Eastern Illinois University  
New Course Proposal  
GST 1100, Career Seminar

Please check one:  
☐ New course  ☒ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  GST 1100
2. Title (may not exceed 30 characters, including spaces):  Career Seminar
3. Long title, if any (may not exceed 100 characters, including spaces):
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  (1-0-0) 8 week (Jan-Mar)
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):  This course is designed to help individuals develop the skills needed to make wise decisions regarding their academic and career goals.
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.  None
   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):  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 only for students in the Gateway Program.
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:  The course is restricted to Freshman students in the Gateway Program.
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]  Career Development including resumes, internships, interviews, job searches, etc.
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:  ☒ lecture  ☐ lab  ☐ lecture/lab combined  ☐ independent study/research  ☐ internship  ☐ performance  ☐ practicum or clinical  ☐ study abroad  ☐ other
PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   1. Develop greater self-awareness through analysis of various personality characteristics, interests, competencies, skills, aptitudes, and values.
   2. Apply the process of decision-making skills in choosing a major and/or career.
   3. Apply the process of career research and gain an appreciation of available career resources.

   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:
      Not a general education course

   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:
      Not a graduate level course

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   Homework assignments, in class assignments, class participation, and site visits (ex: Career Services)

3. Explain how the instructor will determine students’ grades for the course:
   To obtain ‘credit’ student must attend and participate in class, turn in assignments, and participate in site visits.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   Not a technology-delivered course

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Trends and Growing Careers</td>
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<tr>
<td>2</td>
<td>Tour Career Services</td>
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<tr>
<td>3</td>
<td>Resumes</td>
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<td>4</td>
<td>Cover Letters</td>
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<tr>
<td>5</td>
<td>Interview Skills and Appropriate Dress</td>
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<tr>
<td>6</td>
<td>Letters of Recommendations, References, and Thank You</td>
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<tr>
<td>7</td>
<td>Professional Development and Networking</td>
</tr>
<tr>
<td>8</td>
<td>Salary Negotiations, Benefits, and Office Etiquette</td>
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</tbody>
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PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   To better prepare Gateway students on how to research a major, career, and internships and how to develop
   the skills to attain their goals.
   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. N/A
   b. If the course or some sections of the course may be technology delivered, explain why.
      None

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   Freshman Gateway Students must complete this course

3. If the course is similar to an existing course or courses, justify its development and offering.
   None
   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. None
   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. N/A

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. Required for the completion of the Gateway Program.
   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. N/A

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:
   Academic Advisors and Graduate Assistants in the Gateway and TRiO/Student Support Services Program.
   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. N/A

2. Additional costs to students: None
   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 textbook, only handouts, presentations, and Career Services information.
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. N/A

PART VII: APPROVALS

Date approved by the department or school:

Date approved by the college curriculum committee:

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

Date approved by CAA: 9/13/07

*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).