Eastern Illinois University
New Course Proposal
FCS 1275, Family and Consumer Sciences Practicum

Please check one:  X New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: FCS 1275
2. Title (may not exceed 30 characters, including spaces): FCS Practicum
3. Long title, if any (may not exceed 100 characters, including spaces): Family and Consumer Sciences Practicum
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: arr.-arr.-1
5. Term(s) to be offered:  ☐ Fall  ☐ Spring  ☐ Summer  X On demand
6. Initial term of offering:  ☐ Fall  ☐ Spring  X Summer  Year: 2010
7. Course description (not to exceed four lines):
   An individually designed and supervised work experience course in a family and consumer sciences (FCS) related career area. This practicum is designed for Family and Consumer Sciences majors and non-majors
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None, FCS offers an internship option, but it is specifically tailored to the FCS majors.
   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. No prerequisite
   c. Who can waive the prerequisite(s)? N/A  ☐ No one  ☐ Chair  ☐ Instructor  ☐ Advisor  ☐ 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.  X Course may be repeated to a maximum of 2 hours. Not in the same semester
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: None
   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  X 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:  ☐ lecture  ☐ lab  ☐ lecture/lab combined  ☐ independent study/research  ☐ internship  ☐ performance  X practicum or clinical  ☐ study abroad  ☐ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

   As a result of this course the student will:

   Identify personal career related interests and abilities with potential employment opportunities.

   Demonstrate awareness of professional requirements for a specific family and consumer sciences-related career.

   Correlate professional and personal expectations of the practicum experience.

   Develop communication, interpersonal, and critical thinking skills needed to be successful as a family and consumer sciences professional.

   Demonstrate comprehension of the social responsibilities for family and consumer sciences professionals.

   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

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

   Submit written paper assessing personal interests, skills and abilities. (Identify personal career related interests, skills and abilities.)

   Complete 40 hours of shadowing experience with the appropriate site supervisor. (Demonstrate awareness of professional requirements for a specific family and consumer sciences-related career.)

   Submit a written assessment paper summarizing expectations matched and unmatched with shadowing experience. (Correlate professional and personal expectations of the practicum experience.)

   Site Supervisor evaluation of oral abilities and faculty member’s assessment of written work will document use of oral and written skills. (Develop communication, interpersonal, and critical thinking skills needed to be successful as a family and consumer sciences professional)
Discuss orally the social responsibilities survey with faculty supervisor at the end of the on-site experience. (Demonstrate comprehension of the social responsibilities for family and consumer sciences professionals.)

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

   Grades will be credit or no-credit based on record of hours, satisfactory completion of all assignments, faculty exit interview and site supervisor’s evaluation at end of practicum experience. Students will receive full credit (course is C/NC) if the above activities are completed to the satisfaction of the faculty supervisor.

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 *.)**

   Not writing intensive

**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.

**Outline arranged format for 40 hours of work experience**

I. Application and basic résumé

   A. Identify area of interests and abilities for practicum
   B. Review application information and resume with faculty supervisor
   C. Preliminary approval of practicum site

II. Secure a work experience site

   A. Identify potential site for practicum
   B. Secure faculty approval of anticipated practicum site
Eastern Illinois University Course Proposal Format

C. Agreement form/contract signed by site supervisor
D. Set specific work schedule

III. Work Hours Record and reflection
A. Written record of hours on-site
B. Tasks required of position matching student’s interests, transferable skills and abilities
C. Summary of site supervisor’s career path interview

IV. Assessment and reflection of career interests
A. Formal and informal education requirements for specific career
B. Written assessment of perceptions the practicum experience

V. Family and consumer social responsibilities comprehension
A. Two readings from family and consumer sciences publications on social issues
B. Exit Social Responsibility Survey
C. Exit discussion with faculty supervisor

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   Purpose of this course is to provide opportunities for students to be introduced to career choices related to family and consumer sciences. This course provides an individualized field experience designed by the student in consultation with the faculty supervisor and practicum site supervisor. The course consists of 40 clock hours of work experience and two face-to-face meetings with the faculty supervisor for 1 semester hour credit.

   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.
      Not a general education course

   b. If the course or some sections of the course may be technology delivered, explain why.
      Not a technology delivered course

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   1000 level course for freshman or sophomore, there are no prerequisites or co-requisites

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.
      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 School of Family and Consumer Sciences does not have a similar course, but does offer an internship option that is specifically tailored to the FCS majors (FCS 4275)

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.
      This course is to be an elective for any School of Family and Consumer Sciences major or non majors interested in careers related to Family and Consumer Sciences’ employment
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.

FCS 1275 is an elective course for School of Family and Consumer Sciences in all concentrations.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
   This is a work experience course. Dr. Betsy Pudliner will be initially assigned to this course.

   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.

2. Additional costs to students:

   No additional costs to student unless required by work site.

   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.)

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

   No text for this course. Supplementary readings will be provided by assigned faculty member and practicum site supervisor.

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: 09/09/2009

Date approved by the college curriculum committee: 11/09/2009

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

Date approved by CAA: 12/03/2009
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).