

Date of request: 21-SEP-2021

Request ID: E-2021-FCS-73

College: E

Department: FCS

Initiator name: Kimberly Doudna

Initiator email: kimberly.doudna@wmich.edu

Proposed effective term: 202240

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course FCS 4295

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

FCS 4295

2. Proposed credit hours:

3-6

3. Proposed course title:

Internship in Family Science and Human Development

4. Proposed course prerequisites:

FCS 1010 and departmental approval

5. Proposed course corequisites:

none

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

none

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

C

8. Major and/or minor restrictions:

Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
none

10. Classification restrictions:
Exclude

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
FR SO JR

12. Level restriction:
Include

13. List the level (undergraduate, graduate) that is to be included or excluded.
UG

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
Not Applicable

15. Is this a multi-topic course?
No

16. Proposed course title to be entered in Banner:
Internship in Family Science

17. Is this course repeatable for credit?
Yes

18. Is this course mandatory credit/no credit?
Yes

19. Select class type:
Supervision or Practicum

20. How many contact hours per week for this course?
3-6

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
No

B. Please choose the applicable class level:
Undergraduate

C. Please respond Yes if this is current or new WMU Essential Studies Course. Otherwise, respond No.
No

D. Explain briefly and clearly the proposed improvement.

This proposal creates a new course FCS 4295: Internship in Family Science and Human Development.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

To date, the Family Science program area has utilized a section of FCS 4290: Internship, a course number utilized across program areas in the Family and Consumer Sciences department. The creation of FCS 4295: Internship in Family Science and Human Development will help distinguish the capstone Family Science internship experience from internship options and requirements of other areas.

The practice of utilizing a section of the department-wide FCS: 4290 course to organize family science program area internships creates consistent and unnecessary confusion for students, academic advisors, and faculty internship coordinators, among others, due to varied requirements and coordination of internships across program areas. The creation of distinctive course number to be utilized by students in three Family Science and Human Development (FSHD) concentrations (as established in accompanying program improvement package) will distinguish the FSHD internship course from the internship requirements of other program areas, allow for the establishment of program specific catalog copy and student learning outcomes, and contribute to clarity and efficiency in advising, coordination, and enrollment processes.

As a capstone experience, the proposed FCS 4295 course requires that students be at senior level status and have met the prerequisite of FCS 1010: Introduction to Professions and Practices in Family Science and Human Development. FCS 1010 serves as an introduction to the multidisciplinary field of family science and human development with an emphasis on professional practices and careers. It also covers foundational knowledge, competencies, skills, and ethics for professional preparation in child development and services, youth and community development, and family studies.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Students will:

Obtain professional work experience aligned with concentration in Family Studies and Human Development.

Apply academic preparation, including content knowledge and professional skills, to contribute to a professional setting.

Demonstrate professional competencies, attitudes, and skills for success in human service roles and settings with emphasis on written and verbal communication.

Utilize critical thinking and self-evaluation for application and assessment of academic preparation within a professional setting.

Examine the National Council on Family Relations Code of Ethics and Family Life Content Areas in relation to internship placement and employment.

Identify effective self-care practices for family science practitioners and evaluate the role of self-care in personal and professional well-being

Reflect on the role of professional networking in career development and employment.

Develop materials and skills for securing employment within the field of Family Science and Human Development.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

While this proposed course is not a response to assessment outcomes, it is in response to informal assessment activities such as discussions about multiple programs within and across departments, responding to student career aspirations, refining professional pathways, maintaining professional organization requirements, and reducing confusion for students.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution.

Demonstrate that the program you propose is not a duplication of an existing one.

The creation of the FCS 4295: Internship in Family Science and Human Development course will have limited effect on other colleges, departments, or programs. Eliminating the need for Family Science and Human Development sections of FCS 4290 will reduce confusion for students and advisors and does not deter the continued use of FCS 4290 for other program areas. The FCS 4295 course is clearly distinguished from the existing FCS 4290 internship course as it has been designed to address the specific needs and requirements of the Family Science and Human Development program including site-based hours and requirements, student learning outcomes, online course content, and alignment with National Council on Family Relations Certified Family Life Educator requirements.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

The creation of the FCS 4295: Internship in Family Science and Human Development course will have limited effect on other programs in the Family and Consumer Sciences Department. Eliminating the need for Family Science and Human Development sections of FCS 4290 will reduce confusion for students and advisors and does not deter the continued use of FCS 4290 for other program areas. The FCS 4295 course is clearly distinguished from the existing FCS 4290 internship course as it has been designed to address the specific needs and requirements of the Family Science and Human Development program including site-based hours and requirements, student learning outcomes, online course content, and alignment with National Council on Family Relations Certified Family Life Educator requirements.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

The six credit internship experience is a requirement for all students majoring in Family Science and Human Development. The FCS 4295: Internship in FSHD will fulfill this requirement. Earned credits from Family Science section of FCS: 4290: Internship, will count as equivalencies for the FCS 4295: Internship in FSHD to ensure that students under previous catalog years can transition to the new Family Studies and Human Development major if desired.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

The six credit internship experience is a requirement for all students majoring in Family Science and Human Development.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The existing instructional, supervisory, and administrative resources committed to Family Science and Human Development internships will meet all instructional, supervisory, and administrative needs related to the FCS 4295 course.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

The six credit internship requirement for all Family Science and Human Development students remains consistent. We are working with CEHD advising and WMU admissions to create new articulation agreements because of other program changes.

O. Current catalog copy:

None, this is a proposal for a new course.

P. Proposed catalog copy:

Capstone experience that supports the synthesis and application of academic preparation within supervised field-based experiences in child development and services, youth and community development, or family studies. Six credits include 360 field-based hours and weekly participation in online seminar emphasizing reflective practices and career preparation.

Internship is arranged by the student with consultation and approval of faculty coordinator. Site-based supervision, documentation of hours, and midterm and final evaluations required. Offered in fall, spring, or a combination of summer I and II semesters.

Department Curriculum Chair approver: Mary Beth Kennedy Janssen

Department Curriculum Chair comment:

Date: 02-OCT-2021

Department approver: Suzan Ayers

Chair comment:

Date: 04-OCT-2021

FCS 4295: Internship in Family Science and Human Development

Department of Family and Consumer Sciences

Western Michigan University

Instructor Information

Instructor: Melinda (Mindy) Holohan, MA, CFLE

Email: melinda.j.holohan@wmich.edu

Office Hours

I welcome the opportunity to meet by appointment. Please visit <https://appt.link/m-holohan> to set up a meeting time via phone or Webex.

Discussion Boards versus Email

If you have a question about course content or mechanics, please post it to the Problem Solver discussion forum which can be found in the Discussions area under the communications tab in our Elearning course. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Please email instructor directly if your concern is of a personal nature.

Email Response Time

I work to respond to emails within 1-2 weekdays. If I plan to be away from my computer for an extended time, I will let you know in advance. Please include the course title and section in the subject line of your email. All email correspondence is expected to take place via which email accounts.

Accommodations

Any student who has a need for accommodations based upon the impact of a disability should contact me as soon as possible. Contact the Office of Disabilities Support Services (DSS) to coordinate appropriate accommodations. Further information on DSS is addressed later in the syllabus.

Course Information

Course Description

FCS 4295 is a capstone experience that supports the synthesis and application of academic preparation within supervised field-based experiences in child development and services, youth and community development, or family studies. Six credits include 360 field-based hours and weekly participation in

asynchronous online seminars emphasizing reflective practices, peer engagement, and career preparation. Site-based supervision, documentation of hours, and midterm and final evaluations are required. FCS 4295 is offered in fall, spring, or a combination of summer I and II semesters.

[Prerequisite](#)

FCS 1010 and departmental approval

[Course Readings](#)

Additional course readings and activities will be made available in Elearning (See ELearning Module Content)

[Careers in Family Science](#)

[Western Michigan University Career Development Guide](#)

[National Council on Family Relations Ethical Principles and Guidelines for Family Scientists](#)

[National Council on Family Relations: Family Life Education Content Areas](#)

[Certified Family Life Educator Code of Ethics](#)

[Western Michigan University: The Big Interview](#)

[The Career Portfolio: A Practical Job Search Tool](#)

[Student Learning Outcomes](#)

1. Obtain professional work experience aligned with concentration in Family Studies and Human Development.
2. Apply academic preparation, including content knowledge and professional skills, to contribute to a professional setting.
3. Demonstrate professional competencies, attitudes, and skills for success in human service roles and settings with emphasis on written and verbal communication.
4. Utilize critical thinking and self-evaluation for application and assessment of academic preparation within a professional setting.
5. Examine the National Council on Family Relations Code of Ethics and Family Life Content Areas in relation to internship placement and employment.
6. Identify effective self-care practices for family science practitioners and evaluate the role of self-care in personal and professional well-being

7. Reflect on the role of professional networking in career development and employment.
8. Develop materials and skills for securing employment within the field of Family Science and Human Development.

Graded Course Activities, Assignments and Assessments

Teaching Methods and Materials

This ELearning course will be delivered online through the course management system Desire 2 Learn (D2L). You will use your BroncoID account to login to the course from the [ELearning Login page](#) or from GoWMU.

The course is organized into topics of instruction, called Learning Modules, as outlined in the Course Schedule. Each learning module is listed by its main topic and contains required readings, videos, lectures, discussions, assignments, and reflections. There are numerous Learning Modules in this course, each with various requirements. The schedule clearly indicates which modules and activities must be completed by each due date. To access the learning modules click on the content link at the top of the page. This will display the table of contents on the left side of the page allowing you to link to all requirements and resources.

Grading Policy

All assignments must be submitted online through the course assignment Dropbox before the due date listed on the course schedule. **Emailed assignments will not be accepted.**

See Elearning content for detailed assignment requirements for each assignment. To calculate your grade, add up your scores, divide your score(s) by the number of points possible and then multiply by 100. That is your percentage. See the grading scale below to find what range of percentages corresponds to which letter grade. You have access to your individual scores through eLearning.

Visit the Dropbox, and Discussion links in Elearning for details about each assignment listed below. (See the [Technical Course Structure](#) section for more information about accessing tools and activities).

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments. Assignment grade will be reduced by 5% for each day late, with no credit given after one week. (ALL assignments must be submitted in order to pass the course). Discussion posts are closed at deadline.

Points Based Grading

All assignments must be submitted online through the course assignment Dropbox before the due date listed on the course schedule. **Emailed assignments will not be accepted.**

Please see Elearning content for detailed assignment requirements

Weekly Module Discussions/Course Participation 140 Points (14 @ 10 pts each)

1. Internship Job Description
2. SMART Goals
3. Virtual & Professional Etiquette
4. Professional Ethics
5. Big Interview 1
6. Big Interview 2
7. Self-Care
8. Professional Competencies
9. FLE Content Areas
10. Professional Resume
11. Professional Cover Letter
12. Professional Networking
13. Professional Portfolio
14. Course Reflection

Big Interview Assignment Part 1: Mock Interviews 20 points

Big Interview Assignment Part 2: Top 10 Questions 20 points

Professional Resume Assignment 20 points (Part 1: 15 pts, Part 2: 5 pts)

Professional Cover Letter Assignment 20 points

Internship Hours- 360 Points Total- Submitted in 2 Phases of 180 points each

- Please reference the *Internship Hours Module* on Elearning for more details.

Internship Midterm Evaluation (completed by site supervisor-must be submitted for course credit) 20 points

Internship Final Evaluation (completed by site supervisor-must be submitted for course credit) 30 points

Total Points Possible: 630

Grading Scale

Students will be evaluated on a "Credit/No Credit" basis. According to University policy, credit is earned for grades of 'C' or better, grades 'DC' or below will earn "No Credit"

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

A	94-100
BA	88-93
B	84-87

CB	77-83
C	74-76
DC	67-73
D	64-66
E	0

Important note: For more information about grading at WMU, visit the academic policies and grading section of the [university catalog](#).

Viewing Grades in Elearning

Graded activities will be posted in Elearning. Click on the Grades link on the top navigation to view your scored assignment or assessment as well as associated feedback. See the [Technical Course Structure](#) section for more information.

Grades will typically be updated within one week of the assignment being due.

Course Policies

Participation

Online courses require your active participation. Here are some tips for success:

- In discussions, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the news widget on the course homepage. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule!

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Class Conduct and Civility

Students are expected to contribute to the learning environment by respectfully interacting with their colleagues and professor regardless of any difference of opinion. When students voice opinions with

which you do not agree, feel free to voice your opinion in a polite and civil manner. This approach can help us enhance the free flow of ideas. Students must not interfere with the learning of their colleagues.

Use proper etiquette. Typing in all capital letters is considered shouting in an online environment. Rude or belittling statements made to other students in discussions is clearly unacceptable.

Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use appropriate language that is respectful of others, and include sufficient references to support their thesis and ideas in the paper.

Time Commitment

Online, hybrid, and web-enhanced courses are just as time intensive as traditional courses. In fact, many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider dropping a course. Refer to the [WMU Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the situation meets the University guideline. All incomplete course assignments must be completed within an agreed upon time.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Disability Services for Students (DSS), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DSS and meet with a DSS counselor to request special accommodation before classes start.

DSS is located in Woodlawn Place at 2210 Wilbur (across from Rood Hall and behind Fetzner Center) They can be contacted by phone at (269) 387-2116 (Voice) (269) 387-0633 (Fax).

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and integrity in your

behavior in and out of the classroom. Learn more about university policies in the [University Policies](#) section of the syllabus.

Note: Course policies are subject to change. It is the student's responsibility to check ELearning for corrections or updates to the syllabus. Any changes will be posted in ELearning.

University Policies

WMU Academic Honesty Policy & Procedures

"Our mission is to enhance student learning and personal development by creating an educationally purposeful, disciplined and caring community."

Academic Honesty & WMU Codes of Conduct

At WMU, "**cheating** is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise."

"**Fabrication** is the intentional invention and unauthorized alteration of any information or citation in an academic exercise. **Falsification** is a matter of altering information while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise or University record. **Forgery** is defined as the act to imitate or counterfeit documents, signatures, and the like."

"**Plagiarism** is intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge."

"**Complicity** is intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty."

Read more about the [WMU Academic Honesty Policy & Procedures](#) and other student conduct policies on the [Office of Student Conduct](#) website and in the [WMU Student Code of Conduct](#).

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student conduct.

WMU Closure Policy

As soon as a decision is made about closing a campus, the decision is publicized through:

- The WMU home page at wmich.edu
- The WMU Alert system
- Area radio and television stations
- The WMU emergency information phone line at (269) 387-1001.

The University community is encouraged to frequently check the [WMU home page](#) for updates. Refer to the [WMU closure policy](#) for additional details.

Any changes to the syllabus due to closure will be announced by the instructor.

[WMU Non-Discrimination Policy](#)

Western Michigan University prohibits discrimination or harassment which violates the law or which constitutes inappropriate or unprofessional limitation of employment opportunity, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status. For full details go to the [WMU Non-Discrimination Policy](#).

See the [President's Statement on Diversity, Multiculturalism and Inclusion](#).

[WMU Accessibility Statement](#)

In accordance with federal and state law, Western Michigan University (WMU or University) strives to provide equal opportunity in all educational and administrative services, programs and activities. Facilitating equal and effective access is the responsibility of all University staff and faculty. That responsibility includes ensuring that websites and web services provided or utilized by WMU are consistent with the law and the University's commitment to accessibility.

[WMU Sexual Misconduct Policy](#)

Western Michigan University encourages all members of our community to participate in the process of creating a safe, welcoming and respectful environment on campus. With the Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures, we affirm the commitment of the university and our community to the values of transparency and timely communication, and accountable and responsible behavior within an ethical, compassionate, diverse and respectful environment. Read more on the [University Sexual Misconduct Policy](#) website.

[Technical Course Structure](#)

This Elearning course will be delivered entirely online through the course management system D2L Brightspace. You will use your BroncoID account to login to the course from the ELearning login page (<http://elearning.wmich.edu>). You will need a strong internet connection to access this course.

The course is organized into topics of instruction called learning modules as outlined in the course schedule and noted by due dates in the Elearning course. Each learning module is listed by its main topic and may contain required readings, videos, mini-lectures, discussions, assignments, or collaborative group work.

[Discussion Forums & Topics](#)

The Discussions tool provides an area for collaboration and communication, allowing learners to post, read and reply to messages on different topics, share thoughts about course materials, ask questions, share files and work with peers. You can find course discussions in the module content area, as well as in the discussion tool.

You will find the following discussion topics in the course site:

- **Introductions:** You will use this discussion to introduce yourself to your classmates. Introduction discussion instructions will be posted in Elearning.
- **Problem Solver:** Use this discussion to check if your classmates can help you with any difficulties you may be experiencing in your course. Topics of a personal nature should be addressed by emailing your instructor directly.
- **Student Lounge:** Use this forum to celebrate your personal accomplishments, encourage each other, post inspirational quotes, etc.

Dropbox

Students use the Dropbox tool to upload and submit assignments to submissions folders in Elearning, eliminating the need to email or physically submit their work to instructors. Unless indicated otherwise in the learning modules, you will submit assignments using the Dropbox tool. The due dates in Dropbox match the due dates in the schedule.

You can find Dropbox Assessments in the module content area, as well as in the Dropbox Assessment tool.

Technical Course Requirements

Computer Hardware

- In order to participate in any WMU online course, you should have easy access to a computer less than 5-years old and a high-speed internet connection. You will also need speakers or headphones.
- You are expected to be proficient with installing and using basic computer applications and have a basic understanding of sending and receiving email attachments.

Software

The following media software may be required to access the materials contained in your online course:

- Check your browser setting, we recommend Google Chrome (Google help link)
- [Google Apps for Education](#)
- [Mediasite](#)
- <<List other tools, resources, and materials needed by the student for success in the course>>

Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with Elearning please contact the [WMU Help Desk](#).

Back-Up Plan If Something Goes Wrong

If you find that some part of our online course is not working, please follow these steps until the issue is resolved:

- Don't panic! We will solve the problem and make adjustments.
- First check to see if you have missed an availability date. Some course items may only be available during a certain window of time.
- Try checking the Problem Solver discussion to see if any of your classmates are experiencing the same issue.

- Check to see if I have posted any announcements in the course News on the course homepage or emailed the class.
- If you still have difficulties, contact the help desk at 269.387.HELP (4357), help.desk@wmich.edu, or <http://www.wmich.edu/helpdesk/>. They will attempt to identify the problem and route your concern for the quickest resolution. They will contact me if necessary.
- Send me an email with the course number and issue name in the subject line and a description of the issue in the body **before the due date** of an assignment.
- There is a D2L “Live Chat” icon on your Elearning homepage for assistance.
- **Do not automatically email your assignments** if technology is not working. I can make adjustments to the course in various ways to accommodate an issue. You will be able to complete the course requirements.
- Continue to watch for email or postings in the News widget on the course homepage for adjustments to the normal course procedures.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check ELearning for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Webmail email.