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.

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: Nov 4, 2009

Date approved by the college curriculum committee _____

Date approved by 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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<http://www/eiu.edu/~connect/>

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**Disability
Services**

<http://www.eiu.edu/~disability/>

581-6583