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I. Executive Summary

With this project I have researched internship options that would be beneficial to The Campus Beet, a current RSO that is organizing a pilot student-led café. This café would provide ecologically sound food options as well as promote sustainable living and education and an atmosphere of community. I chose to research for-credit internship options as a way to connect university curriculum, WMU students, and campus organizations like The Campus Beet in a collaborative effort.

Through my research, I explored three internship options for The Campus Beet. First was the feasibility of running The Campus Beet internships through pre-existing departmental internships, the second was creation of an internship specific to The Campus Beet and creation of a course which this internship could run though, and third was running The Campus Beet internship through WMU’s Service Learning Program. The results of my research showed that of the three options which I explored the first was not feasible. The second shows potential but requires creation of a new university course, and the third best connects the university, WMU students, and The Campus Beet, but also requires the creation of a new university course.

Therefore, I am proposing that a new course be created at Western Michigan University which promotes campus involvement and improvement. This course would serve as a Service Learning opportunity for students to gain credit while working with campus organizations like The Campus Beet on activities which are relevant to the student’s academic focus. Long-term, I am proposing the creation of, or a promotion of, a current program to Institute status. This
institute would not only focus on sustainability and community research, but could also offer for-credit course options to students.

My research and proposed actions are in direct response to WMU’s sustainability goals which have been outlined in the 2009 *Strategic Sustainability Initiatives Report*, the 2010 *Academic Affairs Strategic Plan*, and the university’s involvement in *The Talloires Declaration*. Creating a new course which promotes campus improvement and involvement would, “Increase Awareness of Environmentally Sustainable Development (Talloires Declaration)” as well as, " develop interdisciplinary approaches to curricula" and, " integrate experiential learning into academic programs (Strategic Sustainability Initiatives Report)."

Future work that needs to be done concerning this proposition is 1) a survey of departmental and faculty interest for hosting such a course, 2) a survey of student interest and support, 3) research into long-term possibility of an Institute for Sustainability.
II. Introduction

The issue which I am addressing with this research project is an extension of the need for a student-led campus café which would provide students of Western Michigan University with a place of community, as well as food alternatives not currently provided on campus. Through the research and imagination of several Environmental Studies students before me, over the course of four years, plans and outlines for this café have been established, and a registered student organization has been put into action. This RSO, The Campus Beet, is currently laying the foundation for a pilot student-led café which will focus on inter-disciplinary skill development for students, provide healthy, local, and environmentally sound food options, as well as promote a sense of community by providing a space for student activities.

The particular emphasis of my research project is to build upon the projects that have come before mine by establishing an internship labor structure for The Campus Beet. This research is both significant in addressing the need of the café to utilize non-paid workers due to a finite budget, but also as a way to promote a connection between students, The Campus Beet, and the university.

In a university setting it is beneficial for a student to not only have academic knowledge in their field of study, but also tangible experience. In researching internship options for The Campus Beet, I am addressing a need for the closing of a "gap" (Social Learning Towards a Sustainable World) between academia and real world experience by exploring ways university curriculum or university sponsored programs can be connected with The Campus Beet in a way which promotes active student involvement in their field of study. By participating in active
social learning, the student interns will engage in "conscious interaction and communication" with others, which in turn promotes "collaboration, shared interests, and a concern for the common good" (Social Learning Towards a Sustainable World).

This internship structure will not only affect the student in a positive way, but it will also help the university directly fulfill its sustainability goals. In January of 2008, Western Michigan University signed on to The Talloires Declaration, "a sustainability declaration created for and by presidents of institutions of higher learning." Both points one and seven of the declaration's action plan pertain to this research project. Point one states,

"Increase Awareness of Environmentally Sustainable Development: Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward and environmentally sustainable future."

The goals of The Campus Beet are directly in line with this point, as the café seeks to not only provide environmentally sound food options, but also promote sustainable lifestyle and thinking throughout the university population. Point seven reads,

"Collaborate for Interdisciplinary Approaches: Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future."

This student intern structure which I am researching for implementation for The Campus Beet will enable students of different disciplines to work together, along with faculty of the university in a café operation that promotes sustainability.
In Western’s Strategic Sustainability Initiatives Report, released in 2009, a main goal is to “Create more opportunities for structured internships, projects, theses, etc for students to collaborate with staff, admin, and faculty to address key campus sustainability Issues." and just last year in the Academic Affairs Strategic Plan 2010, the university made goals to

“Increase interdisciplinary teaching and interdisciplinary minors and majors to provide students with the knowledge to work in the world... Enhance the greater community and society by applying our university’s knowledge, talents, and energies through service and outreach... [and] integrate experiential learning into academic programs."

All of these goals are in line with the vision of The Campus Beet initiative, as well as the implementation of student interns in the labor structure of the café.

With information provided in this report, I hope to contribute to the leaders of The Campus Beet, well-researched options of how they may structure their student internship program, as well as make a case for the importance of cooperation and integration between the university, the student, and work experience. In order to demonstrate these things I will, in proceeding paragraphs, explain my methodology and data collected while researching the issue, present several exemplary internship structures currently running on campus, provide discussion of my findings and strategy for a course of action and finally, describe the limitations of my work.
III. Methodology and Data

In order to explore internship options for The Campus Beet, the initial question I developed was: can The Campus Beet student internship run thought pre-existing internship and independent study offerings on campus? To assess this situation, I created a list of internship, independent study, and cooperative education courses offered at Western Michigan University by examining the WMU Course Catalog. After reading through course descriptions, I narrowed my selection down to 19 courses from various departments and five different colleges. I chose to widely diversify the courses in an attempt to include as many major programs as possible to bring an assortment of students to The Campus Beet. After creating a list of courses of interest, I developed a group of control questions to evaluate each course in a similar manner in order to compare results.

Next I contacted advisors from each of the academic departments of interest. Depending on the time availability of the advisor, I either met in person with him/her or corresponded solely through e-mail to obtain answers to my control questions. My contact list and log can be seen in appendix b. After collecting information on each of the courses of interest I compiled the data in separate excel spreadsheets and evaluated the information based upon a common outline. This outline included course title and type, course requirements, department requirements, and future possibility of connection with The Campus Beet. These course evaluations can be viewed in appendix c.

After obtaining information about pre-existing internships, independent study courses, and cooperative education options on campus it became apparent that many of these existing
options would not be viable for collaboration with The Campus Beet. Since many of these courses are directly connected to departmental curriculum, the requirements and learning objectives are fairly concrete and fitted very much for existing businesses industries or organizations that specialize in a specific field of study. (For example, an accounting internship must be carried out at a CPA certified firm.)

From this point, I decided to explore a second option. I turned my attention to finding out what it would take to establish The Campus Beet’s own specific internship structure. I also researched how this internship could run through a created class course, still allowing a for-credit option. First, I examined the information I had gained from option one and analyzed the internship and independent structures of other departments on Campus. A more in-depth description of the internship structures I found helpful will be outlined in the next section “Examples of Best Practice on Campus.” Once I had examined the internship from a curriculum structure point of view, I also researched how employers form internships. Many of this information came from advising and career offices of other universities. From this information I was able to create a skeleton structure for The Campus Beet internship. I then contacted Alexander Houser, also known as Sasha, who is currently working as the secretary of the business committee for The Campus Beet. I inquired about how many interns would be needed, and which specific areas the interns would be working in along with other questions which helped me mold the internship skeleton into a workable internship specific to The Campus Beet. This internship outline can be seen in appendix d. With that in order, I contacted the Office of the Registrar to obtain information on how a class at Western Michigan University is created and added to University Curriculum. Carrie Cumming was very helpful in providing me
with the “Curriculum Change Guide for Creating a New Course” packet which can be viewed in appendix f. With this information I was able to examine the requirements of creating a new course which The Campus Beet’s internship could run through in order for a student to gain university credit.

In looking into other avenues to connect The Campus Beet and the student with the campus community and through the encouragement of Dr. Glasser, I began to explore a third option of Service Learning. I first researched background information of Service Learning on campus and how it operates in the Kalamazoo community. From this research I composed several further questions about Service Learning that could pertain to The Campus Beet and contacted Shawn Tenney, the Service Learning Coordinator.

As a basic practice in my research I utilized interviews, whether by email or in person, to obtain most information. I chose this approach because I felt that going directly to advisors and coordinators would be the best way to gain information since they are most knowledgeable about internship and independent study options within their departments. In a few instances during my collective research I was able to speak with students as well about their experience with existing internship options (specifically in the Engineering Cooperative Education program). As for all data collected in my research, my main objective was to analyze this data based on requirements of existing programs against objectives of The Campus Beet. A later objective became- to use the data as example and foundation for synthesis of the Campus Beet’s own internship program.
IV. Examples of Best Practice on Campus

In order to establish the basis for The Campus Beet’s own internship structure, I first looked at existing internship, independent study, and cooperative education programs that already existed on campus. Most of these options are departmental internships that would not be a viable option to work with The Campus Beet, but still can serve as important structural examples for the synthesis of an internship specific to The Campus Beet.

**Engineering department, Cooperative Education program**

The Cooperative Education program is offered through the College of Engineering and Applied Sciences at WMU. Fred Sitkins is the advisor and coordinator of the program. In order to register for this course a student must be at sophomore standing and hold a minimum GPA of 2.5. This course may be taken for one to three credit hours and is repeatable for a maximum of 12 credit hours total. A further chart of the background information for this program can be seen in appendix c9. A few key procedures in the Cooperative Education program that stood out to me were their process of student evaluation, as well as their requirement of an exit interview upon completion of the internship experience.

The Cooperative Education program requires that students collect a written evaluation of their performance from their immediate supervisor and submit it to the Cooperative Education coordinator. This requirement keeps the student accountable as well as shares the progress made throughout the semester with the faculty coordinator. As well as a written
evaluation of their performance, the student must also participate in an exit interview upon completion of their work semester. This interview serves as a final oral exam not only for the coordinator to gauge what the student has accomplished, but also for the student to share their experiences and what they have learned.

From the example of the College of Engineering and Applied Science’s Cooperative Education program, I have directly carried over several of the mentioned procedures into the internship structure for The Campus Beet.

**Communication department, Internship and Independent Study program**

The communication internship program is offered through the School of Communication of the College of Arts and Sciences at WMU. Marilyn Kritzman is the advisor and coordinator of the program. In order to register for this course a student must be at junior standing and hold a minimum communication coursework GPA of 3.0. This course may be taken for one to three credit hours. A further chart of the background information for this program can be seen in appendix c7 and c8. A few key procedures in the Communication department’s internship and independent study program that caught my eye were their time requirement standard, the ways in which they listed their internship opportunities, the order in which registration for an intern program takes place, and their requirement of a position description.

The communication internship program requires approximately 120 hours of work, roughly 10 hours per week if the student is seeking three credit hours. Time requirements can be adjusted accordingly if more or less credit hours are sought by the student. Opportunities for internships are listed prior to each semester not only on Bronco Jobs, but also on the school of
communication’s blog page. I found this as an interesting and effective way to reach students. In order to register for COM 3980 or COM 4990, a student must first have their internship set up with the interning location, and have the opportunity approved by the School of Communication. The student is then enrolled in the course in order to receive credit. In order for an internship to be approved by the School of Communication, the student must submit a “position description” which outlines specific responsibilities and learning objectives of the internship, information about the company, start and end dates, and other information. This causes the student to take an active role in recognizing the educational aspect of the internship opportunity.

From the example of the Communication department’s Independent study and internship program, I have integrated several of the mentioned procedures into the internship structure for The Campus Beet. Most notable of these are the idea of the Learning Contract, and the time requirements.

**Psychology department, Undergraduate Practicum program**

The psychology undergraduate practicum is offered through the Psychology Department of the College of Arts and Sciences at WMU. Dr. John Austin is the advisor and coordinator specifically for the PSY 5470 practicum. In order to register for this course a student must have already taken PSY 4600 and PSY 4440. This course may be taken for three credit hours. A further chart of the background information for this program can be seen in appendix c13. A few key procedures in the Psychology department’s practicum program which seem beneficial were
their additional course work requirements, and also that a practicum is a required course in order to obtain an undergraduate degree in Psychology.

The psychology practicum not only requires the student to complete a set amount of hours at their internship location, but also to fulfill other course requirements. It is required that students complete a portfolio as a final project, along with a reflection paper. The implementation of this requirement serves as a tangible outcome to the internship and something that can be used in a student’s portfolio for later job or graduate school interviews. Also, the psychology practicum is not optional or an elective. It is designed as a capstone course and it is required that each undergraduate psychology student participates in a practicum for at least three credit hours (one semester). I think it is an excellent idea to require each student to participate in a real-world experience which is specific to his or her course of study; by doing so the academic education can be supplemented by hands on experience. I would like to see this sort of requirement implemented on a university wide basis, but that may reach beyond the goals of this particular project.

From the example of the Psychology department’s practicum program, I have carried over several of the mentioned procedures into the internship structure for The Campus Beet. Most notable of these is the idea of additional coursework or a final project.
V. Discussion

In the following paragraphs I will present the results of my analysis and begin to outline a strategy for The Campus Beet Internship program. As mentioned earlier, the importance of hands on learning and work experience in a student’s course work can highly benefit the academic experience. Each of the three options I have explored supports this common learning goal. Now I will discuss the pros, cons, requirements, and feasibility of each option.

My first thought was that perhaps students who wanted to intern with The Campus Beet could simply register through their academic department for an internship or independent study course and fill out the appropriate forms in order to spend their semester interning with The Campus Beet. The benefits of this system would be that a wide variety of students could participate, as long as their department was willing to approve The Campus Beet as an appropriate internship or independent study option. Not only would this method bring in a diverse group of students, but it would also require minimal creation of infrastructure outside of the pre-existing internship or independent study course offerings. In addition to connecting a variety of students, this method would also encourage academic departments on campus to work collaboratively with each other and with The Campus Beet.

Initially I did not see many drawbacks to this option. Unfortunately after speaking to many advisors and coordinators from specific academic departments, it became apparent that this option may not be entirely feasible. In order for The Campus Beet to be an approved option for a diverse group of independent study and internship options it would also have to fulfill a diverse group of requirements. Many of these existing independent study, internship, practicum, or cooperative education opportunities have very precise learning objectives and
distinct requirements in order to fit with their department’s curriculum and mission. The data from my correspondence with departmental advisors and coordinators can be found in appendices c1 through c13. I organized the information from each course of interest in an evaluation sheet. After reviewing the data I had gathered, it became apparent that The Campus Beet was in need of its own specific internship outline.

If The Campus Beet were to have their very own internship structure, it could still reach a diverse group of students while shaping the learning objectives and internship requirements to its specific needs. But since this internship would not be working directly through the student’s academic department, it could no longer be an option to fulfill departmental practicum or internship requirements. This internship would need to act as an elective that could count toward the student’s University Elective course requirements. This option would eliminate the need for The Campus Beet to mold their internship opportunities around an overwhelming set of departmental requirements, but in order for this to remain a for-credit internship program, The Campus Beet would need a new course created in University Curriculum for the internship to run through.

Creating a course is no easy task. Carrie Cummings from the Western Michigan University Office of the Registrar was kind enough to provide me with the procedures and requirements of creating a new course. These procedures can be viewed on the “Curriculum change Guide for Creating a New Course” form in appendix f. In order for a new course to be created, there must be a supporting department and approval from that department faculty chairperson. The proposal must then be reviewed by the College Curriculum Committee and the Dean. As The Campus Beet is not technically a part of any academic department, though it
does have affiliations through the students that are a part of the RSO, it would be difficult for them to obtain this faculty and departmental support in the current situation.

Although difficult, this option is still feasible. These requirements could be met if a department is willing to harbor the course and make it available to not just its majors and minors but also all other students of the university. For the purpose of this project I have constructed a Campus Beet Internship draft in the event that a course was created for this internship to run through. In order to do this I studied internship structures here on campus, internship how-tos created by other universities, and internship templates created by employers. The Campus Beet Internship draft which, with adaptations, could function under a for-credit internship structure can be seen in appendix d.

A third option I researched as a Campus Beet Internship option was Service Learning. Service Learning is an organization at Western Michigan University that connects students with businesses and non-profit organizations. The goal of Service Learning is to emphasize the importance of practical application of academic learning, as well as help students develop practical skills. I met with the coordinator of Service Learning on campus, Shawn Tenney, about the possibility of The Campus Beet running an internship through the Service Learning program. She was very helpful in providing information about the program. She said that Service Learning usually connects students with off-campus partners, but any organization which would offer students opportunity for practical application of academic learning could be accepted. She explained that if The Campus Beet was interested in obtaining interns through the Service Learning program it would need very specific learning objectives outlined for each internship and structured activities which pertain to the student’s academic program.
Shawn Tenney explained that most projects which are for-credit must be run through a class because the program does not have authority to grant credit to students on its own. There are at least two possible ways The Campus Beet could pursue the Service Learning option. The first would be to research which particular professors at the university are active in Service Learning and which courses they teach. If there are a significant amount of courses which require Service Learning, and those courses relate to the internship activities of the café, an internship could be set up as long as the professor approves The Campus Beet as a location. Shawn mentioned to me that Professor Tim Palmer of the Business College is active in Service Learning and often requires his students to participate for course credit. If a significant amount of opportunities are not available, the second option for running The Campus Beet internships through the Service Learning program would still require creation of a new academic course.

Although it may seem like an extra step to incorporate Service Learning when a new course creation is still required, this option would build relationships with other campus organizations. Working through Service Learning would benefit The Campus Beet by utilizing a pre-existing infrastructure and also helping to promote Service Learning on campus. It would not only benefit the student by providing them with a for-credit working experience, but having participated in a Service Learning experience would also build the student’s portfolio and resume.
VI. Limitations of Analysis & Future Work

Although I feel like I covered a lot of ground with my research this semester, there were undoubtedly limitations, areas where I would have liked to go more in depth, and definitely more work to be done in the way of potential opportunities for future work. First, time was a major limitation this semester. Though I do like to work alone rather than in groups I feel that this project would have been more manageable and could have covered more ground with a few extra members researching and interviewing. I would have liked to go more in depth with finding out what kind of support The Campus Beet could gain from faculty or a specific department in order to gauge the feasibility of creating a new course option. I feel that to fully make my case, and for this for-credit internship option to be available in the future, a survey of student and faculty interest would be beneficial. Potential for new opportunities and future work that have arisen from this project are 1) research into which professors are active in service learning and if their courses relate to The Campus Beet’s internship needs, and 2) research into all aspects of course creation and securing a department willing to claim the course.
VII. Conclusions and Recommendations

For Western Michigan University to further progress in their goal to become more sustainable, collaboration oriented and supportive of interdisciplinary curricula I propose the creation of a new course. This course would promote campus involvement and improvement. Similar to internships and practicums, students would be gaining hands on experience in the area of their academic discipline, and at the same time would be working to improve their campus. I feel that there are ample intern opportunities that could be offered through this course, The Campus Beet being one of them. This would promote experiential learning as well as the student’s connection with campus.

Looking toward the future, a long-term goal that WMU could strive for is to create or promote a current program to institute status. An institute could better serve campus programs like The Campus Beet and Service Learning and be a collaborative experience for different departments of the university. A central power which can offer course options, organize opportunities, and grant credit at a university level would benefit students and the university in return. This institute could not only focus on sustainability research, but also on organizing internships, independent studies and cooperative education opportunities which further the ideas of sustainability, campus improvement, tangible learning experiences, and collaboration. I recognize that this is a recommendation that requires a significant amount of capital, research and time, but I truly believe that this would be in line with WMU’s goals which have been declared in recent years in the Talloires Declaration, Strategic Sustainability Initiatives report and the Academic Affairs Strategic Plan.
VIII. References


IX. Appendices

a. My Contact Information

b. Contact List and Contact Log

c. Course Evaluation Summaries
   1. ACTY 4100
   2. ART 5000 and ART 5200
   3. BCM 4960
   4. BUS 3990
   5. CIS 4100
   6. CIS 4960
   7. COM 3980
   8. COM 4990/ JRN 4990
   9. ENGR 2980/ ENGR 3980
  10. MGMT 4120
  11. MGMT 4950
  12. MKTG 3970
  13. PSY 5470/5990

d. The Campus Beet For-Credit Internship outline

e. For-Credit Internship Learning Contract

f. WMU Curriculum Change Guide for Creating a New Course
MY CONTACT INFORMATION

Susie Drust
susie.e.drust@wmich.edu
269 625 5573

CONTACT LOG

Name: Stefanac, Amelia
Date: February 28, 2011
Contact Type: E-mail
Notes:
Amelia provided me with an interview she had done with the student led café of the University of British Columbia, Sprouts.

Name: DeVries, Kimberly
Date: March 20, 2011
Contact Type: E-mail
Notes:
I sent an initial description of my project and asked for more information on courses ENGR 2980 AND 3980 she responded that she is no longer with the Cooperative Engineering Program and it would be best to contact Mr. Fred Sitkins.

Name: Oole, Susan
Date: March 20, 2011
Contact Type: Email
Notes:
I sent an initial description of my project and asked for more information on the course HNRS 3990, she recommended that I contact departmental advisors since most of their honor students sign up for internships through their academic department, very seldom through the honors college.

Name: Sitkins, Frederick
Date: March 20, 2011
Contact Type: Email
Notes:
I sent an initial description of my project and asked for more information on courses ENGR 2980 AND 3980. He responded he would be happy to talk with me and recommended I attend a Cooperative Education information lunch at the Engineering Campus on March 23 at 11:30am.
Name: Sitkins, Frederick  
Date: March 23, 2011  
Contact Type: In person  
Notes:  
The information lunch was very informative. I was able to speak with Fred Sitkins as well as four students who participate in the Cooperative Education program.

Name: Stoyanoff, Deb  
Date: March 21, 2011  
Contact Type: Email  
Notes:  
I sent an initial description of my project and asked for more information on the courses ENVS 4200 she responded that it would be best to meet with both her and Dr. Kohler for information on the course. She will check his schedule and get back to me.

Name: Kollig, John  
Date: March 21, 2011  
Contact Type: Email  
Notes:  
I sent an initial description of my project and asked for more information on courses ART 5000 and ART 5200. He responded he would be happy to meet with me and I could drop by the art advising office any time.

Name: Kollig, John  
Date: March 22, 2011  
Contact Type: In person  
Notes:  
We discussed the independent study options offered through the Frostic School of Art. These options require that students either work with a practicing artist in a workshop that could not otherwise be offered on campus through normal curriculum, or that the student proposed an in-depth art history study. Neither of these options could work with The Campus Beet.

Name: Austin, Amanda  
Date: March 21, 2011  
Contact Type: Email  
Notes:  
I contacted the psychology undergraduate advising office through the email address psy-advising@wmich.edu to request information on the course PSY 5470. Amanda responded with a course outline and gave me contact information of Dr. John Austin incase I had further questions.
Name: Arts and Sciences Advisors  
Date: March 21, 2011  
Contact Type: Email  
Notes: I emailed Arts and Sciences advising explaining my project and to request information on courses A-S 4990 and A-S 3990. An advisor responded that typically students will take internships and independent studies directly through their department, and not generally through the College.

Name: Robinson, Christine  
Date: March 22, 2011  
Contact Type: Email  
Notes: I emailed the college of education and human development to explain my project and request more info on courses FCS 2020 and HPER 4000. Christine referred me to FCS and HPER departments for that information.

Name: Kritzman, Marilyn  
Date: March 22, 2011  
Contact Type: Email  
Notes: I emailed Marilyn to explain my project and request more information on the courses COM 4990, COM 3980, AND JRN 4990. She provided links to the course syllabuses with very thorough outlines of the courses, as well as the communication blog which posts approved internship opportunities.

Name: Heystek, Geralyn  
Date: March 22, 2011  
Contact Type: Email  
Notes: I emailed business advising to explain my project and see about the requirements for courses ACTY 4100, BCM 4960, BUS 3990, CIS 4100, CIS 4960, MGMT 4120, MGMT 4950, MKTG 3970, and MKTG 4790. Geralyn did not feel The Campus Beet would be an option for business internships due to their specific structure and rules about approved internship sites. She did suggest posting our own internship to bronco jobs, though, where a lot of business students check.

Name: Cumming, Carrie  
Date: March 23, 2011  
Contact Type: Email  
Notes: I contacted the registrar to explain my project and ask how a new course could be created to specifically facilitate Internships for The Campus Beet. Carrie responded with information regarding the faculty senate and the steps and procedures for creating a course at Western Michigan University.
Name: Houser, Alexander  
Date: March 22, 2011  
Contact Type: Email  
Notes: he emailed me to let me know he would be taking over as secretary of the business committee for The Campus Beet and wanted to know if we could meet to talk about my research project so far.

Name: Houser, Alexander  
Date: March 23, 2011  
Contact Type: In person  
Notes: Met at The Campus Beet meeting and discussed my previous research and contact with advisors, I told him I think it would be best to make an internship outline specific to The Campus Beet instead of working through internship options of the university. He said he would help with providing any info I needed from The Campus Beet.

Name: Houser, Alexander  
Date: March 27, 2011  
Contact Type: Email  
Notes: I formulated several questions for The Campus Beet that could help me create a working outline for their internship and sent them to Alexander (Sasha).

Name: Houser, Alexander  
Date: April 3, 2011  
Contact Type: Email  
Notes: Response from Sasha to earlier questions for The Campus Beet internship.

Name: Shawn Tenney  
Date: April 5, 2011  
Contact Type: Email  
Notes: Contacted about Service Learning program at WMU. Set up meeting for April 8 at 10:30 am.

Name: Shawn Tenney  
Date: April 8, 2011  
Contact Type: In person  
Notes: Good info on service learning on campus. Campus Beet could potentially be a Service learning partner, but the internship or project would still need to run though a WMU class course. She also gave me names of other people I could contact on campus such as Kate Bates (Student Leadership and Co-Curricular Coordinator), Brenda Case-Parris (Student Employment Services), and Tim Palmer (Professor from Business College who is active in Service Learning Program).
<table>
<thead>
<tr>
<th>NAME</th>
<th>AREA</th>
<th>INFORMATION</th>
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<tr>
<td>Austin, Amanda</td>
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<tr>
<td>The Campus Beet</td>
<td>RSO</td>
<td><a href="mailto:campusbeet@gmail.com">campusbeet@gmail.com</a></td>
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<tr>
<td>Cumming, Carrie</td>
<td>Registrar</td>
<td><a href="mailto:carrie.cumming@wmich.edu">carrie.cumming@wmich.edu</a></td>
</tr>
<tr>
<td>DeVries, Kimberly</td>
<td>Cooperative Education (formerly)</td>
<td><a href="mailto:kimberly.devries@wmich.edu">kimberly.devries@wmich.edu</a></td>
</tr>
<tr>
<td>Gambino, Debra</td>
<td>Fine Arts / Music</td>
<td>269-387-4672</td>
</tr>
<tr>
<td>Hamilton, Margaret</td>
<td>Fine Arts/ Music</td>
<td><a href="mailto:margaret.hamilton@wmich.edu">margaret.hamilton@wmich.edu</a></td>
</tr>
<tr>
<td>Houser, Alexander</td>
<td>Campus Beet business committee</td>
<td><a href="mailto:alexander.r.houser@wmich.edu">alexander.r.houser@wmich.edu</a></td>
</tr>
<tr>
<td>Heystek, Geralyn</td>
<td>Business</td>
<td><a href="mailto:geraldyn.heystek@wmich.edu">geraldyn.heystek@wmich.edu</a></td>
</tr>
<tr>
<td>Kollig, John</td>
<td>Fine Arts/ Art</td>
<td><a href="mailto:john.kollig@wmich.edu">john.kollig@wmich.edu</a></td>
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<tr>
<td>Kritzman, Marilyn</td>
<td>Communication</td>
<td><a href="mailto:marilyn.kritzman@wmich.edu">marilyn.kritzman@wmich.edu</a></td>
</tr>
<tr>
<td>Oole, Susan</td>
<td>Lee Honors College</td>
<td><a href="mailto:susan.oole@wmich.edu">susan.oole@wmich.edu</a></td>
</tr>
<tr>
<td>Robinson, Christine</td>
<td>Education and Human Development</td>
<td><a href="mailto:christine.robinson@wmich.edu">christine.robinson@wmich.edu</a></td>
</tr>
<tr>
<td>Sitkins, Fred</td>
<td>Cooperative Education (director)</td>
<td><a href="mailto:fred.sitkins@wmich.edu">fred.sitkins@wmich.edu</a></td>
</tr>
<tr>
<td>Stefanac, Amelia</td>
<td>Campus Beet leader</td>
<td><a href="mailto:amelia.g.stefanac@wmich.edu">amelia.g.stefanac@wmich.edu</a></td>
</tr>
<tr>
<td>Stoyanoff, Deb</td>
<td>Environmental Studies</td>
<td><a href="mailto:debra.stoyanoff@wmich.edu">debra.stoyanoff@wmich.edu</a></td>
</tr>
<tr>
<td>Tenney, Shawn</td>
<td>Service Learning</td>
<td><a href="mailto:shawn.l.tenney@wmich.edu">shawn.l.tenney@wmich.edu</a></td>
</tr>
</tbody>
</table>
Course ACTY 4100
Course Type Internship
Department Accounting
College Business
Contact Person Geralyn Heystek

Course Requirements

**Time**
full-time accounting related employment

**Contact and Feedback**
student will report periodically to a faculty coordinator

**Additional Work**
student must write a final report
employer will provide an evaluation of the student

Department Requirements

**Prerequisites**
written approval of the faculty coordinator

**Elective or Requirement**
elective course; this course does not count toward the accounting major

**Credit Hour Options**
course taken on credit/no credit basis
1 to 4 credit hours

Possibilities with Campus Beet

**Initial thoughts**
An accounting major would be a great asset to The Campus Beet to deal with balancing budgets and money allocation.

**Program**
Accounting

**Asset**
organize and handle The Campus Beet's Budgets

**Result**
In order for an employer to qualify for the Accounting Internship they must be a CPA firm, which The Campus Beet is not.
Course ART 5000 and ART 5200

Course Type Independent Study
Department Art and Art History
College Fine Arts, Frostic School of Art
Contact Person John Kollig

Course Requirements

Time
time commitment is dependant on student's proposed project and total credit hours

Contact and Feedback
the student's project must be approved by a faculty sponsor as well as the director
the student's faculty sponsor is not needed on-site

Additional Work
evaluation of the study or project will be carried out periodically or at upon completion

Department Requirements

Prerequisites
good academic standing
project proposed must be something that cannot be attained from normal course offerings

Elective or Requirement
independent study not required for either Bachelor of Art or Bachelor of Art in Art History

Credit Hour Options
1 to 3 credits available
course is repeatable

Possibilities with Campus Beet

Initial thoughts
Art students have creative strengths that could benefit The Campus Beet. Art History students generally have experience in curation, which would help with planning art events at The Beet.

Program
Bachelor of Art, Bachelor of Fine Art (any emphasis)
Bachelor of Art in Art History

Asset
art event planning
visual advertising

Result
Frostic School of Art typically only approves proposals in which the student is either studying in contact with a working artist of the area, or part of research being done by an Art Historian. The Campus Beet’s need for visual advertising and planning and production of art events would not meet the department's learning objectives and requirements
**Course** BCM 4960

- **Course Type**: Independent Study
- **Department**: Business Information Systems
- **College**: Business
- **Contact Person**: Geralyn Heystek

### Course Requirements

**Time**
time commitment depending on student's proposed project

**Contact and Feedback**
student will report periodically to a faculty supervisor

**Additional Work**
final evaluation dependant on project

### Department Requirements

**Prerequisites**
approval of project application

**Elective or Requirement**
elective course; this course is not required

**Credit Hour Options**
1 to 4 credit hours

### Possibilities with Campus Beet

**Initial thoughts**
A business major would be a great asset to The Campus Beet to deal with operation and planning of all aspects of The Campus Beet.

**Program**
Business

**Asset**
business information management

**Result**
Independent studies are rarely utilized by students, and therefore not offered very often
Generally the experience must allow the student to work for a business which specializes in their specific academic area. In contrast, The Campus Beet does not have professional business experience in any area, we would be recruiting the student for that experience.
Course BUS 3990  

Course Type: Field Experience/ independent study  
Department: None  
College: Business  
Contact Person: Geralyn Heystek

**Course Requirements**

**Time**  
time commitment depending on student's fieldwork

**Contact and Feedback**  
student will report periodically to a faculty supervisor

**Additional Work**  
final evaluation dependant on project

**Department Requirements**

**Prerequisites**  
written outline of the student's project  
approval by a faculty supervisor  
approval from the office of the dean

**Elective or Requirement**  
elective course; this course is not required for the business major

**Credit Hour Options**  
2 to 8 credit hours

**Possibilities with Campus Beet**

**Initial thoughts**  
A business major would be a great asset to The Campus Beet to deal with operation and planning of all aspects of The Campus Beet.

**Program**  
Business

**Asset**  
organization, management, planning

**Result**  
Independent studies are rarely utilized by students, and therefore not offered very often  
Generally the experience must allow the student to work for a business which specializes in their specific academic area. In contrast, The Campus Beet does not have professional business experience in any area, we would be recruiting the student for that experience.
Course CIS 4100

Course Type Internship
Department Computer Information Systems
College Business
Contact Person Geralyn Heystek

Course Requirements

**Time**
typically full time or part time commitment to employer

**Contact and Feedback**
student will be under the direction of a faculty advisor
written experience reports required

**Additional Work**
final evaluation dependant on internship

Department Requirements

**Prerequisites**
approval of internship application

**Elective or Requirement**
elective course; this course is not required

**Credit Hour Options**
1 to 4 credit hours
course is repeatable for a maximum of 4 hours

Possibilities with Campus Beet

**Initial thoughts**
A business major would be a great asset to The Campus Beet to deal with operation and planning of all aspects of The Campus Beet.

**Program**
Computer Information Systems

**Asset**
Computer database skills

**Result**
Internships through the College of Business are generally paid experiences which allow the student to work for a business which specializes in their specific academic area. In contrast, The Campus Beet does not have professional business experience in any area, we would be recruiting the student for that experience.
Course CIS 4960
Course Type Independent Study
Department Computer Information Systems
College Business
Contact Person Geralyn Heystek

Course Requirements

Time
time commitment depending on student's proposed project

Contact and Feedback
student will report periodically to a faculty supervisor

Additional Work
final evaluation dependant on project

Department Requirements

Prerequisites
approval of project application

Elective or Requirement
elective course; this course is not required

Credit Hour Options
1 to 4 credit hours

Possibilities with Campus Beet

Initial thoughts
A business major would be a great asset to The Campus Beet to deal with operation and planning of all aspects of The Campus Beet.

Program
Computer Information Systems

Asset
Computer database skills

Result
Independent studies are rarely utilized by students, and therefore not offered very often. Generally the experience must allow the student to work for a business which specializes in their specific academic area. In contrast, The Campus Beet does not have professional business experience in any area, we would be recruiting the student for that experience.
Course COM 3980

Course Type  Independent study
Department  Communication
College  Arts and Sciences
Contact Person  Marilyn Kritzman

Course Requirements

Time
approximately 10 hours a week

Contact and Feedback
periodic reports to faculty supervisor

Additional Work
final paper/project due to faculty sponsor prior to the end of the semester

Department Requirements

Prerequisites
must have 56 credit hours (junior standing)
hold a minimum COM GPA of 3.0
must obtain project approval from advisor
other class prerequisites vary depending on student's COM program

Elective or Requirement
may be taken for general elective credit
requirement for journalism majors

Credit Hour Options
1 to 3
up to 3-6 credits may be applied to major/minor depending on student's program

Possibilities with Campus Beet

Initial thoughts
A communication or journalism major would be helpful in developing press releases, fliers, etc.
and also working with public relations.

Program
Journalism
Any Communications major or minor

Asset
public relations skills
writing and composition skills

Result
Students are able to present their own project idea to independent study faculty for approval.
Independent study projects must directly pertain to the student's course of study.
If a special project was formulated to assist The Campus Beet, and was pre approved in advance by
communication faculty, this independent study may be an option.
### Course Requirements

**Time**
for each credit taken, the student is expected to work 40 hours for their internship

**Contact and Feedback**
periodic reports to faculty supervisor
employment supervisor evaluations

**Additional Work**
presentation of a final portfolio

### Department Requirements

**Prerequisites**
must have 56 credit hours (junior standing)
hold a minimum COM GPA of 2.5
must obtain written approval from advisor
other class prerequisites vary depending on student's COM program

**Elective or Requirement**
may be taken for general elective credit
requirement for journalism majors

**Credit Hour Options**
1 to 3
up to 3-6 credits may be applied to major/minor depending on student's program
graded on a credit/no credit basis

### Possibilities with Campus Beet

**Initial thoughts**
A communication or journalism major would be helpful in developing press releases, fliers, etc. and also working with public relations.

**Program**
Journalism
Any Communications major or minor

**Asset**
public relations skills
writing and composition skills

**Result**
Students can only choose from pre-approved internship postings which are listed on the School of Communication's blog (http://socinternships.blogspot.com/). It appears that most opportunities consist of working with publication companies, or social networking firms. But, there is the possibility for the student to present any internship to be approved by the department advisor.
### Course Requirements

**Time**
Time requirements differ depending on employer and student schedule

**Contact and Feedback**
Faculty sponsor not generally needed for periodic updates
Student reports directly to supervisor at place of employment

**Additional Work**
Students are required to submit a written evaluation of their performance from their supervisor
Student must submit a report of their co-op experience upon completion
Students must complete an exit interview with the Cooperative Education Director

### Department Requirements

**Prerequisites**
Have completed a minimum of 30 credit hours (sophomore status)
Minimum GPA of 2.5

**Elective or Requirement**
Internship is a requirement for only some Engineering programs

**Credit Hour Options**
Student can elect 1-3 credit hours per semester
Course is repeatable for a maximum of 12 semester credits

### Possibilities with Campus Beet

**Initial thoughts**
Department of Industrial and Manufacturing Engineering offers two programs that pertain to entrepreneurial leadership and supply chain management

**Program**
Industrial and Entrepreneurial Engineering
Engineering Management Technology

**Asset**
organization, entrepreneurial leadership, design and improve systems
supply chain management, sales and purchasing, project management

**Result**
Cooperative Education prefers that their students are placed in industrial settings or businesses that are directly engineering related, or directly related to the student's academic program.
Although engineering students could be an asset to The Campus Beet, Cooperative Education requirements would not mesh as we are not directly engineering-related.
**Course** MGMT 4950  
**Course Type** Independent Study  
**Department** Management  
**College** Business  
**Contact Person** Geralyn Heystek

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### Course Requirements

**Time**
time commitment depending on student's proposed research

**Contact and Feedback**
student will report periodically to a faculty instructor

**Additional Work**
final evaluation dependant on project

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### Department Requirements

**Prerequisites**
consent of instructor

**Elective or Requirement**
elective course; this course is not required

**Credit Hour Options**
1 to 4 credit hours

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### Possibilities with Campus Beet

**Initial thoughts**
A management major would be a great asset to The Campus Beet to deal with staffing, job duties and other internship roles.

**Program**
Business Management

**Asset**
general management skills

**Result**
Independent studies are rarely utilized by students, and therefore not offered very often. Generally the experience must allow the student to work for a business which specializes in their specific academic area. In contrast, The Campus Beet does not have professional business experience in any area, we would be recruiting the student for that experience.
<table>
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<th>Course Requirements</th>
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<tbody>
<tr>
<td><strong>Time</strong></td>
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<tr>
<td>time commitment depending on student's proposed research</td>
</tr>
<tr>
<td><strong>Contact and Feedback</strong></td>
</tr>
<tr>
<td>written term reports required</td>
</tr>
<tr>
<td>student will report periodically to a faculty instructor</td>
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<tr>
<td><strong>Additional Work</strong></td>
</tr>
<tr>
<td>written evaluation of the intern's performance by the firm hosting the internship</td>
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<table>
<thead>
<tr>
<th>Department Requirements</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
</tr>
<tr>
<td>consent of faculty instructor</td>
</tr>
<tr>
<td><strong>Elective or Requirement</strong></td>
</tr>
<tr>
<td>elective course; this course does not count toward the Management major</td>
</tr>
<tr>
<td><strong>Credit Hour Options</strong></td>
</tr>
<tr>
<td>1 to 4 credit hours, repeatable for up to 4 credit hours</td>
</tr>
<tr>
<td>graded on an credit/no credit basis</td>
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</table>

<table>
<thead>
<tr>
<th>Possibilities with Campus Beet</th>
</tr>
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</tr>
</tbody>
</table>
**Course** MKTG 3970  
**Course Type** Internship  
**Department** Marketing  
**College** Business  
**Contact Person** Geralyn Heystek

### Course Requirements

**Time**
student is expected to work 150 hours per internship credit

**Contact and Feedback**
student must submit periodic written reports

**Additional Work**
student must provide employer evaluation report

### Department Requirements

**Prerequisites**
Instructor approval of internship application form

**Elective or Requirement**
elective course; this course is not required

**Credit Hour Options**
1 to 3 credit hours  
*course may be taken up to three times for a maximum of 6 hours of credit*

### Possibilities with Campus Beet

**Initial thoughts**
A marketing major could help in regulating the selling and purchasing of food for The Campus Beet and taking steps to make it successful and a popular café on campus.

**Program**
Food and Consumer Package Goods Marketing Major

**Asset**
familiarity with food industry  
marketing skills

**Result**
For this internship, the student is expected to seek full-time work experience related to the food and consumer package goods industries. The Campus Beet would most likely not be an approved location for a student internship, as it is not in the industry or packaging realm.
## Course Requirements

**Time**  
no specific time requirement on site

**Contact and Feedback**  
student is not directly working hourly for the business, student is working to measure and improve a pinpoint within the business

**Additional Work**  
The student will develop a measurement system, collect data regularly, analyze the problem, develop and implement an intervention to solve the problem, evaluate the effects, and report the results in an APA-format paper.

## Department Requirements

**Prerequisites**  
Ideally, students will have taken PSY 4600 and PSY 4440

**Elective or Requirement**  
A practicum is required for the Psychology degree

**Credit Hour Options**  
3 credit hours

## Possibilities with Campus Beet

**Initial thoughts**  
Psychology students studying organizational behavior would be a great help in structuring and maintaining the work environment of The Campus Beet.

**Program**  
applied behavior analysis

**Asset**  
behavior organization  
problem solving

**Result**  
Students in this class are meant to observe a specific pinpoint and analyze that pinpoint. During this practicum the student does not work for the business hourly as I initially thought. Could potentially help the campus beet solve a particular problem or study a particular area of operation once The Beet is up and running.
Purpose
The creation of a for-credit internship with The Campus Beet will benefit the students, the University, and the Community. This internship will provide an opportunity for Western Michigan University students to gain active work experience in their field of study, while making their campus a more sustainable and connected community.

Structure

Labor Diversification
This internship program for The Campus Beet will supplement the labor structure of the café. Along with volunteers and paid employees, interns will help shape The Campus Beet, and fulfill needed work activities in all aspects of the organization.

Hiring
The student seeking an intern position should check available positions posted by The Campus Beet for the upcoming semester and submit an application for review. If chosen for the position, the student must enroll in the for-credit course for the appropriate semester, and complete a learning contract signed by their academic advisor in order to participate as a student intern.

Time Requirement
Student interns will be required to work a set amount of hours per week, dependent upon the number of credit hours they are seeking for credit through Western Michigan University. A student seeking 3 credit hours will be required to invest 6 hours per week, totaling approximately 90 hours total for the semester. Students seeking more or less credit hours would be adjusted as follows.
<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Total time requirement for semester</th>
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<tr>
<td>1</td>
<td>30 hours</td>
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<tr>
<td>2</td>
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<td>90 hours</td>
</tr>
<tr>
<td>4</td>
<td>120 hours</td>
</tr>
<tr>
<td>5</td>
<td>150 hours</td>
</tr>
<tr>
<td>6</td>
<td>180 hours</td>
</tr>
</tbody>
</table>

**Supervision**

An Intern Coordinator at The Campus Beet will develop orientation and training sessions, as well as hold periodic evaluations with the student interns in order to fulfill their learning contract. Each student intern will work with the coordinator to log their hours weekly.

**Evaluation**

Student interns will periodically be kept up to date on evaluations of their performance, fulfillment of their learning contract, and meeting of time requirements. Should any problems arise in the student intern’s ability to fulfill his or her duties, an emergency evaluation may be scheduled. A final evaluation will be submitted to the student’s academic advisor with a recommendation for pass or fail status.

**Other Requirements**

Each student intern will be required to fill out a Learning Contract which will outline the student’s total time requirement for the semester, learning objectives, internship duties, as well as an end of the semester assignment. The Learning Contract must be submitted to the student’s academic advisor, as well as The Campus Beet before the start of the semester.

Throughout the semester the student will participate in orientation, training, and evaluations with The Campus Beet Student Intern Coordinator. The student will work a set amount of hours specific to their learning contract, and be an active part of The Campus Beet Café.

At the end of the semester, student interns will participate in a final evaluation with the intern coordinator. The student will also be expected to submit a final semester assignment. This assignment may consist of a final paper, analysis, community presentation or follow-up project in the community or on campus. There may be open positions for returning interns which can be discussed with the Intern Coordinator at the end of the semester.
Opportunities

Internship opportunities may vary from semester to semester based on available openings as well as developing work activities as The Campus Beet Café progresses. The Campus Beet is seeking 4-6 capable interns per semester. Opportunities for the following semester will be posted on Bronco Jobs, advertised throughout academic departments on campus, in the Western Herald, and via fliers and word of mouth.

Internship Categories

1. Financial/Business Intern
   Activities may include: study of the Campus Beet customer base, proposal of new projects to improve profitability, providing cost estimates for projects under consideration, analyzing ways to finance new projects.

2. Menu Planning and Development Intern
   Activities may include: help in the fine-tuning of the nutritional content of The Campus Beet Menu, development of new menu items, research of nutritional and dietary content of proposed dishes.

3. Event Planning Intern and Public Relations Intern
   Activities may include: working closely with the members of The Campus Beet RSO to plan and execute small and large events at the café, helping to promote the café- on campus and within the community.
A. Job Description

(Here, the student can describe in as much detail as possible the roles he/she will be fulfilling with The Campus Beet.)

Acting as a financial/business management intern, I understand that I will be responsible for studying the customer base of The Campus Beet and proposing new project ideas to improve profitability. I will also help in providing cost estimates and finding the best way to finance new products and services under consideration in The Campus Beet. I will provide general assistance at the café as needed. I will work 10 hours per week.

B. Supervision

(Outline what type of supervision will be provided)

I will meet weekly with The Campus Beet Intern Coordinator to monitor the progress of my work and learn about recent developments with the cafe. ‘John Smith’ from The Campus Beet will give me a general orientation and assist me as needed during this internship.

C. Evaluation

(How will the student’s work experience be evaluated? By whom? How often?)

My work performance will be evaluated by my supervisor weekly, as well as a final evaluation at the end of the semester.

D. Learning Objectives

(Student will outline here what they hope to learn from their experience.)

Through this experience, I will be able to:

1. Describe how a student-led café is developed and run in a university environment
2. Understand the roll and activities of a business worker
3. Examine and develop an in-depth understanding of the involvement of students in the development of a sustainability-focused café.
4. Develop and practice business research and report writing
5. Improve communication skills- writing, conversing, etc.
E. Evaluation

(How will the student intern’s learning objectives be evaluated? How will the student present his/her achievements? Who will do the evaluation? When? How will a grade be determined?)

At the end of the semester, I will participate in a final evaluation with the intern coordinator. I will also be expected to submit a final semester assignment. This assignment may consist of a final paper, analysis, community presentation or follow-up project in the community or on campus. My semester assignment will be reviewed by my faculty sponsor. This review, as well as a final evaluation and grade recommendation from The Campus Beet Intern Coordinator will determine my final grade.

F. Agreement

Student Signature: __________________________ Date: ________________

Faculty Sponsor: __________________________ Date: ________________

Internship Coordinator: ______________________ Date: ________________

Copies of this contract will be distributed to all parties.
Curriculum Change Guide for Creating a New Course

1. **Obtain faculty approval in the department that will offer the course.** Departments vary in how this approval is obtained, according to their policy statements.

2. **Prepare a formal curriculum change form.** In most departments, this is done through consultation with the department chair and the faculty member who initiated the proposal. For the proposal to be complete, all sections must be filled in.

3. **The department chair signs the proposal and forwards to the college curriculum committee.** In some colleges, this is managed through the dean’s office. In others, the chair should send the proposal directly to the college curriculum committee chair. Before doing so, the chair should determine that the proposal is complete. The chair may consult with college advising offices, in particular, to complete the section related to transfer articulation. Some colleges require a proposed syllabus. If this is a general education course, a syllabus will be required, according to the guidelines of the Committee to Oversee General Education.

4. **The college curriculum committee chair schedules the proposal for review by the college curriculum committee.** That committee is composed of faculty representatives from the departments, according to the policies of the college.

5. **The college curriculum committee chair sends approved proposals to the dean.**

6. **If the dean approves the proposal, the dean will send four copies of the proposal to the curriculum manager.**

7. **The curriculum manager will review the program for completeness and will forward the proposal to the catalog editor, unless it is a general education or teacher education course.**

8. **If the course is proposed for general education:** The university’s curriculum manager will forward the proposal, if complete, to the faculty senate office for review by the Committee to Oversee General Education. Once that committee has approved the proposal, the senate office will return the proposal to the curriculum manager, who will then send it to the catalog editor for implementation.

9. **If the course is to be part of a teacher education program:** It may be necessary for the proposal to be reviewed by the curriculum committee of the Professional Educator’s Board. In that instance the curriculum manager will send the proposal to the College of Education for that review. Exception: A new course proposal originating in the College of Education and which will be part of a teacher education proposal, will be reviewed by the curriculum committee of the Professional Educators Board before it is sent to the curriculum manager.
How to Complete the Curriculum Change Form, Page 1:

1. Check all of the boxes at the top of the form that apply. To create a new course, you would check the “New course” box. If the course has prerequisites or corequisites, you would also check that box. If it is general education, then check that box.

2. If you are creating a new course AND you want it to be required in a major or minor or graduate program, you will need two course proposals. One will create the course and the other will change the graduation requirements of the major or minor.

3. Enter the proposed course prefix and number. Since you are creating a new course, there is no “Existing course prefix and #.”

4. Enter credit hours and the proposed course title. This title must be exactly how you want the course to appear in the catalog.

5. Enter course prerequisites and co-requisites.
   a. Courses listed as prerequisites will be courses that must be completed (graded) prior to taking the course you are creating. The prerequisite may also have a minimum grade. For example, COM 2000 with a grade of C or better is prerequisite to COM 2010.
   b. Courses listed as co-requisites must be taken in the same semester. This means that the student information system will block the student from registering in only one of the courses. This will require a curriculum proposal for both courses if you want the co-requisite requirement to apply both ways.
   c. Course prerequisites than can also be taken as co-requisites means that the other course can be taken either before or at the same time. For example, BIOS 1110 (the separately numbered lab course for BIOS 1100) can be taken either before or at the same time as BIOS 1100).
   d. If you expect a minimum grade for the prerequisites, please enter. If left blank, a minimum grade of “D” will be implemented.
   e. If you want to restrict enrollment according to major codes, minor codes, or classification (Freshman, Sophomore, etc.), indicate in the space provided.

6. Specifications for University Schedule of Classes:
   a. The title for the schedule of classes has to be limited to 30 characters. Spaces and punctuation marks count as characters. In most cases, this is
the same as the course title, but sometimes the course title is too long and
must be abbreviated.

b. Enter “Yes” if this is a multi-topic course, if it is repeatable for credit or if
it has mandatory credit/no credit grading.

c. Enter type of class by checking ONE of the following boxes. Getting this
information entered correctly is essential since it affects reporting of
faculty workload.

   i. Lecture
   ii. Lab or Discussion
   iii. Lecture/lab/discussion
   iv. Seminar or Studio
   v. Independent study (This includes thesis and dissertation courses.)
   vi. Supervision or practicum (This includes internships.)

7. The chair must sign the form before sending to the Dean’s office. The chair
should check to see that all parts of the proposal are complete.

How to complete the curriculum change form, page 2:

The narrative section of the curriculum proposal must also be completed. Here are some
guidelines:

1. **Explain briefly and clearly the proposed improvement.** “This proposal creates
a new course, ENGL 4321 Medieval Poetry.” The exact catalog course
description should be on an attached page. Catalog course descriptions should be
short. Long discussions of the theoretical basis of the course should not be
included. Most course descriptions are about 50 words long.

2. **Rationale. Give your reason(s) for the proposed improvement.** (If your
proposal includes prerequisites or co-requisites, justify those, too.) The
rationale needs to be understandable by someone outside your discipline, but does
not need to be lengthy.

3. **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. In completing this section,
be sure to take into account the effect of any pre-requisites in other departments.
If the pre-requisite is in the same college, make sure you have the other
department’s support and follow the advice of your dean’s office on how that
support should be secured. If the pre-requisite is in another college, the proposal
will have to have a letter from the dean of the other college (or that dean’s
designee) when the proposal is forwarded by the dean to the curriculum manager.
4. **Effect on your department’s programs.** Show how the proposed change fits with other departmental offerings. As with the other sections, this should be brief, but it should be explained.

5. **Effects on enrolled students.** For proposing a new course, this section can usually be brief.

6. **Student or external market demand.** If you have previously offered this as part of a multi-topic course, those enrollment numbers could be used to indicate demand. If there is a particular group of students likely to take the course, describe that group and indicate how many there are.

7. **Effects on resources.** Unless your department is adding faculty, any new course will require some adjustments. Will other courses be offered less often? If so, what are those courses? Are you eliminating other courses to make room for this one? If so, those course proposals should accompany this one.

8. **General Education criteria.** If you are proposing a general education course, this section must be completed in detail, with reference to the university’s general education policy, which contains the criteria. You must also attach a proposed syllabus for general education courses. You would use the same process if you are proposing that an existing course be approved for general education.

9. **List the learning outcomes for the proposed course.** These are the outcomes that the department will use for future assessments of the course. You should work with the department’s assessment committee or director to see to it that the learning outcomes for the course fit into the learning outcomes for the department’s majors, minors, and graduate programs, as appropriate. If this is to be a general education course, explain how the learning outcomes fit with the learning outcomes in the university’s general education policy in the undergraduate catalog.

10. **Describe how this curriculum change is in response to assessment outcomes that are part of departmental or college assessment/accreditation review.** It is expected that most curriculum changes are related to departmental or college assessments. You should describe how assessment/accreditation led to this change or indicate that it is not related. If this proposal was not prompted by assessment, then this section should state that.

11. **Describe, in detail, how this curriculum change affects transfer articulation from Michigan community colleges.** This step will take a lot of time, but will save time later on. In consultation with advisors, your department chair, or your college advising office, identify the courses at Michigan community colleges which should be considered transfer equivalents to this one. The offerings of all Michigan community colleges should be reviewed for this purpose.

November 2007