

Eastern Illinois University  
New Course Proposal  
FCS 2275, Internship for Non-Majors

Please check one:         New course         Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** FCS 2275
2. **Title (may not exceed 30 characters, including spaces):** Internship/Non-Majors
3. **Long title, if any (may not exceed 100 characters, including spaces):** Internship for Non-Majors
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** Arranged – Arranged- 3 to 6
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):** Individually planned experience in an organization that provides experiences related to the field of FCS; allows for directed study, on-site observation, and participation in daily operations. Open for those who are not Family and Consumer Sciences majors.
8. **Registration restrictions:**
  - a. **Identify any equivalent courses.** None. FCS offers an internship option, but it is specifically tailored to the FCS major.
  - b. **Prerequisite(s).** Permission of the Chairperson of the School of Family and Consumer Sciences, and acceptance of the student by an appropriate organization with completion of required documentation.
  - c. **Who can waive the prerequisite(s)?**  
 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.  
 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: NONE
  - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: Family and Consumer Sciences majors
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
11. **Instructional delivery method:**  lecture     lab     lecture/lab combined     independent study/research  
 internship     performance     practicum or clinical     study abroad     other

PART II: ASSURANCE OF STUDENT LEARNING

**1. List the student learning objectives of this course:**

The students will:

- 1) articulate the relationship between chosen organization and the field of Family & Consumer Sciences;
- 2) engage in time management by prioritizing both daily and long-term assignments, activities, and goals;
- 3) contribute to the daily functioning of chosen organization under the direct supervision of experienced professionals on site;
- 4) demonstrate skills and competencies acquired through direct involvement with individuals served by chosen organization;
- 5) plan, implement and evaluate a long-term project that significantly adds to the functioning of the organization or provides a unique professional development opportunity (6 sh option only); and
- 6) evaluate personal and professional growth throughout the internship process.

**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:**  
This is not a general education course.

**a. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:** This is not a graduate-level course.

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

- Paper outlining the relationship between FCS and the organization of choice; use of 3 academic references is required (Objective 1)
- 120 direct clock hours for each 3 semester hours of academic credit (Objectives 2,3,4,6)
- Summary of weekly activities and reflection (Objectives 1,6)
- Internship application and initial self-evaluation (Objectives 1,6)
- Organization supervisor interview (Objectives 1-4, 6)
- Midterm Evaluation - self and supervisor (Objectives 3,4,6)
- Final Evaluation - self and supervisor (Objectives 3,4,6)
- Special Project – for those choosing the 6 sh option (Objective 5)

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

Student will receive full credit (course is C/NC) if the following activities are completed to the satisfaction of faculty supervisor:

- 2 face-to-face meetings with FCS faculty supervisor (beginning and end of course)
- Paperwork required of internship site and documentation of acceptance at organization
- Written paper outlining relationship between FCS and organization
- Weekly record of on-the-job hours (signed by organization supervisor) submitted by the Tuesday of the following week documenting 120 clock hours of work for each 3 sh of credit
- Written Weekly Report summarizing activities, reactions and reflection
- Formal interview with organization supervisor (handwritten notes and type-written summary), with attention to both content and technical writing, to be submitted upon the completion of 50 internship hours and not after 75 hours

- Midterm Evaluation – self and supervisor (using provided form)
- Final Evaluation – self and supervisor (using provided form) including written self-reflection
- Written summary of special project developed by the student and organization supervisor with permission of faculty supervisor (6 sh option only)

Items are not weighted or graded; EVERY step must be completed in order for student to receive credit. Paperwork and assignment must be typed, technically and grammatically correct, and submitted to the faculty supervisor. Required signatures must be present on all documentation. Credit will not be awarded if written assignments do not meet the criteria, are not submitted by day/time due, and/or clock hours are not completed by due date.

- 3. For technology-delivered and other nontraditional-delivered courses/sections, address the following:** This course is a field experience; it will not be technology-delivered or delivered in a non-traditional format.
- 4. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit.** This course is not numbered 4750-4999; it is a 2000-level course.
- 5. 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.** This course is not writing-active, writing-intensive, or writing-centered.

### PART III: OUTLINE OF THE COURSE

This course provides an individualized field experience designed by the student in consultation with the faculty supervisor and internship site supervisor. The course consists of 120 clock hours of onsite work for 3 sh of credit and 240 hours of work for 6 sh of credit. The written work will be the same for the 3 and 6 sh (different due dates) with the exception of the project to be completed by those who select the 6 sh option.

The experience will begin and end within the prescribed semester. The following is a list of the requirements of the course and the time frame of each due date by internship clock hours. The construction of written work will follow prescribed guidelines, but content will be personalized dependent upon the organization chosen, site duties, and relationship with site supervisor and co-workers.

1. Tasks to be completed before beginning the internship clock hours:
  - Initial meeting with faculty supervisor (may be done as a group if faculty has more than one student to supervise) and completion of FCS internship paperwork
  - Obtain placement in organization (responsibility of the student)
  - Complete and submit any paperwork required by site supervisor (will vary by site)
2. Paper describing the relationship between organization and FCS - to be completed between acceptance by site and first 10 clock hours on site.
3. Interview with internship supervisor - to be completed and submitted between 50 and 75 clock hours.
4. Special Project Plan for 6 sh option – to be developed in consultation with both faculty and site supervisor and submitted with signature of both supervisors before beginning project (but before

completion of ½ of the internship hours); project will be ongoing throughout the duration of a portion of the internship experience (ie. develop resource list for use by organization, assist with development of training module, assist with management of special event, participate in personal/professional development activity)

- a. Explanation of activity
  - b. Rationale
  - c. Detailed outline, description of specific role of student described, procedures explained
5. Midterm Self and Site Supervisor Evaluation – both to be completed and submitted to faculty supervisor before 75 (3 sh) and 120 (6 sh) clock hours
  6. Final Self and Site Supervisor Evaluation – both to be completed and submitted to faculty supervisor upon the completion of internship experience before 4:00 pm the final day of the semester
  7. Special Project Summary – to be completed and submitted upon the completion of the internship experience before 4:00 pm the final day of the semester; to be submitted with approved Project Plan (step #4)
    - a. Brief description of the project
    - b. Evaluation of student’s role in implementing the project
    - c. Personal reaction to project (ie. ways to improve, what was learned)
    - d. NOTE – this requirement can be met with clear documentation of participation in an organized personal/professional development activity (e.g. completion of *Marketing U* course at Walt Disney World’s Disney University or a Marriott’s Management Training Seminar, or attendance at a professional conference )

#### PART IV: PURPOSE AND NEED

##### **1. Explain the department’s rationale for developing and proposing the course.**

Experiential learning opportunities have long been recognized as a necessary component of a student’s overall academic experience. Increased competitiveness in the job market means that students with some type of field experience will be more employable than those without.

This course would provide a field opportunity for non-majors. With this option students who have an interest in the broad integrative discipline of Family & Consumer Sciences can participate in a field experience, working under the supervision of an experienced professional in the field. This experience would be especially beneficial for undecided students, FCS minors, and those seeking a Teacher’s Certificate in FCS – but would be open to any non-FCS major. Each student will have the opportunity to craft an experience that is of interest to him or her, under the direction of an FCS faculty member. FCS is an applied science, within an integrative focus; therefore it seems appropriate that the discipline area work to offer application-oriented opportunities to students across campus. FCS currently requires an internship for majors – however, it is very discipline-specific with pre-requisites and requirements that are not applicable for non-majors.

- 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.** This course is not a general education course.
- b. **If the course or some sections of the course may be technology delivered, explain why.** This course will not be technology-delivered.

- 2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.** This course is designed specially as a course for those who are not FCS majors. It is placed at the 2000-level as it provides more of an overview of FCS employment opportunities. Because there are no pre-requisites with FCS content, the course will allow the student to introduce him or herself to a FCS field experience. FCS majors have an experiential learning requirement and will have a similar experience, but with more depth and more of a specific professional focus. FCS is an applied science and is, therefore, equipped to offer integrative experiential opportunities to students across campus.
- 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.** This course is similar in structure to FCS 4275, the internship course currently required of all FCS majors. However, the proposed course is designed specifically for non-majors.
  - 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.** A course deletion is not planned as this course will be offered to those outside of FCS.
- 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 has been developed for non-majors. It can be taken by anyone outside of FCS and by FCS minors. It will not impact the major in any way and can be chosen as an elective for FCS minors.
  - 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.** This is not a graduate course.

#### PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** The course will initially be assigned to Dr. Mikki Meadows and then to qualified FCS faculty
- 2. Additional costs to students:** There is no set cost for students unless determined by the internship site, which would be self-selected and completely voluntary.
- 3. Text and supplementary materials to be used (Include publication dates):** none

**PART VI: COMMUNITY COLLEGE TRANSFER**

Credit will not be awarded for transfer hours.

**PART VII: APPROVALS**

**Date approved by the department or school:** 9/29/09

**Date approved by the college curriculum committee:** 11/9/09

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

**Date approved by CAA:** 12/3/09