

Eastern Illinois University

NEW/REVISED COURSE PROPOSAL FORMAT**(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)**

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

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** REC 4274
2. **Title (may not exceed 30 characters, including spaces):** Pre-Internship & Career Development in Recreation
3. **Long title, if any (may not exceed 100 characters, including spaces):** Pre-Internship & Career Development in Recreation
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 1-0-1
5. **Term(s) to be offered:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:** 2014
7. **Course description:** The course will develop the student's ability to identify, select, and secure an internship position with a leisure service agency that will meet departmental objectives of the internship experience and the student's experience expectations. Career development tips and strategies will also be covered including professional certifications, workplace culture, professional etiquette, salary negotiating, and life after the internship.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No
 - b. **Prerequisite(s)**
 - **Identify the 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.
REC 3550/3551 & Junior/Senior standing
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). Yes No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - 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):
 - e. **Repeat status:** Course may not be repeated.

Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
Recreation Administration Majors/Minors only

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

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

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

Please check any special grading provision that applies to this course:

N/A The grade for this course will not count in a student's grade point average.

N/A The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

N/A The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

N/A Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

- 1. List the student learning objectives of this course:** At the conclusion of the course, students will:
 - Prepare an individual assessment and career goals and objectives.
 - Prepare a cover letter and resume for the internship application process.
 - Practice interviewing for an internship position.
 - Analyze the steps and procedures involved in securing an internship position.
 - Interpret the stages associated with experiencing the internship.
 - Analyze the role of networking before, during, and following the internship.
 - Examine the value and steps associated with planning for full-time employment following the internship.
 - Appraise the performance on core assignments/projects completed while at EIU.
 - Interpret how the student's body of work (i.e., academic coursework/experiences) will assist them with their internship & future career(s).
 - Examine the importance of professional development (i.e., conferences, certifications, resources available) in the field.

- 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:

	Individual Assessment Assignment (20%)	Internship/Career Goals & Objectives Assignment (10%)	Cover Letter, Resume, & Position Announcement Assignment (15%)	Mock Interview Experience (15%)	Department Portfolio Self-Evaluation Assignment (15%)	Self-Reflection Paper (25%)
Prepare an individual assessment and career goals and objectives.	X	X				
Prepare a cover letter and resume for the internship application process.			X			
Practice interviewing for an internship position.				X		
Analyze the steps and procedures involved in securing an internship position.	X	X	X	X		
Interpret the stages associated with experiencing the internship.		X	X	X		
Analyze the role of networking before, during, and following the internship.	X	X	X			
Examine the value and steps associated with planning for full-time employment following the internship.	X	X	X	X		
Appraise the performance on core assignments/projects completed while at EIU.					X	X
Interpret how the student's body of work (i.e., academic coursework/experiences) will assist them with their internship & future career(s).					X	X
Examine the importance of professional development (i.e., conferences, certifications, resources available) in the field.	X	X				X

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

Individual Assessment Assignment: The student will complete an individual assessment that includes a task analysis, self-analysis, and agency analysis. The content obtained from this assessment will guide the student's goals and objectives

Internship & Career Goals and Objectives Assignment: The student will develop his/her personal internship experience goals and objectives based on his/her individual assessment.

Cover Letter, Resume, & Position Announcement Assignment: The student will develop a resume and cover letter(s) appropriate for his/her selected agency/agencies. The student will provide the instructor with a position announcement for a position he/she would be interested in applying as an internship, or upon graduation. The student will submit a cover letter and resume appropriate for the selected job announcement.

Mock Interview Experience: Based on the required and/or preferred KSA's identified in the position announcement (see cover letter, resume, & position announcement assignment above) the instructor will develop appropriate interview questions and perform a mock interview with the student.

Department Portfolio Self-Evaluation Assignment: Using a standardized assessment form, the student will review and evaluate his/her Departmental Portfolio (on file in the Department’s Main Office).

Self Reflection Paper: The student will complete a self-reflection paper that discusses the role of his/her EIU experiences in their personal and professional development.

<u>Evaluation Criteria</u>	<u>Percentage of Final Grade</u>	<u>Grading Scale</u>
Individual Assessment Assignment	20%	A = 100 – 90%
Career Goals & Objectives Assignment	10%	B = 89 – 80%
Cover Letter, Resume, & Position Announcement	15%	C = 79 – 70%
Mock Interview Experience	15%	D = 69 – 60%
Departmental Portfolio Self-Evaluation	15%	F = 59 – 0%
Self-Reflection Paper	25%	

3. 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:** EIU’s approved online course management software will be utilized for hybrid/online sections of the course. Various synchronous and asynchronous experiences will be provided to students to support student-to-student, student-to-instructor, and student-to-content interactions during the course. These experiences will utilize the “Communications Tools” features of EIU’s approved online course management software. Assessment exercises to measure student learning will be completed via the “Quiz and Survey” features of EIU’s approved online course management software. Written assignments will be submitted to “Dropboxes” that will be developed on EIU’s approved online course management software. Posting of student grades and feedback will be available via the “Grades” feature of EIU’s approved online course management software.
- b. **Describe how the integrity of student work will be assured:** The instructor will design the written assignments/projects in a manner that will reduce the chance for plagiarism. Additional concerns of possible plagiarism will be addressed through the use of available EIU software (i.e., TurnItIn.com).
- 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.):** It is expected a variety of interaction and engagement tools will be utilized on EIU’s approved online course management software. Tools such as, “Chat”, “Discussions”, “Online Rooms” and “Illuminate” will be actively integrated into the course to support student-to-student, student-to-instructor, and student-to-content interactions. In addition to the communication tools available on EIU’s approved online course management software, students will also be provided with the instructor’s office contact information (i.e., email and phone).

4. 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.**

- 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. (See Appendix *.)**

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.

Week	Topic Area	Face-to-Face (F2F) Time Requirement	Hybrid Course Environment Time Requirement	Online Course Environment Time Requirement
Week 1	Course Introduction Thinking strategically, the individual assessment, and aligning your goals with the agency	50 minutes	F2F: 50 minutes	Online: 50 minutes
Week 2	Initiating the Search Process	50 minutes	Online: 50 minutes	Online: 50 minutes
Week 3	Resume development Letter writing (letters of inquiry/application)	50 minutes	F2F: 50 minutes	Online: 50 minutes
Week 4	The interview process	50 minutes	Online: 50 minutes	Online: 50 minutes
Week 5	Student Interviews	50 minutes	F2F: 50 minutes	Online: 50 minutes
Week 6	Student Interviews Securing the Internship	50 minutes	F2F: 50 minutes	Online: 50 minutes
Week 7	Department Internship responsibilities Student Internship responsibilities Agency Internship responsibilities	50 minutes	Online: 50 minutes	Online: 50 minutes
Week 8	Department Internship responsibilities Student Internship responsibilities Agency Internship responsibilities	50 minutes	Online: 50 minutes	Online: 50 minutes
Week 9	Reports and certification/accreditation	50 minutes	Online: 50 minutes	Online: 50 minutes
Week 10	Reports and certification/accreditation	50 minutes	Online: 50 minutes	Online: 50 minutes
Week 11	Professional Development, CPRP/CTRS Practice Exam	50 minutes	Online: 50 minutes	Online: 50 minutes
Week 12	Managing the internship/job experience	50 minutes	F2F: 50 minutes	Online: 50 minutes
Week 13	Networking	50 minutes	F2F: 50 minutes	Online: 50 minutes
Week 14	Thinking strategically about your career & the role of the internship	50 minutes	F2F: 50 minutes	Online: 50 minutes
Week 15	Preparing for the next step & salary negotiation	50 minutes	F2F: 50 minutes	Online: 50 minutes

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. Course will be technology delivered based upon student demand AND in an effort to connect with off-campus students.**

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
This course provides an overview of the internship and activities associated with planning, securing, and managing the internship. In addition, the course examines the professional and career development practices associated within employment in the park and recreation profession. The content and requirements are consistent with courses at the 4000-level.
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.**
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 major
 - 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.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Qualified faculty in Recreation Administration (Michael Mulvaney, Peggy Holmes-Layman, or other qualified faculty). Online sections of the course will be taught by faculty who have met the technology delivered policy of CAA.
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):**
Gower, R.K. & Mulvaney, M.A. (2012). *Making the most of your internship: A strategic approach*. Champaign, IL: Sagamore Publishing.

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: January 30, 2014

Date approved by the college curriculum committee:

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).

Student
Success
Center

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

581-6696



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

581-3413

Career
Services

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

581-2412

Disability
Services

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

581-6583