
COUNCIL ON ACADEMIC AFFAIRS AGENDA
November 19, 2020
1:30 p.m.
Zoom E-Presence Meeting

1. Call to Order
2. Approval of the Minutes from October 15, 2020, [available at CAA.eku.edu](http://CAA.eku.edu)

Consent Agenda: Routine Curriculum Proposals

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COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES

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School of Applied Arts & Technology
School of Business
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214 Business & Technology Center
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1574
FAX: (859) 622-1413
Ed.Davis@eku.edu
www.cbt.eku.edu

MEMORANDUM

TO: Council on Academic Affairs

FROM: Dr. William E. Davis, Associate Dean
College of Business & Technology

DATE: November 6, 2020

SUBJECT: Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from the College of Business & Technology at your meeting on November 19, 2020:

College of Business & Technology Consent Agenda

School of Business (MBA)

Co-requisite Revisions

- MBA 811, Managerial Communication
- MBA 812, Data, Decisions, & Business
- MBA 813, The Showing Tell: Empathic Interactive Communication
- MBA 815, Introduction to Design Thinking

College of Business & Technology Consent Agenda

School of Business (MMIB)

Course Revisions

- MKT 440, Industrial Marketing



Prerequisite Revisions

- MKT 300, Principles of Marketing
- MKT 301, Principles of Marketing (NB)

Drop Course

- MKT 405, Retail Management for PGM

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

<input type="checkbox"/> Course Drop* <input type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input checked="" type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** <small>*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval</small>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">College</td> <td style="width: 50%;">Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>School of Business</td> </tr> <tr> <td>Course Prefix & Number</td> <td>MBA 811</td> </tr> <tr> <td>Course Title</td> <td>Managerial Communication</td> </tr> </table> <p>Proposal Approved by (date):</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">09/04/2020</td> <td style="width: 33%;">Graduate Council</td> <td style="width: 33%;">10/23/2020</td> </tr> <tr> <td>College Curriculum Committee</td> <td>09/18/2020</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>N.A</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>Fall 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>N.A</td> <td></td> <td></td> </tr> </table>	College	Business and Technology	Department Name	School of Business	Course Prefix & Number	MBA 811	Course Title	Managerial Communication	Departmental Committee	09/04/2020	Graduate Council	10/23/2020	College Curriculum Committee	09/18/2020	Council on Academic Affairs		General Education Committee	N.A	EFFECTIVE ACADEMIC TERM**	Fall 2021	Teacher Education Committee	N.A		
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Teacher Education Committee	N.A																								

Specific revision(s) being proposed:

New or Revised Catalog Text

Use ~~strikethroughs~~ to indicate deletions and underlines to indicate additions.

MBA 811 Managerial Communication. (2) I. Prerequisite or Co-requisite: MBA 800. Business research and report writing, communication strategies, and oral presentations for managers.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours ____	Grading Mode _____
	Lecture ____ Laboratory ____ Other ____	CIP Code (first two digits only) ____	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis ____ Internship ____ Practicum ____ Independent Study ____
		Class Restriction: FR ____ SO ____ JR ____ SR ____	
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail ____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
-----------------------------	--

Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Corequisite(s) and/or Prerequisite(s) Combination: Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	MBA 800
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

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Teacher Education Committee	<u>N.A.</u>																								

Specific revision(s) being proposed:

New or Revised Catalog Text

Use ~~strikethroughs~~ to indicate deletions and underlines to indicate additions.

MBA 812 Data, Decisions, & Business. (2) I. Prerequisite or Co-requisite: MBA 800. This course provides a foundation on developing, interpreting, and using data for business decisions. Course focuses on building data models, and utilizing them to improve decision making in a business context.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____	Grading Mode _____
	Lecture _____ Laboratory _____ Other _____	CIP Code (first two digits only) _____	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
		Class Restriction: FR _____ SO _____ JR _____ SR _____	
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Corequisite(s) and/or Prerequisite(s) Combination: Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	<u>MBA 800</u>
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
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Specific revision(s) being proposed:

New or Revised Catalog Text
 Use strikethroughs to indicate deletions and underlines to indicate additions.

MBA 813 The Showing Tell: Empathic Interactive Communications. (2) I. Prerequisite or Co-requisite: MBA 800. Develop interactive communication strategies and methods critical to business leaders through discussion, examples, and practice. Includes oral and written assignments linked to career development, and a variety of interactive communication strategies.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____	Grading Mode _____
	Lecture _____ Laboratory _____ Other _____	CIP Code (first two digits only) _____	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
		Class Restriction: FR _____ SO _____ JR _____ SR _____	
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

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Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

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Course Prefixes and Numbers	<u>MBA 800</u>
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Specific revision(s) being proposed:

New or Revised Catalog Text
 Use ~~strikethroughs~~ to indicate deletions and underlines to indicate additions.

MBA 815 Introduction to Design Thinking. (1) I. Prerequisite or Co-requisite: MBA 800. This course provides an in-depth orientation to the readings, theories, and examples of design thinking.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR___SO___JR___SR___	Grading Mode _____
	Lecture ___ Laboratory ___ Other ___		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis ___ Internship ___ Practicum ___ Independent Study ___
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Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
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Corequisite(s) and/or Prerequisite(s) Combination: Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	<u>MBA 800</u>
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

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Course Prefixes and Numbers	
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Specific revision(s) being proposed: Change the Course Title and update the course description to reflect current business terminology.

New or Revised Catalog Text

Use ~~strikethroughs~~ to indicate deletions and underlines to indicate additions.

MKT 440 ~~Industrial Business-to-Business (B2B) Sales and Marketing.~~ (3) A. Prerequisite: MKT 300 or MKT 301 (with a grade minimum of "C"). An analysis of the sales and marketing structure for industrial business-to-business products. Product lines, channels of distribution, selling, strategy, pricing, wholesaling and distribution problems.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u>0</u> CIP Code (first two digits only) _____	Grading Mode <u>N</u>
3	Lecture <u>X</u> Laboratory _____ Other _____	Class Restriction: FR _____ SO _____ JR <u>x</u> SR <u>x</u>	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	_____
-----------------------------	-------

Prerequisites: List only prerequisites. Use "and" and "or" literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	MKT 300 <u>or MKT 301</u> (with a grade minimum of "C").
Test Scores	_____
Minimum GPA (when course grouping or student cumulative GPA is required)	_____

Corequisite(s) and/or Prerequisite(s) Combination: Use "and" and "or" literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	_____
Test Scores	_____
Minimum GPA (when course grouping or student cumulative GPA is required)	_____

Equivalent Course(s): "Credit will not be awarded to students who have credit for..." or "formerly..."

Course Prefixes and Numbers	_____
-----------------------------	-------

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

<input type="checkbox"/> Course Drop* <input type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input checked="" type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** <small>*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval</small>	College <u>Business and Technology</u> Department Name <u>Management, Marketing, & International Business</u> Course Prefix & Number <u>MKT 300</u> Course Title <u>Principles of Marketing</u> <hr/> Proposal Approved by (date): Departmental Committee <u>09/30/2020</u> Graduate Council <u>N/A</u> College Curriculum Committee <u>10/16/2020</u> Council on Academic Affairs _____ General Education Committee <u>N.A.</u> EFFECTIVE ACADEMIC TERM** <u>Fall 2021</u> Teacher Education Committee <u>11/2/2020</u>
--	---

Specific revision(s) being proposed: Drop the junior standing (60-hour) prerequisite.

New or Revised Catalog Text
 Use strikethroughs to indicate deletions and underlines to indicate additions.

MKT 300 Principles of Marketing. (3) I, II. Prerequisites: School of Business or BBA major; sophomore standing ~~junior standing (a minimum of 60 hours)~~ with an overall minimum 2.0 GPA. Overview of strategic processes involved in marketing goods and services to global markets; study of behavioral, organizational, and consumer variables in decision processes; use of the marketing mix and marketing information to affect buyer decisions.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____	Grading Mode <u>N-Normal</u>
3	Lecture <u>3</u> Laboratory _____ Other _____	CIP Code (first two digits only) _____	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: <u>1-Lecture</u>	Work Load: _____	Class Restriction: FR _____ SO _____ JR _____ SR _____	
		Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
-----------------------------	--

Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	School of Business or BBA major; <u>sophomore standing</u> junior standing (a minimum of 60 hours)
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	(Overall minimum 2.0 GPA)

Corequisite(s) and/or Prerequisite(s) Combination: Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

<input type="checkbox"/> Course Drop* <input type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input checked="" type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** <small>*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval</small>	College <u>Business and Technology</u> Department Name <u>Management, Marketing, & International Business</u> Course Prefix & Number <u>MKT 301</u> Course Title <u>Principles of Marketing (NB)</u> <hr/> Proposal Approved by (date): Departmental Committee <u>09/30/2020</u> Graduate Council <u>N/A</u> College Curriculum Committee <u>10/16/2020</u> Council on Academic Affairs _____ General Education Committee <u>N/A</u> EFFECTIVE ACADEMIC TERM** <u>Fall 2021</u> Teacher Education Committee <u>N/A</u>
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Specific revision(s) being proposed: Drop the junior standing (60-hour) prerequisite.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

MKT 301 Principles of Marketing (NB) (3) A. Prerequisite: ~~sophomore standing~~ junior standing (at least 60 hours) with an overall GPA of 2.0. Not for students majoring or minoring in business. Overview of strategic processes involved in marketing goods and services to global markets; study of behavioral, organizational, and consumer variables in decision processes; use of the marketing mix and marketing information to affect buyer decisions. Credit will not be awarded for both MKT 300 and 301.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____	Grading Mode <u>N-Normal</u>
3	Lecture <u>3</u> Laboratory _____ Other _____	CIP Code (first two digits only) _____	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: <u>1-Lecture</u>		Class Restriction: FR _____ SO _____ JR _____ SR _____	
Work Load: _____		Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
-----------------------------	--

Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	sophomore standing <u>junior standing (at least 60 hours)</u> with an overall GPA of 2.0.
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	(Overall minimum 2.0 GPA)

Corequisite(s) and/or Prerequisite(s) Combination: Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	MKT 300
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

<input checked="" type="checkbox"/> Course Drop* <input type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** <small>*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval</small>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">College</td> <td style="width: 50%;">Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>Management, Marketing and International Business</td> </tr> <tr> <td>Course Prefix & Number</td> <td>MKT 405</td> </tr> <tr> <td>Course Title</td> <td>Retail Management for PGM</td> </tr> </table> Proposal Approved by (date): Departmental Committee 09/30/2020 Graduate Council <u>N/A</u> College Curriculum Committee 10/16/2020 Council on Academic Affairs _____ General Education Committee <u>N/A</u> EFFECTIVE ACADEMIC TERM** Spring 2021 Teacher Education Committee <u>N/A</u>	College	Business and Technology	Department Name	Management, Marketing and International Business	Course Prefix & Number	MKT 405	Course Title	Retail Management for PGM
College	Business and Technology								
Department Name	Management, Marketing and International Business								
Course Prefix & Number	MKT 405								
Course Title	Retail Management for PGM								

Specific revision(s) being proposed: Drop course as it is no longer part of the PGM Program requirements.

New or Revised Catalog Text

Use ~~strikethroughs~~ to indicate deletions and underlines to indicate additions.

MKT 405 Retail Management for PGM (3) I, II. Prerequisite: MKT 300 (with a minimum grade of "C"); junior/senior standing (a minimum of 60 hours). Investigation of current problems facing retail operations in the golf industry to include buying, vendor selection, merchandise planning, pricing, promotion, and display, inventory control, and performance management. Students will be required to complete case studies and a field project.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u>0</u> CIP Code (first two digits only) _____	Grading Mode <u>N</u>
3	Lecture <u>X</u> Laboratory _____ Other _____	Class Restriction: FR _____ SO _____ JR <u>x</u> SR <u>x</u>	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
-----------------------------	--

Prerequisites: List only prerequisites. Use "and" and "or" literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Corequisite(s) and/or Prerequisite(s) Combination: Use "and" and "or" literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): "Credit will not be awarded to students who have credit for..." or "formerly..."

Course Prefixes and Numbers	
-----------------------------	--

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of the Dean
Dr. Michael Ballard, Associate Dean
Michael.Ballard@EKU.EDU
Anna Dixon, Academic Administrative Specialist
Anna.dixon@eku.edu

Rowlett 203
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1137
FAX: (859) 622-1140
www.eku.edu

TO: Council on Academic Affairs
FROM: Dr. Michael Ballard, Associate Dean
College of Health Sciences
DATE: November 4, 2020
SUBJECT: Routine Curriculum Proposals

The College of Health Sciences submits the following routine curriculum proposal for consideration at the November 19, 2020 CAA meeting.

College of Health Sciences

Routine Curriculum Proposals: Consent Agenda

Exercise and Sport Science

Course Drops
ATR 212
ATR 412

Council on Academic Affairs Curriculum Change Form

COURSE DROP

Department Name	Exercise and Sport Science		
College	Health Sciences		
Proposal Approved by:	<u> Date </u>		<u> Date </u>
Departmental Committee:	9/17/20	Graduate Council*	NA
College Curriculum Committee:	11/4/2020	Council on Academic Affairs	
General Education Committee*:	NA	Approved ___ Disapproved ___	
Teacher Education Committee*:	NA	*If Applicable (Type NA if not applicable.)	

Completion of A and B is required:

A. Effective Academic Year: (Example: Fall 2010/11)
 Spring 2021

B. The justification for this action: (course no longer taught/comment if other)

The BS in AT program, for which these courses were designed, has transitioned to an MS in AT program and graduated the last cohort from the program in the Spring of 2019. The degree program was previously suspended and these courses were missed in the course drop form. These courses will no longer be offered by the Department of Exercise and Sport Science and therefore do not need to be listed in the catalog. They have not been added to the spring 2021 schedule.

List all courses to be dropped

Prefix	Number	Title	Comments:
ATR	212	Evaluation of Upper Extremity Injuries	Drop as of Spring 2021
ATR	412	Organization and Administration	Drop as of Spring 2021



EASTERN KENTUCKY UNIVERSITY

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College of Justice and Safety- A Program of Distinction

College of Justice and Safety
Office of the Associate Dean
School of Justice Studies
School of Safety, Security & Emergency

348-A Stratton Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1980
FAX: (859) 622-6561
Derek.Paulsen@eku.edu
www.justice.eku.edu

M E M O R A N D U M

TO: Council on Academic Affairs

FROM: Dr. Derek Paulsen, Interim Dean
College of Justice and Safety

DATE: October 29, 2020

SUBJECT: Routine Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from the College of Justice and Safety's Curriculum Committee at the next CAA meeting on November 19, 2020:

School of Justice Studies would like to submit Routine Prerequisite revisions for the following courses:

CRJ 355
Removal of classification standing. Addition of prerequisite options

CRJ 305
Removal of letter grade prerequisite. Removal of Classification standing. Additional Prerequisite options.

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

<input type="checkbox"/> Course Drop* <input type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input checked="" type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** <small>*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval</small>	College <u>College of Justice and Safety</u> Department Name <u>School of Justice Studies</u> Course Prefix & Number <u>CRJ 355</u> Course Title <u>Rural Crime and Justice</u> <hr/> Proposal Approved by (date): Departmental Committee 10-5-2020 Graduate Council <u>NA</u> College Curriculum Committee 10-5-2020 Council on Academic Affairs _____ General Education Committee <u>NA</u> EFFECTIVE ACADEMIC TERM** <u>FALL 2021</u> Teacher Education Committee <u>NA</u>
--	---

Specific revision(s) being proposed: Removal of classification standing. Addition of prerequisite options.

New or Revised Catalog Text
 Use ~~strike throughs~~ to indicate deletions and underlines to indicate additions.

CRJ 355 Rural Crime and Justice. (3) A. Prerequisite: APP 200 or CRJ 101 or PLS 103 or SJS 101 or COR 201 or departmental approval. ~~sophomore standing.~~ Survey of rural crime and justice issues, crime trends, policing, and control of rural crime with particular attention given to Kentucky and Appalachia. Credit will not be awarded for both CRJ 355 and APP 355.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR ___ SO ___ JR ___ SR _____	Grading Mode _____
	Lecture ___ Laboratory ___ Other ___		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis ___ Internship ___ Practicum ___ Independent Study ___
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
-----------------------------	--

Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	<u>APP 200 or CRJ 101 or PLS 103 or SJS 101 or COR 201 or departmental approval.</u>
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Corequisite(s) and/or Prerequisite(s) Combination: Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
-----------------------------	--

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

<input type="checkbox"/> Course Drop* <input type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input checked="" type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** <small>*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval</small>	College _____ <u>College of Justice and Safety</u> Department Name _____ <u>School of Justice Studies</u> Course Prefix & Number _____ <u>CRJ 305</u> Course Title _____ <u>Domestic Violence</u> <hr/> Proposal Approved by (date): Departmental Committee 10-5-2020 Graduate Council _____ <u>_NA_</u> College Curriculum Committee 10-5-2020 Council on Academic Affairs _____ General Education Committee _____ <u>NA</u> EFFECTIVE ACADEMIC TERM** _____ <u>Fall 2021</u> Teacher Education Committee _____ <u>NA</u>
--	---

Specific revision(s) being proposed: Removal of letter grade prerequisite. Removal of Classification standing. Additional Prerequisite options.

New or Revised Catalog Text
 Use ~~strike-throughs~~ to indicate deletions and underlines to indicate additions.

CRJ 305 Domestic Violence. (3) A. Prerequisites: ~~CRJ 101 with a grade of "C" or better, sophomore standing, or PLS 103 or SJS 101 or COR 201 or WGS 201~~ or departmental approval. Examination of the theoretical and empirical literature on violence against women, children, and elders. Addresses such issues as physical and sexual abuse of children, courtship violence, domestic violence, marital rape, and elder abuse. Credit will not be awarded for both CRJ 305 and WGS 305.

Credit Hours _____	Weekly Contact Hours Lecture _____ Laboratory _____ Other _____	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____ Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: _____	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	_____
-----------------------------	-------

Prerequisites: List only prerequisites. Use "and" and "or" literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	CRJ 101 with a grade of "C" or better, sophomore standing, or PLS 103 or SJS 101 or COR 201 or WGS 201 or departmental approval.
Test Scores	_____
Minimum GPA (when course grouping or student cumulative GPA is required)	_____

Corequisite(s) and/or Prerequisite(s) Combination: Use "and" and "or" literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	_____
Test Scores	_____
Minimum GPA (when course grouping or student cumulative GPA is required)	_____

Equivalent Course(s): "Credit will not be awarded to students who have credit for..." or "formerly..."

Course Prefixes and Numbers	WGS 305
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					



EASTERN KENTUCKY UNIVERSITY
521 Lancaster Avenue; Roark 106
Richmond, KY 40475-3102

Jeremy Mulholland, *Associate Dean*
Phone: (859) 622-6765
Email: Jeremy.Mulholland@eku.edu

TO Council on Academic Affairs

FROM Jeremy Mulholland, *Associate Dean*
College of Letters, Arts, and Social Sciences

DATE November 6, 2020

SUBJECT Curriculum Proposal(s) – Consent Agenda Items

Please accept these changes from the College of Letters, Arts, and Social Sciences at the next CAA meeting on November 19, 2020.

CONSENT AGENDA ROUTINE CURRICULUM PROPOSALS

Department of Anthropology, Sociology, and Social Work

Prerequisite Revisions:

APP 355 Rural Crime and Justice (Cross-listed with CRJ 355)
WGS 305 Domestic Violence (Cross-listed with CRJ 305)

Department of Communication

Editorial Change:

Minor in Communication Studies: Revise course requirements

Prerequisite Revisions:

PUB 410 Social Media and Public Relations

Department of English

Course Drops:

ENG 504 Creative Writing Mentorship
ENG 704 Creative Writing Mentorship
ENG 825 Old English Language and Literature
ENG 853 Seminar in Nineteenth Century American Literature
ENG 854 Seminar in Twentieth Century American Literature
ENG 861 Reading and Teaching Poetry
ENG 862 Reading and Teaching Fiction
ENG 864 Reading and Teaching Nonfiction
ENG 873 Seminar in Renaissance Literature
ENG 876 Seminar in Restoration and Eighteenth Century Literature
ENG 878 Seminar in Nineteenth Century British Literature
ENG 895 Mentored Scholarly Project
ENG 899 Thesis II
GRD 857e English Written Comprehensive Exam
GRD 858e Thesis

Department of History, Philosophy, and Religious Studies

Course Revisions:

HIS 838 Practicum in Public History: Revise course title and catalog text.

HIS 839 Cooperative Study in Public History: Revise course title, catalog text, and maximum hours awarded.

Department of Languages, Cultures, & Humanities

Prerequisite Revision:

SPA 492 Senior Capstone Seminar

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

<input type="checkbox"/> Course Drop* <input type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input checked="" type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** <small>*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval</small>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">College</td> <td colspan="2"><u>CLASS</u></td> </tr> <tr> <td>Department Name</td> <td colspan="2"><u>Anthropology, Sociology, and Social Work (App Studies)</u></td> </tr> <tr> <td>Course Prefix & Number</td> <td colspan="2"><u>APP 355</u></td> </tr> <tr> <td>Course Title</td> <td colspan="2"><u>Rural Crime and Justice</u></td> </tr> </table> <hr/> <p>Proposal Approved by (date):</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;"><u>10/8/20</u></td> <td style="width: 33%;">Graduate Council</td> <td style="width: 15%;"><u>NA</u></td> </tr> <tr> <td>College Curriculum Committee</td> <td><u>10/19/20</u></td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td><u>NA</u></td> <td>EFFECTIVE ACADEMIC TERM**</td> <td><u>FALL 2021</u></td> </tr> <tr> <td>Teacher Education Committee</td> <td><u>NA</u></td> <td></td> <td></td> </tr> </table>	College	<u>CLASS</u>		Department Name	<u>Anthropology, Sociology, and Social Work (App Studies)</u>		Course Prefix & Number	<u>APP 355</u>		Course Title	<u>Rural Crime and Justice</u>		Departmental Committee	<u>10/8/20</u>	Graduate Council	<u>NA</u>	College Curriculum Committee	<u>10/19/20</u>	Council on Academic Affairs		General Education Committee	<u>NA</u>	EFFECTIVE ACADEMIC TERM**	<u>FALL 2021</u>	Teacher Education Committee	<u>NA</u>		
College	<u>CLASS</u>																												
Department Name	<u>Anthropology, Sociology, and Social Work (App Studies)</u>																												
Course Prefix & Number	<u>APP 355</u>																												
Course Title	<u>Rural Crime and Justice</u>																												
Departmental Committee	<u>10/8/20</u>	Graduate Council	<u>NA</u>																										
College Curriculum Committee	<u>10/19/20</u>	Council on Academic Affairs																											
General Education Committee	<u>NA</u>	EFFECTIVE ACADEMIC TERM**	<u>FALL 2021</u>																										
Teacher Education Committee	<u>NA</u>																												

Specific revision(s) being proposed: Removal of classification standing. Addition of prerequisite options.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

APP 355 Rural Crime and Justice. (3) A. Prerequisite: ~~APP 200 or CRJ 101 or PLS 103 or SJS 101 or COR 201 or departmental approval. sophomore standing.~~ Survey of rural crime and justice issues, crime trends, policing, and control of rural crime with particular attention given to Kentucky and Appalachia. Credit will not be awarded for both CRJ 355 and APP 355.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____	Grading Mode _____
	Lecture _____ Laboratory _____ Other _____	CIP Code (first two digits only) _____	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types:	Work Load: _____	Class Restriction: FR _____ SO _____ JR _____ SR _____	
		Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	<u>APP 200 or CRJ 101 or PLS 103 or SJS 101 or COR 201 or departmental approval</u>
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Corequisite(s) and/or Prerequisite(s) Combination: Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	APP 355
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

<input type="checkbox"/> Course Drop* <input type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input checked="" type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** <small>*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval</small>	College <u>CLASS</u> Department Name <u>Anthropology, Sociology, and Social Work (WGS)</u> Course Prefix & Number <u>WGS 305</u> Course Title <u>Domestic Violence</u> <hr/> Proposal Approved by (date): Departmental Committee <u>10/8/20</u> Graduate Council <u>NA</u> College Curriculum Committee <u>10/19/20</u> Council on Academic Affairs General Education Committee <u>NA</u> EFFECTIVE ACADEMIC TERM** <u>FALL 2021</u> Teacher Education Committee <u>NA</u>
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Specific revision(s) being proposed: Removal of letter grade prerequisite. Removal of Classification standing. Additional Prerequisite options.

New or Revised Catalog Text

Use ~~strickethroughs~~ to indicate deletions and underlines to indicate additions.

WGS 305 Domestic Violence. (3) A. Prerequisites: ~~CRJ 101 with a grade of "C" or better, sophomore standing, or PLS 103 or SJS 101 or COR 201 or WGS 201 or departmental approval.~~ Examination of the theoretical and empirical literature on violence against women, children, and elders. Addresses such issues as physical and sexual abuse of children, courtship violence, domestic violence, marital rape, and elder abuse. Credit will not be awarded for both CRJ 305 and WGS 305.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR ___ SO ___ JR ___ SR ___	Grading Mode _____
	Lecture ___ Laboratory ___ Other ___		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis ___ Internship ___ Practicum ___ Independent Study ___
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use "and" and "or" literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	CRJ 101 with a grade of "C" or better, sophomore standing, or PLS 103 or SJS 101 or
Test Scores	COR 201 or WGS 201 or departmental approval.
Minimum GPA (when course grouping or student cumulative GPA is required)	

Corequisite(s) and/or Prerequisite(s) Combination: Use "and" and "or" literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): "Credit will not be awarded to students who have credit for..." or "formerly..."

Course Prefixes and Numbers	WGS 305
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Editorial Change - Curriculum Form
(Present only one curriculum editorial change per form)
(Complete only the section(s) applicable.)

Part I

Department Name	Communication
College	CLASS
*Course Prefix & Number	_____
*Course Title (30 characters)	_____
*Program Title	Minor in Communication Studies
	(Major ____, Option ____, Minor <u>X</u> __, or Certificate ____)
*Provide only the information relevant to the proposal.	
Original Proposal Approved by the Council on Academic Affairs on	Date: _____

Completion of A is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>To add CMS 353 Health Communication to the minor in Communication Studies.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2021</p>

Part III. Recording Data for Revised Program

<p>1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.</p>
<p>New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)</p>
<p>Minor in Communication Studies Requirements18 hours CMS 200; 210 or 215 or CMS 205W or 275; 310; 350; and two of the following: CMS 302; 325; <u>353</u>; 375; 420.</p>

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

<input type="checkbox"/> Course Drop* <input type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input checked="" type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** <small>*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval</small>	College <u>CLASS</u> Department Name <u>Communication</u> Course Prefix & Number <u>PUB 410</u> Course Title <u>Social Media and Public Relations</u> <hr/> Proposal Approved by (date): Departmental Committee <u>9/30/20</u> Graduate Council <u>NA</u> College Curriculum Committee <u>10/19/20</u> Council on Academic Affairs General Education Committee <u>NA</u> EFFECTIVE ACADEMIC TERM** <u>FALL 2021</u> Teacher Education Committee <u>NA</u>
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Specific revision(s) being proposed:
 Revise the PUB 410 course description to more clearly articulate the attributes and scope of the course and include PUB 375 as a prerequisite.

New or Revised Catalog Text
 Use strikethroughs to indicate deletions and underlines to indicate additions.

PUB 410 Social Media and Public Relations. (3) I, II. Prerequisite: PUB 375. ~~Introduction to~~ Development and application of social media forms and design. Emphasis on social media as a strategic public relations tool in terms of institutional, social, and technological impact. Includes working with community partner(s) to ~~create~~ strengthen an online presence.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u> </u> CIP Code (first two digits only) Class Restriction: FR <u> </u> SO <u> </u> JR <u> </u> SR <u> </u>	Grading Mode <u>N</u>
3	Lecture <u>3</u> Laboratory <u> </u> Other <u> </u>		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis <u> </u> Internship <u> </u> Practicum <u> </u> Independent Study <u> </u>
Schedule Types: 1	Work Load: <u>3</u>	Not Offered as Audit/ Pass/Fail <u>x</u> (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	<u>PUB 375</u>
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Corequisite(s) and/or Prerequisite(s) Combination: Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Council on Academic Affairs Curriculum Change Form

COURSE DROP

Department Name	English
College	CLASS

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee:	4/6/2020	Graduate Council*	11/02/20
College Curriculum Committee:	9/30/2020	Council on Academic Affairs	
General Education Committee*:	NA	Approved	Disapproved
Teacher Education Committee*	10/6/2020	*If Applicable (Type NA if not applicable.)	

Completion of A and B is required:

A. Effective Academic Year: (Example: Fall 2010/11) Fall 2021
B. The justification for this action: (course no longer taught/comment if other) Courses will be dropped from curriculum as part of a complete overhaul of the MA program in the English Department.

List course or courses to be dropped

Prefix	Number	Title	Comments:
ENG	504	Creative Writing Mentorship	Content will be folded into revised and expanded ENG 503.
ENG	704	Creative Writing Mentorship	Content will be folded into revised and expanded ENG 703.
ENG	825	Old English Language and Literature	Relevant content will be covered in revised ENG 870 Topics course.
ENG	853	Seminar in Nineteenth Century American Literature	Relevant content will be covered in revised ENG 850 Topics course.
ENG	854	Seminar in Twentieth Century American Literature	Relevant content will be covered in revised ENG 850 Topics course.
ENG	861	Reading and Teaching Poetry	Relevant content will be covered in revised ENG 860 Topics course.
ENG	862	Reading and Teaching Fiction	Relevant content will be covered in revised ENG 860 Topics course.
ENG	864	Reading and Teaching Nonfiction	Relevant content will be covered in revised ENG 860 Topics course.
ENG	873	Seminar in Renaissance Literature	Relevant content will be covered in revised ENG 870 Topics course.
ENG	876	Seminar in Restoration and Eighteenth Century Literature	Relevant content will be covered in revised ENG 870 Topics course.
ENG	878	Seminar in Nineteenth Century British Literature	Relevant content will be covered in revised ENG 850 Topics course.
ENG	895	Mentored Scholarly Project	Not offered since 2015.
ENG	899	Thesis II	Not offered since 2015.
GRD	857e	English Written Comprehensive Exam	Replaced by ENG 839
GRD	858e	Thesis	Replaced by ENG 898

For Registrar Office Use Only:	Date:	Initial:	Office of the Registrar
Copy Sent to: Graduate Council			Version 1.6 2/12/2014

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

<input type="checkbox"/> Course Drop* <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** <small>*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval</small>	College CLASS _____ Department Name History, Philosophy, and Religious Studies _____ Course Prefix & Number HIS 838 _____ Course Title Practicum in Public History _____ <hr/> Proposal Approved by (date): Departmental Committee <u>4/7/20</u> Graduate Council <u>10/23/20</u> College Curriculum Committee <u>9/21/20</u> Council on Academic Affairs _____ General Education Committee <u>NA</u> EFFECTIVE ACADEMIC TERM** <u>FALL 2021</u> Teacher Education Committee <u>NA</u>
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Specific revision(s) being proposed: Revise course title and catalog text.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

HIS 838 Practicum in ~~Public~~ Applied History. (3) A. Prerequisite: departmental approval. Supervised practice in ~~public~~ applied history settings. Selective participation varies with the student's program and participation. May be retaken at the discretion of the department. Three credit hours will require approximately 150 hours of ~~employment~~ supervised practice plus completion of an independent research project over the course of a semester. Maximum of three credit hours may be applied to the M.A. program in history for students in Thesis or Non-Thesis Plan. Credit up to nine hours awarded toward degree if in Applied History Plan.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours 9	Grading Mode _____
3	Lecture ____ Laboratory ____ Other ____	CIP Code (first two digits only) _____ Class Restriction: FR ____ SO ____ JR ____ SR ____	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis ____ Internship ____ Practicum ____ Independent Study ____
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail ____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	_____
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	Departmental approval.
Test Scores	_____
Minimum GPA (when course grouping or student cumulative GPA is required)	_____

Corequisite(s) and/or Prerequisite(s) Combination: Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	_____
Test Scores	_____
Minimum GPA (when course grouping or student cumulative GPA is required)	_____

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	_____
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

<input type="checkbox"/> Course Drop* <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** <small>*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval</small>	College CLASS Department Name History, Philosophy, and Religious Studies _____ Course Prefix & Number HIS 839 _____ Course Title Cooperative Study in Public History <hr/> Proposal Approved by (date): Departmental Committee <u>4/7/20</u> Graduate Council <u>10/23/20</u> College Curriculum Committee <u>9/30/20</u> Council on Academic Affairs General Education Committee <u>NA</u> EFFECTIVE ACADEMIC TERM** <u>FALL 2021</u> Teacher Education Committee <u>NA</u>
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Specific revision(s) being proposed: Revise course title, catalog text, and maximum hours awarded.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

HIS 839 Cooperative Study in Public Applied History (1-3). Prerequisite: Departmental approval; must have been admitted to Masters in History program. ~~Does not satisfy M.A. program requirements.~~ Work in placement related to public applied history. One to three hours credit per semester or summer. ~~Total hours 3.~~ A minimum of 80 hours employment required for each semester hour credit. May be retaken for a maximum of 3 hours. Credit up to 6 hours awarded toward degree if in Applied History Plan. Credit may not otherwise be substituted for any M.A. requirements.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u>6</u>	Grading Mode _____
1-3	Lecture ____ Laboratory ____ Other ____	CIP Code (first two digits only) _____ Class Restriction: FR __ SO __ JR __ SR __	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis ____ Internship ____ Practicum ____ Independent Study ____
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail ____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	Departmental approval; must have been admitted to Masters in History program.
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Corequisite(s) and/or Prerequisite(s) Combination: Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

****Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.**

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

(Check one) <input type="checkbox"/> Course Drop* <input type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input checked="" type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** *Use the Multiple Course Drop Form to drop more than one course at a time **Editorial Changes need no further approval	College <u>College of Letters, Arts, and Social Sciences</u> Department Name <u>Languages, Cultures, & Humanities</u> Course Prefix & Number <u>SPA 492</u> Course Title <u>Senior Capstone Seminar</u>															
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Proposal Approved by:</td> <td style="width: 30%;">Date</td> <td style="width: 30%;">Date</td> </tr> <tr> <td>Departmental Committee</td> <td><u>NA*</u></td> <td>Graduate Council <u>NA</u></td> </tr> <tr> <td>College Curriculum Committee</td> <td><u>NA*</u></td> <td>Council on Academic Affairs</td> </tr> <tr> <td>General Education Committee</td> <td><u>NA</u></td> <td>EFFECTIVE ACADEMIC TERM** <u>FALL</u></td> </tr> <tr> <td>Teacher Education Committee</td> <td><u>5.5.20</u></td> <td><u>2021</u></td> </tr> </table>	Proposal Approved by:	Date	Date	Departmental Committee	<u>NA*</u>	Graduate Council <u>NA</u>	College Curriculum Committee	<u>NA*</u>	Council on Academic Affairs	General Education Committee	<u>NA</u>	EFFECTIVE ACADEMIC TERM** <u>FALL</u>	Teacher Education Committee	<u>5.5.20</u>	<u>2021</u>
Proposal Approved by:	Date	Date														
Departmental Committee	<u>NA*</u>	Graduate Council <u>NA</u>														
College Curriculum Committee	<u>NA*</u>	Council on Academic Affairs														
General Education Committee	<u>NA</u>	EFFECTIVE ACADEMIC TERM** <u>FALL</u>														
Teacher Education Committee	<u>5.5.20</u>	<u>2021</u>														

New or Revised Catalog Text Use strikethroughs to indicate deletions and <u>underlines</u> to indicate additions.			
<p>SPA 492 Senior Capstone Seminar (3) A. Prerequisites: SPA 390 and/or Instructor approval. <u>At least 15 hours of 300-400 level Spanish and/or chair approval.</u> Advanced majors will demonstrate their skills in the language, cultures, and literatures of the Spanish speaking world, via a research project, demonstrated <u>demonstrating</u> proficiency in oral and written Spanish, and a final oral presentation to peers and faculty. Taught in Spanish. Required of all <u>Spanish</u> majors.</p>			
Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u> </u>	Grading Mode <u> </u>
3	Lecture <u> </u> Laboratory <u> </u> Other <u> </u>	CIP Code (first two digits only) <u> </u>	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis <u> </u> Internship <u> </u> Practicum <u> </u> Independent Study <u> </u>
Schedule Types: <u> </u>		Class Restriction: FR <u> </u> SO <u> </u> JR <u> </u> SR <u> </u>	
Work Load: <u> </u>			

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	<u>SPA 390 and/or Instructor approval. At least 15 hours of 300-400 level Spanish and/or chair approval</u>
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Corequisite(s) and/or Prerequisite(s) Combination: Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.



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College of Science
Office of the Associate Dean
Academic and Student Affairs
karin.sehmann@eku.edu

1228 Science Building
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-8140

TO: Council on Academic Affairs
FROM: Dr. Karin Sehmann, Associate Dean, College of Science
DATE: Nov. 4, 2020
SUBJECT: College of Science Curriculum proposals for consideration at CAA Nov.
19, 2020

Consent Agenda Items:

Department of Physics and Astronomy

Course revisions:

PHY 302 *Modern Physics*, Update prerequisite to be MAT 211 or 234

PHY 310 *Theoretical Methods in Physics*, Update prerequisite to add CSC 174

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

<input type="checkbox"/> Course Drop* <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** <small>*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval</small>	College _____ Science _____ Department Name _____ Physics and Astronomy _____ Course Prefix & Number _____ PHY 302 _____ Course Title _____ Modern Physics _____ <hr/> Proposal Approved by (date): Departmental Committee 10/2/20 Graduate Council _____ NA _____ College Curriculum Committee 10/19/20 Council on Academic Affairs _____ General Education Committee NA EFFECTIVE ACADEMIC TERM** Fall 2021 Teacher Education Committee 11/2/20
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Specific revision(s) being proposed: Update prerequisite to be MAT 211 or 234

New or Revised Catalog Text
 Use ~~strike-throughs~~ to indicate deletions and underlines to indicate additions.
 PHY 302 Modern Physics (4) A. Prerequisites: PHY 132 or PHY 202; MAT 211, or 234, or departmental approval. Physics of the 20th century. Topics include special relativity, quantum effects, wave theory, Bohr theory, nuclear structure, nuclear reactions, and other topics related to 20th century modern physics. Credit will not be awarded to students who have credit for PHY 302W.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____
	Lecture _____ Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	PHY 132 or PHY 202; MAT 211, <u>or</u> 234, or departmental approval
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Corequisite(s) and/or Prerequisite(s) Combination: Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
-----------------------------	--

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Council on Academic Affairs Routine Curriculum Change for Consent Agenda (Present changes for only one course per form)

<input type="checkbox"/> Course Drop* <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Cross-listing Existing Courses <input type="checkbox"/> General Education Course Addition <input type="checkbox"/> Prerequisite or Co-requisite Revision <input type="checkbox"/> Progression or Admissions Revision <input type="checkbox"/> Editorial Change** <small>*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval</small>	College _____ Science _____ Department Name _____ Physics and Astronomy _____ Course Prefix & Number _____ PHY 310 _____ Course Title _____ Theoretical Methods in Physics _____ <hr/> Proposal Approved by (date): Departmental Committee 9/23/20 Graduate Council _____ NA _____ College Curriculum Committee 10/19/20 Council on Academic Affairs _____ General Education Committee NA EFFECTIVE ACADEMIC TERM** Fall 2021 Teacher Education Committee 11/2/20
--	--

Specific revision(s) being proposed: Update prerequisite to add CSC 174

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

PHY 310 Theoretical Methods in Physics. (3) A. Prerequisites: MAT 254 with a grade of “C” or better; CSC 174, or departmental approval. Analytical methods for characterizing physics models and solving physics problems in advanced topics are discussed, including vector analysis, linear algebra, complex analysis, infinite series, waves and Fourier series, differential equations and other techniques.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____
	Lecture _____ Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
-----------------------------	--

Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	MAT 254 with a grade of “C” or better; <u>CSC 174</u> , or departmental approval
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Corequisite(s) and/or Prerequisite(s) Combination: Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
-----------------------------	--

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

**EASTERN KENTUCKY UNIVERSITY***Serving Kentuckians Since 1906*

College of Science
Office of the Associate Dean
Academic and Student Affairs
karin.sehmann@eku.edu

1228 Science Building
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-8140

TO: Council on Academic Affairs
FROM: Dr. Karin Sehmann, Associate Dean, College of Science
DATE: November 4, 2020
SUBJECT: College of Science Curriculum proposals for consideration at CAA on
November 19, 2020

Substantial Curriculum Items:**Department Physics and Astronomy**

BS Physics, program revision: Add CSC 185 and EET 351 and Remove EET 350 as restricted elective options for Engineering Physics concentration. Remove CSC 190 in Supporting Course Requirements of General and Engineering Physics.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Physics and Astronomy	
<input type="checkbox"/> New Course (Parts II, IV)	College	Science	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number		
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)		
<input type="checkbox"/> New Minor (Part III)	*Program Title	BS Physics	
<input type="checkbox"/> Program Suspension (Part III)			
<input checked="" type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	10/19/20	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2021
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Add CSC 185 and EET 351 and Remove EET 350 as restricted elective options for Engineering Physics concentration. Remove CSC 190 in Supporting Course Requirements of General and Engineering Physics.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 To provide the students with more options on the restricted electives, CSC 185 is added and EET 351 is a replacement for EET 350, which no longer exists. We also are removing the option of CSC 190 due to the content on CSC 174 being needed in upper-level physics courses.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

<ol style="list-style-type: none"> 1. For a new course, provide the catalog text. 2. For a revised course, provide the current catalog text with the proposed text using strike through for deletions and <u>underlines</u> for additions. 3. For a dropped course, provide the current catalog text.
<p>New or Revised* Catalog Text (*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p>

Part III. Recording Data for Revised or Suspended Program

<ol style="list-style-type: none"> 1. For a revised program, provide the current program requirements using strike through for deletions and <u>underlines</u> for additions. 2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.
<p>Revised* Program Text (*Use strike through for deletions and <u>underlines</u> for additions.)</p>

Bachelor of Science (B.S.)
 PHYSICS
 CIP Code: 40.0801

Program Objectives

Upon completion of this program the graduate will: 1) be able to apply mathematics to analyze problems in Physics; 2) be able to use fundamental physical results, such as conservation laws, to study physical systems; 3) be able to analyze important processes occurring in physical systems. Additionally, graduates of this program will 1) be prepared for employment in Physics or a related field in the public or private sector; 2) be prepared for admission to a graduate program in Physics or a related field. 3) be prepared to take and pass the Praxis exam in Physics; and physics teaching majors will be prepared to teach Physics in a secondary school.

UNIVERSITY GRADUATION REQUIREMENTS

- General Education..... 36 hours
- Student Success Seminar 1 hour
- (SCO 100P; waived for transfers with 30+ hrs.)
- Writing Intensive Course (Hrs. incorporated into Major/ Supporting/Gen Ed/Free Electives category)
- Upper division courses (42 hrs. distributed throughout Major/ Supporting/Gen Ed/Free Electives categories)
- ACCT – (*Credit hours may be incorporated into Major or Supporting requirements.*) Physics majors will select one of the following: CED 499, PHY 349, 349A-N, 406, 406W, 410, 470, HON 420, a program-approved Leadership experience, or a program-approved Study Abroad.

Total Hours University Graduation Requirements 37 hours

MAJOR REQUIREMENTS

Core Courses21 hours

PHY 201(5), and 202(5), 211(4); PHY 302 or 302W(4); PHY 406 or 406W. At the discretion of the chair, PHY 131 may be substituted for PHY 201 and for teaching majors PHY 132 may be substituted for 202.

Concentrations:

Physics (General)22 hours

PHY 310; 421, 422, 456, 460(4), 470, and 3 credit hours from any PHY course numbered 300 and above, except PHY 506.

Engineering Physics.....20 hours

PHY 221, 310, 315(4), 375, 460(4), and 3 credit hours from: CSC 185, EET 253, 257, ~~350~~ 351, PHY 303, 402, 410(1-6), 411(1-6), 412(1-6), or STA 270(4).

Physics Teaching.....9 hours

AST 135, and 335; and 3 credit hours from PHY courses numbered 300 and above.

Supporting Course Requirements (General Physics).....20 hours

CHE 111/111L(4)(GEElement4), 112/112L(4); CSC 174 ~~or 190 (or any departmentally approved programming language course)~~; MAT 234*(4)(GEElement 2); MAT 244(4); MAT 254(4); MAT 353.

Supporting Course Requirements (Engineering Physics).....23 hours

CHE 111/111L(4)(^GElement4), 112/112L(4); CSC 174 ~~or 190 (or any departmentally approved programming language course)~~; EET 252, MAT 234*(4)(^GElement 2); MAT 244(4); MAT 254(4); MAT 353.

Supporting Course Requirements (Physics Teaching).....10 hours

BIO 100(^GElement 4) or 102(^GElement 4); CHE 111/111L(4) (^GElement 4), and 112/112L(4); MAT 234*(4) (^GElement 2); MAT 244(4).

**A preparatory course (MAT 122) in mathematics may be required before admission to MAT 234.*

^G = Course also satisfies a General Education element.

Hours are included within the 36 hr. General Education requirement above. Note that a max of 3 credit hours from one course may be applied each to any Gen. Ed. element.

Professional Education Requirements (Physics teaching majors only) 37 hours

EDC 300, EDF 203, 204(2), 219, 413, EMS 300W, 474, 490, ESE 561, SED 104 (^GElement 6), and 11 credit hours of Clinical Experiences: CED 100(0), 200(0), 300(0.5), 400(0.5), 450(1), 499(9).

Free Electives.....6-20 hours**

EXIT REQUIREMENT.....0 hours

PRAXIS EXAMINATION

Students must register for and take the PRAXIS exam which correlates to their degree program, per College of Education requirements. Refer to Degree Works for exam details. The PRAXIS exam must be taken prior to student teaching.

TOTAL HOURS TO COMPLETE DEGREE120 hours

****Students who are interested in Medical Physics graduate programs are encouraged to take EHS 510 as a free elective.**

The schedule below is an **EXAMPLE** of how you can arrange your class schedule.
Please consult your advisor for specific changes that may need to be made.

	Fall Semester		Spring Semester		Course Number	Course Name
Freshman Year	SCO 100P	1	CHE 112	3	GENERAL EDUCATION & UNIVERSITY REQUIREMENTS (37)	
	⁶ CHE 111 (fulfills Gen. Ed. 4)	3	CHE 112L	1	SCO 100P	Student Success Seminar in Physics (1)
	CHE 111L	1	MAT 244	4	CORE COURSE REQUIREMENTS (21)	
	⁶ MAT 234 (fulfills Gen. Ed. 2)	4	PHY 201	5	PHY 201	University Physics I (5)
	Gen. Ed. 1A (ENG 101)		Gen. Ed. 1B (ENG 102)	3	PHY 202	University Physics II (5)
	Gen. Ed. 4 (Nat. Sci.) (AST 335 recommended)	3			PHY 211	Intermediate Physics (4)
TOTAL	15	TOTAL	16	PHY 302 <i>or</i>	Modern Physics (4)	
Sophomore Year	MAT 254	4	CSC 174 or 199	3	PHY 302W	Modern Physics (writing intensive) (4)
	MAT 353	3	PHY 211	4	PHY 406 <i>or</i>	Advanced Physics Laboratory (3)
	PHY 202	5	Gen. Ed. 3A (Arts)	3	PHY 406W	Advanced Physics Laboratory (writing intensive) (3)
	Gen. Ed. 1C (Oral Comm.)	3	Gen. Ed. 3B (Humanities)	3	GENERAL PHYSICS CONCENTRATION REQUIREMENTS (22)	
			Gen. Ed. 5B (Soc. & Behav. Sci.)	3	PHY 310	Theoretical Methods in Physics (3)
	TOTAL	15	TOTAL	16	PHY 421	Electricity and Magnetism I (3)
Junior Year	PHY 302 <i>or</i> 302W	4	PHY 406 <i>or</i> 406W (ACCT)	3	PHY 422	Electricity and Magnetism II (3)
	PHY 310	3	PHY 460	4	PHY 456	Statistical and Thermal Physics (3)
	† PHY Elective (upper division)	3	Gen. Ed. 6 (Diversity)	3	PHY 460	Classical Mechanics (4)
	Gen. Ed. 5A (History)	3	Free Elective (upper division)	3	PHY 470	Quantum Mechanics (3)
			Free Elective	3	† PLUS THREE (3) HOURS selected from any PHY course numbered 300 or above, except PHY 506.	
	TOTAL	13	TOTAL	16	SUPPORTING COURSE REQUIREMENTS (20)	
Senior Year	PHY 421	3	PHY 422	3	⁶ CHE 111	General Chemistry I (3)
	PHY 456	3	PHY 470 (ACCT)	3	CHE 111L	General Chemistry Lab I (1)
	Gen. Ed. 6 (Diversity)	3	Free Elective	4	CHE 112	General Chemistry II (3)
	Free Elective (upper division)	3	Free Elective	4	CHE 112L	General Chemistry Lab II (1)
	Free Elective (upper division)	3			‡ CSC 174 or	Intro. to Programming for Science and Engineering (3)
	TOTAL	15	TOTAL	14	CSC 199	Object-Oriented Programming I (3)
TOTAL HOURS TO DEGREE COMPLETION				120	⁶ MAT 234	Calculus I (4)
					MAT 244	Calculus II (4)
					MAT 254	Calculus III (4)
					MAT 353	Differential Equations (3)
					Bracketed items must be taken concurrently.	
					‡ or any departmentally approved programming language course.	
					FREE ELECTIVES (20)	

* **PREREQUISITES:** Consult with your advisor and/or the University catalog regarding prerequisites for upper division PHY courses. MAT 122, 234, and/or 244; CHE 111/111L. See University catalog for details.

§ A preparatory course in mathematics may be required before admission to MAT 234.

⁶ Denotes that 3 credit hours from this course are/can be applied to fulfill a Gen. Ed. requirement. Courses used to fulfill Gen. Ed. 4 must have different prefixes.

Upper division courses: All students are required to have a minimum of 42 hrs. upper division (300 level or above) courses distributed throughout major/Supporting/Gen Ed/Free Electives categories. If 300 level classes are taken for Gen. Ed., they can be used to fulfill the 42 hours instead of upper division free electives.

Refer to the University Catalog at <http://www.catalogs.eku.edu/> regarding University and General Education Requirements. All baccalaureate degree seeking students who enter the University are required to successfully complete one writing intensive course following completion of the ENG 102, ENG 105, or HON 102/103. Writing intensive courses are designated with the suffix "W" following the course prefix and number (e.g. HUM 300W).

Applied Critical & Creative Thinking (ACCT) Requirement: Physics majors will select one of the following: PHY 349, 349 A-N, 406, 406W, 410, 470, HON 420, a program-approved Leadership Experience, or a program-approved Study Abroad experience. (Credit hours are incorporated into program requirements.)

The schedule below is an **EXAMPLE** of how you can arrange your class schedule. Please consult your advisor for specific changes that may need to be made.

	Fall Semester	Spring Semester		
Freshman Year	SCO 100P	1	CHE 112	3
	° CHE 111 (fulfills Gen. Ed. 4)	3	CHE 112L	1
	CHE 111L	1	MAT 244	4
	§ ° MAT 234 (fulfills Gen. Ed. 2)	4	PHY 201	5
	Gen. Ed. 1A (ENG 101)	3	Gen. Ed. 1B (ENG 102)	3
	Gen. Ed. 4 (Nat. Sci.) (AST 335 recommended)	3		
	TOTAL	15	TOTAL	16
Sophomore Year	MAT 254	4	CSC 174 or 190	3
	MAT 353	3	PHY 211	4
	PHY 202	5	PHY 221	3
	Gen. Ed. 1C (Oral Comm.)	3	Gen. Ed. 3B (Humanities)	3
			Free Elective	2-3
	TOTAL	15	TOTAL	15-16
Junior Year	EET 252	3	PHY 460	4
	PHY 302	4	PHY 315	4
	PHY 310	3	PHY 406 or 406W (ACCT)	3
	PHY 375	3	Gen. Ed. 5B (Soc. & Behav. Sci.)	3
	Gen. Ed. 5A (History)	3		
	TOTAL	16	TOTAL	14
Senior Year	† Restricted Elective	3-4	Gen. Ed. 6 (Diversity)	3
	Gen. Ed. 6 (Diversity)	3	Gen. Ed. 3A (Arts)	3
	Free Elective (upper division)	3	Free Elective (upper division)	4
	Free Elective (upper division)	3	Free Elective (upper division)	3
	Free Elective (upper division)	3		
	TOTAL	15-16	TOTAL	13
TOTAL HOURS TO DEGREE COMPLETION		120		

* **PREREQUISITES:** Consult with your advisor and/or the University catalog regarding prerequisites for upper division PHY courses. MAT 122, 234, and/or 244; CHE 111/111L; EET 251, 252 and/or 257. See University catalog for details.
 § A preparatory course in mathematics may be required before admission to MAT 234.

Upper division courses: All students are required to have a minimum of 42 hrs. upper division (300 level or above) courses distributed throughout major/Supporting/Gen Ed/Free Electives categories. If 300 level classes are taken for Gen. Ed., they can be used to fulfill the 42 hours instead of upper division free electives.

Refer to the University Catalog at <http://www.catalogs.eku.edu/> regarding University and General Education Requirements. All baccalaureate degree seeking students who enter the University are required to successfully complete one writing intensive course following completion of the ENG 102, ENG 105, or HON 102/103. Writing intensive courses are designated with the suffix "W" following the course prefix and number (e.g. HUM 300W).

Applied Critical & Creative Thinking (ACCT) Requirement: Physics majors will select one of the following: PHY 349, 349 A-N, 406, 410, 470, HON 420, a program-approved Leadership Experience, or a program-approved Study Abroad experience. (Credit hours are incorporated into program requirements.)

Course Number	Course Name
GENERAL EDUCATION & UNIVERSITY REQUIREMENTS (37)	
SCO 100P	Student Success Seminar for Physics (1)
CORE COURSE REQUIREMENTS (21)	
PHY 201	University Physics I (5)
PHY 202	University Physics II (5)
PHY 211	Intermediate Physics (4)
PHY 302 <i>or</i> PHY 302W	Modern Physics (4)
PHY 406 <i>or</i> PHY 406W	Modern Physics (writing intensive) (4)
	Advanced Physics Laboratory (3)
	Advanced Physics Laboratory (writing intensive) (3)
ENGINEERING PHYSICS REQUIREMENTS (20-21)	
PHY 221	Statics (3)
PHY 310	Theoretical Methods in Physics (3)
PHY 315	Electrical Circuits (4)
PHY 375	Engineering Thermodynamics (3)
PHY 460	Classical Mechanics (4)
† PLUS THREE (3) HOURS selected from (restricted elective):	
* CSC 185	Discrete Structures I (3)
* EET 253	Microprocessor Control Systems (3)
* EET 257	Circuits and Electronic Devices (3)
* EET 351	Programmable Logic Controllers (3)
* EET 350	Industrial Electronics I (3)
PHY 303	Introduction to Laser Physics (3)
PHY 402	Physical Optics (3)
PHY 410	Independent Study in Physics (1-6)
PHY 411	Special Topics in Physics: ____ (1-6)
PHY 412	Directed Research in Physics: ____ (1-6)
STA 270	Applied Statistics I (4)
SUPPORTING COURSE REQUIREMENTS (23)	
[* ° CHE 111	General Chemistry I (3)
[* CHE 111L	General Chemistry Lab I (1)
* CHE 112	General Chemistry II (3)
* CHE 112L	General Chemistry Lab II (1)
† CSC 174 <i>or</i> CSC 190	Introduction to FORTRAN (3)
	Object-Oriented Programming I (3)
EET 252	Digital Electronics (3)
° MAT 234	Calculus I (4)
MAT 244	Calculus II (4)
MAT 254	Calculus III (4)
MAT 353	Differential Equations (3)
Bracketed items must be taken concurrently	
‡ or any approved programming language course.	
FREE ELECTIVES (18-19)	

° Denotes that 3 credit hours from this course are/can be applied to fulfill a Gen. Ed. requirement. Courses used to fulfill Gen. Ed. 4 must have different prefixes.



EASTERN KENTUCKY UNIVERSITY

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College of Business and Technology

School of Applied Arts & Technology
School of Business
Offices of the Associate Deans

214 Business & Technology Center
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1574
FAX: (859) 622-1413
Ed.Davis@eku.edu
www.cbt.eku.edu

MEMORANDUM

TO: Council on Academic Affairs

FROM: Dr. William E. Davis, Associate Dean
College of Business & Technology

DATE: November 6, 2020

SUBJECT: Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from the College of Business & Technology at your meeting on November 19, 2020:

College of Business and Technology: Substantial Curriculum Change Agenda

School of Business (MMIB)

New Course

- MKT 470, Advanced Sales

New Minor

- Minor in Sales



**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Management, Marketing and International Business																									
X <input type="checkbox"/> New Course (Parts II, IV)	College	Business and Technology																									
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MKT 470																									
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Advanced Sales																									
<input type="checkbox"/> New Minor (Part III)	*Program Title																										
<input type="checkbox"/> Program Suspension (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)																										
<input type="checkbox"/> Program Revision (Part III)	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation																									
<table border="0"> <tr> <td>Proposal Approved by:</td> <td><u>Date</u></td> <td></td> <td><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td>09/30/2020</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td>10/16/2020</td> <td>Faculty Senate**</td> <td>NA</td> </tr> <tr> <td>General Education Committee*</td> <td>N/A</td> <td>Board of Regents**</td> <td>NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td>N/A</td> <td>EFFECTIVE ACADEMIC TERM***</td> <td></td> </tr> <tr> <td>Graduate Council*</td> <td>N/A</td> <td></td> <td></td> </tr> </table>				Proposal Approved by:	<u>Date</u>		<u>Date</u>	Departmental Committee	09/30/2020	Council on Academic Affairs		College Curriculum Committee	10/16/2020	Faculty Senate**	NA	General Education Committee*	N/A	Board of Regents**	NA	Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***		Graduate Council*	N/A		
Proposal Approved by:	<u>Date</u>		<u>Date</u>																								
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General Education Committee*	N/A	Board of Regents**	NA																								
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***																									
Graduate Council*	N/A																										
<p>*If Applicable (Type NA if not applicable.) **Approval needed for program revisions or suspensions. ***To be added by the Registrar's Office after all approval is received.</p>																											

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: Create an Advanced Sales course for students with ability and desire to pursue the sales role upon graduation. Students practice leadership and sharpen sales skills acquired in other sales courses by combining both classroom knowledge and practical, competitive sales experience. Sales professionals provide one-on-one coaching, face-to-face and/or via web live video, to prepare students for national and / or international sales competitions. Students also coach and mentor underclassmen on the sales team</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Spring 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: NA</p>
<p>B. The justification for this action: Advanced Sales provides experiential learning (Kolb, 1984). Students learn and apply professional selling skills and business acumen, prepare case studies and role plays, and compete against other collegiate sales teams across the country / internationally. This will better prepare students for in-demand sales roles, and will make an even greater commitment to the needs of our service region.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: The newly hired Director of the Sales Center is assigned with teaching two sales courses each semester in addition to administrative duties. Therefore, sufficient resources exist to make changes requested in relation to adding this course and a minor. By expanding the cumulative maximum of MKT 490 and offering MKT 470, students are offered more course selection in sales and in marketing more broadly.</p> <p>Operating Expenses Impact: none</p> <p>Equipment/Physical Facility Needs: none</p> <p>Library Resources: none</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using strike through for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use strike through for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

MKT 470 Advanced Sales (3). Departmental approval required, and MKT 300 or MKT 301 (with a minimum grade of "C"). In-depth study and application of aspects of the sales process. Combines classroom knowledge and practical, competitive sales experience. Students invited into this course have demonstrated ability and strong desire to pursue the sales role.

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
MKT	470	Spring 2021	BT <input checked="" type="checkbox"/> HS _____ CL _____ JS _____ ED _____ SC _____	MMIB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
(3)	Lecture _____ Laboratory _____ Other <input checked="" type="checkbox"/>		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N-Normal	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30-character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
CoRequisites and Prerequisites **See definitions on following page**				
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				
Prerequisite(s): (List prerequisites only. List combinations below. Use " and " and " or " literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)				
Course Prefix and No.		Departmental approval required, and MKT 300 or MKT 301 (with a grade minimum of "C").		
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
Co-requisite(s) and/or Prerequisite(s) Combination (Use " and " and " or " literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)				
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University

Serving Kentuckians Since 1906

Advanced Sales

General Course Information

MKT 470 Advanced Sales (####-###)

Class Tues and Thurs from #:## pm – #:## pm

Classroom BTC ###

Final exam period:

Dr. Lee Allison

Website & Appointments <https://drleeallison.com> <https://ekusales.com> Facebook: @SalesIsAwesome

Vimeo Channel <https://vimeo.com/drleeallison> PW:MKT470

Twitter @drleeallison @sellingawesome

Twitter class hashtags #EKU470 #bcps

Email lee.allison@eku.edu

Phone 859-622-8944

Office BTC 142

Office Hours Tuesday and Thursday (TBA)

How to Contact Your Professor

Appointments are by Request: Visit website to Schedule <http://drleeallison.com/blog/appointment>

Email lee.allison@eku.edu Twitter @drleeallison LinkedIn <https://www.linkedin.com/in/drleeallison>

Vimeo Channel is <https://vimeo.com/drleeallison> Password: mkt470

MKT 470: Weekly Zoom Link is <https://eku.zoom.us/>

I ❤️ LOVE ❤️ seeing | chatting with students. Individual assistance is available! [Just make an appointment.](#)

Visit my website to make a virtual appointment. Click contact | meet me, scroll down to “Make an appointment” and select a time, or just use the link above! We will conduct virtual appointments using Zoom, or some alternative as needed. Keep all scheduled appointments. Otherwise be professional and cancel it beforehand using the link you’ll get on the confirmation email. You’ve heard time is money. That’s true, but a more profound truth is that time is life. None of us should waste someone else’s life.

Participant Responsibility

This syllabus is a course guide that maps a path for student success. It explains what your instructor expects (requires) of you as a student, and how the instructor will deliver the course, interact with you and other students, and accept and assess your work. You must understand the content of this syllabus, all teaching and assignment schedules, what materials and resources are required, along with knowing when and how to fully access and use them. This syllabus represents an agreement between the instructor and each student. Student agreement is implied, assumed and binding. As such it is important that you read and understand exactly what requirements and obligations you have accepted as part of this agreement.

If at any point, you experience difficulty with any aspect of the course or with the schedule, and your search of the Classroom Café, announcements and content areas still leaves you in the dark, please contact me for immediate help. One-on-one meetings can be scheduled any reasonable time convenient to both you and me. As your instructor, I want this to be a successful and enjoyable experience for each and every student. I am here to help you. I want to help you. In such a situation, be sure to follow the Course Communication Policy (page 9) to get the help you need as quickly as possible.

Required Materials & Technology to Acquire Prior to Beginning Course

- Personal ownership and continuous access to a personal computer and smart phone with stable connectivity to the internet.
- Textbook: Spin Selling and the Spin Selling Fieldbook by Neil Rackham, and The Only Sales Guide You'll Ever Need by Anthony Iannarino with free workbook. Also, other assigned, posted or linked readings.
- Membership in the Pi Sigma Epsilon.

Required Technology:

Students are required to have and, or, bring laptop, phone, web apps and tools, as well as sign up for a member account on EKU's Engage and our chapter's Pi Sigma Epsilon site. Additionally, participation is across our social media platforms, Students must obtain these and install them on their computers & phones no later than the end of the first week of class.

Recording Device Policy:

Students must accept and sign the photography consent form given so much of our work involves role play activity and recorded interactions. All recordings should be professional and intentional. Nothing is to be included in any recording that is off-color, inappropriate or embarrassing to the student or to EKU or the profession of sales more generally. Recording any classmate, instructor, meeting or in-class activity for any reason other than learning or promotion of the student or program in a positive light is strictly prohibited. Learn more under the heading Course Protocol on page 12.

Required Materials Students Must Access and Utilize Throughout the Course

Supplemental required readings and videos will be posted as either downloadable material or as online course links. The Additional Resources area of the Blackboard Learning Management System (BLMS) includes supplementary readings on weekly topics.

Course Description and Prerequisites:

MKT 470 Competitive Sales Team (3). Prerequisites: Departmental approval required, and MKT 300 or MKT 301 (with a grade minimum of "C").

Catalog course description: **MKT 470 Advanced Sales (3)**. Departmental approval required, and MKT 300 or MKT 301 (with a grade minimum of "C"). In-depth study and application of aspects of the sales process. Combines classroom knowledge and practical, competitive sales experience. Students invited into this course have demonstrated ability and strong desire to pursue the sales role.

Students invited into this course are those who have demonstrated an ability and strong desire to pursue the sales role upon graduation. This course sharpens the sales skills acquired in other sales courses by combining both classroom knowledge and practical, competitive sales experience. Sales professionals provide one-on-one coaching, face-to-face and/or via web live video, to prepare students for national and/or international sales competitions.

AACSB Program Goals and Learning Objectives

EKU Program Goal & Learning Objective 1: Understand business essentials

- Demonstrate comprehensive foundation of global business principles, methods, issues, and technologies.
- Demonstrate knowledge of diversity issues

Student Learning Objectives: After this course you will be able to do the following.

1. Research, aggregate and creatively apply PESTLE information to industry and business cases to create strategy.
2. Link strategy to objectives, goals and tactical solutions.

EKU Program Goal & Learning Objective 2: Perform analysis and make effective decisions

- Critically review, distinguish, and organize business information.
- Effectively evaluate information and alternatives, drawing logical inferences and conclusions, and corresponding recommendations for action.
- Make sound decisions and create | produce effective plans | outputs

Student Learning Objectives: After this course you will be able to do the following.

1. Analyze the customer journey and build sales funnels mapped to customer journey touchpoints.
2. Initiate, integrate and iterate successful sales and marketing strategy based on prospect solution needs.
3. Create proposals with budgets and return on investment analyses for clients.
4. Create performance goals and measure progress using appropriate metrics & KPIs.

EKU Program Goal & Learning Objective 3: Communicate effectively

- Write effectively.
- Present effectively when delivering oral presentations, whether face-to-face and virtually.
- Collaborate and cooperate in teams.

Student Learning Objectives: After this course you will be able to do the following.

1. Explain and appropriately apply key terms and concepts of sales (and marketing broadly).
2. Explain the sales function in relation to marketing and other functional areas of the firm, along with its importance.
3. Apply active listening skills.
4. Apply principles of sales psychology, philosophy and methodology adopting traditional and creative applications.
5. Plan, create and write and execute sales call agendas.
6. Execute sales calls effectively both in person, and using mediated communication technology.
7. Work creatively and productively in teams.
8. Practice professional sales decorum and dress.
9. Manage professional networks, relationships and interactions.

EKU Program Goal & Learning Objective 4: Think and act as good corporate citizens

- Make ethically sound decisions.
- Work collaboratively and cooperate in groups or teams.

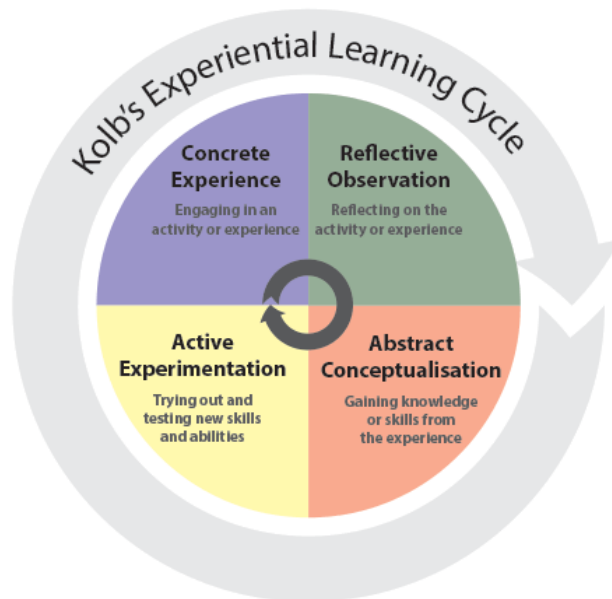
Student Learning Objectives: After this course you will be able to do the following.

1. Learn and demonstrate professional and social etiquette and netiquette.
2. Implement an organization's policy.
3. Plan and host professional events from start to finish to include events such as service projects, Professional Executive Speaker Series and Professional Selling Forum, Berman Sell Off and Sales Professional Career Days.
4. Practice of ethical behavior across all spheres of human activity.

Instructional Philosophy

This course implements an Experiential Learning Theory philosophy presented in David Kolb's 1984 4-stage cycle of experiential learning proposed by.

- Concrete Experience – the learner must be actively involved in the experience;
- Reflective Observations – the learner must possess and use analytical skills to review and reflect on the experience;
- Abstract Conceptualization – the learner must be able to reflect on the experience, make conclusions and actually learn from that experience;
- Active Experimentation – the learner must plan and try out what they have just learned, using their decision making and problem-solving skills.



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Kolb D.A. (1984) 'Experiential Learning experience as a source of learning and development', New Jersey: Prentice Hall

Course Delivery

MKT 470 has both asynchronous components and synchronous components.

Asynchronous means happening or existing at the different times. Asynchronous components refer to course content and assignments where each student has the latitude to work and pace independently, within the always present constraint of also satisfying requirement to meet all specified assignment due dates and timelines.

On the other hand, synchronous means happening or occurring at the same time. Synchronous components refer to course content and assignments where each student must meet with the instructor and, or, other students in an organized pre-scheduled meeting session simultaneous to, or at the same time as, other student participants, again working within the constraint of also satisfying the requirement to meet all specified assignment due dates and timelines. In the simultaneous meeting format, there is also an expectation of "presence," which means students should not engage in or undertake non-class activities during the session.

Course Methodology

MKT 470 is delivered over 16 consecutive weeks. The course requires weekly modular content, readings, and assignments using ECU's Blackboard Learning Management System. In addition to the synchronous modalities, this course includes weekly topical readings, video links, discussion board forums and assignments. Participants are expected to complete all assigned readings, submit assignments on due dates, and be fully prepared to discuss salient points using discussion board forums, blogs, or wikis. There are competitions and professional events outside of regular classroom activities that require planning, participation and attendance.

Grading

Successful completion of activities must be at the 70% level. This course provides an opportunity to implement what you are learning by designing and conducting your own sales expertise. You will be provided feedback on the assignments you complete. The feedback will indicate what was done well, what may need some work and some suggestions for improvement. As module assignments are completed, the Blackboard Grade Center will be updated each week. I am not guaranteeing you that I will grade your work within 10 days, but that is my target. I can't do it weekly because I give you the entire weekend to do assignments and that reduces my time to grade. If it will take longer than ten days, I'll let you know in the announcements section. Please review "My Grades" to monitor individual feedback and progress in this session. NOTE: The total points may change should any coursework be modified during the term. Also, should there be extenuating circumstances due to instructor illness, travel, family emergency, etc., the grading timeline may be adjusted. In the event of any delay in the posting of grades, participants will be notified via email and course announcement.

Grading Policy:

Your grade will be based on timely submission of group and individual assignments. Written assignments will be evaluated on various factors such as (a) fully addressing the requirements; (b) critical evaluation and effective insights into the situation; (c) demonstrated ability to apply the course concepts and frameworks in the analysis; (d) logical conclusions; (e) appropriate recommendations; and (f) effective communications, creativity and originality.

Student performance will be measured by assigned homework, synchronous in class exercises, labs, quizzes, cases, presentations and group | individual projects. Details of these activities are provided in this syllabus and in the Modules area in Blackboard. Formation of student groups to carry out group assignments will be facilitated by the instructor as needed. The course grading scheme is detailed in this syllabus.

COURSE GRADING SCHEME | DELIVERABLE EXPECTATIONS

Deliverable	Number of Graded Items	Point Value Per Item
Class Commitment & Engagement (includes near-peer coaching of MKT 300 and or MKT 301 students, the Sales Appreciation Reception and other designated Career Development Center Sponsored Events)	1	80
Sales Professional & Near-Peer Coaching Commitment & Engagement (includes Team Sales Professional Coaching Session Reports)	1	80
Assignments	2	80
Videotaped Role Plays & Reflection Papers	2	80
Sales Competition Participation, Performance & Reflection Paper	1	80
Total Points Possible		400

Grades are calculated by adding points earned on all assignments. Final letter grades with associated point requirements follow.

- A = 360 points or above
- B = 320 points or more, but below 360
- C = 280 points or more, but below 320
- D = 240 points or more, but below 280
- F = 300 points or more, but below 240

Experiential Exercises. Experiential exercises include competitions, case management, role-plays, attendance and responsibilities in professional events and activities. These experiential exercises require you to use the higher order thinking

skills (HOTS) of Bloom's Taxonomy. Certain events require certain levels of professional dress requirements, and these will be announced. It is your responsibility to know what they are and respect them.

Program Outline

Note: Course weeks begin on Sunday and end on Sunday except the last week of class, which will begin on Sunday and end on Friday. Weekly assignments will be due by the last day of the week at 11 p.m. Eastern time. Discussion board initial postings and a few collaborative projects are due on Wednesdays at 11 p.m. Eastern time, and any secondary responses should be posted on Sundays by 11 p.m.

Classroom Café

Your instructor will speak to the general nature, content and delivery of the course along with substantial detail during the course kick off meeting. Throughout the entirety of this course, your instructor also hosts the Classroom Café within our Blackboard Learning Management System (BLMS), which is an online virtual office center, where questions about assignments and course logistics can be posed and posted by any student at any time.

Post your questions to the instructor and other students about the course materials. Posting them on this forum allows others who might have similar questions to see responses. In many cases, your classmates may be able to provide assistance. Nothing in the Classroom Café will be graded. Your instructor will happily and frequently respond in the Classroom Café to answer posted questions, and add points of clarification.

FAQ Section of Classroom Café

There is a FAQ section maintained in the Classroom Café. This is where students should go with questions related to the course and administration. I tried to cover all questions you might have. If after you have checked the Syllabus, FAQ area and announcements page and you still think I've overlooked something, then please post your question in the Classroom Cafe. That's the most productive way to contact me for content and admin questions. I get a large amount of emails every day. If your question is already in the Syllabus, Classroom Café, Announcements or FAQ area, then you will receive an email that refers you back to those resources. I won't retype what is already there. I hope that makes sense. I am here to help you so if it is about your career goals, performance in class, or personal matters that you think I need to be in the know about, then those are the kinds of things that you would put in an email or for which you would schedule an appointment.

Course Communication Policy

All emails should be directed to your course instructor, Dr. Allison. The instructor will respond to questions or concerns within 48 hours (not including holidays or weekends). If a response has not been forthcoming after this time period, please call for assistance. To guarantee expedited communication, emails should:

- (1) Only use your ECU assigned student email address to communicate with the instructor.
- (2) Use this prescribed subject-line protocol that includes the course name followed by a colon and the subject nature | purpose of the email. It should be similar to the following. MKT 401 | Broken link to Module 2 Reading
- (3) Include a professional salutation. It should be similar to the following. Dear Dr. Allison,
- (4) Include an opening sentence stating your full name, (with any relevant nickname) and student identification number. It should look like the following example. My name is Joy Joyce (JJ), and my student ID# is 123-456-789.

Technical Support

It is expected that participants have an adequate working knowledge of Blackboard, the web and personal computing including search and research tools, basic software platforms and how they function (file storage, organization, naming, navigation). For all technical problems, such as retrieving a forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

Deadlines & Time Zone Policy

All course assignments must be submitted to Blackboard by the Sunday of each week no later than 11 p.m. Eastern time. There is ONE mechanism in this course whereby students satisfactorily submit work to receive course credit. That mechanism is timely submission for every assignment using Blackboard Learning Management System portal. All assignment submission folders remain open as a courtesy for students unexpectedly needing to submit something late. However, for every day and/or portion of a day past the assignment due date, the assignment is penalized by 20%. It then follows that work 5 or more days after the submission due date becomes ineligible for credit. If a student needs to submit work late, the student must take this action as soon as possible in order to preserve opportunity to earn partial credit. Students need not (and should not) email the professor with attached late work submissions, special pleadings, explanations, justifications, apologies, or requests for exceptions related to late work.

Tracking Your Progress in the Course

Each assignment is linked to points for successful completion. You can track your progress by accessing an area where all posted grades are visible. Access this by viewing the left sidebar in Blackboard, clicking → Tools → My Grades.

Hybrid Course Code of Conduct

1. Co-creation. In this course your instructors and peers collaborate and cooperate with you in a co-creation of value process. It is expected that each of us brings our absolute best selves to the process.
2. Interactive communication. As marketing students, we aspire to elevate conversation and professional discourse across all dimensions of our lives: professional, personal, virtual, even intrapersonal.
3. Etiquette and Netiquette. Normal good manners are the minimum expected. Profanity and harassment of any form are strictly prohibited. To the extent possible, we should focus on Sales & Marketing course content, and how it can be applied to improving business decisions and consumer outcomes. Courtesy and respect are essential. Respect other opinions and perspectives regardless of whether they align to yours and your world view or not. Also, please extend these courtesies to me, as your instructor. I promise you that I come into every conversation and interaction looking for good in the other person(s), believing that (s)he is a good person operating in good faith. I ask you to reciprocate by making similar assumptions about me. Further, I will not defame you, your good name or reputation, in any online forum or conversation. It seems only fair that you would return that consideration to me. You will enjoy an opportunity to evaluate this course in a meaningful way that can improve the experience for your future alums. I ask you to do that in a constructive, thoughtful way that truly shows your concern for others and their future experiences, and simultaneously offers me an opportunity for growth in my chosen profession and career.
See https://bemidjistate.learn.minnstate.edu/shared/student-support/netiquette_BSU.htm for more detail.
4. Mere mortals. Like you, your instructor is a nice person. Again like you, she is still a mere human. She is not perfect, omniscient, omnipresent. She is a hard worker, loves ECU, her work, her community, her colleagues, and especially her students. Correspondingly, she commits everything she has to create an enriching and enjoyable learning environment and experience for each person taking her course. All that said, she is still mere mortal. She is subject to error, mistake, misspeaking, forgetfulness and other human foibles. This could on occasion include forgetting or overlooking something that someone else views as extremely important. Or, it might be thinking about something in a radically different way than someone else, and so on. If something escapes my attention and you feel some remedy is in order, please reach out to me and bring it to my attention either in the Class Café (as appropriate) or by email, phone, virtual or an in-person appointment. Certainly, it's impossible to undo some things in life, but it's always possible to mend a relationship and

strengthen it, offer sincere apologies when warranted and give someone an opportunity to share and express their thoughts and perspective. I welcome all of these things at all times.

5. **Non-Participation Policy.** It was emphasized earlier in this document that if you are having problems completing the work or something comes up in your life that interrupts your progress, you should contact the instructor as soon as possible. If at all possible, we will make arrangements to assist you in completing the program. However, if you do not submit assignments and do not communicate with the instructor, the instructor reserves the right to drop participants due to non-participation.
6. **Academic Integrity.** Academic dishonesty will not be tolerated. Any suspicion of academic misconduct—including, but not limited to, plagiarism, cheating, presenting others' work as your own, turning in assignments from other courses to fulfill assignment requirements in this course, collaborating with others when asked to work individually, or possessing quiz or exam materials (from this or previous semesters) inside or outside of class—will result in a failing grade for the course and will be acted upon in accordance with university policy, which can be reviewed at [EKU Academic Integrity Policy](#).
7. **Cell Phones.** The use of cell phones during physical and virtual synchronous face-to-face (Zoom) class sessions is strictly prohibited. Silence your phones and put them away. The use of cell phones includes checking messages, text messaging and receiving text messages. Cell phones should be off during face-to-face class sessions at all times. Read the research on the reasons for this policy in Blackboard. Spoiler alert: Technology interrupts learning processes not only for the person using it, but also for “non-technology user” others in a group or class. Turn on your camera and show up for class in synchronous online sessions. Be professional in your presentation. Use a virtual background if your environment is a distraction. We don't need to see your empty soft drink cans and pizza boxes or your unmade bed, and barely clothed friends or associates.
8. **Laptops.** The use of laptops in any face-to-face class session for any other purpose than following specific instruction of the instructor to complete a learning activity is prohibited. Read the research on this in Blackboard. Technology interrupts learning processes not only for the person using it, but also for “non-technology user” others in a group or class. I know this is counter-intuitive and at odds with what we often want to do and prefer. It doesn't change the facts of the matter. Please read the science and support the class by following what it teaches us.
9. **Attendance Policy.** Attendance and participation are essential and expected. Students are not required, and are expected to attend all scheduled synchronous class sessions. This is a collaborative learning course, where students will share and analyze their work with others in the class via synchronous sessions and group collaboration projects. Attendance, preparation and participation are essential. This means having completed the assigned reading for the class and actively participating in class discussions. Read assignments before the synchronous class. In the context of Covid-19, per the university, students should make every effort to attend every class, whether online or in person. An acceptable excuse is an illness (including self-isolation or quarantine), a University provided excuse, or an emergency resulting in unavoidable absence. Students will not receive a grade penalty for missing class due to self-isolation or quarantine, but should notify the instructor as soon as they are aware of the need to miss class. Students are expected to make up missed work. Please contact me if there is anything that interferes with your ability to perform in the class so that I can help you. I want to help you. I want you to succeed. I am here to help you.
10. **Student Progress.** Grades are viewable upon posting in Blackboard. Report will be provided at mid-term as slated via EKU Direct. I have structured the course to provide you the weekends to complete your work. This means I lose the weekend to grade any given week's work. Therefore, it is likely that most assignments will require at least 10 days before I can post your grades. Please keep this in mind.
11. **Withdrawal from the course or university.** Important dates and financial responsibility are associated with a decision to withdraw from the course. Read the specifics as they relate to the timing of such decisions here according to [EKU Withdrawal Policy](#).
12. **Accessibility or Disability.** The University strives to make all learning experiences as accessible as possible. If you think you may qualify for accessibility services, you can learn more at [Student Accessibility Services](#). If you are registered with the Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. CSA will transmit your letter to the course instructor(s). If you believe you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building, by email at accessibility@eku.edu, or by telephone at (859) 622-2933. A student with a disability may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Act Amendments Act (ADAAA). Students with special accommodation needs are responsible for making me aware of their situation within the first week of class. Upon individual request, this syllabus can be made available in an alternative format.

13. Non-Discrimination and Harassment, Title IX, and Prevention Statement. ECU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. Read our full policy at [Non-Discrimination Policy](#). The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to [Green Dot Violence Prevention Program](#). ECU's commitment also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.ecu.edu/resources> for resources. The Non-Discrimination and Harassment policy is available here and questions regarding the policy may be directed to the Director of the Office of Equity and Inclusion & Title IX Coordinator.
14. Modification of the Syllabus. The instructor reserves the right to modify this syllabus, as needed. If this happens, participants will be advised of the modification via course announcement.

COURSE PROTOCOL: Course protocol demands professionalism of all participants. This requires ethical conduct related to sensitive information (e.g., personally identifiable information, ID numbers, addresses, phone numbers, private communications, grades), and the instructor's and others' (e.g., textbook publishers, authors) intellectually owned material. None of these or anything of a similar nature is to be shared in any online forum or platform under any circumstance. Translated into today's lingo: No doxing. No trolling. Absolutely no photography, video or audio recording of class or instructor are allowed without explicit episodic permission. No screenshotting of exams and posting any of the course content on any website, transfer of this material is allowed. All of these and anything similar are expressly prohibited and may result in legal recourse, other actions by the university and or the instructor, and are a violation of course protocol. It is an explicitly violation of academic integrity to take and use and post Dr. Allison's work without her express permission. No one likes a thief or criminal. Please do not be a thief or criminal in our class.

Relatedly, Zoom sessions are provided to assist in the event a student misses the session. The session can be reviewed as a refresher for learning. The session may be accessed in a folder through the Blackboard sidebar link: Course Resources → Zoom Webinars. Each session is catalogued by its Module. Note that the Zoom session and all other content provided by Dr. Allison is the copyrighted intellectual property of Dr. Lee Allison. If something is posted that is not her intellectual property, then it belongs to other authors as cited. In any case, it does not belong to you and you are expressly asked and prohibited from posting it or sharing it anywhere or with anyone else. Doing so violates intellectual property law and may result in civil liability. No one likes a thief or criminal. Please do not be the thief or criminal in our class.

Similarly, students may develop relationships with companies or mentors as a result of conducting projects or networking events related to the class. Students agree that they will not share any information related to such clients, mentors or companies. It is expressly prohibited. Again, these violate course protocol, are considered a form of academic dishonesty, and are ethical violations that have severe impact up to and including failing grade for the course and or university expulsion.

This class is delivered online with optional synchronous sessions. I expect students to participate in optional sessions. However, it is not required, because I understand it simply may not be possible for everyone to do. Therefore, excuses for absences are only necessary for exams or final presentations. The path to the information is directly through the Blackboard learning management system. Review the entire missed Zoom session recording and take notes on it.

For general questions use Classroom Café; common questions are already answered there. If they are not already there, it is still best to place them there so that I can address them in a way that helps everyone in the class. Contact me at any time for help on questions of a more personal nature (like grades or group dynamic problems you can't resolve). There is a searchable FAQ forum that addresses standard questions you may have about how this course will be conducted, and what is expected of you.

Blackboard Submission Policy: All work must be submitted in blackboard in the proper format and platform on time. Late work is not accepted. Submit early. It is too risky to submit at the last minute. Once a Blackboard box is closed, no credit can be earned on the assignment. This is also true for group work. Follow through for this responsibility belongs to each individual. Insure those asked to upload group work are trustworthy and conscientious. Follow up with what is occurring in your group.

Requirements: Attend all scheduled synchronous class sessions. Consume material assigned on schedule. Students are expected to prepare and to participate in the course. Expect to be called on in the synchronous sessions and to arrive prepared

to do group activities. Preparation and active interaction strengthen understanding and are expected. This means your camera should be on and your microphone should be unmuted when you are called on. You can press the space bar while you talk to unmute yourself.

Online Course Evaluations are used because the College of Business and Technology provides the opportunity for all students to provide feedback relative to each course taken in a given semester via an online mechanism. Feedback is critical to course and curriculum continuous improvement efforts. Participation in the process is strongly encouraged. As your instructor, I'm also interested in your feedback. I want to help students and make a course that is beneficial and enjoyable. I use end of module surveys to help you quickly give me a thumbs up or down on your experience. Please use them each week.

GENERAL COURSE POLICIES AND PROCEDURES:

Calendar: The calendar may be revised and posted in blackboard to supersede all previous versions of the calendar. Give attention to revisions to avoid any misunderstanding or missed deadlines.

Deadlines, Due Dates & Submission Formats: Your commitment must be to submit in Blackboard on time. No other submission satisfies this requirement. Adopt a strategy with sufficient lead-time to negotiate around potential computer, internet (and human) problems or failures.

Blackboard calculations and visibility: Rarely, Blackboard may show incorrect grade totals. Regardless, your grades will be accurately computed based on policies in this syllabus. The instructor determines your final grade, not Blackboard. There is no averaging or weighting. Please contact me within 7 days for any grade you think is inaccurate. Otherwise the posted grade becomes final one week after posted. Violations to the academic honesty | academic integrity policy and course protocol are dealt with at such time that the instructor becomes aware of them. A prior posting of a grade in blackboard is not an impediment to strict adherence of the academic honesty policy and protocol.

Give Attention to Detail: Take the time to make sure all written assignments are professional and comprehensive. This requires clear writing, neat appearance, professional presentation, proper grammatical construction and correct spelling. Handwritten work that is illegible will receive a zero.

Quality of Work: The grade assigned to written work will reflect both its appearance and analytical soundness (e.g., application of concepts learned in class).

Originality of Work: Each written piece should be your original words. If the idea is not yours, then you must cite the source with appropriate citation style (use APA citation style). Excessive use of direct quotes is plagiarism ineligible for credit. Assignments earn a grade of zero if any plagiarism is detected, any data is falsified or misrepresented, any illicit collaboration occurs, or any work of another is represented as one's own. All team members are impacted by violations of the Academic Integrity policy, and all group members' grades will suffer if any part of the project is deemed to be in violation of ECU's Academic Integrity Policy, or the ethical conduct of marketing research. Lack of sufficient engagement with all group members carries great risk. Therefore, each student is required to be sufficiently involved and knowledgeable in all aspects of the project related to method, execution, representation, writing and reporting. Further, each group member bears responsibility for all work submitted, and represents it as an honest intellectual contribution. Therefore, there is a reasonable expectation that each group member is involved in all aspects of a project.

Instructor Absence Policy: In the unlikely event the instructor must miss class, students will be properly notified as far in advance as possible. Additionally, students will be notified regarding whether or not a substitute will conduct class in the instructor's stead, an alternate lecture/assignment will be required, or some other arrangement. The participation expectation for these sessions is the same as for sessions with the instructor of record.

Grade Discussion Policy: FERPA restricts me from discussing grades via email at all. In person, FERPA prohibits grade discussion with anyone but the student. Students who wish to discuss grades or question a score received on an exam or other assignment must both email AND schedule an appointment to meet with the instructor outside of class within one week of when the graded assignment was returned. Otherwise, grades are final after one week. Wisely use time and energy to work all semester to earn the grade you desire. Office hours are kept though dead week. Appointments are NOT available during finals week.

Communications and Channels Policy: If an issue arises that needs attention, notify me as soon as possible and/or make an appointment to talk in person. All communications should be timely, professional, and effective whether in or out of the classroom. This begins with Dear Dr. Allison or Dear Professor Allison. Similarly, whether in person, by phone, or on email, students are responsible for using professional, respectful language and demeanor when interacting with other students and the instructor. Part of a professional business environment includes building rapport with others and respecting opinions, attitudes and beliefs, even when they are different from your own. Practicing these skills in the classroom will better prepare you for the business world.

Each student is responsible for checking their EKU-issued email on a regular basis for any announcements pertaining to the course. Students are also responsible for checking the course site on Blackboard regularly for materials, assignments, and announcements.

Blackboard Support & Tips: For all issues related to registering or using Blackboard, contact EKU IT support team at geeks@eku.edu or at 859-622-GEEKS. The professor cannot fix blackboard or assist with related blackboard problems. Send emails to the support team because only they can help on this matter.

The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or multimodal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

Drop policy: Visit [EKU Colonel Compass](#) to view the important deadlines related to dropping a course. <https://colonelscompass.eku.edu/>.

Accessibility Accommodation, Academic Integrity, and Non-Discrimination and Harassment, Title IX, and Prevention Statement: View [official university syllabi policy statements](#) regarding Accessibility Accommodation, Academic Integrity, and Non-Discrimination and Harassment, Title IX, and Prevention Statement.

Non-Discrimination and Harassment, Title IX, and Prevention Statement: EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming and encourages students to learn more, request a presentation, or get involved.

EKU's commitment also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please [visit for resources](#). The Non-Discrimination and Harassment policy is available [here](#) and questions regarding the policy may be directed to [the Director of the Office of Equity and Inclusion & Title IX Coordinator](#).

Academic Integrity (AI): Academic honesty is highly valued at EKU. The academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity. You must always submit work that represents your original words or ideas. If any words or ideas used in a class posting or assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. You must learn the basics of APA citation style required for the written work. All of your written work will be run through plagiarism software on Blackboard. Failure to comply with AI requirements will result in a score of zero for the work in question. If it is the project, it will also result in failing the course, regardless of the mathematical calculations involved. Further, it may result in your suspension or dismissal from the University and a permanent mark on your academic record. Please also visit [www.plagiarism.org](http://owl.english.purdue.edu/owl/resource/560/1) to learn about what constitutes plagiarism and <http://owl.english.purdue.edu/owl/resource/560/1> for APA guidelines.

Accessibility Accommodation Statement: The University strives to make all learning experiences as accessible as possible. If you are registered with the Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s). If you believe

you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building by email at accessibility@eku.edu or by telephone at (859) 622-2933. A student with a disability may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Act Amendments Act (ADAAA). Upon individual request, this syllabus can be made available in an alternative format.

Inclement Weather: In the event of inclement weather, safety of students and faculty is paramount. Refer to the Richmond Campus Inclement Weather plan for information regarding announcements of campus closures and delays and class schedules when the campus is operating under an inclement weather delay. Refer to individual course syllabi for information of meeting times during inclement weather delays. If class is cancelled due to inclement weather, students should check Blackboard® for announcements and posted lessons. Weather and road conditions are not the same in every area. The decision to travel ultimately rests with each individual regardless of any action taken, or not taken, by the University or faculty members. It is the responsibility of the student to notify the instructor if the student is unable to attend class or clinical due to weather and to work with the instructor to determine if arrangements can be made to make up any missed work. All ECU class/event cancellation and delay announcements are posted on the ECU homepage www.eku.edu, broadcast on WEKU-FM (88.9 FM), and Lexington television stations WLEX-TV (Channel 18), WKYT-TV (Channel 27) and WTVQ-TV (Channel 36), and given to other regional media outlets. Generally, the information is available to listeners/viewers by 6:00 am. Students may also call (859) 622-BADW (622-2239) for up-to-date announcements. In case of inclement weather, The University will usually follow a 2-hour delay schedule.

On-Campus Food Pantry: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to email <https://communityservice.eku.edu/what-colonels-cupboard> for support.

REQUIRED COMPETITION WEBSITES & VIDEOS

Team 1:

University of Toledo Invitational Sales Competition UTISC) (Feb)

<https://www.utoledo.edu/business/essps/utisc/>

Videos at https://www.youtube.com/results?search_query=utisc

<https://www.utoledo.edu/business/essps/utisc/utiscroleplaysamples.html>

- [UTISC Showcase](#)
 - Preparation Channel - videos on 775L Cubitron discs, clean sanding system, university preparation, sample role plays, etc.
 - Role Plays – channels for each past year.
- [UTISC Website](#)

Team 2:

Florida International University (FIU) Global Sales Competition (GBSC) (March)

<https://www.fiu-gbsc.com/>

Videos at https://www.youtube.com/results?search_query=FIU+gbsc

Team 3:

Salisbury University National Shore Sales Challenge (NSSC) (March) <https://www.salisbury.edu/academic-offices/business/masmi/nssc/student-competitors.aspx>

Videos at https://www.youtube.com/results?search_query=salisbury+university+sales+competition+2018+

Team 4:

Kennesaw State University (KSU) National Collegiate Sales Competition (NCSC) (3/5-3/8)

<https://www.ncsc-ksu.org/>

<https://www.gartner.com/en/careers/ncsc>

Videos at <https://dotpaul.passgallery.com/-2019ncsc/gallery>

Team 5:

Bloomsburg Keystone Challenge Sales Competition (KSC) (April)

<https://bloomu.edu/keystone-challenge>

No videos available but review of other sales competition videos above is highly recommended

All students

- RNMKRS - <https://www.rnmkrs.org> April | November based on spring | fall semester, respectively
- FSU ICSC - <https://www.youtube.com/user/icscfsu>
- KSU NCSC
 - <https://dotpaul.passgallery.com/-2019ncsc/gallery>
 - <https://dotpaul.passgallery.com/-2018ncsc/gallery>
- UTISC - https://www.youtube.com/results?search_query=utisc
- FIU GBSC - https://www.youtube.com/results?search_query=FIU+gbsc
- Speed Selling - https://www.youtube.com/results?search_query=speed+selling
- Speed Selling at <http://rbisaleschallenge.wpunj.edu/home/competition/>

HIGHLY RECOMMENDED VIDEOS

- 4 Easy Steps to Immediately Connect with ANY Prospect in Sales
<https://www.youtube.com/watch?v=JiJfKqDGbMQ&t=290s>
- 6 Scientifically Proven Steps to Building Rapport with Anyone in Sales
<https://www.youtube.com/watch?v=8K-BtYu7n28>
- Building Sales Rapport via Listening & Verbal Gifting - Sales Motivation Tip on Selling
<https://www.youtube.com/watch?v=8GiWD2mTjXc&t=187s>
- 7 Mini Questions to Ask Your Prospects to Create More Value
<https://www.youtube.com/watch?v=mCuTe5BWaFQ>
- 5 (Powerful) Sales Questions to Ask A Potential Client To Determine Their Needs
<https://www.youtube.com/watch?v=jyDSiTgKdP4>
- Never Ask These 5 Stupid Sales Questions
<https://www.youtube.com/watch?v=oVViaXOXhUQ>
- 7 Most Common Sales Objections (And How To Overcome Them)
<https://www.youtube.com/watch?v=hziIqX8nHQ>
- 17 Easy Closing Sales Tips
<https://www.youtube.com/watch?v=5mJkKGqj-rU>
- 9 Quick Sales Presentation Tips All Salespeople Must Know
<https://www.youtube.com/watch?v=1ZX4FdJkdCI>
- 3 Closing Questions Every Salesperson Must Ask
<https://www.youtube.com/watch?v=z59mjU5Ofw4>
- 17 Easy Closing Sales Tips
<https://www.youtube.com/watch?v=5mJkKGqj-rU&t=558s>

MODULES

Tentative Schedule & subject to change. Always verify due dates using current calendar revisions. Assignments due per Blackboard dates. Read PRIOR to discussion dates listed. Any Guest Speakers will be announced and placed on the calendar at the convenience of the guests. Students are expected to engage and network with speakers.

Module	Days	Dates	Module Topics
1	Tue Thr	1/17 1/24	Ethics and Virtue of Sales and Voluntary Interactions
2	Tue Thr	1/24 1/31	The Sales Process, Mapping the Customer Journey
3	Tue Thr	1/31 2/7	The Sales Process, Building Rapport
4	Tue Thr	2/7 2/14	The Sales Process, Active Listening
5	Tue Thr	2/14 2/21	The Sales Process, The Role of Questions
6	Tue Thr	2/21 2/28	The Sales Process, Overcoming Objections
7	Tue Thr	2/28 3/7	The Sales Process, Closing and Gaining Commitment
8	Tue Thr	3/7 3/14	The Sales Process, Post Sale
9	Tue Thr	3/21 3/28	Building Sales Funnels and Lead Generation
10	Tue Thr	3/28 4/4	The Role of CRM and Team Selling
11	Tue Thr	4/4 4/11	Applying science and psychology in sales
12	Tue Thr	4/11 4/18	The role of "Me" Management in Sales
13	Tue Thr	4/18 4/25	Building Skills for a lifetime of success: research, goal setting, evaluation, analysis
14	Tue Thr	5/2 5/9	General Business Acumen
15	Tue Thr	5/16 5/23	Best in Class Sales Organizations

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Management, Marketing, and International Business
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business and Technology
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	
<input checked="" type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	Minor in Sales
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	09/30/2020	Council on Academic Affairs	
College Curriculum Committee	10/16/2020	Faculty Senate**	
General Education Committee*	N/A	Board of Regents**	
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	N/A		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create a Minor in Sales</p> <p>A. 2. Proposed Effective Academic Term: Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>
<p>B. The justification for this action:</p> <p>Address the need in our service region for more salespeople and ensure that students are prepared for the best sales career opportunities with the offer of a Minor in Sales to: (1) enhance program quality, (2) meet accreditation requirements, (3) advance growth of the Center for Professional Sales, and (4) strengthen our commitment to our service region.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: The newly hired Director of the Sales Center is assigned with teaching two sales courses each semester in addition to administrative duties. Therefore, sufficient resources exist to make changes requested in relation to adding this minor. By expanding the cumulative maximum of MKT 490 and offering MKT 470, students are offered more course selection, a focused program in sales, and more marketing options more broadly.</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strike through~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program’s suspension.

Revised* Program Text

Minor in Sales

The Minor in Sales is designed to address the needs of all majors for hands on professional development and sales training, given a full 50% of all undergraduate majors will have a sales job as their first job post-graduation. This training provides mentorship and experiential learning, as well as basic business knowledge to enhance career success in every field and major. The courses in this minor equip students with valuable skills to help them be successful in real sales environments. The courses are taught with a focus on role plays and professional interactions with business executives and intercollegiate competitive events. This minor requires demonstrated performance as evidence of communication and sales training for company recruiters. Students must earn at least 9 of the 18 hours required for the minor in residence at ECU and must earn a “C” or better in all courses comprising the minor. The minor consists of the following courses:

Total Curriculum Requirements.....18 hours

The Minor consists of the following courses:

MKT 300 or 301, 310, 408, 350 or 440, and a combined 6 credit hours from 349 , 470, 481, 490

MKT 300/301 – Marketing Principles (Business)/Marketing Principles (Non-Business) (3),

MKT 310 – Personal Selling (3),

MKT 408 – Sales Management (3),

MKT 350 – Consumer Behavior (3) or MKT 440 Business-to-Business (B2B) Sales and Marketing (3),

and 6 credit hours from the following:

- MKT 349 – Applied Learning in Sales and Marketing (.5-8)
- MKT 470 – Advanced Sales (3)
- MKT 481 – Sales and Marketing Internship (3-6)
- MKT 490 – Special Topics in Sales and Marketing (1-9)

New Minor, Concentration, University Certificate or Department Certificate

Proposal Approval Form

When proposing a new minor, concentration, university or department certificate, the following factors should be considered:

- Minors and certificates often add time to degree.
- Minors can increase the number of credit hours that students have at graduation.
- Minors and certificates can potentially increase student debt because of the factors above.
- Minors, concentrations, university and department certificates can significantly add to faculty workloads.
- Minors, concentrations, university and department certificates increase the need for oversight and administration.

The following information should be provided in addition to the normal curriculum change forms. Before a new minor, concentration, university or department certificate is submitted to CAA, the Dean must approve the proposal based on the information on this form and any other information requested by the Dean.

From the Proposing Program

1. How will the new minor, concentration, university or department certificate attract new students to ECU? On what is this based? What is the marketing plan?

Our purpose is to address the need in our service region for more salespeople, and to ensure that students are prepared for the best sales career opportunities. A Sales Minor will: (1) enhance program quality, (2) meet University Sales Center Alliance accreditation requirements, (3) advance growth of the ECU Berman Center for Professional Sales, and (4) strengthen our commitment to our service region by providing qualified candidates for industry. Our marketing plan includes adopting Customer Relationship Management technology and expertise to build a pipeline via outreach across the ECU ecosystem, Kentucky High School students via personal and digital sales and marketing. The program director is currently tasked with this objective.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

Justification for this minor and Center overall is twofold. To provide increased job opportunities to our students and to satisfy the projected needs in the marketplace for qualified sales professionals, we propose the sales minor. With median salaries for sales professionals running from \$55,000 to \$110,000 in the U.S. and \$50,000 to \$93,000 in the state of Kentucky, the Center will help equip students at the undergraduate and MBA levels to compete for entry level and mid-level sales positions. With projected job growth in the state by 2024 of 19% for sales representatives in wholesale and manufacturing; 13% for sales managers and 8% for sales agents in securities, commodities and financial services, helping to develop a qualified workforce in our service area will contribute to economic development in the region and is directly relevant to our mission as a School of Opportunity.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

The faculty are primarily PhD's in marketing. However, we do expect that any adjuncts and the Program Director will be MBAs from an accredited AACSB school. In terms of resource allocation, we currently have sufficient faculty to teach all courses in the proposed minor. Faculty resources involved in teaching these courses are all the tenured- and tenure-track faculty of the marketing department. Additionally, the Program Director is a resource vital to the success of this program. Finally, we also draw upon the resources provided by Darlene Stocker in the Co-op office for the cooperative learning and internships.

4. What are the potential costs of the proposed curriculum addition, especially 3- 5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

There are no perceived costs at this time. In 3-5 years, and or once our recruitment efforts attain a level of success where student enrollment in the offerings regularly and significantly exceed existing room and faculty load capacities, then we will seek to increase faculty to appropriately respond to our success. Our plans to address this will likely begin by introducing additional adjunct resources. Ultimately, great success will require additional

faculty support.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

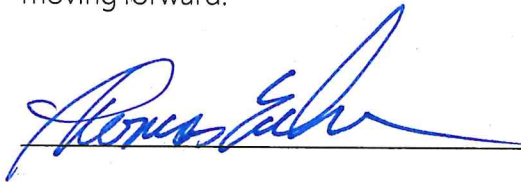
A. New Resources. Explain.

We are currently assigning our faculty in ways that accommodate all the requirements for the minor. We currently have the Program Director teaching MKT 310 and 490 in spring and fall. With the introduction of the MKT 470 Advanced Sales course, the Program Director's assignments will be MKT 301 spring and fall, and MKT 470 in spring and MKT 490 in fall. Additionally, within the marketing department, faculty who regularly plan to teach in the fall and summer semesters have indicated a plan to select their summer or winter semester course offerings in support of this program.

B. Reallocation of resources. Explain.

Again, we have optimally allocated our resources and course offerings to accommodate all of our programs. This includes our Analytics Certificate and our Analytics Concentration, as well as our Sales Certificate to this new Sales Minor.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.



Dean's Signature

10-20-2020

Date

Learning Outcomes		Sales Minor Course Curriculum Map								MKT ELECTIVES
		MKT 300 301	MKT 310	MKT 350	MKT 408	MKT 440	MKT 349 381	MKT 470	MKT 490	
1	Understand business essentials									
1a	▪ Demonstrate a comprehensive foundation of global business principles, methods, issues, and technologies	2	3	3	3	3	3	3	3	3
1b	▪ Demonstrate knowledge of diversity issues	2	3/4	3			2	3/4	3/4	2
2	Perform analysis and make effective decisions									
2a	▪ Critically review, distinguish, and organize business information	3	3/4	3/4	3/4	3/4	3	3/4	3/4	3
2b	▪ Effectively evaluate, infer, and conclude	3	3	3	3	3	3	3	3	3
2c	▪ Decide and create/produce	2/3	3	3	3	3	3	3	3	3
3	Communicate effectively									
3a	▪ Write effectively	3	2	3	2	2	3	2	2	2
3b	▪ Deliver effective oral presentations		4	3	3	3	3	3	3	3
4	Think/act as a good corporate citizen									
4a	▪ Make ethically sound decisions	2	2	2			2	3/4	3	
4a	▪ Work collaboratively in groups/teams	2	2	3			3	3/4	3	

1 = Introduced

2 = Reinforced

3 = Mastered

4 = Assessed



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Office of the Dean
 Dr. Michael Ballard, Interim Associate Dean
Michael.Ballard@EKU.EDU
 Anna Dixon, Academic Administrative Specialist
Anna.dixon@eku.edu

Rowlett 203
 521 Lancaster Avenue
 Richmond, Kentucky 40475-3102
 (859) 622-1137
 FAX: (859) 622-1140
www.eku.edu

TO: Council on Academic Affairs

FROM: Dr. Michael Ballard, Associate Dean
 College of Health Sciences

DATE: November 4, 2020

SUBJECT: Substantial Curriculum Proposals

The College of Health Sciences submits the following substantial curriculum proposals for consideration at the November 19, 2020 CAA meeting.

College of Health Sciences

Substantial Curriculum Proposals

Applied Human Sciences

New Courses

Create the following new courses needed for new program

GHT 201	Hospitality & Tourism Essentials
GHT 310	Be Our Guest
GHT 320	Sociocultural Impacts of Hospitality
GHT 425W	Hospitality & Tourism Analysis
GHT 450	Global Hospitality Law
GHT 499	Hospitality & Tourism Practicum
GTO 210	Gastronomic Tourism
GTO 320	Bourbon, Beer & Spirits
GTO 325	Culture & Consumption of Wine
GTO 410	Gastronomic Tour Development
SHO 341	Sustainable Hospitality
SHO 410	Multigenerational Programming
SHO 420	Sustainable Global Practices
SHO 460	Universal Sustainable Design
SHO 475	Promoting Hospitable Experiences

New Program

B.S. Global Hospitality and Tourism
 Create a new E-Campus program with 2 Concentrations and each concentration as a University Certificate

Exercise and Sport Science

Program Suspension

Minor in Physical Education (Non-Teaching)

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Applied Human Sciences	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	GHT 201	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Hospitality & Tourism Essentials	
<input type="checkbox"/> New Minor (Part III)	*Program Title		
<input type="checkbox"/> Program Suspension (Part III)			
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Approve the new course, GHT 201 Hospitality & Tourism Essentials

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: GHT 201 Hospitality & Tourism Essentials provides foundational knowledge and theories for professionals in the hospitality and tourism sectors. Graduates work in hospitality or tourism need to have foundational knowledge in order to further develop their breadth and depth of understanding. In addition, this course is an elective option for students enrolled in both the Gastronomic Tourism and Sustainable Hospitality University Certificate programs.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: A new faculty position will be needed as stated in the budget section of the proposal form.

Operating Expenses Impact: No additional operating expenses are needed to teach this course.

Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.

Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

GHT 201 Hospitality & Tourism Essentials. 3(A). An overview of the hospitality and tourism industry with emphasis on historical development, management and leadership functions, current trends, and future challenges.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
<u>GHT</u>	<u>201</u>	<u>Fall 2021</u>	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	AHSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u>	Lecture <u>3</u>	Laboratory _____ Other _____	CIP Code (first two digits only) <u>52</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
GHT 201 – Hospitality & Tourism Essentials
CRN XXXXX
3 Credit Hours
Semester Year

Instructor

Phone AHS Main Office 859-622-3445

Email [EKU email required]

Office AHS Main Office Burrier 102

Student Hours [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: 3(A). An overview of the hospitality and tourism industry with emphasis on historical development, management and leadership functions, current trends, and future challenges.

Text: Walker, J.R. & Walker, J.T. (2020). *Introduction to Hospitality, 8th Eds.* Pearson

Student Learning Outcomes:

Following successful completion of this course, the student will be able to:

- Examine the history and scope of the hospitality and tourism industry.
- Differentiate each sector within the hospitality and tourism industry.
- Utilize common terms associated with the hospitality and tourism industry.
- Evaluate current issues and trends relative to the hospitality and tourism industry.
- Describe the role of leadership and management within hospitality operations.
- Observe risk and crises in the hospitality and tourism industry.

Student Learning Outcome	Assessment
Examine the history and scope of the hospitality and tourism industry.	“Moment of Truth” and “Dining Experiences” Discussion Boards Final Presentation
Differentiate each sector within the hospitality and tourism industry.	“Event Classification” Discussion Board Final Presentation
Utilize common terms associated with the hospitality and tourism industry. (Program Objective 7)	Module exams “Food Kiosk Project” Final Presentation
Evaluate current issues and trends relative to the hospitality and tourism industry. (Program Objective 4 and 8)	“Age Diversification” and “Event Recall” Discussion Boards Food and Beverage Sustainability Assignment Final Presentation
Describe the role of leadership and management within hospitality operations. (Program Objective 6)	“A Day in the Life” Assignment “Leadership Style” Discussion Board Final Presentation

Observe risk and crises in the hospitality and tourism industry. (Program Objective 4)	"Workplace violence" Assignment Final Presentation
---	---

UNIVERSITY REQUIREMENTS

FINANCIAL AID:

Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:

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- Loss of future financial aid eligibility

DROP and WITHDRAW DATES:

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copy and paste current dates here

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DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT:

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Director of the Office of Institutional Equity & Title IX Coordinator
 Jones 416
 Lindsey.Carter@eku.edu
 859-622-8020

OFFICIAL E-MAIL:

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UNIVERSITY ATTENDANCE POLICY:

For current Regulation please refer to the following link:
http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

WRITING ASSISTANCE:

The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

STUDENT SUCCESS CENTER:

The Student Success Center, located on the ground floor of the library and online, provides free assistance for all ECU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit <http://successcenter.eku.edu> or email successcenter@eku.edu.

DEPARTMENT REQUIREMENTS

STUDENT BEHAVIOR:

Student behavior in the online environment will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:

Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your ECU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

In order to participate in this course you must have the following:

1. **A working computer system** with the latest version of [Firefox](#). Blackboard will work with other browsers, but ECU's IT only recommends (and supports) Firefox.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.

3. **Access to Microsoft Word.** EKU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the EKU IT site using this link: [Microsoft 360 Plus for EKU Students](#)
4. **Access to your EKU Google Drive.** You will be using Google Docs to collaborate in this course, and will need access to your EKU Google Account. Just go to gdrive.eku.edu, and sign in with your EKU email and password.
5. **A PDF viewer.** We recommend Adobe Reader. [If you don't have the Adobe Reader application, click here for access to a free download.](#)
6. **Basic computer skills,** including word processing, emailing, navigating Blackboard and the EKU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the EKU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@eku.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

EVALUATION METHODS:

Discussion Board Participation

All Discussion Boards will open on Sunday of the week that the module is assigned. Initial Posts for the Discussion Board are required by the following Thursday. You will be responsible for responding to your classmate's posts by the close of the Discussion Board on the Sunday, beginning of the next week. In other words, you will post to the Discussion Board between Sunday and Thursday of the module week and will respond between Thursday of that week and Sunday, the start of the next week.

Module Assignments

All module assignments will open on Sunday at 1:00am of the week it is assigned and will close at 11:59pm on the following Sunday. For each module, there is an assignment that count toward your grade, and which are worth a total of 25 points.

Module Assessments

A 50 point assessment will open for each module at a specified time. All module exams will open on Sunday at 1:00am of the week it is assigned and will close at 11:59pm on the following Sunday. This exam will cover the content of the module and is designed to be taken after all other learning activities have been completed. It is the summative or final evaluation for the module.

Final Presentation:

Student will choose a future trend in any sector of the hospitality or tourism industry. The student will investigate the future trend and present digitally to include the following:

- Description of the trend and which industry(ies) it impacts.
- How the trend will change the industry in terms of increasing revenue, budgeting, management, and communication skills.
- Evaluate whether this type of trend has the potential to be maintained long term.

The presentation should be approximately 15 minutes long. Students should utilize appropriate hospitality and tourism jargon and exhibit appropriate communication skills. (SLO 1, 2, 3, 4, 5, 6)

STUDENT PROGRESS:

Grades for assignments and exams will be available under "My Grades" on Blackboard, updated no more than **one week** after assignments are submitted. Please check your grades constantly and contact your instructor/facilitator

if there are any mistakes. Your midterm grades will be posted no later than [insert date] and final grades by [insert date].

Discussion Boards (7 @ 10 pts each)	70
Module Assignments (7 @ 25 pts each)	175
Module Exams (5 @ 50 pts each)	250
Final Presentation	100
Total Points	595

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	< 60%

Late Work:

All assignments must be submitted via Blackboard by the due date and time. All work is required to be submitted on time; however, one assignment may be submitted late. Your late assignment grade will be reduced by one letter grade each day it is late up to three days after which a zero is allocated. If you submit an assignment that is late, that will be graded as your one late assignment. There is a late assignment submission link on Blackboard for such instances. There are no make-up exams or discussion forums.

First Day of Attendance - Disenrollment ("Use It or Lose It")

In accordance with the university policy of "Use It or Lose It," any student who has not completed all of Module 1 Assignments by Sunday following the first week of the term, at 11:59pm or has not notified the instructor of his/her intent to be in the class, will be dropped from the class.

Class Meetings & Time Commitment

There will be NO formal class sessions during the semester. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

COURSE OUTLINE:

Week (Dates)	Module	Assignment
Week 1	Introductory Module	Discussion Board: Introduction of Self Introductory Assignment
Week 2	Module 1 <u>Introduction to Hospitality and Lodging</u>	Discussion Board Module Assignment Exam
Week 3	Module 2 <u>Restaurant, Food, and Beverages</u>	Discussion Board Module Assignment Exam
Week 4	Module 3 <u>Tourism Restaurant and Managed Services</u>	Discussion Board Module Assignment Exam

Week 5	Module 4 <u>Recreation and Events</u>	Discussion Board Module Assignment Exam
Week 6	Module 5 <u>Management</u>	Discussion Board Module Assignment Exam
Week 7	Module 6 <u>Communication and Challenges</u>	Discussion Board Module Assignment Exam
Week 8	<u>Final Presentation</u>	

Module Organization

Module 1: Module one introduces the hospitality and lodging industries, their size and scope. Students will reach chapter 1-3 of textbook.

- “Moment of Truth”: Discussion board topic will have students describe a time when they provided a hospitality industry employee’s “moment of truth”. How did that employee respond to the incident and if the role was reversed, how would the student respond.
- Resume assignment requires students to create a resume which highlights their own strengths for employers in the hospitality industry.
- Exam (SLO 1, 2, 3)

Module 2: Module two focuses on the restaurant, food, and beverage scope of hospitality. Students will read chapters 4-6 of the textbook.

- “Dining Experiences”: Discussion board topic will include the student recount a memorable dining experience. Students should include details about what made the experience memorable. Discuss elements of the location including atmosphere, service, menu, food, etc. Which elements were most important? How could things have been improved? (SLO 1, 3)
- Food and Beverage Sustainability assignment requires students to explore sustainable food and beverage practices and examine whether these practices are practical universally. (SLO 4)
- Exam (SLO 1, 2, 3)

Module 3: Module three explores the various types of tourism, restaurant management and the various types of managed services. Students will read chapter 7-9.

- “Age Diversification”: Discussion board is related to the future of healthcare foodservice settings. As America ages, healthcare will need to meet the increased demands of diversifying their offerings to meet not only the needs of the patients but also families and hospital staff. Students should visit their local hospital cafeteria and evaluate the space as well as the food offered. Does the environment support individuals of all ages? What are your recommendations for improving the space to meet the future needs of the facility? (SLO 4)
- “A Day in the Life” assignment requires student to contact a restaurant or managed services manager. Student should determine the day-to-day operations and skills required of the individual, special projects or assignments required of the position, and any other responsibilities. (SLO 5)
- Exam (SLO 1, 2, 3, 4)

Module 4: Module four examine the various recreation, attractions, clubs, gaming entertainment, meetings, conventions, expositions, and special events. Students will read chapters 10-13.

- “Event Classification”: Discussion board asks students to recall an “event” that they attended in the past. Provide details about this event and identify which sector of hospitality and tourism the event would be classified. Evaluation whether this event is sustainable and what modifications would need to be made to continue in the future. (SLO 1, 2, 3, 4)
- “Event Package Analysis” assignment requires students to request a Banquet and Catering package for at least three convention center(s) or hotel(s). Students will analyze the packets to determine what demographic the venue is aiming for. Students will also scrutinize prices to determine the quality of the facility and food and beverage department. (SLO 1, 3)
- Exam (SLO 1, 2, 3, 4)

Module 5: Module five examines management of hospitality and tourism in a more detailed manner than what was previously introduced. Leadership, planning, and organizing will be explored. Students will read chapter 14-16.

- “Leadership Style”: Discussion Board students will complete a quick quiz to determine their leadership type (<https://www.mindtools.com/pages/article/leadership-style-quiz.htm>). Student will report on their type and how this type of leadership may impact the hospitality and/or tourism industry of their choosing. (SLO 5).
- “Food Kiosk Project” assignment requires students to work in digital groups of 2-3. The group will develop a project management plan for a hypothetical food kiosk on campus. What would the goals be, what factors would be involved in achieving them, and how would the group measure success?
- Exam (SLO 1, 2, 3, 4, 5, 6)

Module 6: Module six explores the importance of appropriate communication. Barriers and effective communication will be evaluated and examined. Students will read chapters 17 and 18.

- “Communication Flow”: Discussion Board requires students to describe various communication flow examples in their place of employment.
- “Workplace violence” assignment requires students to identify what contributes to workplace violence and how managers within the hospitality and tourism industry prevent workplace violence.
- Exam (SLO 1, 2, 3, 5, 6)

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Applied Human Sciences	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	GHT 310	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Be Our Guest	
<input type="checkbox"/> New Minor (Part III)	*Program Title		
<input type="checkbox"/> Program Suspension (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
<input type="checkbox"/> Program Revision (Part III)	* Provide only the information relevant to the proposal. ± If Title is longer than 30 characters see Part IV to provide abbreviation		

Proposal Approved by:	Date		Date
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Approve the new course, GHT 310 Be Our Guest.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Spring 2022

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: GHT 310 Be Our Guest is a required core course for the new Global Hospitality and Tourism program. This course provides necessary skills and standards for delivering quality customer service in the hospitality and tourism industry. In addition, this course is an elective option for students enrolled in both the Gastronomic Tourism and Sustainable Hospitality University Certificate programs.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: A new faculty position will be needed as stated in the budget section of the proposal form.

Operating Expenses Impact: No additional operating expenses are needed to teach this course.

Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.

Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

GHT 310 Be Our Guest. 3(A). An examination of industry standards and procedures to deliver quality customer experiences. Special emphasis on improvement plans, service leadership and assessing customer satisfaction.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
GHT	310	Spring 2022	BT _____ HS X CL _____ JS _____ ED _____ SC _____	AHSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
3	Lecture 3	Laboratory _____ Other _____	CIP Code (first two digits only) 52	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D -.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
GHT 310 Be Our Guest
CRN XXXXX
3 Credit Hours
Semester Year

Instructor**Phone** AHS Main Office 859-622-3445**Email** [EKU email required]**Office** AHS Main Office Burrier 102**Student Hours** [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: 3(A). An examination of industry standards and procedures to deliver quality customer experiences. Special emphasis on improvement plans, service leadership and assessing customer satisfaction.

Texts:

- Disney Institute. (2001). *Be Our Guest. Perfecting the art of customer service.* New York: Disney Edition
- Kanani, R. B. (2017). *A Wealth of Insight.* Black Truffle Press.
- Toister, J. (2017). *The Service Culture Handbook.* Toister Performance Solutions.

Student Learning Outcomes:

- Define service quality and customer satisfaction in the hospitality field.
- Utilize quantitative and qualitative tools for assessing service quality in the hospitality field.
- Explain hospitality leaders' roles in defining, developing, and maintaining their service.
- Communicate details of a service improvement plan.
- Apply the knowledge and tools learned in this course to a hospitality business setting.

Course SLO	Assessment
Define service quality and customer satisfaction in the hospitality field (Program SLO 1 and 2)	What type of customer are you?; Observation; Quiz; Storyboard
Utilize quantitative and qualitative tools for assessing service quality in the hospitality field. (Program SLO 3)	What type of customer are you?; Discussion Board; Observation; Case Study; Storyboard
Explain hospitality leaders' roles in defining, developing, and maintaining their service.	Industry Insight; Discussion Board
Communicate details of a service improvement plan. (Program SLO 4)	Case Study; Industry Insight
Apply the knowledge and tools learned in this course to a hospitality business setting.	Quiz; Storyboard

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Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416
 Lindsey.Carter@eku.edu
 859-622-8020

OFFICIAL E-MAIL:

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UNIVERSITY ATTENDANCE POLICY:

For current Regulation please refer to the following link:

http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

WRITING ASSISTANCE:

The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

STUDENT SUCCESS CENTER:

The Student Success Center, located on the ground floor of the library and online, provides free assistance for all ECU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit <http://successcenter.eku.edu> or email successcenter@eku.edu.

DEPARTMENT REQUIREMENTS

STUDENT BEHAVIOR:

Student behavior in the online environment will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:

Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your ECU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

In order to participate in this course you must have the following:

1. **A working computer system** with the latest version of [Firefox](#). Blackboard will work with other browsers, but ECU's IT only recommends (and supports) Firefox.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word**. ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#)
4. **Access to your ECU Google Drive**. You will be using Google Docs to collaborate in this course, and will need access to your ECU Google Account. Just go to gdrive.eku.edu, and sign in with your ECU email and password.
5. **A PDF viewer**. We recommend Adobe Reader. [If you don't have the Adobe Reader application, click here for access to a free download.](#)

6. **Basic computer skills**, including word processing, emailing, navigating Blackboard and the ECU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the ECU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@eku.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

EVALUATION METHODS:

Date	Topic	Readings	Assignments and SLO Alignment
Module One	The Quality Service Compass	Kinni-Chapter One Kanani-Assigned by Group Toister-TBA <i>Seinfeld</i> -Chinese Restaurant	1.1 What type of customer are you? Quiz SLO-1 & 2 1.2 Industry Insight Blog SLO-3 & 4 1.3 Discussion Board on Video Clip SLO-2 & 3 1.4 Quiz SLO- 1 & 5
	Knowing and Understanding Guests	Kinni-Chapter One & Two Kanani-Assigned by Group Toister-TBA <i>Planes, Trains, & Automobiles</i>	2.1 Industry Insight Blog SLO-3 & 4 2.2 Discussion Board on Video Clip SLO-2 2.3 Observation of Customer Service SLO-1 & 2 2.4 Quiz SLO-1 & 5
Module Three	The Behaviors of Quality Service	Kinni-Chapter Two & three Kanani-Assigned by Group Toister-TBA <i>Love Actually</i>	3.1 Industry Insight Blog SLO-3 & 4 3.2 Discussion Board on Video Clip SLO-2 & 3 3.3 Quiz SLO-1 & 5 3.4 Case Study SLO-2 & 4

Module Four	The Environment	Kinni-Chapter Three & Four Kanani-Assigned by Group Toister-TBA <i>Pretty Woman</i>	4.1 Industry Insight Blog SLO-3 & 4 4.2 Discussion Board on Video Clip SLO-2 & 3 4.3 Observation of Customer Service SLO-1 & 2 4.5 Quiz SLO-1 & 5
Module Five	Think Globally, Perform Locally	Kinni-Chapter Four & Five Kanani-Assigned by Group Toister-TBA <i>The Office</i>	5.1 Industry Insight Blog SLO-3 & 4 5.2 Discussion Board on Video Clip SLO-2 & 3 5.3 Quiz SLO-1 & 5 5.4 Case Study SLO-2 & 4
Module Six	Building a Culture	Kinni-Chapter Five & Six Kanani-Assigned by Group Toister-TBA <i>Seinfeld-The Car Rental</i>	6.1 Industry Insight Blog SLO-3 & 4 6.2 Discussion Board on Video Clip SLO-2 & 3 6.3 Observation of Customer Service SLO-1 & 2 6.4 Quiz SLO-1 & 5
Module Seven	Communications	Kinni-Chapter Five & Six Kanani-Assigned by Group Toister-TBA <i>Office Space</i>	7.1 Industry Insight Blog SLO-3 & 4 7.2 Discussion Board on Video Clip SLO-2 & 3 7.3 Case Study SLO-2 & 4 7.4 Quiz SLO-1 & 5

Module Eight	The Happy Customer	Kinni-Six Kanani-Assigned by Group Toister-TBA <i>Bridesmaids</i>	8.1 Industry Insight Blog SLO-3 & 4 8.2 Discussion Board on Video Clip SLO-2 & 3 8.3 Story Boarding SLO-1, 2, & 5 8.4 Quiz SLO-1 & 5
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Points Distribution:

Assignment	Points
Industry Insight Blog (8 assignments @ 3 pts each)	24 Points
Discussion Board on Video Clips (8 assignments @ 3 pts each)	24 Points
Case Study (3 assignments @ 3 pts each)	9 Points
Observation of Customer Service (3 assignments @ 3 pts each)	9 Points
What Type of Customer are You?	3 Points
Storyboarding	7 Points
Quiz (8 assignments @ 3 pts each)	24
TOTAL POINTS POSSIBLE	100

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	< 60%

STUDENT PROGRESS:

Grades for assignments and exams will be available under “My Grades” on Blackboard, updated no more than **one week** after assignments are submitted. Please check your grades constantly and contact your instructor/facilitator if there are any mistakes. Your midterm grades will be posted no later than [insert date] and final grades by [insert date].

Late Work:

All assignments must be submitted via Blackboard by the due date and time. All work is required to be submitted on time; however, one assignment may be submitted late. Your late assignment grade will be reduced by one letter grade each day it is late up to three days after which a zero is allocated. If you submit an assignment that is late, that will be graded as your one late assignment. There is a late assignment submission link on Blackboard for such instances. There are no make-up quizzes or discussion forums.

First Day of Attendance - Disenrollment ("Use It or Lose It")

In accordance with the university policy of "Use It or Lose It," any student who has not completed all of the Course Introduction Assignments by **Sunday following the first week of the term, at 11:59pm** or has not notified the instructor of his/her intent to be in the class, will be dropped from the class.

Class Meetings & Time Commitment

There will be NO formal class sessions during the semester. During the semester, a Discussion Board called **Coffee Shop** will be available 24/7. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

COURSE OUTLINE:

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Applied Human Sciences	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	GHT 320	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Sociocultural Impacts of Hospitality	
<input type="checkbox"/> New Minor (Part III)	*Program Title		
<input type="checkbox"/> Program Suspension (Part III)			
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Approve the new course, GHT 320 Sociocultural Impacts of Hospitality

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: GHT 320 Sociocultural Impacts of Hospitality is a required course for the BS Global Hospitality and Tourism program. This course examines a variety of hospitality and tourism practices that support local culture. This course is also available as an elective to students enrolled in either the Gastronomic Tourism University Certificate or the Sustainable Hospitality University Certificate.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: A new faculty position will be needed as stated in the proposal form.

Operating Expenses Impact: No additional operating expenses are needed to teach this course.

Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.

Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

GHT 320 Sociocultural Impacts of Hospitality. 3(A). The role of culture in the development of hospitality, leisure, and travel. Socio-cultural impacts of tourism and hospitality on local, regional, national, and global cultures.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
GHT	320	Fall 2021	BT _____ HS X CL _____ JS _____ ED _____ SC _____	AHSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
3	Lecture 3	Laboratory _____ Other _____	CIP Code (first two digits only) 52	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit) Impact of Hospitality	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D -.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
GHT 320 Sociocultural Impacts of Hospitality
CRN XXXXX
3 Credit Hours
Semester Year

Instructor

Phone AHS Main Office 859-622-3445

Email [EKU email required]

Office AHS Main Office Burrier 102

Student Hours [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: 3(A). The role of culture in the development of hospitality, leisure, and travel. Socio-cultural impacts of tourism and hospitality on local, regional, national, and global cultures.

Student Learning Outcomes:

- Analyze the socio-cultural impact of hospitality and tourism from a local, regional, and global perspective.
- Demonstrate a critical awareness of the boundaries of hospitality and tourism and their intercultural dimension.
- Analyze and explain the role of culture in hospitality, travel, and leisure.
- Examine different sectors of hospitality and tourism and relate these to social and cultural contexts.
- Relate the concepts of sociocultural tourism to identify satisfying experiences for hosts, guests, and the local community.

Student Learning Outcomes	Assessment
Analyze the local, regional, national and global impact of hospitality and tourism	Content Quiz; Culture Quiz, What is Lobbying?
Demonstrate a critical awareness of the boundaries of hospitality and tourism and their intercultural dimension	Weekly Blog; Design an Appalachian Experience
Analyze and explain the role of culture in hospitality, travel and leisure	Culture Quiz; Do we Travel with Biases?; What in the World?; Pop Culture Tour
Examine different sectors of hospitality and tourism and relate these to social and cultural contexts	Industry Interview; Weekly Blog; Sociocultural Presentation

Relate the concepts of sociocultural tourism to identify satisfying experiences for hosts, guests, and the local community	Preparing for Global Experiences; Sociocultural Presentation; Design an Appalachian Experience
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Required Textbook:

No Required Text. See course outline for readings.

Provided Readings and Videos

📄 **UNIVERSITY REQUIREMENTS**

FINANCIAL AID:

Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:

- A balance owed to EKU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

DROP and WITHDRAW DATES:

Students should refer to <http://colonelscompass.eku.edu/deadlines> for specific dates related to withdraws, fees and refunds.

copy and paste current dates here

ACADEMIC INTEGRITY STATEMENT:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Academic Integrity.

For current University policies and regulations, please go to EKU's [Policy Website](#).

ACCESSIBILITY ACCOMMODATION STATEMENT:

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA), should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students, who need an accommodation for a documented medical, mental health, or learning difference, may register online at accessibility.eku.edu/applying-services, or if you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Equity and Inclusion, (859) 622-8020 john.dixon@eku.edu.

NON-DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT:

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please go to

<http://titleix.eku.edu/resources> for resources. The Non-Discrimination and Harassment policy is available [here](#) and questions regarding the policy may be directed to the [Director of the Office of Equity and Inclusion & Title IX Coordinator](#).

OFFICIAL E-MAIL:

An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

UNIVERSITY ATTENDANCE POLICY:

For current Regulation please refer to the following link:

http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

INCLEMENT WEATHER PLAN:

See adjusted schedules at the following link:

<http://www.eku.edu/weather/richmond-campus-inclement-weather-plan>

WRITING ASSISTANCE:

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DEPARTMENT REQUIREMENTS

AHS DEPARTMENT TENTATIVE ADVISING DATES:

copy and paste current dates here

You MUST make an appointment with your advisor for pre-registration advising. (Department DAY classes will be cancelled.)

STUDENT BEHAVIOR:

Student behavior in the online environment will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:

Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your ECU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

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1. **A working computer system** with the latest version of Firefox. Blackboard will work with other browsers, but EKU's IT only recommends (and supports) Firefox.
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3. **Access to Microsoft Word**. EKU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the EKU IT site using this link: Microsoft 360 Plus for EKU Students
4. **Access to your EKU Google Drive**. You will be using Google Docs to collaborate in this course, and will need access to your EKU Google Account. Just go to gdrive.eku.edu, and sign in with your EKU email and password.
5. **A PDF viewer**. We recommend Adobe Reader. If you don't have the Adobe Reader application, click here for access to a free download.
6. **Basic computer skills**, including word processing, emailing, navigating Blackboard and the EKU library website, and viewing videos.

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If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@eku.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

Date	Topic	Readings	Assignments and SLO Alignment
Module One	What is Sociocultural Hospitality?	<p>Supplied Readings</p> <p>Cervený, L.K. (2007). <i>Sociocultural Effects of Tourism in Hoonah, Alaska</i>. U.S. Dept. of Agriculture, Forest Service, Pacific Northwest Research Station.</p> <p>https://skyhour.com/skylog/travel-culture/traveling-with-respect-authenticity-vs-appropriation/40/</p> <p>Tucker: <i>Living with Tourism</i></p>	<p>1.1 Culture Quiz- SLO 1 & 3</p> <p>1.2 Weekly Blog- SLO 2, 4</p> <p>1.3 Content Quiz- SLO 1</p> <p>1.4 Do we travel with biases? SLO3</p>
Module Two	The Economics of Tourism: Destruction and Revitalization	<p>Cardona JR, Bassi DA, Sanchez-Fernandez MD. Gestion del Destino Turístico: Percepción de los Impactos Sostenibles. (Management of the Tourist Destination: Perception of the Sustainable Impacts. With English summary.). <i>Revista Portuguesa de</i></p>	<p>1.1 Culture Quiz SLO 1 & 3</p> <p>1.2 Weekly Blog SLO 2, 4</p> <p>1.3 Content Quiz SLO 1</p> <p>1.4 Industry Interview SLO 4</p>

		<p><i>Estudos Regionais</i>. 2020;(53):7-21. doi:http://www.apdr.pt/siteRPER/EN/revistaEN.html</p> <p>https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1024&context=mpampp_etds</p> <p>Tucker: <i>Living with Tourism</i></p>	
Module Three	Cultural Implications of Tourism: Tourism and Public Policy	<p>Supplied Readings</p> <p>Cervený, L.K. (2007). <i>Sociocultural Effects of Tourism in Hoonah, Alaska</i>. U.S. Dept. of Agriculture, Forest Service, Pacific Northwest Research Station.</p> <p>https://pdfs.semanticscholar.org/12b2/58d7a2edbf3c2b800df957ad5976b8511c4.pdf</p> <p>Tucker: <i>Living with Tourism</i></p>	<p>1.1 Culture Quiz SLO 1 & 3</p> <p>1.2 Weekly Blog SLO 2, 4</p> <p>1.3 Content Quiz SLO 1</p> <p>1.4 What is Lobbying? SLO 1</p>
Module Four	Global Cultural Implications of Tourism: History and the Arts	<p>Supplied Readings</p> <p>Cervený LK. <i>Sociocultural Effects of Tourism in Hoonah, Alaska</i>. U.S. Dept. of Agriculture, Forest Service, Pacific Northwest Research Station; 2007.</p> <p>https://medium.com/@WTTC/how-to-travel-find-authenticity-through-respect-for-local-cultures-c42d6f3ca615</p> <p>Tucker: <i>Living with Tourism</i></p>	<p>1.1 Culture Quiz SLO 1 & 3</p> <p>1.2 Weekly Blog SLO 2, 4</p> <p>1.3 Content Quiz SLO 1</p> <p>1.4 Preparing for Global Experiences SLO 5</p>
Module Five	Local Cultural Implications of Tourism: History and the Arts	<p>Jakobsson, A., & Davidsson, E. (2012). <i>Understanding Interactions at Science Centers and Museums : Approaching Sociocultural Perspectives</i>. Brill Sense.</p> <p>Tucker: <i>Living with Tourism</i></p> <p>https://www.newsweek.com/appalachia-travel-country-roads-1391172</p>	<p>1.1 Culture Quiz SLO 1 & 3</p> <p>1.2 Weekly Blog SLO 2, 4</p> <p>1.3 Content Quiz SLO 1</p> <p>1.4 Design an Appalachian Experience SLO 2 & 5</p>

Module Six	Cultural Implications of Tourism: Pop Culture	<p>Zaitseva NA, Larionova AA, Torikova EF, Zhukova MA, Mokhova GV. Scientific and Methodical Approaches to Classification and Evaluation of Sociocultural Consequences of Event Tourism Development. <i>Astra Salvensis</i>. January 2018:502-514. Accessed September 18, 2020.</p> <p>https://search-ebSCOhost-com.libproxy.eku.edu/login.aspx?direct=true&AuthType=ip&db=asn&AN=131304244&site=eds-live&scope=site</p> <p>http://blog.wetu.com/travel-the-popular-culture-effect/</p> <p>Tucker: <i>Living with Tourism</i></p>	<p>1.1 Culture Quiz SLO 1 & 3</p> <p>1.2 Weekly Blog SLO 2, 4</p> <p>1.3 Content Quiz SLO 1</p> <p>1.4 Pop Culture Tour SLO 3</p>
Module Seven	Cultural Implications of Tourism: Current Trends and Events	<p>Supplied Readings</p> <p>Alhendi B, Al-Saifi S, Khaja A. Medical tourism overseas: a challenge to Kuwait's healthcare system. <i>Int J Travel Med Glob Health</i>.</p> <p>Tucker: <i>Living with Tourism</i></p>	<p>1.1 Culture Quiz SLO 1 & 3</p> <p>1.2 Weekly Blog SLO 2, 4</p> <p>1.3 Content Quiz SLO 1</p> <p>1.4 What in the World? SLO 3</p>
Module Eight	Traveling with Respect	<p>Supplied Readings</p> <p>Cervený, L.K. (2007). <i>Sociocultural Effects of Tourism in Hoonah, Alaska</i>. U.S. Dept. of Agriculture, Forest Service, Pacific Northwest Research Station.</p> <p>Tucker: <i>Living with Tourism</i></p>	<p>1.1 Culture Quiz SLO 1 & 3</p> <p>1.2 Weekly Blog SLO 2, 4</p> <p>1.3 Content Quiz SLO 1</p> <p>1.4 Sociocultural Presentation SLO 4 & 5</p>

Evaluation:

Assignment	6 Points
Do we travel with biases?	6 Points
Case Study-Preparing for Global Experiences	6 Points
Culture Quiz (8 assignments 2 pts each)	16 Points
Weekly Quiz (8 assignments 2 pts each)	16 Points
Weekly Blog (8 assignments 2 pts each)	16 Points
Design an Appalachian Experience	6 Points
Pop Culture Tour	6 Points
What in the World?	6 Points
Sociocultural Presentation	10 Points
What is Lobbying?	6 Points
TOTAL	100 Points

A	90 – 100%
B	80 – 89%
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F	< 60%

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**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Applied Human Sciences
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	GHT 425W
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Hospitality & Tourism Analysis
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	Date		Date
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Approve the new course, GHT 425W Hospitality & Tourism Analysis

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Spring 2023

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: GHT 425W is a required core course for the new Global Hospitality and Tourism program. This course also fulfills the requirements for a writing intensive course. Content in this course will provide students the necessary skills to analyze service and industry standards to make improvements adapt to market demands. In addition, this course is an elective option for students enrolled in both the Gastronomic Tourism and Sustainable Hospitality University Certificate programs.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: A new faculty position will be needed as stated in the budget section of the proposal form.

Operating Expenses Impact: No additional operating expenses are needed to teach this course.

Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.

Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

GHT 425W Hospitality & Tourism Analysis. (3) A. Prerequisite: ENG 102 or 102R or 105(B) or HON 102, STA 215.
Evaluation of hospitality and tourism research terminology, methods, ethics, and theory. Emphasis on analyzing professional literature to make informed decisions that impact hospitality and tourism practice.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters) GHT	Course Number (3 Digits) 425W	Effective Academic Term (Example: Fall 2016) Spring 2023	College/Division: BT _____ HS X CL _____ JS _____ ED _____ SC _____	Dept. (4 letters)* AHSC
Credit Hrs. 3	Weekly Contact Hrs. Lecture 3 Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. <u> 0 </u>	
Schedule Type* (List all applicable) 1	Work Load (for each schedule type) 3	Grading Mode* N	CIP Code (first two digits only) 52	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D -.)

Course Prefix and No.

ENG 102 or 102R or 105(B) or HON 102, STA 215.

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
GHT 425W Hospitality & Tourism Analysis
CRN XXXXX
3 Credit Hours
Semester Year

Instructor**Phone** AHS Main Office 859-622-3445**Email** [EKU email required]**Office** AHS Main Office Burrier 102**Student Hours** [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: (3) A. Prerequisite: ENG 102 or 102R or 105(B) or HON 102, STA 215. Evaluation of hospitality and tourism research terminology, methods, ethics, and theory. Emphasis on analyzing professional literature to make informed decisions that impact hospitality and tourism practice.

Text:

Altinay, L., Paraskevas, A., & Jang, S. (2015). *Planning Research in Hospitality and Tourism, 2nd Eds.* New York: Routledge.

Supporting Text:

Creswell, J. & Creswell, J. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches, 5th Eds.* Los Angeles: Sage.

Student Learning Outcomes:

At the end of this course, students will be able to...

- Articulate terminology, concepts, and theory in tourism and hospitality research.
- Explore ethical and responsible research methods.
- Assess research methodologies commonly used in hospitality and tourism.
- Examine research literature to make informed decisions that impact hospitality and tourism practices.
- Produce effective professional documents through a writing process.

Student Learning Outcome	Assessment
Articulate terminology, concepts, and theory in tourism and hospitality research.	Quiz 1, Article Analysis Part 1
Explore ethical and responsible research methods.	Quiz 3, Article Analysis Part 1 and Presentation
Assess research methodologies commonly used in hospitality and tourism.	Quiz 6, Article Analysis Part 1 and Presentation

Examine research literature to make informed decisions that impact hospitality and tourism practices. (Program Objective 6)	Quiz 4, Article Analysis Part 2
Produce effective professional documents through a writing process. (Program Objective 7)	Article Analysis Parts 1 and 2

🔗 **UNIVERSITY REQUIREMENTS**

FINANCIAL AID:

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- A balance owed to EKU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

DROP and WITHDRAW DATES:

Students should refer to <https://colonelscompass.eku.edu/deadlines-adddrop-refunds> for specific dates related to withdraws, fees and refunds.

copy and paste current dates here

ACADEMIC INTEGRITY STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

ACCESSIBILITY ACCOMMODATION STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

EKU is committed to maintaining a respectful and inclusive environment for students, faculty,

administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

Director of the Office of Institutional Equity & Title IX Coordinator

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

OFFICIAL E-MAIL:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

UNIVERSITY ATTENDANCE POLICY:

For current Regulation please refer to the following link:

http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

WRITING ASSISTANCE:

The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

STUDENT SUCCESS CENTER:

The Student Success Center, located on the ground floor of the library and online, provides free assistance for all EKU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit <http://successcenter.eku.edu> or email successcenter@eku.edu.

DEPARTMENT REQUIREMENTS

STUDENT BEHAVIOR:

Student behavior in the online environment will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:

Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your ECU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

In order to participate in this course you must have the following:

1. **A working computer system** with the latest version of [Firefox](#). Blackboard will work with other browsers, but ECU's IT only recommends (and supports) Firefox.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word**. ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#)
4. **Access to your ECU Google Drive**. You will be using Google Docs to collaborate in this course, and will need access to your ECU Google Account. Just go to [gdrive.eku.edu](#), and sign in with your ECU email and password.
5. **A PDF viewer**. We recommend Adobe Reader. [If you don't have the Adobe Reader application, click here for access to a free download.](#)
6. **Basic computer skills**, including word processing, emailing, navigating Blackboard and the ECU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the ECU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@eku.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

Course Requirements:

Writing: This is a **writing-intensive course**. Students will engage in the **writing process** for all written assignments. This means that students will *edit drafts* of written assignments, based on *peer and instructor feedback*. Instructor feedback will include video conferencing, written comments, and online lessons. Students are expected to demonstrate learning from this feedback through revisions of written work and improved future work. Writing will be evaluated using the Intellectual Standards (Paul & Elder) of clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness. Proper

use of the English language (including correct grammar and word usage, complete sentences, and paragraph style) is expected. Reference sources should be cited in APA style.

Chapter Quizzes:

Student will complete a quiz for each chapter. Quizzes will open on Sunday at 1:00am (EST) and close on the following Saturday at 11:59pm (EST). The quiz may include True/False and/or multiple choice questions.

Article Analysis:

Student will identify at least 2 peer-reviewed articles related to the topic selected. Students should reference the articles using APA formatting. Students may use [Purdue Owl](#) as a resource for formatting APA correctly.

Part 1: After reading the articles carefully, students should answer the following questions:

- a. When was the source published?
- b. What is the hypothesis?
- c. What previous research findings does this article build upon?
- d. What is the sample/participants/number of groups used?
- e. What is the research method or design?
- f. What was learned by conducting the research (the findings)?

Part 2: After reading the articles and analyzing the key points in Part 1, answer the following questions:

- a. What limitations do you see in the research article?
- b. What is the author trying to accomplish? Are there ulterior motives?
- c. In what ways are the two articles connected?
- d. How can this study be used to inform hospitality and tourism industry/practice?

Article Analysis Presentation:

The final presentation will be no longer than 15 minutes and include the main elements of the article analysis. Special emphasis should be on how the information in the articles informs hospitality and tourism practice. Students will also provide Students will record their presentation using Screencast-o-matic by Thursday, 11:59pm (EST). Students must evaluate at least two group presentations using a rubric and submit feedback by Sunday, 11:59pm (EST).

Evaluation Methods:

Your grade in this class is based on the items below:

Quizzes (6 @ 35 pts each)	210
Article Analysis	75
Article Analysis Presentation	75
Total:	360

Grading Scale:

A (90-100%)
B (80-89%)
C (70-79%)
D (60-69%)
F (<60%)

STUDENT PROGRESS:

Grades for assignments and exams will be available under “My Grades” on Blackboard, updated no more than **one week** after assignments are submitted. Please check your grades constantly and contact your instructor/facilitator if there are any mistakes. Your midterm grades will be posted no later than [insert date] and final grades by [insert date].

Late Work:

All assignments must be submitted via Blackboard by the due date and time. All work is required to be submitted on time; however, one assignment may be submitted late. Your late assignment grade will be reduced by one letter grade each day it is late up to three days after which a zero is allocated. If you submit an assignment that is late, that will be graded as your one late assignment. There is a late assignment submission link on Blackboard for such instances. There are no make-up quizzes or discussion forums.

First Day of Attendance - Disenrollment ("Use It or Lose It")

In accordance with the university policy of "Use It or Lose It," any student who has not completed all of the Course Introduction Assignments by **Sunday following the first week of the term, at 11:59pm** or has not notified the instructor of his/her intent to be in the class, will be dropped from the class.

Class Meetings & Time Commitment

There will be NO formal class sessions during the semester. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

COURSE OUTLINE:

Week	Topic	Assignments Due
1	Introduction to Hospitality & Tourism Research Chapters 1-3	Quiz 1
2	Research philosophies, approaches, and strategies Chapters 4-6	Quiz 2 Assignment: Identify an article topic
3	Writing Strategies and Ethical Considerations Chapter 4 (Cresswell & Cresswell)	Quiz 3 Assignment: Identify at least two articles related to your topic
4	Conducting fieldwork and surveys Chapter 8 https://njaes.rutgers.edu/evaluation/resources/survey-instrument.php	Quiz 4 Assignment: Article Analysis Part 1 Draft Due
5	Qualitative Data Chapter 9	Quiz 5 Assignment: Final draft of Article Analysis Part 1 Due
6	Quantitative Data Chapter 10	Quiz 6 Assignment: Article Analysis Part 2 Draft Due
7	Putting Hospitality and Tourism Research into Practice	Assignment: Article Analysis Part 2 Final Draft Due
8	Presentations	Article Analysis Presentation



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Associate Provost for Academic Programs
Office of Academic Affairs
www.eku.edu

CPO 30A, 111 Coates Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Phone: (859) 622-6515
FAX: (859) 622-8136

September 23, 2020

To: Karina Christopher and Colleagues
Department of Applied Human Sciences, College of Health Sciences

Re: Global Health and Tourism Writing Intensive Course Proposal

I support the proposal for a writing intensive (W) designation for the new course, GHT 425W: Hospitality & Tourism Analysis.

I have evaluated the course4 based on the following criteria:

- The amount of required writing is sufficient for a W course.
- Writing is integral to the course design and consistent with the values and practices of the discipline represented by the course. The required writing is meaningfully integrated into the course with the intention of helping student learn important course concepts.
- Students receive feedback and have opportunities to revise their work to better meet the learning objectives of writing assignments.

Sincerely,

A handwritten signature in cursive script that reads "Jennifer R. Wies".

Jennifer R. Wies, PhD
Associate Provost and Professor of Anthropology
Eastern Kentucky University

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one)	Department Name	Applied Human Sciences
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	GHT 450
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Global Hospitality Law
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Approve the new course, GHT 450 Global Hospitality Law.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2022</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: GHT 450 Global Hospitality Law is a required core course for the Global Hospitality and Tourism program. This course provides information on relevant laws by which hospitality and tourism managers must abide. In addition, this course is an elective option for students enrolled in both the Gastronomic Tourism and Sustainable Hospitality University Certificate programs.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: A new faculty position will be needed as stated in the budget section of the proposal form.</p> <p>Operating Expenses Impact: No additional operating expenses are needed to teach this course.</p> <p>Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.</p> <p>Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

GHT 450 Global Hospitality Law. 3(A). Introductory course in hospitality and tourism law with an emphasis on laws, negligence, rules and regulations applicable to the hospitality industry worldwide.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
GHT	450	Fall 2022	BT _____ HS X CL _____ JS _____ ED _____ SC _____	AHSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
3	Lecture 3	Laboratory _____ Other _____	CIP Code (first two digits only) 52	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
GHT 450 Global Hospitality Law
CRN XXXXX
3 Credit Hours
Semester Year

Instructor**Phone** AHS Main Office 859-622-3445**Email** [EKU email required]**Office** AHS Main Office Burrier 102**Student Hours** [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: 3(A). Introductory course in hospitality and tourism law with an emphasis on laws, negligence, rules and regulations applicable to the hospitality industry worldwide.

Text: Barth, S. & Barber, D. (2017). *Hospitality Law: Managing Legal issues in the Hospitality Industry, 5th Eds.*, Wiley: United States.

Student Learning Outcomes:

By the end of this course, students should be able to:

- demonstrate knowledge of the principles and concepts of hospitality law.
- describe the historical framework and legal aspects of the hospitality and tourism industry.
- apply basic legal theory and prevention techniques through critical analysis and thinking processes.
- evaluate legal issues affecting the hospitality industry.
- identify hospitality industry regulations which vary in state, national and international jurisdictions.
- recognize legal issues arising in contracts, negligence, and governmental regulations occurring in the hospitality industry, both in the U.S. and other jurisdictions.
- articulate the basic structure of the United States legal system and global government regulations.
- examine legal obligations to guests and visitors in the hospitality industry.

Student Learning Outcome	Assessment
Demonstrate knowledge of the principles and concepts of hospitality law.	Week 1 Discussion Board Week 2 Case Study Weekly Quizzes
Describe the historical framework and legal aspects of the hospitality and tourism industry. (Program Objective 4)	Week 1 Quiz, Case Brief Presentation
Apply basic legal theory and prevention techniques through critical analysis and thinking processes. (Program Objective 7)	Weekly Case Studies Case Brief Presentation
Evaluate legal issues affecting the hospitality industry. (Program Objectives 3, 4, and 5)	Weekly Case Studies Week 7 Discussion Board and Quiz

Identify hospitality industry standards which vary in state, national and international jurisdictions. (Program Objective 4)	Week 1 Quiz, Case Brief Presentation
Identify legal issues arising in contracts, negligence, and governmental regulations occurring in the hospitality industry, both in the U.S. and other jurisdictions. (Program Objective 4)	Week 3 Discussion Board and Quiz Week 5 Discussion Board and Quiz
Articulate the basic structure of the United States legal system and global government regulations.	Week 1 Discussion Board, Case Brief Presentation
Examine legal obligations to guests and visitors in the hospitality industry. (Program Objectives 3 and 4)	Week 5 and 6 Discussion Board and Quizzes

UNIVERSITY REQUIREMENTS

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ACCESSIBILITY ACCOMMODATION STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming.

To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>. EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

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Director of the Office of Institutional Equity & Title IX Coordinator
 Jones 416
Lindsey.Carter@eku.edu
 859-622-8020

OFFICIAL E-MAIL:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

UNIVERSITY ATTENDANCE POLICY:

For current Regulation please refer to the following link:

http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

WRITING ASSISTANCE:

The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

STUDENT SUCCESS CENTER:

The Student Success Center, located on the ground floor of the library and online, provides free assistance for all EKU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit <http://successcenter.eku.edu> or email successcenter@eku.edu.

📄 **DEPARTMENT REQUIREMENTS**

STUDENT BEHAVIOR:

Student behavior in the online environment will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:

Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your ECU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

In order to participate in this course you must have the following:

1. **A working computer system** with the latest version of [Firefox](#). Blackboard will work with other browsers, but ECU's IT only recommends (and supports) Firefox.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word**. ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#)
4. **Access to your ECU Google Drive**. You will be using Google Docs to collaborate in this course, and will need access to your ECU Google Account. Just go to gdrive.eku.edu, and sign in with your ECU email and password.
5. **A PDF viewer**. We recommend Adobe Reader. [If you don't have the Adobe Reader application, click here for access to a free download.](#)
6. **Basic computer skills**, including word processing, emailing, navigating Blackboard and the ECU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the ECU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@eku.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

EVALUATION METHODS:

Assignment	Value
Discussion Board (7 @ 20 pts each)	140
Case Studies (6 @ 35 pts each)	210
Case Brief Presentation	75
Module Quizzes (7 @ 50 pts each)	350
Total	

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	< 60%

Discussion Board Participation

All Discussion Boards will open on Sunday of the week that it is assigned. Initial Posts for the Discussion Board are required by the following Thursday. You will be responsible for responding to your classmate's posts by the close of the Discussion Board on the Sunday, beginning of the next week. In other words, you will post to the Discussion Board between Sunday and Thursday of the module week and will respond between Thursday of that week and

Sunday, the start of the next week. Students are expected to keep up with current issues in Hospitality Law by keeping a weekly discussion board of articles from newspapers, news magazines, trade magazines, internet sites, etc. that are commentaries or descriptions of events that are meaningful to the subject matter of this course.

Weekly Assignments

All module assignments will open on Sunday at 1:00am of the week it is assigned and will close at 11:59pm on the following Sunday. For each module, there is one case study that count toward your grade, and which are worth a total of 35 points.

Weekly Quizzes

A 50 point quiz will open for each module at a specified time. See [GHT 450 Assignment Schedules](#) for Open and Close Dates. All module quizzes will open on Sunday at 1:00am of the week it is assigned and will close at 11:59pm on the following Sunday. This quiz will cover the content of the module and is designed to be taken after all other learning activities have been completed. It is the summative or final evaluation for the week.

Final Case Brief Presentation

Students will write a case study choosing a legal issue in hospitality and tourism of their own interest. Students will provide detailed information about the legal issue and the regulatory and administrative agencies effected. Students should also provide information about how to resolve the legal issue and prevent similar legal issues from happening in the future at the location. Students will record their presentation and evaluate at least two peers using a rubric.

STUDENT PROGRESS:

Grades for assignments and exams will be available under "My Grades" on Blackboard, updated no more than **one week** after assignments are submitted. Please check your grades constantly and contact your instructor/facilitator if there are any mistakes. Your midterm grades will be posted no later than [insert date] and final grades by [insert date].

Late Work:

All assignments must be submitted via Blackboard by the due date and time. All work is required to be submitted on time; however, one assignment may be submitted late. Your late assignment grade will be reduced by one letter grade each day it is late up to three days after which a zero is allocated. If you submit an assignment that is late, that will be graded as your one late assignment. There is a late assignment submission link on Blackboard for such instances. There are no make-up quizzes or discussion forums.

First Day of Attendance - Disenrollment ("Use It or Lose It")

In accordance with the university policy of "Use It or Lose It," any student who has not completed all of the Course Introduction Assignments by Sunday following the first week of the term, at 11:59pm or has not notified the instructor of his/her intent to be in the class, will be dropped from the class.

Class Meetings & Time Commitment

There will be NO formal class sessions during the semester. During the semester, a Discussion Board called **Coffee Shop** will be available 24/7. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

Course Outline

Week	Module	Readings	Assignments
1	Introduction to Hospitality Law	Chapters 1 and 2	Discussion Board: What's my government? Students each get assigned a country and must investigate the structure of government in general. They will respond to peers by identifying how their assigned

			country is similar in governmental organization to their assigned country. Quiz 1
2	Prevention and Risk	https://doi.org/10.1108/17554211211277851 https://doi.org/10.1177%2F1938965516649052	Discussion Board Quiz 2 Case Study 1
3	Contracts and Property	Chapters 4-6	Discussion Board Quiz 3 Case Study 2
4	Selecting Employees	Chapters 7 – 8	Discussion Board Quiz 4 Case Study 3
5	Relationships with Guests and Patrons	Chapters 9-11	Discussion Board Quiz 5 Case Study 4
6	Safety, Security, and Insurance	Chapters 14 and 15	Discussion Board Quiz 6 Case Study 5
7	Special Topics	Chapters 12 and 13	Discussion Board Quiz 7 Case Study 6
8	Final Case Brief		Presentation

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Applied Human Sciences	
X New Course (Parts II, IV)	College	Health Sciences	
Course Revision (Parts II, IV)	*Course Prefix & Number	GHT 499	
Hybrid Course ("S," "W")	*Course Title (full title±)	Hospitality & Tourism Practicum	
New Minor (Part III)	*Program Title		
Program Suspension (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
Program Revision (Part III)	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Approve the new course, GHT 499 Hospitality & Tourism Practicum

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Spring 2023

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: GHT 499 Hospitality & Tourism Practicum is a required course for all students enrolled in the Gastronomic Tourism and Sustainable Hospitality concentrations in order to gain hands-on experience in the industry. Students completing the practicum will achieve mastery of all program objectives.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: A new faculty position will be needed as stated in the proposal form.

Operating Expenses Impact: No additional operating expenses are needed to teach this course.

Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.

Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

GHT 499 Hospitality & Tourism Practicum. (3)A. Prerequisite: Global Hospitality and Tourism Majors only and Department Approval. Directed global hospitality and tourism field experience. Minimum of 240 clock hours. May be retaken up to a maximum of 6 hrs

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
<u>GHT</u>	<u>499</u>	<u>Spring 2023</u>	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	<u>AHSC</u>
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
<u>3</u>	Lecture _____	Laboratory _____ Other <u>3</u>	CIP Code (first two digits only) <u>52</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
P	<u>3</u>	<u>M</u>	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum <u>X</u>		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D -.)

Course Prefix and No.

Global Hospitality and Tourism Majors only and Department Approval.

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
GHT 499 Hospitality and Tourism Practicum
CRN xxxxx
xx Credit Hours
Semester Year

Instructor**Phone** AHS Main Office 859-622-3445**Email** [EKU email required]**Office** AHS Main Office Burrier 102**Student Hours** [10 hours for full-time; 2 hours per class for part-time]

Course Description: (3)A. Prerequisite: Global Hospitality and Tourism Majors only and Department Approval. Directed global hospitality and tourism field experience. Minimum of 240 clock hours. May be retaken up to a maximum of 6. hrs.

Course Materials: Global Hospitality and Tourism Practicum Manual

This manual will be provided to the student and serves to explain the procedures and requirements for undertaking the practicum. *The student should carefully and thoroughly read these guidelines since he/she is responsible for the various requirements contained within it.*

Student Learning Outcomes:

Through the practicum experience the student will:

1. participate in the planning, promotion, and delivery of creative tourism experiences.
2. Examine customer service policies and procedures to determine if they meet the needs of diverse populations and cultures.
3. participate in financial and human resource management related to hospitality and/or tourism activities.
4. participate in management of hospitality and/or tourism programs.
5. evaluate sustainable practices.

Student Learning Outcome	Assessment Type
Participate in the planning, promotion, and delivery of creative tourism experiences. (Program SLO 1, 5, 6, 7)	Weekly Logs, Practicum Portfolio, Final Presentation
Examine customer service policies and procedures to determine if they meet the needs of diverse populations and cultures. (Program SLO 1, 2, 3)	Weekly Logs, Practicum Portfolio
Participate in financial and human resource management related to hospitality and/or tourism activities. (Program SLO 5)	Weekly Logs, Practicum Portfolio
Participate in management of hospitality and/or tourism programs. (Program SLO 5, 6)	Weekly Logs, Practicum Portfolio
Design and implement sustainable practices. (Program SLO 8)	Weekly Logs, Practicum Portfolio

This course leads to the mastery of all program learning objectives by providing students with hands-on activities in the context of a hospitality or tourism sector.

Instructional Mode: This class is based on a minimum of 240 hours of knowledge, skills, and attitude integration into a practice environment. The student's field practicum allows him/her to observe and participate in the hospitality or

tourism environment and, as a result, gain a better understanding of what to expect and what is expected of them after graduation.

Professional Liability Insurance (PLI): All students enrolled in this course must register for PLI within a week of being registered for the practicum. Failure to enroll in the PLI will result in disenrollment from the class.

□ **UNIVERSITY REQUIREMENTS**

FINANCIAL AID:

Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:

- A balance owed to EKU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

DROP and WITHDRAW DATES:

Students should refer to <https://colonelscompass.eku.edu/deadlines-adddrop-refunds> for specific dates related to withdraws, fees and refunds.

copy and paste current dates here

ACADEMIC INTEGRITY STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at the policy website. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's Policy Website.

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http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

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DEPARTMENT REQUIREMENTS

STUDENT BEHAVIOR:

Student behavior in the classroom will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

Course Requirements and Evaluation:

Assessment Type	Due Date	Weighting
Preliminary Practicum Meeting	Prior to beginning of practicum	5%
Cover Letter and Resume	At least one month prior to start of practicum	5%
Weekly Logs	Once per week during practicum	10%
Practicum Portfolio	Final week of practicum	25%
Practicum Presentation	Final week of practicum	30%
Final Written Evaluation by Field Supervisor	Final week of practicum	25%
Total		100%

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	< 60%

Preliminary Practicum Meeting

Student will meet with instructor to discuss employers, location, transportation, housing, length of practicum, and student obligations. Student will complete and obtain the necessary signatures for the following forms:

- Student Activities/Learning Objectives/Competencies
- Agreement to Safeguard Confidential Information
- Student Affiliation Agreement

Cover Letter and Resume

Student will send a cover letter and a resume to the field supervisor and request materials describing the agency to peruse in advance. Student should become familiar with the agency before beginning the practicum through readings and discussions with faculty supervisor and the agency.

Weekly Logs

Each student shall maintain an accurate, informational log of their *daily* activities and duties. The log will also include a self-reflection of learning. Possible academic reflections are: What am I doing and why? What am I learning? What am I feeling? Why did I react the way I did? How might I react differently next time? What am I discovering about myself that I didn't know before? Can I make a change at this site? The logs will be posted on Blackboard *weekly*.

Practicum Portfolio

Student will submit a portfolio at the end of the field experience to the assigned faculty documenting the experiences and offering a self-assessment of the learning outcomes. It is expected that the students will obtain experience in activities that fulfill the student learning outcomes. The student should communicate with the instructor if these needs cannot be met at one site. Students may be required to fulfill their hours at multiple locations in order to gain mastery of all student learning outcomes.

The portfolio will include, but not be limited to:

- daily log of activities.
- copies of marketing plans, customer service policies or procedures created by the student.
- examples of problem situations or crises and how issue was resolved by the student.
- agendas of any business or human resource management meetings attended by the student
- evaluations provided to the student.
- sustainable practices the student participated in or observed.
- any other material deemed important by the student, site, or assigned faculty.
- site evaluation.
- Complete one or more specific projects (either solely or working with others in the organization) that is of interest to the student and meets the needs of the site.

Practicum Presentation

Students will summarize their experience by preparing a 15-20 minute presentation. Students should focus on the specific details of the site and the specific project completed during the practicum (as previously determined by the organization/site). Each presentation will be evaluated by the faculty, peers, and site supervisor.

Final Written Evaluation by Site Supervisor

A project and student evaluation from the site supervisor to the faculty supervisor will be submitted.

STUDENT PROGRESS:

The above is the official method of evaluating student performance in this class. Student grades will be posted on Blackboard before the mid-point of the course. Students are encouraged to ask about their progress and grades at any time during the course.

COURSE OUTLINE:

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Applied Human Sciences	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	GTO 210	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Gastronomic Tourism	
<input type="checkbox"/> New Minor (Part III)	*Program Title		
<input type="checkbox"/> Program Suspension (Part III)			
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Approve the new course, GTO 210 Gastronomic Tourism.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Spring 2022

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: GTO 210 Gastronomic Tourism is a required course for the Gastronomic Tourism concentration and University Certificate. This course provides an overview of food and drink tourism venues and practices. In addition, this course is an elective option for students enrolled in the Sustainable Hospitality University Certificate.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: A new faculty position will be needed as stated in the proposal form.

Operating Expenses Impact: No additional operating expenses are needed to teach this course.

Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.

Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

GTO 210 Gastronomic Tourism. (3) A. An exploration of the planning, development, and management of gastronomic tourism. Emphasis on sustainable practices, stakeholders, and policies associated with successful gastronomic tours.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
<u>GTO</u>	<u>210</u>	<u>Spring 2022</u>	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	<u>AHSC</u>
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u>	Lecture <u>3</u>	Laboratory _____ Other _____	CIP Code (first two digits only) <u>52</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
GTO 210 Gastronomic Tourism
CRN ?????
3 Credit Hours
Semester Year

Instructor**Phone** AHS Main Office 859-622-3445**Email** [EKU email required]**Office** AHS Main Office Burrier 102**Student Hours** [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: (3) A. An exploration of the planning, development, and management of gastronomic tourism. Emphasis on sustainable practices, stakeholders, and policies associated with successful gastronomic tours.

Text: Everett, S. (2016) *Food & Drink Tourism: Principles and Practice, 1st eds.* London: Sage

Student Learning Outcomes:

By the end of this course, students will be able to:

- recognize various sectors of food and beverage tours and destinations.
- describe the basic motivations and preferences of food tourists.
- identify various policies related to food, tourism and agriculture.
- develop marketing materials for a variety of formats to promote food and beverage tours.
- articulate the importance of gastronomy as a tool for regional economic development.
- recognize the stakeholders and organizations that support and regulate gastronomic tours.
- explain the role of food and beverage tourism in sustainable development.

Student Learning Outcome	Assessment
Recognize various sectors of food and beverage tours and destinations. (Concentration SLO 1)	Module 5 and 6 quizzes, activities, and discussions
Describe the basic foundations of motivations and preferences of food tourists. (Concentration SLO 2)	Module 1 quiz, activity, and discussion
Identify various policies related to food, tourism and agriculture. (Concentration SLO 3)	Module 3 quiz, activity, and discussion Regional Food Tourism Site and Poster
Develop marketing materials for a variety of formats to promote food and beverage tours. (Concentration SLO 5)	Module 4 Group Marketing Project
Articulate the importance of gastronomy as a tool for regional economic development. (Concentration SLO 3, 7)	Module 1 and 2 quizzes, activities, and discussions Regional Food Tourism Site and Poster
Recognize the stakeholders and organizations that support and regulate gastronomic tours. (Concentration SLO 4)	Module 7 quiz, discussion, and activity

Explain the role of food and beverage tourism in sustainable development. (Concentration SLO 6)	Module 7 quiz Regional Food Tourism Site and Poster
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□ **UNIVERSITY REQUIREMENTS**

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- A balance owed to EKU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

DROP and WITHDRAW DATES:

Students should refer to <https://colonelscompass.eku.edu/deadlines-adddrop-refunds> for specific dates related to withdraws, fees and refunds.

copy and paste current dates here

ACADEMIC INTEGRITY STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

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ACCESSIBILITY ACCOMMODATION STATEMENT:

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DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
 Jones 416
Lindsey.Carter@eku.edu
 859-622-8020

OFFICIAL E-MAIL:

An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

NOEL STUDIO:

The Noel Studio is fully online for fall 2020 to help students with essays, presentations, research posters, visual aids and more. We offer online consultations to students from any major or class and at any stage of the communication process—from brainstorming to final revision and every point in between.

STUDENT SUCCESS CENTER:

The Student Success Center, located on the ground floor of the library and online, provides free assistance for all ECU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit <http://successcenter.eku.edu> or email successcenter@eku.edu.

□ **DEPARTMENT REQUIREMENTS**

STUDENT BEHAVIOR:

Student behavior in the classroom will be consistent with a safe and respectful learning environment for all attendees.

□ **INSTRUCTOR REQUIREMENTS**

COURSE REQUIREMENTS:

Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your ECU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

In order to participate in this course you must have the following:

1. **A working computer system** with the latest version of [Firefox](#). Blackboard will work with other browsers, but ECU's IT only recommends (and supports) Firefox.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word**. ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#)
4. **Access to your ECU Google Drive**. You will be using Google Docs to collaborate in this course, and will need access to your ECU Google Account. Just go to gdrive.eku.edu, and sign in with your ECU email and password.
5. **A PDF viewer**. We recommend Adobe Reader. [If you don't have the Adobe Reader application, click here for access to a free download.](#)

6. **Basic computer skills**, including word processing, emailing, navigating Blackboard and the ECU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the ECU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or **support@eku.edu** to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

Discussion Board Participation

All Discussion Boards will open on Sunday of the week that the module is assigned. Initial Posts for the Discussion Board are required by the following Thursday. You will be responsible for responding to your classmate's posts by the close of the Discussion Board on the Sunday, beginning of the next week. In other words, you will post to the Discussion Board between Sunday and Thursday of the module week and will respond between Thursday of that week and Sunday, the start of the next week.

Module Activities:

All module activities will open on Sunday at 1:00am of the week it is assigned and will close at 11:59pm on the following Saturday. All activities are worth 35 points.

Module Quizzes:

A 50 point quiz will open for each module at a specified time. All module quizzes will open on Sunday at 1:00am of the week it is assigned and will close at 11:59pm on the following Saturday. This exam will cover the content of the module and is designed to be taken after all other learning activities have been completed. It is the summative or final evaluation for the module.

Group Marketing Project:

Students will work in groups of 3-4 digitally to create a marketing campaign for a food or beverage tour of their choosing. This can be an existing tour or a mock tour. The project should include an introduction to the type of tour and describe the 4P's of the campaign. The marketing campaign should include, at the minimum, a social media, media, and on-site marketing.

Regional Food Tourism Site and Paper:

Students will choose a region to evaluate and support the need for a food and/or beverage tour. Students should determine, geographic, cultural, political, economic, and sustainable policies or factors present in that region. Create a Google site that highlights a regional destination for gastronomy. The site should include regional geography, culture, gastronomy, and travel information. The site must entice interaction (make someone want to read it) and provide logical and feasible suggestions.

EVALUATION METHODS:

Quizzes (7 @ 50 points each)	350
Activities (7 @ 35 points each)	245
Group Marketing Project	35
Regional Food Tour Site and Paper	75
TOTAL	705

A = 90-100
B = 80 - 89
C = 70 - 79
D = 60 - 69

STUDENT PROGRESS:

The above is the official method of evaluating student performance in this class. Student grades will be posted on

Blackboard before the mid-point of the course. Students are encouraged to ask about their progress and grades at any time during the course.

First Day of Attendance - Disenrollment ("Use It or Lose It")

In accordance with the university policy of "Use It or Lose It," any student who has not completed all of Module 1 Assignments by Sunday following the first week of the term, at 11:59pm or has not notified the instructor of his/her intent to be in the class, will be dropped from the class.

INSTRUCTOR ATTENDANCE POLICY:

There will be NO formal class sessions during the semester. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

COURSE OUTLINE:

Week	Topic	Assignments Due
1	Module 1: An Introduction and history of food and drink tourism Chapters 1 – 3, 15	Quiz 1 Discussion: Restaurants as Ethnosites Activity: Personal Celebratory Feast Analysis
2	Module 2: Global and Local Food Tours Chapters 4 and 5	Quiz 2 Discussion: Commercially vs Locally Produced Foods Activity: Peru Case Study
3	Module 3: Food and agricultural policies and organizations Chapters 6, 11, and 18	Quiz 3 Discussion: Sustainable food review Activity: Analyzing National Agriculture and Food Policies
4	Module 4: Marketing and Branding Chapters 8 – 10	Quiz 4 Discussion: Food Venue Vlog Activity: Group Marketing Project
5	Module 5: Food and Drink Venues Chapters 7, 13, 16	Quiz 5 Discussion: Winery Review Activity: Food Venue Wiki
6	Module 6: Food and Drink Venues Chapters 17, 21	Quiz 6 Discussion: Coffee vs. Tea Activity: Food Venue Wiki
7	Module 7: Gastronomic Tourism Stakeholders and Supply Chain Chapters 19, 20, and 22	Quiz 7 Discussion: Improving social justice with food tourism Activity: Case Study supply chain
8	Regional Food Tourism Site Final Wiki and Paper	

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Applied Human Sciences
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	GTO 320
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Bourbon, Beer & Spirits
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	Date		Date
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Approve the new course, GTO 320 Bourbon, Beer & Spirits

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2022

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: GTO 320 Bourbon, Beer & Spirits is a required course for both the Gastronomic Tourism concentration and University Certificate. This course provides in-depth knowledge about the implementation and regulations of the drink tour industry. In addition, this course is an elective option for students enrolled in the Sustainable Hospitality University Certificate.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: A new faculty position will be needed as stated in the proposal form.

Operating Expenses Impact: No additional operating expenses are needed to teach this course.

Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.

Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

GTO 320 Bourbon, Beer & Spirits. (3) A. Pre-requisite: Age requirement ≥ 21 . The history, culture, and production of bourbon, beer, and spirits. Study of brewing and distilling tourism, with an emphasis on community impact, marketing, and sustainable practices.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters) GTO	Course Number (3 Digits) 320	Effective Academic Term (Example: Fall 2016) Fall 2022	College/Division: BT _____ HS X CL _____ JS _____ ED _____ SC _____	Dept. (4 letters)* AHSC
Credit Hrs. 3	Weekly Contact Hrs. Lecture 3 Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. 0	
Schedule Type* (List all applicable) 1	Work Load (for each schedule type) 3	Grading Mode* N	CIP Code (first two digits only) 52	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D -.)

Course Prefix and No.	Age requirement ≥ 21
Course Prefix and No.	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
GTO 320 Bourbon, Beer & Spirits
CRN ?????
3 Credit Hours
Semester Year

Instructor**Phone** AHS Main Office 859-622-3445**Email** [EKU email required]**Office** AHS Main Office Burrier 102**Student Hours** [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: (3) A. Pre-requisite: Age requirement ≥ 21. The history, culture, and production of bourbon, beer, and spirits. Study of brewing and distilling tourism, with an emphasis on community impact, marketing, and sustainable practices.

Text:

Society of Wine Educators, (2020). *2020 Certified Specialist of Spirits Study Guide*. USA: Society of Wine Educators.

Other readings and videos assigned to support the content will be provided in Blackboard.

Student Learning Outcomes:

By the end of the course, students will be able to:

- Describe the history and cultural impact of brewing and distilling.
- Identify various equipment and processes used in production of beer (brewing) and spirits (distilling).
- Explore processes used for tasting room/taproom operations (selling onsite).
- Demonstrate knowledge of theories, principles, and strategies related marketing and branding of beer and spirit products.
- Identify appropriate stakeholders and community partners to support the brewing and distilling tourism industry.
- Investigate the importance of breweries and distilleries as a tool for local economic and community development.
- Examine sustainable practices utilized by brewing and distilling industries.

Course SLO	Assessment
Describe the history and cultural impact of brewing and distilling. (Concentration SLO 7)	Module 1 Quiz and Virtual Tour, Beer/Spirits Tour Part 1
Identify various equipment and processes used in production of beer (brewing) and spirits (distilling).	Module 2.1 and 2.2 Quizzes and Virtual Tours, Beer/Spirits Tour Part 1 and 2
Explore processes used for tasting room/taproom operations (selling onsite).	Module 3 Quiz and Virtual Tour
Demonstrate knowledge of theories, principles, and strategies related marketing and branding of beer and spirit products.	Module 4 Quiz and Virtual Tour, Beer/Spirits Marketing Plan
Identify appropriate stakeholders and community partners to support the brewing and distilling tourism industry.	Module 5 Quiz and Virtual Tour

(Concentration SLO 6)	
Investigate the importance of breweries and distilleries as a tool for local economic and community development.	Module 4 Quiz and Virtual Tour, Beer/Spirits Tour Part 1
(Concentration SLO 3 and 7)	
Examine sustainable practices utilized by brewing and distilling industries.	Module 2.3 Quiz and Virtual Tour, Beer/Spirits Tour Part 1 and 2

UNIVERSITY REQUIREMENTS

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DROP and WITHDRAW DATES:

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Last date to drop a full semester course is

Last date to withdraw with a “W” grade but no fee is

Last date to withdraw from a full semester course is. *You will receive a “W” grade and fees will be charged.*

ACADEMIC INTEGRITY STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

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Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
 Jones 416
Lindsey.Carter@eku.edu
 859-622-8020

OFFICIAL E-MAIL:

An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

WRITING ASSISTANCE:

The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

STUDENT SUCCESS CENTER:

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DEPARTMENT REQUIREMENTS

STUDENT BEHAVIOR:

Student behavior in the classroom will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:

Technological Requirements:

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1. **A working computer system** with the latest version of [Firefox](#). Blackboard will work with other browsers, but ECU's IT only recommends (and supports) Firefox.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word**. ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#)

4. **Access to your EKU Google Drive.** You will be using Google Docs to collaborate in this course, and will need access to your EKU Google Account. Just go to gdrive.eku.edu, and sign in with your EKU email and password.
5. **A PDF viewer.** We recommend Adobe Reader. [If you don't have the Adobe Reader application, click here for access to a free download.](#)
6. **Basic computer skills,** including word processing, emailing, navigating Blackboard and the EKU library website, and viewing videos.

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If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@eku.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

Brewery/Distillery Virtual Tours:

There are 7 virtual tours required in this course. A link(s) for each virtual tour is provided by the instructor as the semester progresses. Upon completion of the video(s), the student will complete a reflection via blackboard assignments. The reflection should provide an overview of the venue and evaluate the impact that venue would have on local economic and community development.

Module Quizzes:

Student will complete a quiz for each module. Quizzes will open on Sunday at 1:00am (EST) and close on the following Saturday at 11:59pm (EST). The quiz is an assessment of your learning from the assigned readings and therefore, should be completed after completing all readings.

Beer or Spirits Marketing Plan:

Create a marketing plan for the beer, bourbon, or spirits company of your choosing. Within that company, choose one product you wish to market. Be sure to follow all marketing guidelines and regulations for the country in which the product is produced and marketed. Also, ensure that the marketing plan does not market to children.

Beer or Spirits Tour:

Students will create a Google Site to act as the "website" for the Beer or Spirits Tour.

Part 1:

- Students will select a community that has at least three beer, bourbon, or spirits production sites.
- Students will describe the demographics, economic, and community details of this location.
- Students will identify the history of the distillery or brewery.
- Students will identify sustainable practices utilized by the location and provide suggestions for sustainable methods in the future.

Part 2:

- Students will describe the unique processes of creating the beer, bourbon, or spirits made in the selected community.
- Students will design an inclusive tour for the location selected. The tour should provide details and photos of the locations selected for the tour.

Beer or Spirits Tour Presentation

Students will organize the details of the tours Part 1 and 2 into a recorded presentation. The presentation should be an intriguing and organized manner that could potentially be used as a marketing tool for the tour.

Evaluation Methods:

Your grade in this class is based on the items below:

Module quizzes (7 @ 35 pts each)	245
Virtual Tour Reflections (7 @ 25 pts each)	175
Beer/Spirits Tour Part 1	50
Beer/Spirits Tour Part 2	50
Marketing Plan	50
Beer/Spirits Tour Presentation	75
Total	645

<p>A = 90-100 B = 80 - 89 C = 70 - 79 D = 60 - 69</p>
--

STUDENT PROGRESS:

The above is the official method of evaluating student performance in this class. Student grades will be posted on Blackboard before the mid-point of the course. Students are encouraged to ask about their progress and grades at any time during the course.

First Day of Attendance - Disenrollment ("Use It or Lose It")

In accordance with the university policy of "Use It or Lose It," any student who has not completed all of Module 1 Assignments by Sunday following the first week of the term, at 11:59pm or has not notified the instructor of his/her intent to be in the class, will be dropped from the class.

Class Meetings & Time Commitment

There will be NO formal class sessions during the semester. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

COURSE OUTLINE:

Week	Topic	Assignments Due
1	<p>Module 1: The history and culture of brewing and distilling</p> <p>https://www.ted.com/talks/rod_phillips_a_brief_history_of_alcohol?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare</p> <p><i>Bourbontucky</i> movie</p> <p>https://www.ttb.gov/beer/laws-regulations-and-public-guidance</p> <p>https://www.alcohol.org/laws/</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3860569/</p>	<p>Module 1 Quiz</p> <p>Virtual Tour Reflection</p>
2	<p>Module 2.1: The process of brewing</p> <p>https://youtu.be/JqKR56qk2mU - Process of Brewing</p> <p>https://youtu.be/h13uShnYfGc - Chemistry of Beer</p> <p>https://youtu.be/t5vWb6nkn_l - Flavor and Aroma of Beer</p> <p>https://youtu.be/rNtxAnrCP-k - Beer Styles</p>	<p>Module 2.1 Quiz</p> <p>Virtual Tour Reflection</p>
3	<p>Module 2.2: The process of distilling</p> <p>https://youtu.be/cR7Bt9Ei_zl - How is Whiskey made?</p> <p>https://youtu.be/zP21LH3T9yQ - The Science of Alcohol: From Beer to Bourbon</p> <p>https://youtu.be/ZNe4ZRFx9oY - How Scotch Whisky is Made – From Grain to Glass</p> <p>https://youtu.be/3Np6TfnyNCc - How Sake is Made and How to Drink</p> <p>https://youtu.be/dmAZ0aHOP9o - Tequila: How it's Made</p> <p>https://youtu.be/54DnfUbYMGs - How Gin is Made</p>	<p>Module 2.2 Quiz</p> <p>Virtual Tour Reflection</p>

4	<p>Module 2.3: Sustainable Practices in production</p> <p>https://www.npr.org/sections/thesalt/2018/10/13/656608166/consumers-say-theyre-willing-to-pay-more-for-beer-when-it-s-produced-sustainably</p> <p>https://www.theiwsr.com/news-and-comment-radius-trend-eco-packaging/</p> <p>https://youtu.be/kX8JBo4Qi34 - Sustainable Brewing Process</p>	<p>Module 2.3 Quiz</p> <p>Virtual Tour Reflection</p>
5	<p>Module 3: Tasting and Taproom Operations</p> <p>https://youtu.be/xzlt3Q7uaAE - Successfully opening a microbrewery tap room</p> <p>https://youtu.be/zZWTrNicqFk - How to properly taste alcohol and distilled spirits</p> <p>https://www.craftbeerjoe.com/craft-beer-talk/what-is-a-taproom/</p> <p>https://pourmybeer.com/how-to-open-up-self-pour-establishment/</p>	<p>Module 3 Quiz</p> <p>Virtual Tour Reflection</p> <p>Tour Part 1</p>
6	<p>Module 4: Marketing and Branding of beer and spirits</p> <p>https://youtu.be/-gXsP_fx99c – Economics + Microbreweries</p> <p>https://www.alcohol.org/laws/marketing-to-the-public/</p> <p>http://www.camy.org/</p> <p>https://wfanet.org/services/connect-to-your-peers/alcohol-marketing/detail</p> <p>https://sproutsocial.com/insights/social-media-alcohol-marketing/</p>	<p>Module 4 Quiz</p> <p>Virtual Tour Reflection</p>
7	<p>Module 5: Beer and Spirits Tours</p> <p>http://www.hippocampus.si/ISSN/2335-4194/5_1_103-111.pdf</p> <p>https://ujcontent.uj.ac.za/vital/access/services/Download/uj:20356/SOURCE1</p> <p>http://perpus.univpancasila.ac.id/repository/EBUPT180424.pdf#page=130</p> <p>https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1648&context=ttra</p>	<p>Module 5 Quiz</p> <p>Virtual Tour Reflection</p> <p>Marketing Plan</p>

	<p>https://youtu.be/IA527S_pfM0 - Kentucky Bourbon Trail Trip Planning Tips</p> <p>https://www.sandiego.org/members/tours-sightseeing/san-diego-beer-wine-spirits-tours.aspx</p> <p>https://youtu.be/Vrd49wUxPKk - Scotch Whisky Tours</p> <p>https://youtu.be/880F-4GehUs - Prague Beer Tour</p>	
8	Beer, Bourbon, or Spirit Tour	Tour Part 2 and Presentation

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one)	Department Name	Applied Human Sciences	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	GTO 325	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Culture & Consumption of Wine	
<input type="checkbox"/> New Minor (Part III)	*Program Title		
<input type="checkbox"/> Program Suspension (Part III)			
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Approve the new course, GTO 325 Culture & Consumption of Wine</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2022</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: GTO is a required course for the Gastronomic Tourism concentration and University Certificate. In this course, students explore the historical and cultural role of wine tourism. This course is also available as an elective for the Sustainable Hospitality University Certificate.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: A new faculty position will be needed as stated in the proposal form.</p> <p>Operating Expenses Impact: No additional operating expenses are needed to teach this course.</p> <p>Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.</p> <p>Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.</p>

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

GTO 325 Culture & Consumption of Wine. 3(A). Pre-requisite: Age requirement ≥ 21 . An exploration of interactions between wine, culture, and tourism. Topics include interpreting a wine label and identifying wine-growing regions around the world, understanding wine and health issues, and basic wine tasting.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
<u>GTO</u>	<u>325</u>	<u>Fall 2022</u>	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	<u>AHSC</u>
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u>	Lecture <u>3</u>	Laboratory _____ Other _____	CIP Code (first two digits only) <u>52</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit) Impact of Hospitality	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	<u>Age requirement ≥ 21</u>
Course Prefix and No.	

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
GTO 325 Culture & Consumption of Wine
CRN XXXXX
3 Credit Hours
Semester Year

Instructor

Phone AHS Main Office 859-622-3445

Email [EKU email required]

Office AHS Main Office Burrier 102

Student Hours [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: 3(A). Pre-requisite: Age requirement \geq 21. An exploration of interactions between wine, culture, and tourism. Topics include interpreting a wine label and identifying wine-growing regions around the world, understanding wine and health issues, and basic wine tasting.

Texts:

- Clarke, O. (2015). *The History of Wine in 100 Bottles*. Pavilion Books
- Croce, E & Perri G. (2017). *Food and Wine Tourism*. Cabi Tourism Texts.

Recommended:

- Puckette, M. (2015). *Wine Folly: The Essential Guide to Wine*. Avery.

Other Expenses:

- Video rental
- Wine for tastings
- Sensory Kit (for students not participating in wine tastings)

NOTE: Students are asked to do weekly wine tastings. For students who do not wish to imbibe, they will be assigned alternative methods of interpreting the nuances of wine.

Student Learning Outcomes:

Students will be able to...

- 1) evaluate the historical, geographical and cultural identity of wine and its impact on tourism.
- 2) analyze the major growing regions and wine produced.
- 3) interpret the tasting nuances of wine.
- 4) understand the health impacts of wine.
- 5) explore how sustainable practices affect wine tourism.
- 6) design a comprehensive wine tour program.

Course SLO	Assessment
Evaluate the historical, geographical and cultural identity of wine and its impact on tourism. (Concentration SLO 1 and 7)	Digging Deeper, Design A Label, Geography Quiz, Etiquette and Service Experience,
Analyze the major growing regions and wine produced.	Digging Deeper, Design A Label, Let's Take a Trip, Geography Quiz, Vocabulary Quiz, Alcohol and Health,

Interpret the sensory nuances of wine.	Let's Take a Trip with Weekly Tastings
Understand the health impacts of wine.	Let's Take a Trip, Vocabulary Quiz, Etiquette and Service Experience, Three Phases of Tour Design, Alcohol and Health
Explore how sustainable practices affect wine tourism.	Three Phases of Tour Design
Design a comprehensive wine tour program. (Concentration SLO 1 and 2)	Three Phases of Tour Design

UNIVERSITY REQUIREMENTS

FINANCIAL AID:

Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:

- A balance owed to EKU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

DROP and WITHDRAW DATES:

Students should refer to <https://colonelscompass.eku.edu/deadlines-adddrop-refunds> for specific dates related to withdraws, fees and refunds.

copy and paste current dates here

ACADEMIC INTEGRITY STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

ACCESSIBILITY ACCOMMODATION STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming.

To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>. EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#). Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
 Director of the Office of Institutional Equity & Title IX Coordinator
 Jones 416
 Lindsey.Carter@eku.edu
 859-622-8020

OFFICIAL E-MAIL:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

UNIVERSITY ATTENDANCE POLICY:

For current Regulation please refer to the following link:
http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

WRITING ASSISTANCE:

The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

STUDENT SUCCESS CENTER:

The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 100 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@eku.edu or visit www.successcenter.eku.edu. Drop-in visits are welcome, and no appointment is necessary.

DEPARTMENT REQUIREMENTS

STUDENT BEHAVIOR:

Student behavior in the online environment will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:

Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your EKU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

In order to participate in this course you must have the following:

1. **A working computer system** with the latest version of Firefox. Blackboard will work with other browsers, but EKU's IT only recommends (and supports) Firefox.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word**. EKU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the EKU IT site using this link: Microsoft 360 Plus for EKU Students
4. **Access to your EKU Google Drive**. You will be using Google Docs to collaborate in this course, and will need access to your EKU Google Account. Just go to gdrive.eku.edu, and sign in with your EKU email and password.
5. **A PDF viewer**. We recommend Adobe Reader. If you don't have the Adobe Reader application, click here for access to a free download.
6. **Basic computer skills**, including word processing, emailing, navigating Blackboard and the EKU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the EKU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@eku.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

EVALUATION METHODS:

Course Outline

Date	Topic	Readings	Assignments and SLO Alignment
Module One	The History of Wine The Spirit and Environment	Clarke (Full Book) Bottle Shock (Movie) Croce & Perri: Chapters one and Two	1.1 Digging Deeper SLO-1 1.2 Let's Take A Trip-including Tasting SLO-2 & 3 1.3 Geography Quiz SLO-2 1.4 Vocabulary Quiz SLO- 2 & 3
	Viticulture and Enology Labels, Laws, and Regions	Provided Articles Croce & Perri: Chapter Two	2.1 Design A Label SLO-1 & 2 2.2 Let's Take A Trip-including Tasting SLO-2 & 3 2.3 Geography Quiz SLO-1 & 2 2.4 Vocabulary Quiz SLO-2 & 3

Module Three	The Food and Wine Trail Introduce the Comprehensive Tour	Provided Articles Croce & Perri: Three and Four	3.1 Let's Take A Trip-including Tasting SLO-2 & 3 3.2 Geography Quiz SLO-1 & 2 3.3 Vocabulary Quiz SLO-2 & 3
Module Four	The Destination Consumption and Service	Provided Articles Croce & Perri: Three and Four	4.1 Alcohol and Health SLO-1 & 4 4.2 Etiquette and Service Experience SLO-1 & 3 4.3 Let's Take A Trip-including Tasting SLO-2 & 3 4.4 Geography Quiz SLO-1 & 2 4.5 Vocabulary Quiz SLO-2 & 3
Module Five	Understanding Production and Supply	Provided Articles Croce & Perri: Four and Five and Seven	5.1 Let's Take A Trip-including Tasting SLO-2 & 3 5.2 Geography Quiz SLO-1 & 2 5.3 Vocabulary Quiz SLO-2 & 3
Module Six	Best Practices and Beginning the Design	Provided Articles Croce & Perri: Six and Seven and Eight	6.1 Phase One of Tour Design SLO 4, 5 & 6 6.2 Let's Take A Trip-including Tasting SLO-2 & 3 6.3 Geography Quiz SLO-1 & 2 6.4 Vocabulary Quiz SLO-2 & 3
Module Seven	Supply and Planning	Provided Articles Croce & Perri: Seven and Eight	7.1 Phase Two of Tour Design SLO 4, 5 & 6 7.2 Let's Take A Trip-including Tasting SLO-2 & 3 7.3 Geography Quiz SLO-1 & 2 7.4 Vocabulary Quiz SLO-2 & 3

Module Eight	The Itinerary	Provided Articles Croce & Perri: Seven and Eight	8.1 Completed Tour Design SLO 4, 5 & 6 8.2 Let's Take A Trip-including Tasting SLO-2 & 3 8.3 Geography Quiz SLO-1 & 2 8.4 Vocabulary Quiz SLO-2 & 3
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Point Distribution:

Assignment	Points
Digging Deeper	6 Points
Let's Take a Trip (8 assignments 2 pts each)	16 Points
Geography Quiz (8 assignments 2 pts each)	16 Points
Vocabulary Quiz (8 assignments 2 pts each)	16 Points
Design a Label	6 Points
Alcohol and Health	6 Points
Etiquette and Service Experience	6 Points
Phases of Tour Design	18 Points
Complete Tour Program	10
TOTAL POINTS POSSIBLE	100

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	< 60%

STUDENT PROGRESS:

Grades for assignments and exams will be available under “My Grades” on Blackboard, updated no more than **one week** after assignments are submitted. Please check your grades constantly and contact your instructor/facilitator if there are any mistakes. Your midterm grades will be posted no later than [insert date] and final grades by [insert date].

Late Work:

All assignments must be submitted via Blackboard by the due date and time. All work is required to be submitted on time; however, one assignment may be submitted late. Your late assignment grade will be reduced by one letter grade each day it is late up to three days after which a zero is allocated. If you submit an assignment that is late, that will be graded as your one late assignment. There is a late assignment submission link on Blackboard for such instances. There are no make-up quizzes or discussion forums.

First Day of Attendance - Disenrollment ("Use It or Lose It")

In accordance with the university policy of "Use It or Lose It," any student who has not completed all of the Course Introduction Assignments by **Sunday following the first week of the term, at 11:59pm** or has not notified the instructor of his/her intent to be in the class, will be dropped from the class.

Class Meetings & Time Commitment

There will be NO formal class sessions during the semester. During the semester, a Discussion Board called **Coffee Shop** will be available 24/7. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

COURSE OUTLINE:

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one)	Department Name	Applied Human Sciences
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	GTO 410
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Gastronomic Tour Development
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Approve the new course, GTO 410 Gastronomic Tour Development</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Spring 2023</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: GTO 410 Gastronomic Tour Development is a required course for the Gastronomic Tourism concentration and University Certificate. This course provides application of tourism planning and development while supporting local environmental, social, cultural, and economic factors. This course is also an elective option for students enrolled in the Sustainable Hospitality University Certificate.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: A new faculty position will be needed as stated in the proposal form.</p> <p>Operating Expenses Impact: No additional operating expenses are needed to teach this course.</p> <p>Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.</p> <p>Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

GTO 410 Gastronomic Tour Development. 3(A). Pre-requisite GTO 210. An advanced course examining environmental, societal, and economic impacts of gastronomic tourism. Creation of a gastronomic tour emphasizing cultural competence, sustainable practices, and marketing strategies.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
<u>GTO</u>	<u>410</u>	<u>Spring 2023</u>	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	<u>AHSC</u>
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u>	Lecture <u>3</u>	Laboratory _____ Other _____	CIP Code (first two digits only) <u>52</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	<u>GTO 210</u>
Course Prefix and No.	

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
GTO 410 Gastronomic Tour Development
CRN XXXXX
3 Credit Hours
Semester Year

Instructor Karina Christopher, PHD, RD, LD

Phone AHS Main Office 859-622-3445

Email [EKU email required]

Office AHS Main Office Burrier 102

Student Hours [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: 3(A). Pre-requisite GTO 210. An advanced course examining environmental, societal, and economic impacts of gastronomic tourism. Creation of a gastronomic tour emphasizing cultural competence, sustainable practices, and marketing strategies.

Text: Wolf, E. (2014). *Have Fork Will Travel: A Practical Handbook for Food & Drink Tourism Professionals*. Portland: World Food Travel Association.

Student Learning Outcomes:

At the end of this course, students will be able to...

- Identify and communicate successfully with gastronomic tourism stakeholders and organizations
- Create a culturally competent gastronomic tour
- Analyze sustainable practices available to gastronomic tours
- Examine environmental, societal, and economic impacts of gastronomic tours
- Develop marketing strategies to promote a gastronomic tour

Course SLO	Assessment
Identify and communicate successfully with gastronomic tourism stakeholders and organizations (Concentration SLO 4)	Proposal Part 4
Create a culturally competent gastronomic tour (Concentration SLO 1, 2)	Proposal Parts 1-3
Analyze sustainable practices available to gastronomic tours (Concentration SLO 6)	Proposal Part 3
Examine environmental, societal, and economic impacts of gastronomic tours (Concentration SLO 7)	Proposal Part 1-3
Develop marketing strategies to promote a gastronomic tour (Concentration SLO 5)	Proposal Part 5

UNIVERSITY REQUIREMENTS

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- A balance owed to ECU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

DROP and WITHDRAW DATES:

Students should refer to <https://colonelscompass.eku.edu/deadlines-adddrop-refunds> for specific dates related to withdraws, fees and refunds.

copy and paste current dates here

ACADEMIC INTEGRITY STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

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ACCESSIBILITY ACCOMMODATION STATEMENT:

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DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

ECU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming.

To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

ECU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416
 Lindsey.Carter@eku.edu
 859-622-8020

OFFICIAL E-MAIL:

An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

UNIVERSITY ATTENDANCE POLICY:

For current Regulation please refer to the following link:

[http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6 student absence adopted 12.1.14.pdf](http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6%20student%20absence%20adopted%2012.1.14.pdf)

WRITING ASSISTANCE:

The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

STUDENT SUCCESS CENTER:

The Student Success Center, located on the ground floor of the library, provides free assistance for all ECU students. You can visit the Student Success Center for tutoring in over 100 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@eku.edu or visit www.successcenter.eku.edu. Drop-in visits are welcome, and no appointment is necessary.

DEPARTMENT REQUIREMENTS

STUDENT BEHAVIOR:

Student behavior in the online environment will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:

Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your ECU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

In order to participate in this course you must have the following:

1. **A working computer system** with the latest version of [Firefox](#). Blackboard will work with other browsers, but ECU's IT only recommends (and supports) Firefox.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word**. ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#)
4. **Access to your ECU Google Drive**. You will be using Google Docs to collaborate in this course, and will need access to your ECU Google Account. Just go to gdrive.eku.edu, and sign in with your ECU email and password.

5. **A PDF viewer.** We recommend Adobe Reader. [If you don't have the Adobe Reader application, click here for access to a free download.](#)
6. **Basic computer skills,** including word processing, emailing, navigating Blackboard and the ECU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the ECU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@eku.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

EVALUATION METHODS:

Assignment	Value
Weekly Quizzes (7 @ 10 pts each)	70
Proposal Part 1: Identifying your location and industry	50
Proposal Part 2: Examine culture and current industry	50
Proposal Part 3: Demographic history and current sustainable practices	50
Proposal Part 4: Identify relevant stakeholders and the role of agriculture	50
Proposal Part 5: Create marketing strategies	50
Final Proposal Draft	75
Final Proposal Presentation	100
Total	425

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	< 60%

Gastronomic Tour Proposal:

This course is designed to guide students through developing a gastronomic tour in an area of their choosing. Each week, the student will use previous knowledge in addition to new assigned readings to develop each section of their proposal. Feedback will be given by the instructor and peers. This feedback is expected to be incorporated in the final proposal. Specific details will be given of what is expected in each section of the proposal each week.

Students will attach the assigned section of the proposal each week to the discussion board by 11:59PM (EST) Thursday. Students must read and provide feedback to at least two of their peers by 11:59PM (EST) on Sunday. Each student should have feedback so if a student already has feedback from peers, please select another student's post.

STUDENT PROGRESS:

Grades for assignments and exams will be available under "My Grades" on Blackboard, updated no more than **one week** after assignments are submitted. Please check your grades constantly and contact your instructor/facilitator if there are any mistakes. Your midterm grades will be posted no later than [insert date] and final grades by [insert date].

Late Work:

All assignments must be submitted via Blackboard by the due date and time. All work is required to be submitted on time; however, one assignment may be submitted late. Your late assignment grade will be reduced by one letter grade each day it is late up to three days after which a zero is allocated. If you submit an assignment that is late, that will be graded as your one late assignment. There is a late assignment submission link on Blackboard for such instances. There are no make-up quizzes or discussion forums.

First Day of Attendance - Disenrollment ("Use It or Lose It")

In accordance with the university policy of "Use It or Lose It," any student who has not completed all of the Course Introduction Assignments by Sunday following the first week of the term, at 11:59pm or has not notified the instructor of his/her intent to be in the class, will be dropped from the class.

Class Meetings & Time Commitment

There will be NO formal class sessions during the semester. During the semester, a Discussion Board called **Coffee Shop** will be available 24/7. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

COURSE OUTLINE:

Week (Dates)	Topic	Assignment	Points	Readings
Week 1	Introduction and Overview of Gastronomic Tours	Introductory Video Quiz 1	10	Read pages 11-81 (Wolf)
Week 2	Product Development in Food Tourism	Quiz 2 Proposal Part 1	10 50	Read pages 85-131 (Wolf)
Week 3	Food Culture and Tourism	Quiz 3 Proposal Part 2	10 50	Jimenez-Beltran, F.J., Lopez-Guzman, T., & Cruz, F.G.S. (2016) Read pages 135-231 (Wolf)
Week 4	Gastronomic Tour Sectors	Quiz 4 Proposal Part 3	25 50	Read pages 233-298 (Wolf)
Week 5	The Role of Stakeholders and Agriculture	Quiz 5 Proposal Part 4	20 50	Read pages 309-321, 397-412 (Wolf)

Week 6	Marketing Gastronomic Tours	Quiz 6 Proposal Part 5	25 50	Read pages 323-352, 379-396, 423-431 (Wolf)
Week 7	Creating a Sustainable Tour	Quiz 7 Final Proposal Draft	25 50	Read pages 435-462, 467-472 (Wolf)
Week 8	Final Proposal Presentation	Proposal Presentations	100	

Substantial Curriculum Change Form (Present only one proposed curriculum change per form) (Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one)	Department Name	Applied Human Sciences
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SHO 341
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Sustainable Hospitality
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Approve the new course, SHO 341 Sustainable Hospitality.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Spring 2022</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: SHO 341 Sustainable Hospitality is a required course for the Sustainable Hospitality concentration and University Certificate. This foundation class provides an overview of sustainable practices in the hospitality industry and provides students with the knowledge to advocate for sustainable practices in the future. This course is an elective option for students enrolled in the Gastronomic Tourism University Certificate.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: A new faculty position will be needed as stated in the proposal form.</p> <p>Operating Expenses Impact: No additional operating expenses are needed to teach this course.</p> <p>Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.</p> <p>Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.</p>

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

SHO 341 Sustainable Hospitality. 3(A). An examination of the history, purpose, and global practices in sustainable hospitality and tourism. Special attention to initiatives, organizations, and stakeholders that support sustainable hospitality development.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters) SHO	Course Number (3 Digits) 341	Effective Academic Term (Example: Fall 2016) Spring 2022	College/Division: BT _____ HS X CL _____ JS _____ ED _____ SC _____	Dept. (4 letters)* AHSC
Credit Hrs. 3	Weekly Contact Hrs. Lecture 3 Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. <u> 0 </u>	
Schedule Type* (List all applicable) 1	Work Load (for each schedule type) 3	Grading Mode* N	CIP Code (first two digits only) 52	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
SHO 341 Sustainable Hospitality
CRN XXXXX
3 Credit Hours
Semester Year

Instructor**Phone** AHS Main Office 859-622-3445**Email** [EKU email required]**Office** AHS Main Office Burrier 102**Student Hours** [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: 3(A). An examination of the history, purpose, and global practices in sustainable hospitality and tourism. Special attention to initiatives, organizations, and stakeholders that support sustainable hospitality development.

Texts:

Legrand, W., Sloan, P., & Chen, J. (2017). *Sustainability in the Hospitality Industry, 3rd Eds.* New York: Routledge.

Student Learning Outcomes:

At the end of this course, students will be able to...

- Articulate concepts, definitions, purpose, history, and theories of sustainable hospitality.
- Identify global hospitality stakeholders and organizations as supporters for sustainable tourism development.
- Examine key international initiatives and organization that support sustainability.
- Describe rights and responsibilities of hospitality industry to support sustainable hospitality development.
- Explore common sustainability issues and practices at local, regional, national, and global hospitality and tourism sites.

Course SLO	Assessment
Articulate concepts, definitions, purpose, history, and theories of sustainable hospitality (Concentration SLO 2)	Group Project Modules 1 and 3
Identify global hospitality stakeholders and organizations as supporters for sustainable tourism development	Group Project Module 1
Examine key international initiatives and organizations as supporters for sustainable tourism development.	Module 7
Describe rights and responsibilities of hospitality industry to support sustainable hospitality development (Concentration SLO 4)	Modules 5 and 7
Explore common sustainability issues and practices at local, regional, national, and global hospitality and tourism sites. (Concentration SLO 3 and 5)	Modules 2, 4, 5, and 6

📄 **UNIVERSITY REQUIREMENTS**

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Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu
859-622-8020

OFFICIAL E-MAIL:

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UNIVERSITY ATTENDANCE POLICY:

For current Regulation please refer to the following link:

[http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6 student absence adopted 12.1.14.pdf](http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6%20student%20absence%20adopted%2012.1.14.pdf)

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DEPARTMENT REQUIREMENTS

STUDENT BEHAVIOR:

Student behavior in the online environment will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:

Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your EKU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

In order to participate in this course you must have the following:

1. **A working computer system** with the latest version of [Firefox](#). Blackboard will work with other browsers, but EKU's IT only recommends (and supports) Firefox.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word**. EKU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the EKU IT site using this link: [Microsoft 360 Plus for EKU Students](#)
4. **Access to your EKU Google Drive**. You will be using Google Docs to collaborate in this course, and will need access to your EKU Google Account. Just go to gdrive.eku.edu, and sign in with your EKU email and password.
5. **A PDF viewer**. We recommend Adobe Reader. [If you don't have the Adobe Reader application, click here for access to a free download.](#)

6. **Basic computer skills**, including word processing, emailing, navigating Blackboard and the EKU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the EKU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@eku.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

EVALUATION METHODS:

Assignment	Value
Module Discussions	20 pts
Module Quizzes	50 pts
Module Activities	35 pts
Group Project/Presentation	100 pts
Midterm Exam	50 pts
Final Exam	50 pts
Total	100%

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	< 60%

Discussion Board Participation

All Discussion Boards will open on Sunday of the week that the module is assigned. Initial Posts for the Discussion Board are required by the following Thursday. You will be responsible for responding to your classmate's posts by the close of the Discussion Board on the Sunday, beginning of the next week. In other words, you will post to the Discussion Board between Sunday and Thursday of the module week and will respond between Thursday of that week and Sunday, the start of the next week.

Module Quizzes

A 25 point quiz will open for each module at a specified time. All module quizzes will open on Sunday at 1:00am of the week it is assigned and will close at 11:59pm on the following Sunday. This quiz will cover the content of the module and is designed to be taken after all other learning activities have been completed. It is the summative or final evaluation for the module.

Module Activities

Module activities will open on Sunday of the week that the module is assigned and close on the following Sunday. These activities may be case studies, movie reviews, or blogs. Activities should include evidence based and reliable sources of information to support all comments or writings.

Group Project

The project will be done in groups of 3-5 and will highlight the economic, socio-cultural, and environmental impacts from the perspective of different stakeholders and how hospitality impacts are interrelated. You will also highlight how sustainable hospitality could minimize negative impacts and maximize positive impacts on the economic, local people/cultures and the environment.

Groups will pick a destination of their choice. They will examine and report on the following:

- What stage of the destination life cycle it is in.
- What types of tourists/patrons it attracts.
- What major impact hospitality has on the environment, society, and culture.
- What major impact hospitality has on the local economy.

Students will then describe these through the lenses of various stakeholders such as local people, tourists, patrons, and/or multinational corporations. At a minimum, give the perspective of **three** different stakeholders (GP). Explain the interrelatedness of these stakeholders and issues (GA). Finally, describe what can or is being done in the destination to enhance sustainability in these three areas.

STUDENT PROGRESS:

Grades for assignments and exams will be available under “My Grades” on Blackboard, updated no more than **one week** after assignments are submitted. Please check your grades constantly and contact your instructor/facilitator if there are any mistakes. Your midterm grades will be posted no later than [insert date] and final grades by [insert date].

Late Work:

All assignments must be submitted via Blackboard by the due date and time. All work is required to be submitted on time; however, one assignment may be submitted late. Your late assignment grade will be reduced by one letter grade each day it is late up to three days after which a zero is allocated. If you submit an assignment that is late, that will be graded as your one late assignment. There is a late assignment submission link on Blackboard for such instances. There are no make-up quizzes or discussion forums.

First Day of Attendance - Disenrollment ("Use It or Lose It")

In accordance with the university policy of “Use It or Lose It,” any student who has not completed all of the Course Introduction Assignments by **Sunday following the first week of the term, at 11:59pm** or has not notified the instructor of his/her intent to be in the class, will be dropped from the class.

Class Meetings & Time Commitment

There will be NO formal class sessions during the semester. During the semester, a Discussion Board called **Coffee Shop** will be available 24/7. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

COURSE OUTLINE:

Week (Dates)	Modules	Assignment
Week 1	Introduction and Module 1 Module 1: Sustainable Development in the Hospitality Industry (Chapters 1 and 2)	Intro Video Syllabus Quiz
Week 2	Module 2: Energy, Waste, and Water Management (Chapters 3-5)	Discussion Board Module Activity Module Quiz
Week 3	Module 3: Food and Beverage Sustainability (Chapters 7-9)	Discussion Board Module Activities Module Quiz Groups Submit Selected Locale
Week 4	Module 4: Universal Design in Sustainability (Chapters 6, 10, 11)	Discussion Board Module Activity Module Quiz
Week 5	Module 5: Sustainable Responsibility (Chapters 12-13)	Discussion Board Module Activity Module Quiz Group Project Presentation Draft Due
Week 6	Module 6: Certifications in Sustainability (Chapters 14-15)	Discussion Board Module Activity Module Quiz
Week 7	Module 7: The Business of Sustainability (Chapters 16-18)	Discussion Board Module Activity Module Quiz
Week 8	<u>Group Project Presentation Due</u>	

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one)	Department Name	Applied Human Sciences
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SHO 410
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Multigenerational Programming
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	9/23/20	Council on Academic Affairs
College Curriculum Committee	9/30/20	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	NA	

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Approve the new course, SHO 410 Multigenerational Programming</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2022</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: SHO 410 Multigenerational Programming is a required course for the Sustainable Hospitality concentration and University Certificate. This course provides information on developing activities and programs for individuals of all ages that are patrons of hospitality and tourism venues. In addition, this course is an elective option for students enrolled in the Gastronomic Tourism University Certificate.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: A new faculty position will be needed as stated in the proposal form.</p> <p>Operating Expenses Impact: No additional operating expenses are needed to teach this course.</p> <p>Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.</p> <p>Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.</p>

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

SHO 410 Multigenerational Programming. 3(A). An exploration of hospitality and tourism programming to meet the needs of individuals across the lifespan. Emphasis on developmentally appropriate activities and programs within each sector of the hospitality and tourism industry.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters) SHO	Course Number (3 Digits) 410	Effective Academic Term (Example: Fall 2016) Fall 2022	College/Division: BT _____ HS X CL _____ JS _____ ED _____ SC _____	Dept. (4 letters)* AHSC
Credit Hrs. 3	Weekly Contact Hrs. Lecture 3 Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. 0	
Schedule Type* (List all applicable) 1	Work Load (for each schedule type) 3	Grading Mode* N	CIP Code (first two digits only) 52	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D -.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
SHO 410 Multigenerational Programming
CRN ?????
3 Credit Hours
Semester Year

Instructor**Phone** AHS Main Office 859-622-3445**Email** [EKU email required]**Office** AHS Main Office Burrier 102**Student Hours** [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: 3(A). An exploration of hospitality and tourism programming to meet the needs of individuals across the lifespan. Emphasis on developmentally appropriate activities and programs within each sector of the hospitality and tourism industry.

Readings:

Readings and supporting course content will be available in Blackboard for each module.

Student Learning Outcomes:

At the end of this course, students will be able to...

- Investigate developmentally appropriate programs and activities for individuals across the life span at a variety of venues.
- Analyze programs and activities utilized by the hospitality and tourism industries to determine developmentally appropriateness and inclusivity.
- Recognize appropriate stakeholders and organizations to aid and support hospitality and tourism programming.
- Design a developmentally appropriate activity or program for a hospitality or tourism sector.

Student Learning Outcomes	Assessment
Investigate developmentally appropriate programs and activities for individuals across the life span at a variety of venues. (Concentration SLO 2)	Module 1 Quiz and Family Interview, Family Vacation Scrapbook
Examine programs and activities utilized by the hospitality and tourism industries that are available for individuals of all ages.	Family Vacation Scrapbook
Recognize appropriate stakeholders and organizations to aid and support hospitality and tourism programming. (Concentration SLO 1)	Family Vacation Scrapbook
Design a developmentally appropriate activity or program for a hospitality or tourism sector.	Family Vacation Scrapbook, Final Presentation

📄 UNIVERSITY REQUIREMENTS

FINANCIAL AID:

Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:

- A balance owed to ECU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

DROP and WITHDRAW DATES:

Students should refer to <https://colonelscompass.eku.edu/deadlines-adddrop-refunds> for specific dates related to withdraws, fees and refunds.

copy and paste current dates here

ACADEMIC INTEGRITY STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to ECU's [Policy Website](#).

ACCESSIBILITY ACCOMMODATION STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact ECU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

ECU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

ECU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

OFFICIAL E-MAIL:

An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

UNIVERSITY ATTENDANCE POLICY:

For current Regulation please refer to the following link:

http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

NOEL STUDIO:

The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

STUDENT SUCCESS CENTER:

The Student Success Center, located on the ground floor of the library and online, provides free assistance for all ECU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit <http://successcenter.eku.edu> or email successcenter@eku.edu.

DEPARTMENT REQUIREMENTS

STUDENT BEHAVIOR:

Student behavior in the online classroom will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:

Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your ECU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

In order to participate in this course you must have the following:

1. **A working computer system** with the latest version of [Firefox](#). Blackboard will work with other browsers, but ECU's IT only recommends (and supports) Firefox.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word**. ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#)

4. **Access to your EKU Google Drive.** You will be using Google Docs to collaborate in this course, and will need access to your EKU Google Account. Just go to gdrive.eku.edu, and sign in with your EKU email and password.
5. **A PDF viewer.** We recommend Adobe Reader. [If you don't have the Adobe Reader application, click here for access to a free download.](#)
6. **Basic computer skills,** including word processing, emailing, navigating Blackboard and the EKU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the EKU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@eku.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

Quizzes

A 25 point quiz will open for each module at a specified time. All module quizzes will open on Sunday at 1:00am of the week it is assigned and will close at 11:59pm on the following Saturday. This quiz will cover the content of the module and is designed to be taken after all other learning activities have been completed. It is the summative or final evaluation for the module.

Module Activities

All module activities will open on Sunday at 1:00am of the week it is assigned and will close at 11:59pm on the following Saturday.

Family Vacation Scrapbook

Students will be given a multigenerational family in which to plan and analyze a variety of programs or activities at specified venues. The student will select a specific location that is within their ability to visit in person. Students will create a Google Site which will have a "page" for each location visited. Below are the specific pages that should be created throughout the semester.

- Page 1: Overview
 - This page will provide details about the area where the family is vacationing with demographics and predicted method of travel (car, bus, ship, train, plane). Students should provide rationale for this location and pictures of location in general.
- Page 2: Safety and Developmental needs
 - This page will provide an overview of the developmental and safety needs of each individual in the multigenerational family. Students can provide stock images of the family to make the page more visual.
- Page 3: Hotels and Lodging
 - This page will highlight a selected hotel, resort, lodge, cruise ship or other venue in the location of your choosing.
 - Students should identify why the venue was selected for this family to include how it meets the developmental and safety needs specifically.
 - Students should provide details about any activities or programs available through the lodging venue. Evaluate each activity or program for its developmental appropriateness.
 - Evaluate the overall appropriateness of the locale for a multigenerational family.
 - Finally, include pictures of the venue to support comments and description.
- Page 4: Recreation and Leisure

- This page will highlight **two** venues related to recreation and leisure. These could include amusement parks, sports parks, zoos, aquariums, water parks, casinos, fairs, festivals, concerts, or tours.
- Students should identify why the venue was selected for this family to include how it meets the developmental and safety needs specifically.
- Students should provide details about any activities or programs available through the lodging venue. Evaluate each activity or program for its developmental appropriateness.
- Evaluate the overall appropriateness of the locale for a multigenerational family.
- Finally, include pictures of the venue to support comments and description.
- Page 5: Food and Beverage
 - This page will highlight **two** food and/or beverage venues. These could include restaurants, coffee shops/houses, food tours, or farmers markets.
 - Students should identify why the venue was selected for this family to include how it meets the developmental and safety needs specifically.
 - Students should provide details about any activities or programs available through the lodging venue. Evaluate each activity or program for its developmental appropriateness.
 - Evaluate the overall appropriateness of the locale for a multigenerational family.
 - Finally, include pictures of the venue to support comments and description.

Final Presentation

The final presentation will provide a summary to peers about the location chosen for the multigenerational family. Key points to be covered in the presentation are:

- The location for the vacation.
- A brief overview of the five locations visited on the vacation.
- Highlight best practices in programming at each location.
- Area for improvement at each location.
- Choose one of the locations visited and plan a developmentally appropriate activity for the family.

EVALUATION METHODS:

Quizzes (7 @ 25 points each)	130
Module Activities (@ 10 points each)	100
Case Study Scrapbook	50
Final Presentation	75
TOTAL	730

A = 90-100
B = 80 - 89
C = 70 - 79
D = 60 - 69

STUDENT PROGRESS:

Grades for assignments and exams will be available under “My Grades” on Blackboard, updated no more than **one week** after assignments are submitted. Please check your grades constantly and contact your instructor/facilitator if there are any mistakes. Your midterm grades will be posted no later than [insert date] and final grades by [insert date].

INSTRUCTOR ATTENDANCE POLICY:

There will be NO formal class sessions during the semester. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

First Day of Attendance - Disenrollment ("Use It or Lose It")

In accordance with the university policy of "Use It or Lose It," any student who has not completed all of the Course Introduction Assignments by **Sunday following the first week of the term, at 11:59pm** or has not notified the instructor of his/her intent to be in the class, will be dropped from the class.

COURSE OUTLINE:

Week	Topics	Readings	Assignments Due
1	Module 1: Developmentally Appropriate Practices	Dolnicar, S., Yanamandram, V., & Cliff, K. (2012). The contribution of vacations to quality of life, <i>Annal of Tourism Research</i> , 39:1, pp 59-83. https://www.travelandleisure.com/trip-ideas/family-vacations/hotel-benefits-for-families-with-kids https://fortune.com/2015/06/19/luxury-hotel-perks-for-kids/ The impact of leisure activities on older adults' cognitive function, physical fundtion, and mental health.	Quiz 1 Family Interview
2	Module 2: Developmentally Appropriate Practices: Safety for all ages	Rittichainuwat, B. (2011). Tourists' Perceived Risks Toward Overt Safety Measures. <i>Journal of Hospitality & Tourism Research</i> , 37:2. Occupational Health and Safety Tool Kit Guidelines for safe recreational water environments CDC Survival Guide for Safe and Heatlhy Travel	Quiz 2 Family Interview Movie Review
3	Module 3: Developmentally Appropriate Practices: Programming	https://www.xotels.com/en/hotel-management/how-to-make-a-hotel-family-friendly/ https://www.hospitalitynet.org/opinion/4075450.html	Quiz 3 Scrapbook Page 1: Overview of selected vacation locale.
4	Module 4: Current Practices in Programming	https://www.disneyyouth.com/programs/ https://www.carnival.com/awaywego/cruising-fun/what-to-expect/carnival-legend-kids-activities-and-family-fun https://www.ncl.com/why-cruise-norwegian/family-cruises/youth-programs	Quiz 4 Scrapbook Page 2: Case study family safety and developmental needs

		https://modules.marriott.com/hotel-info/mrkfl-marco-island-marriott-beach-resort-golf-club-and-spa/beach-recreation/a18keh/kids-activities https://thelandoflegendsthemepark.com/en/	
5	Module 5: Current Practices in Hotels and Lodging	https://www.ritzcarlton.com/en/services-amenities/ritz-kids https://www.marriott.com/travel-experience/family-travel-hotels/	Quiz 5 Scrapbook Page 3: Hotels and Lodging
6	Module 6: Current Practices in Recreation and Leisure	Babaev, A., Babaeva, E., & Ganshina, G. (2019). Modern family leisure activities organization in theme parks. <i>International Scientific Electronic Journal</i> . Accessed: https://web-a-ebSCOhost-com.libproxy.eku.edu/ehost/pdfviewer/pdfviewer?vid=12&sid=58dfe65-67ff-45d8-8bb2-93ce089e802b%40sessionmgr4008	Quiz 6 Scrapbook Page 4: Recreation and Leisure
7	Module 7: Current Practices in Food and Beverage	https://www.eatright.org/homefoodsafety/safety-tips/food-poisoning/food-safety-tips-for-young-children https://www.fda.gov/food/consumers/people-risk-foodborne-illness https://www.choosemyplate.gov/ten-tips-food-safety-tips-preschoolers https://wwwnc.cdc.gov/travel/page/food-water-safety https://www.eatright.org/health/lifestyle/travel/8-food-safety-tips-when-traveling-abroad	Quiz 7 Scrapbook Page 5: Food and Beverage
8	Final Presentation of Family Vacation Case Study		

Substantial Curriculum Change Form (Present only one proposed curriculum change per form) (Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one)	Department Name	Applied Human Sciences
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SHO 420
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Sustainable Global Practices
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Approve the new course, SHO 420 Sustainable Global Practices.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2022</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: SHO 420 Sustainable Global Practices is a required course for the Sustainable Hospitality concentration and University Certificate. The content in this course broadens the scope and depth of information obtained in SHO 341 Sustainable Hospitality while putting it in the perspective of global factors. In addition, this course is an elective option for students enrolled in the Gastronomic Tourism University Certificate.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: A new faculty position will be needed as stated in the proposal form.</p> <p>Operating Expenses Impact: No additional operating expenses are needed to teach this course.</p> <p>Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.</p> <p>Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.</p>

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

SHO 420 Sustainable Global Practices. 3(A). Pre-requisite SHO 341. Analysis of sustainable global practices in hospitality and tourism industries. Application of sustainable practices in a variety of sectors incorporating system approaches.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
<u>SHO</u>	<u>420</u>	<u>Fall 2022</u>	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	<u>AHSC</u>
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u>	Lecture <u>3</u>	Laboratory _____ Other _____	CIP Code (first two digits only) <u>52</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.

SHO 341

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
SHO 420 Sustainable Global Practices
CRN XXXXX
3 Credit Hours
Semester Year

Instructor**Phone** AHS Main Office 859-622-3445**Email** [EKU email required]**Office** AHS Main Office Burrier 102**Student Hours** [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: 3(A). Pre-requisite SHO 341. Analysis of sustainable global practices in hospitality and tourism industries. Application of sustainable practices in a variety of sectors incorporating system approaches.

Text:

Jauhari, V. (2014). *Managing Sustainability in the Hospitality and Tourism Industry*. 1st Eds. Routledge.

Student Learning Outcomes:

At the end of this course, students will be able to...

- Analyze sustainable hospitality and tourism practices and system approaches around the world.
- Utilize approaches and insights from multidisciplinary perspectives to analyze and address real world problems associated with *unsustainable* development in hospitality and tourism.
- Apply dynamic approaches to study links between human systems and natural systems and how changes across these spectrums have multiple consequences.
- Identify social, environmental, cultural, and economic factors related to sustainable hospitality development.

Course SLO's	Assessment
Analyze sustainable hospitality and tourism practices and system approaches around the world. (Concentration SLO 3 and 4)	Module Case Studies
Utilize approaches and insights from multidisciplinary perspectives to analyze and address real world problems associated with <i>unsustainable</i> development in hospitality and tourism (Concentration SLO 2)	Module Case Studies
Apply dynamic approaches to study links between human systems and natural systems and how changes across the spectrum has multiple consequences. (Concentration SLO 5 and 6)	Sustainable Report
Identify social, environmental, cultural, and economic factors related to sustainable hospitality development (Concentration SLO 5)	Module Case Studies Sustainable Report

UNIVERSITY REQUIREMENTS

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- Loss of future financial aid eligibility

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copy and paste current dates here

ACADEMIC INTEGRITY STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

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ACCESSIBILITY ACCOMMODATION STATEMENT:

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DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

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Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416
 Lindsey.Carter@eku.edu
 859-622-8020

OFFICIAL E-MAIL:

An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

UNIVERSITY ATTENDANCE POLICY:

For current Regulation please refer to the following link:

http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

WRITING ASSISTANCE:

The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

STUDENT SUCCESS CENTER:

The Student Success Center, located on the ground floor of the library and online, provides free assistance for all ECU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit <http://successcenter.eku.edu> or email successcenter@eku.edu.

DEPARTMENT REQUIREMENTS

STUDENT BEHAVIOR:

Student behavior in the online environment will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:

Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your ECU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

In order to participate in this course you must have the following:

1. **A working computer system** with the latest version of [Firefox](#). Blackboard will work with other browsers, but ECU's IT only recommends (and supports) Firefox.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word**. ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#)

4. **Access to your EKU Google Drive.** You will be using Google Docs to collaborate in this course, and will need access to your EKU Google Account. Just go to [gdrive.eku.edu](https://drive.google.com), and sign in with your EKU email and password.
5. **A PDF viewer.** We recommend Adobe Reader. [If you don't have the Adobe Reader application, click here for access to a free download.](#)
6. **Basic computer skills,** including word processing, emailing, navigating Blackboard and the EKU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the EKU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@eku.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

EVALUATION METHODS:

Assignment	Value
Module Case Studies (7 @ 50 pts each)	350
Module Quiz (6 @ 35 pts each)	210
Final Report	100
Midterm Exam	100
Final Exam	100
Total	100%

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	< 60%

Discussion Board Participation

All Discussion Boards will open on Sunday of the week that the module is assigned. Initial Posts for the Discussion Board are required by the following Thursday. You will be responsible for responding to your classmate's posts by the close of the Discussion Board on the Sunday, beginning of the next week. In other words, you will post to the Discussion Board between Sunday and Thursday of the module week and will respond between Thursday of that week and Sunday, the start of the next week.

Module Case Study

Case studies will be assigned from each module in order to apply and analyze various sustainable practices. Students will evaluate the sustainable practice determining barriers and best practices. Students will also examine whether these practices are applicable to a variety of hospitality and tourism sectors.

Module Quiz

A 50 point quiz will open for each module at a specified time. All module quizzes will open on Sunday at 1:00am of the week it is assigned and will close at 11:59pm on the following Sunday. This quiz will cover the content of the module and is designed to be taken after all other learning activities have been completed. It is the summative or final evaluation for the module.

Sustainable Hospitality and Tourism Report

Students will choose a hospitality or tourism sector from anywhere around the world and report on the sustainable practices that could be implemented in the chosen sector. Students may not use a location already covered in a module case study. Rather, the student should choose a hospitality or tourism sector and location that they wish to work in and propose at least one sustainable practice explored during the course.

Part 1 of the report will include a background about the chosen hospitality or tourism sector. This will include cultural, environmental, social, and economic factors that may impact sustainable development. Part 1 will

propose a sustainable practice that should be implemented in the selected sector.

Exams

Students will complete a comprehensive mid-term and final exam. Both exams will open on Sunday at 1:00am EST of the week it is assigned and complete the exam by Thursday at 11:59pm EST.

STUDENT PROGRESS:

Grades for assignments and exams will be available under “My Grades” on Blackboard, updated no more than **one week** after assignments are submitted. Please check your grades constantly and contact your instructor/facilitator if there are any mistakes. Your midterm grades will be posted no later than [insert date] and final grades by [insert date].

Late Work:

All assignments must be submitted via Blackboard by the due date and time. All work is required to be submitted on time; however, one assignment may be submitted late. Your late assignment grade will be reduced by one letter grade each day it is late up to three days after which a zero is allocated. If you submit an assignment that is late, that will be graded as your one late assignment. There is a late assignment submission link on Blackboard for such instances. There are no make-up quizzes or discussion forums.

First Day of Attendance - Disenrollment ("Use It or Lose It")

In accordance with the university policy of “Use It or Lose It,” any student who has not completed all of the Course Introduction Assignments by **Sunday following the first week of the term, at 11:59pm** or has not notified the instructor of his/her intent to be in the class, will be dropped from the class.

Class Meetings & Time Commitment

There will be NO formal class sessions during the semester. During the semester, Blackboard Collaborate will be available to meet digitally with the instructor and peers. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

COURSE OUTLINE:

Week (Dates)	Modules	Assignment
Week 1	Introduction and Module 1 <u>What is Sustainable Hospitality and Tourism</u>	Intro Video Case Study Module Quiz
Week 2	Module 2 <u>Energy and Carbon Emissions</u>	Case Study Module Quiz
Week 3	Module 3 <u>Marketing Sustainability in the Hospitality and Tourism Industry</u>	Case Study Module Quiz Report Part 1 draft due

Week 4	Module 4 <u>Destination Management and Sustainability</u>	Case Study Mid-term Exam
Week 5	Module 5 <u>Sustainable Food and Beverage Practices</u>	Case Study Module Quiz
Week 6	Module 6 <u>Sustainable Employee Practices</u>	Case Study Module Quiz Report Part 2 draft due
Week 7	Module 7 <u>Sustainable Accommodations</u>	Case Study Module Quiz
Week 8	Module 8 <u>Future Sustainable Policy and Practices</u>	Final Exam Final Report

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Applied Human Sciences
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SHO 460
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Universal Sustainable Design
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	Date		Date
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Approve the new course, SHO 460 Universal Sustainable Design

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Spring 2023

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: SHO 460 Universal Sustainable Design is a required course for the Sustainable Hospitality concentration and University Certificate. This course utilizes a holistic approach to universal design and applies it to hospitality and tourism venues. This course also provides crucial skills needed to increase inclusivity and social justice in the hospitality and tourism industry. In addition, this course is an elective option for students enrolled in the Gastronomic Tourism University Certificate.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: A new faculty position will be needed as stated in the proposal form.

Operating Expenses Impact: No additional operating expenses are needed to teach this course.

Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.

Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

SHO 460 Universal Sustainable Design. 3(A). An exploration of universal design and sustainable practices utilized in hospitality and tourism industries to support inclusivity and social justice.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters) SHO	Course Number (3 Digits) 460	Effective Academic Term (Example: Fall 2016) Spring 2023	College/Division: BT _____ HS X CL _____ JS _____ ED _____ SC _____	Dept. (4 letters)* AHSC
Credit Hrs. 3	Weekly Contact Hrs. Lecture 3 Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. 0	
Schedule Type* (List all applicable) 1	Work Load (for each schedule type) 3	Grading Mode* N	CIP Code (first two digits only) 52	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
SHO 460 Universal Sustainable Design
CRN XXXXX
3 Credit Hours
Semester Year

Instructor**Phone** AHS Main Office 859-622-3445**Email** [EKU email required]**Office** AHS Main Office Burrier 102**Student Hours** [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: 3(A). An exploration of universal design and sustainable practices utilized in hospitality and tourism industries to support inclusivity and social justice.

Required Text:

Steinfeld, E. & Maisel, J. (2012). *Universal Design: Creating Inclusive Environments, 1st Eds.* Wiley. ISBN: 978-0-470-39913-2

Student Learning Outcomes:

At the end of this course, students will be able to...

- Effectively communicate the importance of universal design in the hospitality and tourism industry.
- Examine the role of universal design in a variety of settings.
- Describe how universal design supports inclusivity and social justice in a variety of hospitality and tourism settings.
- Design a hospitality or tourism venue with accommodations for all consumer demands and needs.
- Document sustainable practices in universal design.
- Analyze universal design implemented in a variety of venues and sectors of hospitality and tourism.
- Demonstrate use and application of the 8 goals of Universal Design.

Student Learning Outcome	Assessment
Effectively communicate the importance of universal design in the hospitality and tourism industry. (Concentration SLO 6)	Quiz 4, Final Wiki Presentation
Examine the role of universal design in a variety of hospitality and tourism settings (Concentration SLO 5)	Week 4 Discussion Board
Describe how universal design increases inclusivity and social justice in a variety of settings. (Concentration SLO 1)	Weeks 5, 6, and 7 Discussion Boards, Final Wiki Presentation
Design a hospitality or tourism venue with accommodations for all consumer demands and needs	Final Wiki Presentation
Document sustainable practices in universal design (Concentration SLO 3)	Wiki Part 2
Analyze universal design implemented in a variety of venues and sectors of hospitality and tourism (Concentration SLO 5)	Week 3 Discussion and Quiz, Wiki Part 3

Demonstrate use and application of the 8 goals of Universal Design (Concentration SLO 2)	Final Wiki Presentation
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UNIVERSITY REQUIREMENTS

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Director of the Office of Institutional Equity & Title IX Coordinator
 Jones 416
Lindsey.Carter@eku.edu
 859-622-8020

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UNIVERSITY ATTENDANCE POLICY:

For current Regulation please refer to the following link:
http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

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The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

STUDENT SUCCESS CENTER:

The Student Success Center, located on the ground floor of the library and online, provides free assistance for all ECU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit <http://successcenter.eku.edu> or email successcenter@eku.edu.

☐ **DEPARTMENT REQUIREMENTS**

STUDENT BEHAVIOR:

Student behavior in the online environment will be consistent with a safe and respectful learning environment for all attendees.

☐ **INSTRUCTOR REQUIREMENTS**

COURSE REQUIREMENTS:

Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your ECU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

In order to participate in this course you must have the following:

1. **A working computer system** with the latest version of [Firefox](#). Blackboard will work with other browsers, but ECU's IT only recommends (and supports) Firefox.

2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word.** ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#)
4. **Access to your ECU Google Drive.** You will be using Google Docs to collaborate in this course, and will need access to your ECU Google Account. Just go to gdrive.ecu.edu, and sign in with your ECU email and password.
5. **A PDF viewer.** We recommend Adobe Reader. [If you don't have the Adobe Reader application, click here for access to a free download.](#)
6. **Basic computer skills**, including word processing, emailing, navigating Blackboard and the ECU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the ECU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@ecu.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

EVALUATION METHODS:

Discussion Board Participation

All Discussion Boards will open on Sunday of the week that the module is assigned. Initial Posts for the Discussion Board are required by the following Thursday. You will be responsible for responding to your classmate's posts by the close of the Discussion Board on the Sunday, beginning of the next week. In other words, you will post to the Discussion Board between Sunday and Thursday of the module week and will respond between Thursday of that week and Sunday, the start of the next week.

Universal Design Wiki

Purpose: The purpose of this Wiki is to utilize the 8 principles of universal design that you have learned on a hospitality or tourism location of your choosing. Using the 8 principles, you will evaluate and provide recommendations for the location to create an inclusive design.

Task:

Students will create a Wiki and make it available for peers to review and provide feedback. Each section should be revised based on feedback before the final Wiki presentation.

Part 1:

Students will select a hospitality or tourism venue or location. After identifying the venue or location, students should describe the demographics.

Part 2:

Students will identify current sustainable practices.

Part 3:

Students will provide an overview of the public space, public accommodations, and overall design of the venue or location. Students will analyze these areas using the 8 principles of universal design.

Presentation:

Students will submit their Wiki with the above elements. In addition, students should include recommendations for improving universal design and the importance of universal design to the demographics of the location or

venue. All feedback given for each part of the wiki should be included in the final Wiki presentation. Students should also include photos of the venue or location, ensuring confidentiality.

Module Quizzes

A 50 point quiz will open for each module at a specified time. All module quizzes will open on Sunday at 1:00am of the week it is assigned and will close at 11:59pm on the following Sunday. This quiz will cover the content of the module and is designed to be taken after all other learning activities have been completed. There will be seven quizzes total in the course. It is the summative or final evaluation for the module.

Discussion Boards (7 @ 30 points each)	210
Quizzes (7 @ 50 points each)	350
Wiki Part 1	50
Wiki Part 2	50
Wiki Part 3	50
Wiki Final Presentation	100
TOTAL	810

A = 90-100 B = 80 - 89 C = 70 - 79 D = 60 - 69

STUDENT PROGRESS:

Grades for assignments and exams will be available under “My Grades” on Blackboard, updated no more than **one week** after assignments are submitted. Please check your grades constantly and contact your instructor/facilitator if there are any mistakes. Your midterm grades will be posted no later than [insert date] and final grades by [insert date].

Late Work:

All assignments must be submitted via Blackboard by the due date and time. All work is required to be submitted on time; however, one assignment may be submitted late. Your late assignment grade will be reduced by one letter grade each day it is late up to three days after which a zero is allocated. If you submit an assignment that is late, that will be graded as your one late assignment. There is a late assignment submission link on Blackboard for such instances. There are no make-up quizzes or discussion forums.

First Day of Attendance - Disenrollment ("Use It or Lose It")

In accordance with the university policy of “Use It or Lose It,” any student who has not completed all of the Course Introduction Assignments by Sunday following the first week of the term, at 11:59pm or has not notified the instructor of his/her intent to be in the class, will be dropped from the class.

Class Meetings & Time Commitment

There will be NO formal class sessions during the semester. During the semester, a Discussion Board called **Coffee Shop** will be available 24/7. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

COURSE OUTLINE:

Week	Learning Target	Readings	Assignments
1	Define Universal and Sustainable Design	Chapters 1 and 2 Kadir, S. & Jamaludin, M. (2013) Universal Design as a Significant Component for Sustainable Life and Social Development. <i>Social and Behavioral Sciences</i> , 85. https://www.thefifthestate.com.au/columns/spinifex/how-universal-design-can-deliver-sustainable-outcomes/ https://www.wbdg.org/design-objectives/accessible/beyond-accessibility-universal-design	Discussion Board Quiz 1
2	Demography in Design	Chapter 3 https://www.ada.gov/2010ADASTandards_index.htm	Discussion Board Quiz 2
3	Universal Sustainable Practices	Chapter 4 https://sustainabledevelopment.un.org/post2015/transformingourworld https://www.trainingaid.org/news/how-can-tourism-become-more-accessible-inclusive-and-sustainable https://www.gsa.gov/real-estate/design-construction/design-excellence/sustainability/sustainable-design	Discussion Board Wiki Part 1 Quiz 3
4	Universal Design in the hospitality industry	Chapters 9, 10, and 11 https://opendoorsnfp.org/business/hospitality-hotels-restaurants/ https://www.adahospitality.org/content/Publications Universal Design Tips: Hotel Examples (YouTube video) https://buffalonews.com/news/local/rare-hotel-featuring-inclusive-design-opens-in-amherst/article_2e965f6a-d10e-11ea-8046-ef051837ef57.html	Discussion Board Wiki Part 2 Quiz 4
5	Workplace feature and Public Spaces	Chapter 7 https://www.wbdg.org/additional-resources/code-taxonomy	Discussion Board Quiz 5
6	Public Accommodations	Chapters 8 and 13 http://www.universaldesign.com/inclusive-or-exclusive-design/	Discussion Board Quiz 6
7	Universal Design for Humans and Health	Chapters 5 and 6 https://www.athleticbusiness.com/rec-center/behind-the-scenes-of-the-first-universal-design-certified-facility.html http://touchedbyolivia.com.au/open-for-play/ http://universaldesignaustralia.net.au/universal-design-at-camp-manyung/	Discussion Board Wiki Part 3 Quiz 7
8	Universally Designed Venues Presentations		Final Wiki Presentation

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Applied Human Sciences
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SHO 475
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Promoting Hospitable Experiences
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	Date		Date
Departmental Committee	9/23/20	Council on Academic Affairs	
College Curriculum Committee	9/30/20	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Approve the new course, SHO 475 Promoting Hospitable Experiences

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Spring 2023

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: SHO 475 Promoting Hospitable Experiences is a required course for the Sustainable Hospitality concentration and University Certificate. This course examines various strategies for promoting culturally appropriate hospitality services across a variety of formats. This course is also an elective option for students enrolled in the Gastronomic Tourism University Certificate.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: A new faculty position will be needed as stated in the proposal form.

Operating Expenses Impact: No additional operating expenses are needed to teach this course.

Equipment/Physical Facility Needs: Existing equipment and physical facilities will be utilized for this course.

Library Resources: In addition to current Library holdings on hospitality and tourism, additional resources may be needed as courses are developed.

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

SHO 475 Promoting Hospitable Experiences. 3(A). Pre-requisite GHT 310. A study of strategies used to enhance and promote the hospitality and tourism experience. Includes tourism branding, service culture development, and marketing.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters) SHO	Course Number (3 Digits) 475	Effective Academic Term (Example: Fall 2016) Spring 2023	College/Division: BT _____ HS X CL _____ JS _____ ED _____ SC _____	Dept. (4 letters)* AHSC
Credit Hrs. 3	Weekly Contact Hrs. Lecture 3 Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. 0	
Schedule Type* (List all applicable) 1	Work Load (for each schedule type) 3	Grading Mode* N	CIP Code (first two digits only) 52	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	GHT 310
Course Prefix and No.	

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of Applied Human Sciences
SHO 475 Promoting Hospitable Experiences
CRN XXXXX
3 Credit Hours
Fall 2021

Instructor

Phone AHS Main Office 859-622-3445

Email [EKU email required]

Office Main Office Burrier 102

Student Hours [10 hours for full-time; 2 hours per class for part-time]

Catalog Course Description: 3(A). Pre-requisite GHT 310. A study of strategies used to enhance and promote the hospitality and tourism experience. Includes tourism branding, service culture development, and marketing.

Required Readings:

Albattat, A. & Som, A. (2019). *Disaster Planning and Preparedness in the Hotel Industry*. United Kingdom: Emerald Publishing.

Kotler, P., Bowen, J., Makens, J., & Baloglu, S. (2017) *Marketing for Hospitality and Tourism, 7th Eds.* Boston: Pearson

Michelli, J. (2008) *The New Gold Standard: 5 Leadership Principles for Creating a Legendary Customer Experience Courtesy of the Ritz-Carlton Hotel Company*. McGraw-Hill.

Student Learning Outcomes:

By the end of this course, students will be able to:

- Explore marketing in relation to hospitality and tourism.
- Evaluate marketing strategies utilized in a variety of hospitality and tourism locations.
- Examine the service culture of hospitality and tourism and how it relates to marketing.
- Design a hospitality or tourism marketing brand based on the marketing environment and consumer demands.
- Demonstrate professional oral and written communication skills.
- Solve issues related to current events that impact the hospitality and tourism experience.

Student Learning Outcome	Assessment
Explore marketing in relation to hospitality and tourism.	Module 1 Marketing Plan Part 1
Evaluate marketing strategies utilized in a variety of hospitality and tourism locations. (Concentration SLO 3)	Discussion Boards Peer Reviewed Final Presentation
Examine the service culture of hospitality and tourism and how it relates to marketing. (Concentration SLO 6)	Marketing Plan Part 3
Design a hospitality or tourism marketing brand based on the marketing environment and consumer demands. (Concentration SLO 5)	Marketing Plan Part 3
Demonstrate professional oral and written communication skills.	Marketing Plans Marketing Presentation

Solve issues related to current events that impact the hospitality and tourism experience.	Marketing Plan Part 4-6
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UNIVERSITY REQUIREMENTS

FINANCIAL AID:

Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:

- A balance owed to ECU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

DROP and WITHDRAW DATES:

Students should refer to <https://colonelscompass.eku.edu/deadlines-adddrop-refunds> for specific dates related to withdraws, fees and refunds.

copy and paste current dates here

ACADEMIC INTEGRITY STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at the policy website. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to ECU's Policy Website.

ACCESSIBILITY ACCOMMODATION STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact ECU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT:

<https://academicaffairs.eku.edu/syllabi>

ECU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

ECU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
 Jones 416
Lindsey.Carter@eku.edu
 859-622-8020

OFFICIAL E-MAIL:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

UNIVERSITY ATTENDANCE POLICY:

For current Regulation please refer to the following link:

http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

WRITING ASSISTANCE:

The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

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DEPARTMENT REQUIREMENTS

STUDENT BEHAVIOR:

Student behavior in the classroom will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:

Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your EKU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

In order to participate in this course you must have the following:

1. **A working computer system** with the latest version of [Firefox](#). Blackboard will work with other browsers, but EKU's IT only recommends (and supports) Firefox.

2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word.** ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#)
4. **Access to your ECU Google Drive.** You will be using Google Docs to collaborate in this course, and will need access to your ECU Google Account. Just go to gdrive.ecu.edu, and sign in with your ECU email and password.
5. **A PDF viewer.** We recommend Adobe Reader. [If you don't have the Adobe Reader application, click here for access to a free download.](#)
6. **Basic computer skills**, including word processing, emailing, navigating Blackboard and the ECU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the ECU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@ecu.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

MODULE QUIZZES

Module quizzes will be assigned each week to evaluate understanding of readings and learning targets. All quizzes will open on Sunday at 1:00am (EST) and close the following Saturday at 11:59pm (EST). Students should complete the quizzes after reading all assigned content and completing the discussion board.

MODULE DISCUSSION BOARDS

Discussion boards will be assigned each week evaluating and reviewing a marketing plan presented in the module. Discussion boards will be open on Sunday at 1:00am (EST). Students should post their response to the discussion board by Thursday, 11:59pm (EST). Students must respond to at least two peers discussion board posts by the following Sunday 11:59pm (EST).

MARKETING PLAN:

Students will apply course content to a real world scenario. Each week, the student will build upon the plan with the goal to provide a holistic marketing plan for the site of their choosing. The student will then present this plan to the class for peer and faculty evaluation. The plan and all its parts will be completed in a Google Site document. Each week, the parts will be shared with the faculty for feedback.

- Part 1:
 - o Students will choose a hospitality or tourism site.
 - o Describe the location to include demographics of the community and patrons, and policies related to hospitality and tourism.
 - o The site's strategic plan and goals for marketing.
- Part 2:
 - o Analyze and describe the marketing environment.
 - o Explore methods utilized by the site to gain customer feedback. Evaluate the effectiveness of these methods and determine how the data could be used for marketing.
- Part 3:
 - o Draft a brand for this site and ensure that it is equitable and sustainable.
 - o Describe how the proposed brand supports the service culture of the site.
- Part 4:
 - o Provide objectives for the brand.
 - o Plan a budget for the brand.
 - o Develop an advertising brand.

- Create an advertising message.
- Part 5:
 - Design at least **two** digital marketing for the new brand.
- Part 6:
 - Predict at least **two** disasters/crises that could occur in the location of the site.
 - Describe how each disaster/crisis will disrupt services at your site.
 - Develop a plan to maintain marketing and the service culture of your site despite the occurrence of disaster/crisis.

MARKETING PLAN PRESENTATION

Students will organize the brand developed in the marketing plan into an oral presentation. The presentation will be organized in such a way that you can present the brand to the hospitality or tourism site you chose. Students will be evaluated by peers and faculty on the brand and their communication skills.

EVALUATION METHODS:

Discussion Boards (6 @ 10 pts each)	60	A	90 – 100%
Marketing Plan Parts (6 @ 25 pts each)	150	B	80 – 89%
Module Quizzes (6 @ 50 pts each)	300	C	70 – 79%
Marketing Presentation	100	D	60 – 69%
Total Points	610	F	< 60%

STUDENT PROGRESS:

Grades for assignments and exams will be available under “My Grades” on Blackboard, updated no more than **one week** after assignments are submitted. Please check your grades constantly and contact your instructor/facilitator if there are any mistakes. Your midterm grades will be posted no later than [insert date] and final grades by [insert date].

First Day of Attendance - Disenrollment ("Use It or Lose It")

In accordance with the university policy of “Use It or Lose It,” any student who has not completed all of Module 1 Assignments by Sunday following the first week of the term, at 11:59pm or has not notified the instructor of his/her intent to be in the class, will be dropped from the class.

Class Meetings & Time Commitment

There will be **NO formal class sessions during the semester**. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

COURSE OUTLINE:

Week	Learning Targets	Assignments
Module 1: Building Experiences Chapters 1-3	<ul style="list-style-type: none"> - Explore marketing in relation to hospitality and tourism. - Examine the service culture of hospitality and tourism and how it relates to marketing. - Determine the role of marketing in strategic planning. 	Module 1 Quiz Module 1 Discussion Board Marketing Plan Part 1
Module 2: Developing Opportunities and Strategies Chapters 4-8	<ul style="list-style-type: none"> - Analyze the marketing environment. - Utilize customer information to gain insights into consumer behavior. - Determine major influences buyers. - Identify organizational buying decisions. 	Module 1 Quiz Module 1 Discussion Board Marketing Plan Part 2

Module 3: Designing products and service Chapters 9 and 10 Michelli, J. Chapters 2, 4, and 5	<ul style="list-style-type: none"> - Design and manage products and brands. - Establishing a culture of service. 	Module 1 Quiz Module 1 Discussion Board Marketing Plan Part 3
Module 4: Creating engaging and desirable products Chapters 13 and 14	<ul style="list-style-type: none"> - Developing effective communication - Explore public relations strategies 	Module 1 Quiz Module 1 Discussion Board Marketing Plan Part 4
Module 5: Supporting Online Experiences Chapter 16	<ul style="list-style-type: none"> - Developing digital marketing. - Examine various forms of digital marketing. 	Module 1 Quiz Module 1 Discussion Board Marketing Plan Part 5
Module 6: Maintaining Experiences during Crisis Albattat, A. & Som, A.	<ul style="list-style-type: none"> - Disaster planning and preparedness in the hotel industry 	Module 1 Quiz Module 1 Discussion Board Marketing Plan Part 6
Marketing Plan Presentation	<ul style="list-style-type: none"> - Perform a professional presentation - Evaluate oral communication 	Marketing Plan Presentation

New Academic Program or Major Academic Program Modification Proposal Form

COVER PAGE

Date:	
(Check one) <input checked="" type="checkbox"/> New Program <input type="checkbox"/> Major Program Modification	Department Name: Applied Human Sciences <hr/> College: Health Sciences

PROGRAM INFORMATION

Program Name/Title	Global Hospitality and Tourism		
Program Concentration (if any)	1. Gastronomic Tourism. 2. Sustainable Hospitality		
Program Types	<input checked="" type="checkbox"/> Major	<input checked="" type="checkbox"/> Certificate	<input type="checkbox"/> Collaborative <input type="checkbox"/> Joint <input type="checkbox"/> Single Institution <input type="checkbox"/> Technical <input type="checkbox"/> Occupational <input type="checkbox"/> Vocational
Degree Level	<input type="checkbox"/> Associate <input checked="" type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Doctorate <input type="checkbox"/> Advanced Practice Doctorate		
	CIP Code: <u>52.0901</u> (see http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55)		
	Proposed Implementation Date: Fall 2021		

For proposed New Academic Programs or Major Program Modifications, Departmental Committees should contact the Office of the Vice Provost for pre-review before moving proposals forward to College Curriculum Committees and other committees and councils.

APPROVALS

	Yes	No	Date		Comments
Departmental Committee	X		9/23/2020		
College Curriculum Committee	X		9/30/2020		
Council of Deans	X		10/7/2020		
General Education Committee*					
Teacher Education Committee*					
Graduate Council*					
Council on Academic Affairs					
Faculty Senate	X		11/2/2020		
Board of Regents					
Council on Postsecondary Education					
SACS (via Provost Office)					

A new academic program is a program not previously offered at an institution or one that was previously offered but has been suspended for five or more years or has been closed. Major academic program modifications refer to significant changes in the program's purpose and curriculum such that a different CIP code more accurately describes the revised program. Separation of an academic program into two programs and the combination of two existing programs into one program constitute major academic program modifications.

Program Proposal

PART I

A. Centrality to the Institution's Mission and Consistency with State's Goals

1. Provide a brief description of the program. Describe any **tracks** (if undergraduate), **concentration** (if master's), or **specializations** (if doctorate).

The proposed Bachelor of Science in Global Hospitality and Tourism will provide professional education by maximizing the usage of existing courses combined with new resources. The degree will include two concentrations; Gastronomic Tourism and Sustainable Hospitality. Graduates in either of these concentrations can obtain a career in hotel management, theme parks, restaurants, country clubs, agritourism, local breweries and wineries, along with many more.

In addition to the degree, the Department of Applied Human Sciences will also offer two new University Certificates. The first University Certificate will be Gastronomic Tourism. This new certificate will provide specialized training in food and drink tourism for professionals in the hospitality and tourism industry. The second University Certificate will be Sustainable Hospitality. This certificate will incorporate sustainable practices and inclusivity into the realm of hospitality and tourism.

2. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

To prepare culturally competent and technically advanced graduates to enter global hospitality and tourism markets.

To prepare hospitality and tourism students to serve in a variety of career settings locally, regionally, nationally, and globally.

3. Explain how the objectives support the institutional mission and strategic priorities, the statewide postsecondary education strategic agenda, and the statewide strategic implementation plan.

Institutional mission and strategic priorities:

This program supports the university mission due to the fact that it prepares graduates to obtain jobs anywhere in the world with the aim to support local culture and peoples. Across the curriculum, students will acknowledge and support the importance of cultural competence as it relates to stakeholders and patrons within the hospitality and tourism industries.

Student success is a hallmark of the program. The curriculum is designed to produce students with adaptability and the foresight to work in the evolving fields of hospitality and tourism. Students will be able to complete hands on training and activities to enhance understanding and confidence.

The objectives of the program will support ECU's emphasis on regional stewardship. First, the students will be introduced to and interact with professionals currently working in the service region. In addition, students will explore the service region's hospitality and tourism industries. After graduation, students may choose to obtain jobs within the service region to support or enhance the hospitality and tourism industries.

Statewide Postsecondary Education Strategic Agenda and Strategic Implementation Plan
The Bachelor of Science Global Hospitality and Tourism will be an online program which supports the need for more flexible delivery formats and allows access to students from all socioeconomic backgrounds. With the aid of the online formatting, courses will be designed to meet the needs of all learning styles and accommodations. The emphasis on

global industries and interprofessional diverse curriculum will enrich the discussion in online platforms and increase cultural competence.

While the program prepares graduates to work globally, there will be emphasis on local hospitality and tourism industries. For example, in the gastronomic tourism concentration, students will be introduced to local bourbon distillers and the dynamics of the bourbon trail. Furthermore, students will develop skills to establish tours which support local foods and food production. The sustainable hospitality concentration will also support regional and community development by enhancing the inclusiveness of hospitality establishments and make them more sustainable.

The Bachelor of Science in Global Hospitality and Tourism will generate successful students due to the fact that students can complete coursework while maintaining jobs. Coursework can be completed at a pace which fits the students' needs and ensure degree completion without delays. It also supports students who have previous postsecondary education by accepting transfer credits and requiring 57 hours of coursework specific to the degree. After finishing the degree in a timely manner, students are prepared to begin working without additional exams or advanced degrees. Demand for employees and managers in this field is high and projected to continue in the future.

4. Is an approval letter from Education Professional Standards Board (EPSB) required? **No**
If yes, attach the approval letter from ETSB.

B. Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program?

The ECU Bachelor of Science Global Hospitality and Tourism objectives are to prepare graduates that are able to:

- plan and execute practices to meet consumer and market demands.
- demonstrate ability to provide culturally competent service to hospitality and tourism sectors locally, regionally, nationally, and globally.
- evaluate and support the hospitality and tourism needs of diverse populations.
- evaluate problem situations in hospitality and tourism industries and use critical and creative thinking to resolve those situations.
- manage financial and human resources for a variety of hospitality and tourism industries.
- utilize marketing strategies to support growth and development of hospitality and tourism industries.
- demonstrate professionalism through written and oral communication.
- implement sustainable practices to provide quality hospitality and tourism markets and industries.

The Gastronomic Tourism Concentration objectives are to prepare graduates that are able to:

- describe and examine various types of gastronomic tours.
- plan and execute culturally competent gastronomic tours.
- evaluate challenges and barriers to gastronomic tourism industries.
- demonstrate successful interpersonal skills with stakeholders (ie., government leaders, restaurant owners, distillers, wineries, and chefs) and patrons.
- utilize marketing strategies to support growth and development of gastronomic tours.
- support and advocate for sustainable practices to provide quality gastronomic tours.
- analyze historical, cultural, and economic aspects of the food and beverage industry and its relationship to tourism.

The Sustainable Hospitality Concentration objectives are to prepare graduates that are able to:

- collaborate with global hospitality stakeholders and organizations that support sustainable practices.
- support holistic and interrelated dimensions of sustainability.

- investigate and evaluate sustainability issues and practices in the hospitality industry.
 - construct globally engaged practices to improve sustainability in hospitality.
 - analyze environmental, societal, and economic impacts on hospitality.
 - advocate for social justice components of sustainable choices within the hospitality industry.
2. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.

Traditional direct methods will be utilized to assess student learning outcome attainment. These include, but are not limited to, module activities, exams, written papers and reports, class discussion, case study reports, written observations of practicum experiences, and practicum supervisor evaluations. Many core and concentration courses will require hands-on experiences to evaluate application of course material.

Indirect methods of assessment will include employer and alumni surveys, job placement rates, and graduation rates.

3. How will the program support or be supported by other programs within the institution?

Due to the interdisciplinary nature of this program, it will be supported by multiple programs at EKU. Within the core curriculum, the program relies on two other departments within the College of Health Sciences to provide two core classes. In addition, one core class in the core will be taught by a faculty member from the department of Occupational Science and Occupational Therapy. All supporting and elective courses for the program are offered by various programs, departments, and colleges at EKU.

4. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? **No**

If yes, please explain.

5. Will this be a distance learning program? **Yes**

If so, please indicate the anticipated percentage of the program for each of the following (can total more than 100%).

100% Online

 Hybrid

 ITV

 Offered at a site other than Richmond

6. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

If yes, please check all that apply.

 Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web?

Technology-enhanced instruction

 Evening/weekend/early morning classes

Accelerated courses

Instruction at nontraditional locations, such as employer worksite

 Courses with multiple entry, exit, and reentry points

 Courses with "rolling" entrance and completion times, based on self-pacing

Modularized courses

7. Are new or additional faculty needed?

Please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

Note whether they will be part-time or full-time.

The Department of Applied Human Sciences currently does not have satisfactory faculty

resources to offer a new online degree program. During the first year it will be necessary to hire one faculty member to support the program's course offerings, and a second faculty member is expected to be added in year two of the program. As with all of our other online programs, faculty positions will be paid from program tuition revenues generated from new and existing student enrollments. Not only will the program attract new students to the major as projected, but it is expected that demand for the hospitality and tourism courses will be high from students in other majors who choose the courses as electives or as part of the exploratory journey many students take.

C. Program Demand/Unnecessary Duplication

1. Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the local, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

According to the Department of Labor and Statistics, the need for hospitality and tourism is increasing steadily. A food travel industry report published by the World Food Travel Association identified that "96% of expert respondents have a positive outlook about the growth of the food travel industry in the next two years".¹

The Travel, Tourism, and Hospitality Industry Association (selectuse.org), reported that the US travel and tourism industry generated over \$1.6 trillion in economic output in 2017, supporting 7.8 million jobs in the US.

As supported by the data from the Bureau of Labor Statistics, the field of hospitality and foodservice industry has steadily grown from 2019 to 2020. Moreover, the National Restaurant Association (restaurant.org/SOI) forecasts foodservice industry sales to reach \$863 billion in 2019, and approximately 1.6 million new foodservice jobs are projected to be added by 2029.

The US Travel Association (2019) reports that domestic travelers spend approximately "\$972 billion in the United States" in 2019 and supported nearly "7.9 million American jobs".² Hospitality and tourism doesn't just benefit American jobs and economy, it also impacts international travel. The US Travel Association (2019) reports that international travel "supported about 1.2 million US jobs" and generated approximately \$179.7 billion in tax revenue due to travel spending.

The United Nations World Tourism Organization, which offers leadership and support to the tourism sector, announced their 2030 Agenda (tourism4sdgs.org) which contained consideration for global sustainable practices. This global push greatly supports the two proposed concentrations which contain objectives that support the 17 sustainable development goals outlined by the United Nations (un.org/sustainabledevelopment).

Graduates from the Gastronomic Tourism concentration can establish different careers, such as meeting and event manager, culinary food tour director, food service manager, lodging or hotel manager. The table below represents job titles as defined by the US Bureau of Labor Statistics and their project salary and growth rate. While many jobs available to graduates of this proposed program are not identified by the US Bureau of Labor Statistics, it is an area of growth. The US Bureau of Labor Statistics published an article highlighting the increase in brewery industries around the US and the impact on employment. Nearly half of the jobs within all types of beverages is found within the brewery, winery, or distillery

¹ Stone, M.J., Migacz, S., Garibaldi, R., Stein, N., & Wolfe, E. (2020). "State of the Food Travel Industry Report". Portland, OR: World Food Travel Association.

² *US Travel Answer Sheet* (2019) US Travel Association. Retrieved from:
https://www.ustravel.org/system/files/media_root/document/Research_Fact-Sheet_US-Travel-Answer-Sheet.pdf

sectors³.

Job title	The projected average salary in 2024 ^a	Forecasted growth rate (%)
Meeting, Convention, Event manager	\$50,600	7%
Lodging Manager	\$52,600	1%
Food Service Manager	\$55,320	11%
Restaurant Manager	\$83,010	8%
Agricultural or food technician	\$58,270	6%
Tour and Travel Guides	\$44,550	2.7%
Meeting, Convention, Event Planners	\$50,600	7%

a. U.S. Bureau of Labor Statistics (bls.gov/ooh).

According to an EMSI Analyst report, employer demand for bachelor's level professionals increased approximately 0.6% per month from May 2017 to April 2020. Beginning in April 2020, employer demand decreased in response to the coronavirus outbreak. While the coronavirus epidemic continues around the world, we cannot predict how the economic downturn and eventual recovery will impact the hospitality and tourism industry.

2. Specify any distinctive qualities of the program.

The Global Hospitality and Tourism degree at EKU provides many unique features. The fact that the degree is within the Department of Applied Human Sciences exemplifies that the program will prepare graduates who are able to support a healthy society through interdisciplinary curriculum and learning. Many hospitality and tourism degrees are found within departments of business which provide technical experience but provide minimal interpersonal or interdisciplinary components.

The proposed degree focuses on domestic and international hospitality and travel. In doing so, we are preparing students to successfully work in any of these settings as employees or employers with the capability to show cultural competence as well as strong leadership skills.

Both concentrations proposed for the degree are vastly different than what is offered by any other degree in the United States. While gastronomic tourism can be found as training programs and curriculum in Europe, there is no program solely focused on this aspect of tourism in the United States. Currently, there is one undergraduate degree in food tourism in the United States. The goal of creating this type of program in Kentucky is to increase and support local industry from hotels to the bourbon trail to local foods.

The sustainable hospitality concentration is also interdisciplinary. The courses offered within this concentration, while not unique to the United States, are unique to Kentucky. Throughout the United States, there are less than five undergraduate sustainable hospitality degrees. The United Nations hosted a Sustainable Development Summit in 2015 and endorsed a 2030 Agenda for Sustainable Development. Within this agenda are three main dimensions which include economic, social, and environmental sustainable development. This concentration meets the needs of hospitality industries around the world seeking to meet the goals outlined in this Agenda.

3. Are there existing programs in the state?

a. Does the proposed the proposed program differ from existing programs?

- **University of Kentucky**, College of Agriculture, Bachelor of Science in Hospitality Management and

³ Delaney, E. & Haines, M. (2017) *Industry on Tap: Breweries*. US Bureau of Labor Statistics. Retrieved from:

<https://www.bls.gov/spotlight/2017/industry-on-tap-breweries/pdf/industry-on-tap-breweries.pdf>

Tourism. The degree at the University of Kentucky follows the traditional business and management course requirements of many hospitality and tourism management degrees. It does not provide any concentrations or certificates for students who wish to specialize or work in non-traditional venues like agritourism, sustainable tourism, or gastrotourism.

- **Western Kentucky University**, College of Health and Human Services, Department of Applied Human Sciences, Bachelor of Science in Hospitality Management and Dietetics Major, and Hotel, Restaurant, and Tourism Management Concentration. The program offered at Western Kentucky University is found in the same department as the proposed degree at EKU. However, due to the fact that it is offered as part of the dietetics major, graduates are more likely to focus on business and restaurant management courses. Therefore, it does not prepare students to work in the hospitality and tourism industries that are highlighted in the proposed program at EKU.
- **Sullivan University**, Associate of Science in Hotel and Restaurant Management, Associate of Science in Event Management and Tourism, and Bachelor of Science in Hospitality Management. These programs prepare students for a small sector of the hospitality and tourism industry by provide business and food/beverage courses. The bachelor of science adds to the curriculum offered by the associate degree through primarily business and marketing courses. The associate of science degree in event management and tourism is only offered face-to-face in Louisville, KY. The associate of science in hotel and restaurant management as well as the bachelor of science degree are offered online and face-to-face.

The University of Kentucky and Western Kentucky University do not have an online program for Hospitality Management, whereas Sullivan University, a private institution, has an online Hospitality Management program. The Hospitality Management program at Sullivan University is well advertised. However, the expensive tuition and fees are barriers to recruit students. In addition, to obtain a bachelor's degree in hospitality management, a total of 180 academic credits are required, which is much more compared with other institutions.

All degrees offered in Kentucky follow the traditional pathway to a hospitality and tourism degree. They are primarily focused on business courses with a focus on restaurant or food management. While our proposed degree and concentrations will also include these components, students will focus on topics that are the future of the hospitality and tourism industry.

- b. Does the proposed program serve a different student population (i.e. students in a different geographic area) from existing programs?

While we hope to attract Kentuckians to support local economies and industries, we also hope to enroll people from all over the nation and the world. Due to the fact that this program supports global aspects of hospitality and tourism, we aim to generate graduates who support and advocate for their own culture and environment while respecting other cultures and environments. The fact that this program will be online, increases the opportunity for students to obtain the curriculum to meet these needs.

- c. Is access to existing programs limited? **Yes**

Within the state of Kentucky, hospitality programs are primarily on campus. Throughout the nation, there is a variety of delivery formats. However, there are minimal programs available nationwide or globally which include an emphasis in gastronomic tourism and sustainable hospitality.

- d. Is there excess demand for existing similar programs? **No**

While there are hospitality programs within the state and region, this program will be unique because of the online format and distinct course offerings. The combination of global hospitality, sociocultural impacts, gastronomic tourism, and sustainable hospitality make this program distinct from other program in the state and region.

- e. Will there be collaboration between the proposed program and existing programs?

The Bachelor of Science Global Hospitality and Tourism will collaborate with faculty from other programs, colleges, and departments across campus. Faculty from other areas will assist in syllabi development and instruction. Specific departments collaborating on course

development and programming include the Departments of Occupational Science/Occupational Therapy, Environmental Health Science, Exercise and Sports Science, Recreation and Park Administration, and Management, Marketing, and International Business. School of Business as well as the School of Safety, Security and Emergency Management will also contribute to program curriculum. The aim of collaboration between various professions is to provide a holistic approach to hospitality and tourism which will produce a successful graduate. These programs have been notified and are supportive of the new degree program.

- **Advance Practice Doctorates – N/A**
- Does the curriculum include a clinical or experiential component?
 - b. List and discuss the nature and appropriateness of available clinical sites.
 - c. Are there official agreements with clinical sites?
 - Supply letters of commitment from each clinical site that specifies the number of students to be accommodated and identifies other academic programs that also use the facilities.
 - Describe how the doctorate builds upon the reputation and resources of the existing master’s degree program in the field.
 - Explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.
 - Explain the impact of the proposed program on undergraduate education at the institution. Within the explanation, note specifically if new undergraduate courses in the field will be needed.
- Provide evidence that funding for the program will not impair funding of any existing program at any other public university.
- **Cost and Funding of the Proposed Program**

A. Funding Sources, by year of program	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	N/A	N/A	N/A	N/A	N/A
Total Resources Available from Other Non-State Sources	N/A	N/A	N/A	N/A	N/A
State Resources	N/A	N/A	N/A	N/A	N/A
Internal Allocation	N/A	N/A	N/A	N/A	N/A
Internal Reallocation	N/A	N/A	N/A	N/A	N/A
<i>Narrative Explanation/Justification: The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.</i>					
Student Tuition	\$ 196,320	\$ 595,095	\$ 638,040	\$ 638,040	\$ 638,040
<i>Narrative Explanation/Justification: Describe the impact of this program on enrollment, tuition, and fees.</i>					
<i>e-Campus programs are funded entirely by tuition dollars brought in by the student, and are not supplemented by other sources. This is a new program, and new students will be recruited for it.</i>					
TOTAL	\$ 196,320	\$ 595,095	\$ 638,040	\$ 638,040	\$ 638,040

A. Breakdown of Budget					
Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff:					
<u>Executive, administrative, and managerial</u>	N/A	N/A	N/A	N/A	N/A
<u>Other Professional:</u>	N/A	N/A	N/A	N/A	N/A
Faculty					
New	\$ 129,812	\$ 277,436	\$ 238,056	\$ 238,056	\$ 238,056
Existing					
<u>Graduate Assistants (if master's or doctorate)</u>	N/A	N/A	N/A	N/A	N/A
<u>Student Employees</u>	N/A	N/A	N/A	N/A	N/A
<i>Narrative Explanation/Justification: Faculty cost for instruction, facilitation, and course development</i>					
Equipment and Instructional Materials					
New	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Existing					
<i>Narrative Explanation/Justification: Computer equipment and supplies</i>					
Library	N/A	N/A	N/A	N/A	N/A
Contractual Services	N/A	N/A	N/A	N/A	N/A
Academic and/or Student Services					
New	\$ 61,425	\$ 61,425	\$ 61,425	\$ 61,425	\$ 61,425
Existing					
<i>Narrative Explanation/Justification: Academic recruiter and advisor.</i>					
Other Support Services					
New	\$ 19,632	\$ 59,510	\$ 63,804	\$ 63,804	\$ 63,804
Existing					
<i>Narrative Explanation/Justification: e-Campus support services: Marketing employees, Instructional Design, Financial administration, Management</i>					
Faculty Development					
New	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
Existing					
<i>Narrative Explanation/Justification: Travel and registration for professional development</i>					
Assessment	N/A	N/A	N/A	N/A	N/A
Student Space and Equipment (if doctorate)	N/A	N/A	N/A	N/A	N/A
Faculty Space and Equipment (if doctorate)	N/A	N/A	N/A	N/A	N/A
Other					
New	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
Existing					
<i>Narrative Explanation/Justification: Marketing expenses</i>					
TOTAL	\$ 281,868.50	\$ 469,370.75	\$ 434,285.00	\$ 434,285.00	\$ 434,285.00

PART II

1. For a new program, provide the catalog description as being proposed.

Bachelor of Science (B.S.) Global Hospitality and Tourism **CIP Code: 52.0901**

The Global Hospitality and Tourism program is offered 100% on-line through e-Campus. The major in Global Hospitality and Tourism prepares the student for careers in hotel management, ecotourism, food tourism, resorts, winery/microbrewery tours, and other hospitality or tourism industries.

The Global Hospitality and Tourism major provides an applied educational experience that will prepare the student for a career in the evolving field of hospitality and tourism. The students receive practical and technical knowledge to secure employment within the industry locally, regionally, nationally, or globally. All students will choose a concentration to narrow their focus of interest: Gastronomic Tourism or Sustainable Hospitality. A practicum experience is required for all students to provide the necessary experience to be a successful professional in the field.

Students majoring in Global Hospitality and Tourism must achieve a grade of "C"/2.0 or better in all core, concentration, and supporting courses.

UNIVERSITY GRADUATION REQUIREMENTS

<i>General Education</i>	<i>36 hours</i>
<i>Student Success Seminar (HSO 100; waived for transfers with 30+ hrs)</i>	<i>1 hour</i>
<i>Writing Intensive Course (Hrs. incorporated into Major/Supporting/Gen Ed/Free Electives category)</i>	
<i>Upper division courses (42 hrs. distributed throughout Major/ Supporting/Gen Ed/Free Electives categories)</i>	
<i>ACCT – Global Hospitality and Tourism majors will fulfill ACCT with GHT 499. (These courses are included in the Major totals)</i>	

<i>Total Hours University Graduation Requirements</i>	<i>37 hours</i>
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MAJOR COURSES

<i>Core Courses</i>	<i>24 hours</i>
<i>GHT 201, 310, 320, 425W, 450, 499, EHS 230, REC 401</i>	

Concentrations: (students must select one of the following)

<i>Gastronomic Tourism</i>	<i>15 hours</i>
<i>GTO 210, 320, 325, 410, NFA 447</i>	
<i>Sustainable Hospitality</i>	<i>15 hours</i>
<i>SHO 341, 410, 420, 460, 475</i>	

<i>Supporting Course Requirements (both concentrations):</i>	<i>15 hours</i>
<i>GBU 201, ECO 230^G (Element 5B), HLS 260, MGT 301, MKT 301, POL 376, STA 215^G (Element 2) or SOC 232</i>	

^G = Course also satisfies a General Education element.

Hours are included within the 36 hr. General Education requirement above.

<i>Free Electives</i>	<i>29 hours</i>
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<i>TOTAL HOURS TO COMPLETE DEGREE</i>	<i>120 hours</i>
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UNIVERSITY CERTIFICATES

GASTRONOMIC TOURISM CIP Code: 52.0901

This certificate includes 15 hours of required courses and 9 hours of electives. This program is available online only and includes content that will enhance practical knowledge in hospitality and tourism industries. This Certificate is for students interested in continuing their knowledge in food and drink tourism.

REQUIRED COURSES	15 hours
-------------------------	-----------------

GTO 310, 320, 325, 410, NFA 447

Choose 9 hours from the following	9 hours
--	----------------

GHT 201, 310, 320, 425W, 450, SHO 341, 410, 420, 460, 475

Total Certificate Requirements	24 hours
---------------------------------------	-----------------

SUSTAINABLE HOSPITALITY CIP Code: 03.0207

This certificate includes 15 hours of required courses and 9 hours of electives. This program is available online only and includes content that will enhance practical knowledge in hospitality and tourism industries. This Certificate is for students interested in continuing their knowledge in sustainable global practices in hospitality and tourism.

REQUIRED COURSES	15 hours
-------------------------	-----------------

SHO 341, 410, 420, 460, 475

Choose 9 hours from the following	9 hours
--	----------------

GHT 201, 310, 320, 425W, 450, GTO 310, 320, 325, 410, NFA 447

Total Curriculum Requirements	24 hours
--------------------------------------	-----------------

2. For a revised program, provide the current program requirements using strikethrough for deletions and *underlines* for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New Minor, Concentration, University Certificate or Department Certificate

Proposal Approval Form

When proposing a new minor, concentration, university or department certificate, the following factors should be considered:

- Minors and certificates often add time to degree.
- Minors can increase the number of credit hours that students have at graduation.
- Minors and certificates can potentially increase student debt because of the factors above.
- Minors, concentrations, university and department certificates can significantly add to faculty workloads.
- Minors, concentrations, university and department certificates increase the need for oversight and administration.

The following information should be provided in addition to the normal curriculum change forms. Before a new minor, concentration, university or department certificate is submitted to CAA, the Dean must approve the proposal based on the information on this form and any other information requested by the Dean.

From the Proposing Program

1. How will the new minor, concentration, university or department certificate attract new students to EKU? On what is this based? What is the marketing plan?

The Gastronomic Tourism University Certificate includes specialized course content for individuals that wish to develop food and drink tours to support local culinary exploration and sustainable development. Graduates from the Gastronomic Tourism University Certificate can establish different careers, such as meeting and event manager, culinary food tour director, food service manager, lodging or hotel manager.

We market certificates to appropriate audiences via paid advertising that includes pay-per-click (PPC), as well as display advertising on industry websites, blogs, publications and in-person events. We also use behavior- and location-targeted advertising, as well as social media organic and sponsored posts which allow us to pinpoint potential students based on interest. Cultivation emails are sent to in-house audiences (graduates, stop-outs, etc.) and third-party industry audiences (newsletter recipients, association members, etc.) that have a high probability of interest in specific certificates and/or degrees. Certificates are presented on the website in various areas in navigation and text is written for search engine optimization (SEO).

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

While Gastronomic Tourism can be found as training programs and curriculum in Europe, there is no program solely focused on this aspect of tourism in the United States. The goal of creating this type of program in Kentucky is to increase and support local industry from hotels to the bourbon trail to local foods.

The United Nations World Tourism Organization, which offers leadership and support to the tourism sector, announced their 2030 Agenda (tourism4sdgs.org) which contained consideration for global sustainable practices. This global push greatly supports the two proposed concentrations which contain objectives that support the 17 sustainable development goals outlined by the United Nations (un.org/sustainabledevelopment).

The table below represents job titles as defined by the US Bureau of Labor Statistics and their project salary and growth rate. While many jobs available to graduates of this proposed program are not identified by the US Bureau of Labor Statistics, it is an area of growth. The US Bureau of Labor Statistics published an article highlighting the increase in brewery industries around the US and the impact on employment. Nearly half of the jobs within all types of beverages is found within the brewery, winery, or distillery sectors¹.

Job title	The projected average salary in 2024 ^a	Forecasted growth rate (%)
Food Service Manager	\$55,320	11%
Restaurant Manager	\$83,010	8%
Agricultural or food technician	\$58,270	6%

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

The Department of Applied Human Sciences currently does not have satisfactory faculty resources to offer a new online degree program. During the first year it will be necessary to hire one faculty member to support the program's course offerings, and a second faculty member is expected to be added in year two of the program. As with all of our other online programs, faculty positions will be paid from program tuition revenues generated from new and existing student enrollments. Not only will the program attract new students to the major as projected, but it is expected that demand for the hospitality and tourism courses will be high from students in other majors who choose the courses as electives or as part of the exploratory journey many students take.

4. What are the potential costs of the proposed curriculum addition, especially 3-5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

The certificate is offered in conjunction with the full degree program, so any added costs will be marginal. The 24 hour certificate requires students to take course within the program. This leads them closer to completing the degree in the future.

¹ Delaney, E. & Haines, M. (2017) *Industry on Tap: Breweries*. US Bureau of Labor Statistics. Retrieved from: <https://www.bls.gov/spotlight/2017/industry-on-tap-breweries/pdf/industry-on-tap-breweries.pdf>

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

Included in the eCampus budget is a new faculty line for the first year and one for the second year for the BS in Global Hospitality and Tourism Program. The same courses from this program will be utilized for the certificate.

B. Reallocation of resources. Explain.

All needed resources are accounted for in the eCampus budget.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.

Colleen Schneck
Dean's Signature

9-11-20
Date

New Minor, Concentration, University Certificate or Department Certificate

Proposal Approval Form

When proposing a new minor, concentration, university or department certificate, the following factors should be considered:

- Minors and certificates often add time to degree.
- Minors can increase the number of credit hours that students have at graduation.
- Minors and certificates can potentially increase student debt because of the factors above.
- Minors, concentrations, university and department certificates can significantly add to faculty workloads.
- Minors, concentrations, university and department certificates increase the need for oversight and administration.

The following information should be provided in addition to the normal curriculum change forms. Before a new minor, concentration, university or department certificate is submitted to CAA, the Dean must approve the proposal based on the information on this form and any other information requested by the Dean.

From the Proposing Program

1. How will the new minor, concentration, university or department certificate attract new students to EKU? On what is this based? What is the marketing plan?

The Sustainable Hospitality University Certificate includes specialized course content for individuals that wish to develop food and drink tours to support local culinary exploration and sustainable development. Graduates from the Sustainable Hospitality University Certificate can work in a variety of settings like hotels, resorts, airlines, cruise ships, excursions, destinations, festivals, conferences, fashion shows, sports competition venues, and private sporting clubs.

The University Certificate will be marketed to appropriate audiences via paid advertising that includes pay-per-click (PPC), as well as display advertising on industry websites, blogs, publications and in-person events. We also use behavior- and location-targeted advertising, as well as social media organic and sponsored posts which allow us to pinpoint potential students based on interest. Cultivation emails are sent to in-house audiences (graduates, stop-outs, etc.) and third-party industry audiences (newsletter recipients, association members, etc.) that have a high probability of interest in specific certificates and/or degrees. Certificates are presented on the website in various areas in navigation and text is written for search engine optimization (SEO).

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The Sustainable Hospitality University Certificate will meet the new demands made to the hospitality and tourism to become more aware of critical environmental and social issues. While sustainable hospitality is available in other institutions around the United States, there are none available online or as a University Certificate.

According to the Department of Labor and Statistics, the need for hospitality and tourism is increasing steadily. A food travel industry report published by the World Food Travel Association identified that “96% of expert respondents have a positive outlook about the growth of the food travel industry in the next two years”.¹

The Travel, Tourism, and Hospitality Industry Association (selectuse.org), reported that the US travel and tourism industry generated over \$1.6 trillion in economic output in 2017, supporting 7.8 million jobs in the US.

As supported by the data from the Bureau of Labor Statistics, the field of hospitality and foodservice industry has steadily grown from 2019 to 2020. Moreover, the National Restaurant Association (restaurant.org/SOI) forecasts foodservice industry sales to reach \$863 billion in 2019, and approximately 1.6 million new foodservice jobs are projected to be added by 2029.

The US Travel Association (2019) reports that domestic travelers spend approximately “\$972 billion in the United States” in 2019 and supported nearly “7.9 million American jobs”.² Hospitality and tourism doesn’t just benefit American jobs and economy, it also impacts international travel. The US Travel Association (2019) reports that international travel “supported about 1.2 million US jobs” and generated approximately \$179.7 billion in tax revenue due to travel spending.

The United Nations World Tourism Organization, which offers leadership and support to the tourism sector, announced their 2030 Agenda (tourism4sds.org) which contained consideration for global sustainable practices. This global push greatly supports the two proposed concentrations which contain objectives that support the 17 sustainable development goals outlined by the United Nations (un.org/sustainabledevelopment).

The table below represents job titles as defined by the US Bureau of Labor Statistics and their project salary and growth rate. While many jobs available to graduates of this proposed program are not identified by the US Bureau of Labor Statistics, it is an area of growth. The US Bureau of Labor Statistics published an article highlighting the increase in brewery industries around the US and the impact on employment. Nearly half of the jobs within all types of beverages is found within the brewery, winery, or distillery sectors³.

Job title	The projected average salary in 2024 ^a	Forecasted growth rate (%)
Meeting, Convention, Event manager	\$50,600	7%
Lodging Manager	\$52,600	1%
Food Service Manager	\$55,320	11%
Restaurant Manager	\$83,010	8%
Agricultural or food technician	\$58,270	6%
Tour and Travel Guides	\$44,550	2.7%
Meeting, Convention, Event Planners	\$50,600	7%

a. U.S. Bureau of Labor Statistics (bls.gov/ooh).

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

¹ Stone, M.J., Migacz, S., Garibaldi, R., Stein, N., & Wolfe, E. (2020). “State of the Food Travel Industry Report”. Portland, OR: World Food Travel Association.

² *US Travel Answer Sheet* (2019) US Travel Association. Retrieved from: https://www.ustravel.org/system/files/media_root/document/Research_Fact-Sheet_US-Travel-Answer-Sheet.pdf

³ Delaney, E. & Haines, M. (2017) *Industry on Tap: Breweries*. US Bureau of Labor Statistics. Retrieved from: <https://www.bls.gov/spotlight/2017/industry-on-tap-breweries/pdf/industry-on-tap-breweries.pdf>

The Department of Applied Human Sciences currently does not have satisfactory faculty resources to offer a new online degree program. During the first year it will be necessary to hire one faculty member to support the program's course offerings, and a second faculty member is expected to be added in year two of the program. As with all of our other online programs, faculty positions will be paid from program tuition revenues generated from new and existing student enrollments. Not only will the program attract new students to the major as projected, but it is expected that demand for the hospitality and tourism courses will be high from students in other majors who choose the courses as electives or as part of the exploratory journey many students take.

4. What are the potential costs of the proposed curriculum addition, especially 3-5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

The certificate is offered in conjunction with the full degree program, so any added costs will be marginal. The 24 hour certificate requires students to take course within the program. This leads them closer to completing the degree in the future.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

Included in the eCampus budget is a new faculty line for the first year and one for the second year for the BS in Global Hospitality and Tourism Program. The same courses from this program will be utilized for the certificate.

B. Reallocation of resources. Explain.

All needed resources are accounted for in the eCampus budget.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.

Colleen Schneck
Dean's Signature

9-11-20
Date

Curriculum Map: Global Hospitality and Tourism: Gastronomic Tourism Concentration

	GHT 201	GHT 310	GHT 320	GHT 425W	GHT 450	GHT 499	EHS 230	REC 401	GTO 210	GTO 320	GTO 325	GTO 410	NFA 447	GBU 201	ECO 230	HLS 260	MGT 301	MKT 301	POL 376	STA 215
1		I	R	R	R	M		R	R		R	R		R		R	R	R	R	R
2		I	R	R		M					R	R	R					R	R	
3	I	R	R	R	R	M	R		R			R	R				R		R	
4	I	R	R	R	R	M	R	R	R			R		R	R	R	R		R	R
5					R	M		I		R		R		R	R		R		R	
6	I			R	R	M		R	R			R						R		
7	I			R	R	M			R	R		R					R	R	R	
8	R					M	I		R	R	R	R								
9		R	R			M			I			R								
10						M			I	R	R	R	R							
11	R					M			I	R	R	R								

I = introduce; R = reinforce; M = mastery

Yellow = Core Courses; Orange = Concentration Courses; Green = Supporting Courses

PROGRAM SLOs: graduates will be able to:

1. plan and execute practices to complement/meet consumer requests.
2. demonstrate ability to provide culturally competent service to hospitality and tourism sectors around the world.
3. evaluate and support the hospitality and tourism needs of diverse populations.
4. evaluate problem situations in hospitality and tourism industries and use critical and creative thinking to resolve those situations.**
5. manage financial and human resources for a variety of hospitality and tourism industries.
6. utilize marketing strategies to support growth and development of hospitality and tourism industries.
7. demonstrate professionalism through written and oral communication.*
8. implement sustainable practices to provide quality hospitality and tourism markets/industries.

*addresses written/oral communication

** addresses critical/creative thinking

CONCENTRATION SLOs: graduates will be able to:

9. demonstrate successful interpersonal skills with stakeholders (ie., government leaders, restaurant owners, distillers, wineries, and chefs) and patrons.
10. analyze historical, cultural, and economic aspects of the food and beverage industry and its relationship to tourism.
11. examine various types of gastronomic tours.

Curriculum Map: Global Hospitality and Tourism: Sustainable Hospitality Concentration

	GHT 201	GHT 310	GHT 320	GHT 425W	GHT 450	EHS 230	REC 401	GHT 499	SHO 341	SHO 410	SHO 420	SHO 460	SHO 475	GBU 201	ECO 230	HLS 260	MGT 301	MKT 301	POL 376	STA 215
1		I	R	R	R		R	M		R		R	R	R		R	R	R	R	R
2		I	R	R				M		R		R						R	R	
3	I	R	R	R	R	R		M	R	R	R	R					R		R	
4	I	R	R	R	R	R	R	M			R	R	R	R	R	R	R		R	R
5					R		I	M	R			R		R	R		R		R	
6	I			R	R		R	M			R		R					R		
7	I			R	R			M		R	R	R	R				R	R	R	
8	R					I		M	R		R	R								
9								M	I	R		R								
10			R					M			I	R	R							
11								M	I		R	R	R							
12	R							M	I		R									

I = introduce; R = reinforce; M = mastery

Yellow = Core Courses; Orange = Concentration Courses; Green = Supporting Courses

PROGRAM SLOs: graduates will be able to:

1. plan and execute practices to complement/meet consumer requests.
2. demonstrate ability to provide culturally competent service to hospitality and tourism sectors around the world.
3. evaluate and support the hospitality and tourism needs of diverse populations.
4. evaluate problem situations in hospitality and tourism industries and use critical and creative thinking to resolve those situations.**
5. manage financial and human resources for a variety of hospitality and tourism industries.
6. utilize marketing strategies to support growth and development of hospitality and tourism industries.
7. demonstrate professionalism through written and oral communication.*
8. implement sustainable practices to provide quality hospitality and tourism markets/industries.

*addresses written/oral communication ** addresses critical/creative thinking

CONCENTRATION SLOs: graduates will be able to:

9. collaborate with global hospitality stakeholders and organizations that support sustainable practices.
10. advocate for social justice components of sustainable choices within the hospitality industry.
11. analyze environmental, societal, and economic impacts on hospitality.
12. construct globally engaged practices to improve sustainability in hospitality.

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
<u>First Semester</u>		<u>First Semester</u>		<u>First Semester</u>		<u>First Semester</u>	
HSO 100	1	Gen. Ed. E-4	3	GHT 450	3.00	GHT 425W	3
Gen Ed. E-1A	3	ECO 230 (Gen Ed 5 B)	3	GTO 320	3.00	NFA 447	3
Gen Ed. E-1C	3	GBU 201	3	MKT 301	3.00	Elective	3
GHT 201	3	GHT 310	3	Elective	3.00	Elective	3
HLS 206	3	HLS 260	3	Gen Ed 6	3.00	Elective	3
Elective	2						
Total	15	Total	15	Total	15.00	Total	15
FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
<u>Second Semester</u>		<u>Second Semester</u>		<u>Second Semester</u>		<u>Second Semester</u>	
Gen Ed. E-3A	3	EHS 230	3	REC 401	3.00	GHT 499	6
Gen Ed. E-1B	3	GTO 210	3	GTO 325	3.00	GTO 410	3
Gen Ed. E-3B	3	Gen Ed E-6	3	Gen Ed-4	3.00	Elective	3
GHT 320	3	Gen Ed E-5A	3	STA 215 (Gen Ed 2	3.00	Elective	3
Elective	3	MGT 301	3	POL 376	3.00		
Total	15	Total	15	Total	15.00	Total	15

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
<u>First Semester</u>		<u>First Semester</u>		<u>First Semester</u>		<u>First Semester</u>	
HSO 100	1	Gen. Ed. E-4	3	GHT 450	3.00	GHT 425W	3
Gen Ed. E-1A	3	ECO 230 (Gen Ed 5 B)	3	SHO 410	3.00	SHO 460	3
Gen Ed. E-1C	3	GBU 201	3	MKT 301	3.00	Elective	3
GHT 201	3	GHT 310	3	Elective	3.00	Elective	3
HLS 206	3	HLS 260	3	Gen Ed 6	3.00	Elective	3
Elective	2						
Total	15	Total	15	Total	15.00	Total	15
FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
<u>Second Semester</u>		<u>Second Semester</u>		<u>Second Semester</u>		<u>Second Semester</u>	
Gen Ed. E-3A	3	EHS 230	3	REC 401	3.00	GHT 499	6
Gen Ed. E-1B	3	SHO 341	3	SHO 420	3.00	SHO 475	3
Gen Ed. E-3B	3	Gen Ed E-6	3	Gen Ed-4	3.00	Elective	3
GHT 320	3	Gen Ed E-5A	3	STA 215 (Gen Ed 2)	3.00	Elective	3
Elective	3	MGT 301	3	POL 376	3.00		
Total	15	Total	15	Total	15.00	Total	15

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Exercise and Sport Science	
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Health Sciences	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number		
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)		
<input checked="" type="checkbox"/> Program Suspension (Part III)	*Program Title	Minor in Physical Education (Non-Teaching)	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/22/20	Council on Academic Affairs	
College Curriculum Committee	11/4/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: Suspension of the minor</p> <p>A. 2. Proposed Effective Academic Term: Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: Spring 2022</p>
<p>B. The justification for this action: The program is no longer being offered, it was an option that provided those who did not get accepted into Teacher Education to have something for the courses they had taken, but this was not included when we discontinued the teacher ED major and should have been.</p> <p>There is currently only one student in the minor who is currently a nursing major. The student has been notified, has indicated an interest in maintaining the minor, and has been advised on how to complete it. The teach-out plan is attached.</p>
<p>C. The projected cost (or savings) of this proposal is as follows: None</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

~~Minor in Physical Education (Non-Teaching)~~

~~Minor Requirements.....18 hours~~

~~Six hours from ESS 201, 212, 301, 315, 320, 325, 407, 423, 467, 562, 575; and six hours skill courses from the following: ESS 220(2), 224, 241(1), 250(1), 300, 305, 306, 340, 345(2), 365(2), 435, 450(1); three hours approved by the department chair.~~

Teach-Out Plan for Minor in Physical Education (non-teaching)

As of October 2020, only one student remains in the minor. She is currently a nursing major, has indicated an interest in completing the minor, and has been advised in how to complete the minor. She has 6 hours left to complete and may do so using courses that are regularly being taught. Based on her current graduation application, she intends to graduate in the Spring of 2022.

The student may take ESS 435 (3) which is offered fall and spring semester for 3 of the 6 hours still needed. She would then be able to take ESS 313 (3) hours, which could be substituted for ESS 340 in the minor free electives. ESS 313 is offered every semester. She could also take ESS 305 to get the remaining hours. She may also choose to drop the minor as it is unrelated to her current major.



EASTERN KENTUCKY UNIVERSITY
521 Lancaster Avenue; Roark 106
Richmond, KY 40475-3102

Jeremy Mulholland, *Associate Dean*
Phone: (859) 622-6765
Email: Jeremy.Mulholland@eku.edu

TO Council on Academic Affairs

FROM Jeremy Mulholland, *Associate Dean*
College of Letters, Arts, and Social Sciences

DATE November 6, 2020

SUBJECT Curriculum Proposal(s) – Substantial Agenda Items

Please accept these changes from the College of Letters, Arts, and Social Sciences at the next CAA meeting on November 19, 2020.

SUBSTANTIAL AGENDA CURRICULUM PROPOSALS

Department of Art and Design

New Program:

M.S. in Instructional Design and Learning Technology

New Certificates:

Departmental Certificate in Online Learning Design

Departmental Certificate in User Experience Design

New Courses:

DES 850 Graphic Design for Learning

DES 851 User Experience Design

IDL 800 Introduction to Instructional Design and Learning Technology

IDL 801 Instructional Design Mastery

IDL 802 Data-Driven Decision Making

IDL 810 Multimedia for Learning

IDL 811 Online Learning Design

IDL 812 Game Design for Learning

IDL 813 Instruction for Diverse Learners

IDL 814 Training the Modern Workforce

IDL 820 Field Internship

IDL 821 Portfolio and Exit Review

IDL 890 Independent Study

Department of English

Program Revisions:

M.A. in English: Revise program name and course requirements.

B.A. and M.A. English Accelerated 3+2 Dual Degree Program: Revise program name and course requirements.

Course Revisions:

ENG 500 Topics in Professional Writing: Revise course title, prerequisites, and catalog text.

ENG 700 Topics in Professional Writing: Revise course title and catalog text.

ENG 502 Advanced Creative Writing: Revise course title, prerequisites, and catalog text.

ENG 702 Advanced Creative Writing: Revise course title, catalog text, and maximum allowable credit hours.

ENG 503 Creative Writing Workshop: Revise credit hours, course title, and catalog text.
 ENG 703 Creative Writing Workshop: Revise credit hours, course title, catalog text, and maximum allowable hours.
 ENG 520 History of the English Language: Revise catalog text and prerequisites.
 ENG 720 History of the English Language: Revise catalog text.
 ENG 530/730 Topics in Genre: _____: Revise catalog text.
 ENG 550/750 Topics in Literature: ____: Revise course title and catalog text.
 ENG 800 Seminar on Composition: Revise course title and catalog text.
 ENG 801 Introduction to Graduate Study: Revise catalog text.
 ENG 806 Topics in Modern Rhetoric: ____: Revise catalog text.
 ENG 808 Studies in Modern Composition: Revise course title and catalog text.
 ENG 827 History of Rhetoric: Revise course title and catalog description.
 ENG 830 Seminar in Literature: Revise course title, catalog text, and maximum allowable hours.
 ENG 833 Modern Literary Criticism: Revise course title and catalog text.
 ENG 839 Applied Learning in English: Revise course title, catalog text, and add credit not awarded statement.
 ENG 850 Seminar in Early American Literature: Revise course title and catalog text.
 ENG 860 Topics in Reading and Teaching Literature: Revise course title and catalog text.
 ENG 863 Writing & Teaching Writing: Revise course title and catalog text.
 ENG 870 Seminar in Medieval Literature: Revise course title, catalog text, and maximum allowable hours.
 ENG 898 Thesis I: Add catalog text and credit not awarded statement.

New Courses:

ENG 810 Advanced Grammar
 ENG 814 Writing Across the Curriculum
 ENG 840 Foundations in ProTech Writing

Department of History, Philosophy, and Religious Studies**Program Revision:**

M. A. in History: Adding Applied History plan.

Department of Honors**New Certificate:**

Departmental ECU e-Campus Honors Certificate

New Courses:

HON 101 The Examined Life
 HON 301 Self and Community
 HON 302 e-Campus Honors Option
 HON 391 e-Campus Honors Track E-Portfolio

Department of Languages, Cultures, & Humanities**Program Revision:**

B.A. Spanish Teaching: Revise catalog text.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Art and Design
<input type="checkbox"/> New Course (Parts II, IV)	College	CLASS
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	
<input type="checkbox"/> New Minor (Part III)	*Program Title	M.S. in Instructional Design and Learning Technology
<input type="checkbox"/> Program Suspension (Part III)		
<input checked="" type="checkbox"/> New Program (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	Date		Date
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	11/02/2020
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/20		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 To create a new program in Instructional Design and Learning Technology.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 The Department of Art and Design seeks a new program in Instructional Design and Learning Technology. This master's program will offer a systematic approach to improving learning outcomes by developing consistent, quality instructional products and experiences. Also provide students with an opportunity to obtain the knowledge and skills necessary for entry into the growing field of instructional design.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strike through~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program’s suspension.

Revised* Program Text

(*Use ~~strike through~~ for deletions and underlines for additions.)

Master of Science (M.S.)
Instructional Design and Learning Technology

Art and Design
Prof. Ida Kumoji -Ankrah
Campbell Building 309
859 622-1629

I. GENERAL INFORMATION

The master’s degree in Instructional Design and Learning Technology prepares students to efficiently enter the profession as those who employ systematic, evidence-based approaches to designing and developing instructional products and experiences across multiple diverse environments. Students will acquire not only specialized foundational and theoretical knowledge of the field, but also hone relevant, industry-accepted skills while making connections with current practitioners. Because nearly every course culminates in development of a professional instructional product, students can be assured they are gaining relevant experience as well as curating a demonstrable portfolio showcasing their talents and abilities, a critical factor in many hiring decisions.

II. ADMISSION REQUIREMENTS

Applicants for admission to the Master of Instructional Design and Learning Technology program must:

1. Meet all admission requirements of the Graduate School;
2. Hold a bachelor’s or masters’ degree
3. Have a 2.5 overall undergraduate GPA. Applicants who do not meet the GPA requirement for admission must submit official GRE scores to be considered for Probationary Admission. Applicants with Masters’ degree can submit undergraduate or graduate transcripts.
4. Submit 2 letters of recommendation;
5. Write a letter of intent on why they want to pursue this degree.

International Students — Applications from international students are encouraged to apply to the program. Refer to the University admission guidelines for admitting international students found here: https://gradschool.eku.edu/intl_students

III. PROGRAM REQUIREMENTS

IDLT Core Requirements.....15 hours

IDL 800, 801, 802, 820, 821

Electives: (select five)15 hours

IDL 810, 811, 812, 813, 814, DES 850, DES 851, ENG 840, PSY 790 or an advisor approved elective

**Current working professionals in the instructional design, training and learning development, or other similar fields may take another elective in lieu of completing the internship (IDL 820). (Please contact the department head regarding the waiver process.)*

**Some of the elective courses listed above are grouped to provide two concentrations to meet the student's professional needs/interests:*

Concentrations

A. **Online Learning Design.....12 hours**

IDL 810, 811, 813, 814

B. **User Experience Design.....12 hours**

DES 850, 851, IDL 812, IDL 813

TOTAL PROGRAM HOURS30 hours

Art & Design – Program Subfield Map

I = Introduced. R = Reinforced | M = Mastered | A = Assessed (includes Portfolio reviews)

		Program Learning Objective 1	Program Learning Objective 2	Program Learning Objective 3	Program Learning Objective 4	Program Learning Objective 5	Program Learning Objective 6	Program Learning Objective 7	Program Learning Objective 8
I = Introduced. R = Reinforced M = Mastered A = Assessed (includes Portfolio reviews)		Provide a fundamental theoretical and conceptual framework upon which students base their understanding of instruction and learning.	Explicate the role and function of education, training, and professional development in organizations to serve many diverse environments.	Demonstrate accepted assessment techniques applied in business and other environments for the purposes of meeting instructional and training needs.	Showcase how the systematic design of effective instruction can provide specific and articulable solutions to instructional problems, helping diverse organizations solve performance problems	Provide opportunities to collaborate with subject matter experts to make skills and concepts easier to comprehend.	Demonstrate high-impact evaluation techniques for use in existing training and instructional programs and materials to identify improvement and efficiency opportunities.	Promote the application of instructional design toward solving twenty-first-century problems through use of e-learning and distance education best practices and procedures.	Facilitate student exploration of various aspects of the Instructional design process and cultivate their own expertise
COURSES									
IDL 800	Introduction to the Profession	I	I	I					I
IDL 801	Instructional Design Mastery	R	R	R					R
IDL 802	Making Data-Driven Decisions	R	R	R	I			I	R
IDL 810	Multimedia for Learning	I, R	I, R	I, R		I, R	I		R

New Academic Program or Major Academic Program Modification Proposal Form

COVER PAGE

Date: July 22, 2020	
(Check one) <input checked="" type="checkbox"/> New Program <input type="checkbox"/> Major Program Modification	Department Name: Department of Art and Design
	College: College of Letters, Arts, and Social Sciences

PROGRAM INFORMATION

Program Name/Title	Instructional Design and Learning Technology		
Program Types	<input checked="" type="checkbox"/> Major <input checked="" type="checkbox"/> Certificate	<input type="checkbox"/> Collaborative <input type="checkbox"/> Joint <input checked="" type="checkbox"/> Single Institution	<input type="checkbox"/> Technical <input checked="" type="checkbox"/> Occupational <input type="checkbox"/> Vocational
Degree Level	<input type="checkbox"/> Associate <input type="checkbox"/> Bachelor <input checked="" type="checkbox"/> Master <input type="checkbox"/> Doctorate <input type="checkbox"/> Advanced Practice Doctorate		
CIP Code: 13.0501 (Educational/Instructional Media Design) (see http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55)			
Proposed Implementation Date: Fall 2021			

APPROVALS

	Yes	No	Date	Comments
Departmental Committee	X		9-9-2020	
College Curriculum Committee	X		9-30-2020	
General Education Committee*		X		
Teacher Education Committee*		X		
Graduate Council*	X		11-02-2020	
Council on Academic Affairs				
Faculty Senate	X		11-02-2020	
Board of Regents				
Council on Postsecondary Education				
SACS (via Provost Office)				

A new academic program is a program not previously offered at an institution or one that was previously offered but has been suspended for five or more years or has been closed.

Major academic program modifications refer to significant changes in the program's purpose and curriculum such that a different CIP code more accurately describes the revised program. Separation of an academic program into two programs and the combination of two existing programs into one program constitute major academic program modifications.

Program Proposal

PART I

A. Centrality to the Institution's Mission and Consistency with State's Goals

1. Provide a brief description of the program. Describe any **tracks** (if undergraduate), **concentration** (if master's), or **specializations** (if doctorate).

The Instructional Design and Learning Technology (IDLT) Master's Degree is designed to confer job readiness skills bound by applied theoretical frameworks related to the fields of instructional and e-learning design, corporate training, and performance management. Students are afforded choice among a variety of electives in order to fulfill the course requirements. In short, these are divided into the following broad categories:

- a. *Multimedia Design for Learning: Provides a professional foundational understanding of the research and development of multimedia elements to positively improve learning outcomes.*
- b. *Graphic/User Interface Design: Use of typography, symbol systems, color, and space to create intuitive electronic interfaces as well as communicate instructional messages clearly and effectively.*
- c. *Online distance learning: Provides historical context and modern approaches to online learning through use of tools, techniques, and best practices.*

2. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

EKU's Instructional Design and Learning Technology (IDLT) program facilitates individuals from diverse academic backgrounds in filling key roles in organizations where educational, training, and performance/employee development solutions are essential for success.

The EKU IDLT objectives are to:

1. *provide a fundamental theoretical and conceptual framework upon which students base their understanding of instruction and learning.*
2. *explicate the role and function of education, training, and professional development in organizations to serve many diverse environments.*
3. *demonstrate accepted assessment techniques applied in business and other environments for the purposes of meeting instructional and training needs.*
4. *showcase how the systematic design of effective instruction can provide specific and articulable solutions to instructional problems, helping diverse organizations solve performance problems*
5. *provide opportunities to collaborate with subject matter experts to make skills and concepts easier to comprehend.*
6. *demonstrate high-impact evaluation techniques for use in existing training and instructional programs and materials to identify improvement and efficiency opportunities.*

7. *promote the application of instructional design toward solving twenty-first-century problems through use of e-learning and distance education best practices and procedures.*
8. *facilitate student exploration of various aspects of the Instructional design process and cultivate their own expertise*

The ECU IDLT Program seeks to address the need for qualified Instructional Designers or Instructional Coordinators (Bureau of Labor Statistics designation) and Training and Development Specialists across the state and beyond. It is a need primarily driven by the rise of distance education or online learning initiatives (McFarland et al., n.d.) and recent shifts in the workplace in K-12, higher education institutions, and private and public sectors toward online instructional delivery due to the SARS-CoV-2 pandemic.

Research and best practices indicate that one of the hallmarks of successful online programs and student success can be attributed to the effective use of Instructional designers (Legon, Garrett, & Fredericksen, 2019, 2020). Instructional designers partner with various stakeholder and subject matter experts, utilizing specialized knowledge and skills to ensure enhanced learning outcomes for various types of learners, most prominently, those enrolled in online programs (Objectives 1-8).

Extraordinary circumstances resulting from SARS-CoV-2 have resulted in rapid changes in organizations relative to how workforce is organized and delivered. Instructional designers and trainers have long held expertise in designing and delivering instruction in myriad instructional systems, and became essential frontline workers responsible for significant efforts toward successful implementation and operation of training and education in public and private organizations (Objectives 1-8).

Additionally, public school districts across the country will consider development of remote and online classrooms to replace or support traditional instruction (COVID-19 Professional Learning Resources - Kentucky Department of Education, n.d.). Many K-12 teachers have already taken the initiative in preparing their future classrooms for eventualities leading to online instructional delivery.

While instructional designers do not directly address all aspects of K-12 pedagogy, there are certain undeniable and fungible skills and knowledge that are readily applicable to the K-12 instructional system; instructional designers already assist and provide solutions to many school districts across the country, whether they hail from a teacher preparation background, an educational publisher, or have other relevant experiences.

Whatever the future may bring, the field of instructional design and learning technologies is poised to grow (Finn & Conway, 2019) to meet the demands of ever changing workforce conditions, especially as universities attempt to redesign the educational experience to offer greater flexibility, student choice, and to remove obstacles in the educational process (Miaoulis, 2020).

3. Explain how the objectives support the **institutional mission** and **strategic priorities**, the statewide **postsecondary education strategic agenda**, and the **statewide strategic implementation plan**.

The objectives of the ECU IDLT master’s degree are consistent with our institutional and statewide commitment to ECU’s Strategic Goal #1: Academic Excellence (1.3.2; 1.3.3) and Strategic Goal #6: Service to Communities and Region (6.1.1).

1.3.2 Financially invest in and promote nationally recognized programs that attract students to ECU.

1.3.3. Identify, pursue, and promote opportunities for new high-quality, distinct, and compelling programs with capacity to grow enrollments.

Instructional design, online training, and learning development is a highly sought field (Decherney & Levander, 2020). According to the Bureau of Labor Statistics (BLS) (2020), the job of Instructional Coordinators, a classification that most closely resembles Instructional Designers, is poised to grow 6% from 2018 to 2028, considered by the BLS to be “average growth.” Additionally, The Bureau projects Training and Development Specialists as a profession to grow 9% (an “above average” rate) within the same time period. The current circumstances related to COVID-19 are more than likely to increase the demand for both professions (Decherney & Levander, 2020).

While instructional design is an eclectic and specialized field, comprising a unique skill-set compared to other traditional occupations, nearly anyone can acquire these skills and apply them in myriad fields toward improving learning outcomes across organizations. This program would increase both the visibility and impact of ECU as an institution that provides 21st century job skills to an already talented community of teachers and learners.

Increase the number of and strengthen existing strategic partnerships in our Region with community colleges, local communities, employers, and other entities. (6.1.1)

Instructional design and training/performance improvement initiatives are utilized to some extent in every organization. Dozens of organizations at ECU and beyond will utilize the talent and expertise we can foster. ECU will seek partnerships with organizations eager to improve training and learning outcomes to give valid, valuable experience to future instructional designers, online learning developers, trainers, and performance improvement professionals. These efforts will forge new relationships with wider industry, and expand the regional and national reach of ECU. Additionally, ECU’s [Instructional Development Center](#) will host student interns and offer opportunities to collaborate with the university community on a variety of educational projects and support services related to online learning and instructional delivery.

Bring distinction to our Region with nationally recognized programs, endorsements, and scholarship/research. (6.2.1)

The IDLT Program seeks to provide a firm theoretical foundation upon which students will cultivate their own knowledge and expertise, learning from knowledgeable faculty and applying that knowledge in

organizations, providing efficient, elegant solutions to real-time instructional problems. Successful development and execution of our program's goals will lead to national recognition. Our own work prior to the inception of the program has resulted in [multiple international, national, and regional awards](#), working with experts in over a dozen academic disciplines and content areas. We will bring the same excellence help students reach their full potential as we have done with ECU's other online academic programs.

4. Is an approval letter from Education Professional Standards Board (EPSB) required? **Yes or No**
If yes, attach the approval letter from ETSB.

B. Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program?

The intended student learning outcomes for the IDLT program include:

1. Evaluate and apply effective strategies related to human cognition, business, communications, and other disciplines to solve organizational problems.
 2. Apply various theories and design models to serve the varied needs of most learners.
 3. Through systematic analysis, align objectives with assessments and learning activities.
 4. Gather and interpret relevant data in order to make effective strategic decisions in order implement learning interventions
 5. Develop the skills Become a competent consumer and creator of multimedia by developing instructional products with the aid of software applications along with evidence-based practices, techniques, and strategies.
 6. Apply knowledge of aesthetics and how the composition of effective audiovisual elements contributes positively toward learning.
 7. Engage with individuals in external organizations in solving instructional problems, and through successive experiences, cultivate a habit of excellence in instructional design thinking and work.
 8. Exhibit superior communication skills in explaining complex strategies and concepts.
2. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.

Student learning outcomes will be directly assessed through the learner performance during their coursework, internship, and proposed program portfolio requirement, and indirectly assessed through course evaluations.

The proposed curriculum is based on the most recent instructional design theories and practices and will provide the learners with many opportunities to acquire the knowledge needed to be an effective instructional design professional. Each course is designed from the project-based learning perspective, where students identify real-world problems inherent to them and their interests and develop a solution(s) that can be presented as one or more portfolio components. At the end of their studies, students will complete a portfolio class during which students will create a professional web portfolio that will showcase their most significant and impactful work. This portfolio, along with a set of relevant skills, will allow them to become prime job applicants in today's competitive job market.

In addition to the portfolio component, learners will complete up to six hours of internship in the field to provide them with hands-on experiences in instructional design. The IDLT program offers three types of internships:

1. Internal internship placement at ECU's Instructional Design Center where students perform various types

of academic ID work

2. An external internship where students can complete an internship at their place of work.
3. An external internship where students can complete an internship in the industry previously identified by the IDLT program coordinators.

These guided internships are designed to afford the IDLT student opportunities to put what they have learned into practice in highly successful environments with peers and mentors who understand the profession.

We will derive indirect measurement of student learning outcomes primarily through an engaging and robust community of teachers and learners: Program faculty and staff will strive to maintain close, authentic connections with our current students and graduates, as our greatest successes will be demonstrable in the success of our students. Regular post-graduation career and satisfaction outcomes will be part of a regular program evaluation.

We will also maintain timely formative and summative assessment results relative to course objectives through student evaluations, student performance measurement of terminal objectives, and consistent focus groups comprised of program stakeholders.

3. How will the program support or be supported by other programs within the institution?

One of the distinguishing features of the ECU IDLT Program is the development of one intradisciplinary and one interdisciplinary certificate, and two interdisciplinary elective courses that will be available to IDLT students, other graduate students, non-degree seeking students, and post-graduate students. The two certificates are in User Experience Design and Online Learning Design, developed by the faculty in IDLT and Art and Design programs, while the faculty in the departments of English and Psychology will develop two elective courses for the IDLT program.

Interdisciplinary certificate options provide an opportunity for IDLT and other graduate-level students to earn a credential, and in the process, experience the benefits of interdisciplinary collaboration. The ECU IDLT program also hopes that the creation of the two certificate options will benefit the University partners through increased exposure to a potential student pool. We expect that the students from other disciplines will decide to earn these certificates given the current market demands for instructional design and user experience certifications ([BLS](#)).

Instructional design is a diverse field that encompasses business management, pedagogy, andragogy, psychology, user experience design, graphic design, multimedia development, training, program evaluation, to name a few. In turn, it serves all disciplines where knowledge transmission is essential for success. The IDLT program faculty intends to include more of these disciplines in the future as the program grows. At this time, collaborations are established with departments of English, Psychology, and Art and Design.

4. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? **No**
If yes, please explain.
5. Will this be a distance learning program?
If so, please indicate the anticipated percentage of the program for each of the following (can total more than 100%).
 Online
 Hybrid
 ITV
 Offered at a site other than Richmond
6. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction,

evening/weekend classes, accelerated courses)?

If yes, please check all that apply.

Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web?

Technology-enhanced instruction

Evening/weekend/early morning classes

Accelerated courses

Instruction at nontraditional locations, such as employer worksite

Courses with multiple entry, exit, and reentry points

Courses with “rolling” entrance and completion times, based on self-pacing

Modularized courses

7. Are new or additional faculty needed?

Please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

Note whether they will be part-time or full-time.

To establish the ECU IDLT Program and to accommodate future program growth, faculty resources already exist at ECU. Specifically, two full-time faculty positions are necessary to successfully develop the IDLT program, help with the recruitment efforts, identify and maintain connections with external stakeholders and internship providers, and perform other duties that require the dedication of full-time faculty. At the time of this proposal, the IDLT program is conceptualized and proposed by the joint efforts of e-Campus Online Learning and The Department of Art and Design, with the aid of the two potential faculty members. The potential faculty are currently employed as an Instructional Designer and Faculty Development Program Manager at the ECU's Instructional Design Center.

C. **Program Demand/Unnecessary Duplication**

1. Provide justification and evidence to support the need and demand for this proposed program. Include any data on **student demand; career opportunities at the local, state, and national levels;** and any **changes or trends in the discipline(s) that necessitate a new program.**

Program Justification, Student Demand, and Careers on The National Level

Instructional Design Paces With Market

According to the market research reports by Finn and Conway (2019) and Plotnik and Hinck (2019), national job opportunities for Master’s-level instructional design professionals from September 2016 to July 2019 grew 123 percent (Figure 1). This growth mirrors other careers for which the master’s degree is generally required (Figure 1).

Growth At Least Fast As Average

The U.S. Bureau of Labor Statistics (2020) suggests trainers, training development managers, fields for which Instructional designers are well-suited, will experience faster than average growth over the projected time frame 2018 to 2028. The BLS projects Instructional designers and instructional coordinator jobs will grow at an average rate over the same time period.

Another report by Thornton and Donohue (2017) reported significant increases (52 percent) in demand at the national level for bachelor’s and master’s level instructional design professionals between February 2018 and June 2018 (Figure 2).

Regional Dearth of Interest and Mitigation

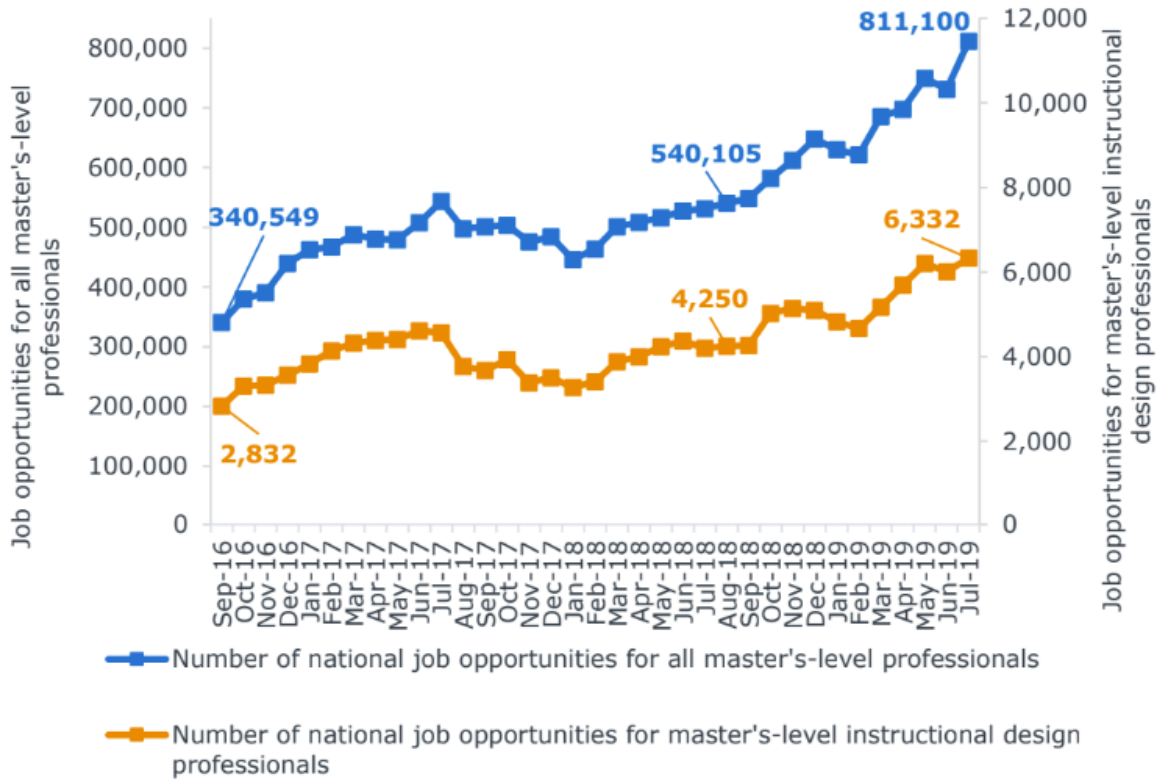
At the same time, the EAB (2019) market pulse check for online masters-level program in Instructional Design for

central Kentucky which includes 150-mile radius of Wilmore, KY, including Lexington, Louisville, and Cincinnati, does not suggest favorable program potential.

However, trends identified by Finn and Conway (2019), Plotnik and Hinck (2019), and Thornton and Donohue (2017) suggest that in order to mitigate potential dearth of program demand, institutions should focus on the recruitment of students at the national level while also offering an orientation toward practical, job-focused learning outcomes which prepare students for immediate, direct-entry into the workplace. EKU's IDLT program seeks to immediately prepare students for gainful employment by having terminal objectives culminate in deliverables suitable for inclusion in professional portfolios. Additionally, the program will directly place students into practicum experiences valued by hiring organizations.

Figure 1

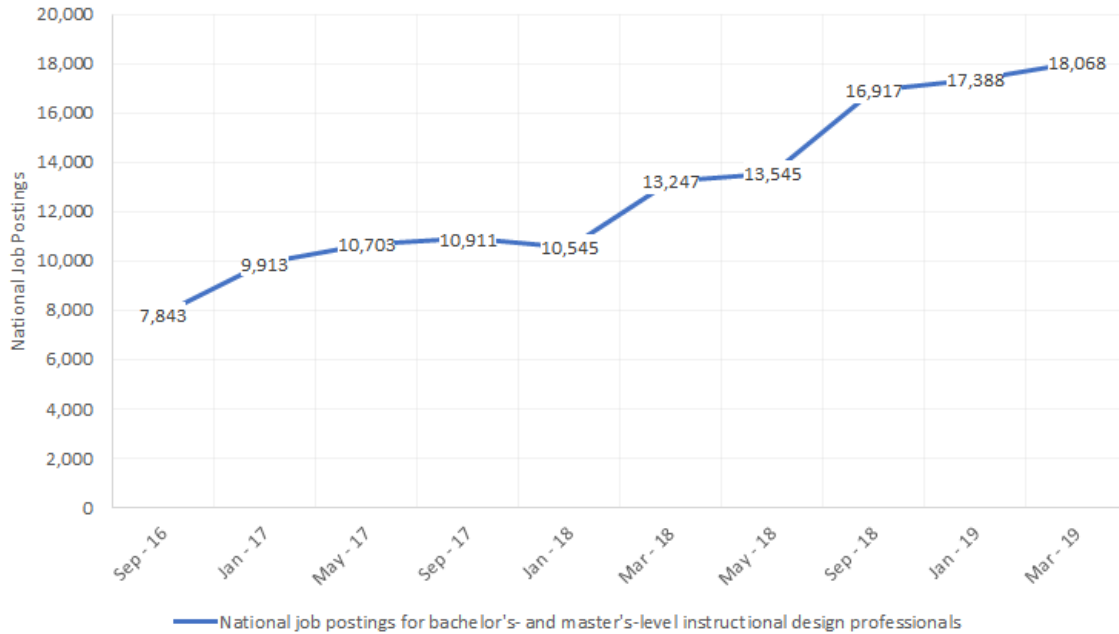
Demand over Time for Master's-Level Instructional Design Professionals. September 2016-July 2019, National Data by Emsi Analysttm



Adapted from "Market Demand for an Online Certificate in Instructional Design," by Thornton, J. & Donohue, M. (2017). Copyright by The Advisory Board Company: Washington, D.C.

Figure 2

Demand over Time for Instructional Design Professionals (Bachelor's and Master's). September 2016-July 2019, National Data by Emsi Analysttm



Adapted from "Market Viability of a Graduate-Level Instructional Design Certificate" by Plotnik, A. & Hinck, K. (2019). Copyright by The Advisory Board Company: Washington, D.C.

2. Specify any distinctive qualities of the program.

A professional portfolio is a staple requirement in many fields. Portfolio review is quickly becoming a required aspect of the hiring process in instructional design.

As a normal part of IDLT coursework, students will create a series of portfolio "artifacts," or elements demonstrating their growing abilities and accomplishments. These may consist of complete instructional units, training programs, multimedia products, needs analysis and program evaluation reports, and other creations pertinent to instructional design. Students will curate these elements in a professional web-based portfolio, maintaining and improving these as they continue to participate in the program. Such a portfolio is suitable for showcasing and demonstrating competencies and interests to hiring managers and other decision-makers when attempting to secure gainful employment.

In addition to the portfolio, the program strongly encourages (and in many cases, requires) students to engage in field internship experience that will prepare them for quick career entry as an instructional designer, trainer, or in another relevant field. The IDLT program offers three types of internships:

- a. Internal internship placement at ECU's Instructional Design Center where students perform various types of academic instructional design work in support of the mission and goals of the university
- b. An external internship where students complete an internship at their current workplace where they are already gainfully employed, but not as a trainer, instructional designer, or related field.
- c. An external internship where students complete an internship in an organization identified by IDLT program coordinators with whom the student has no prior affiliation.

In addition, by following the previously identified program path, students may earn up to two department certifications on the way toward degree completion: The department initially plans to offer certificates in "User Experience Design", and in "Online Learning Design".

- 3. Are there existing programs in the state?
 - a. Does the proposed program differ from existing programs? Yes

The IDLT program adds to the current program offerings in Kentucky. We believe the proposed ECU program is differentiated because we will offer coursework that blends the theoretical and practical concepts to better prepare students for the competitive job market starting with their very first course. The students in this program will certainly be job-ready upon graduation by completing the two unique program requirements: Internship and portfolio.

While EAB (2019) suggests that while the number of academic programs in Kentucky classified under CIP Code 13.0501 (Educational/Instructional Media Design) is equal to four, only two institutions, namely the University of Kentucky and Western Kentucky University, offer graduate programs directly related to the Instructional Design (Table 1). Asbury University offers an undergraduate program in Instructional design, while Morehead State University offers a program that emphasises instructional technology and design.

Internship Requirement

The Internship is also a component of the Western Kentucky University Instructional Design program. In the IDLT program at ECU, we focus on the student job-readiness and created a unique three-prong hands-on approach to providing students with instructional design experience. In the IDLT program, we offer three types of internships:

- i) Internal internship placement at ECU's Instructional Design Center where students perform various types of academic instructional design work in support of the mission and goals of the university
- ii) An external internship where students complete an internship at their current workplace where they are already gainfully employed, but not as a trainer, instructional designer, or related field.
- iii) An external internship where students complete an internship in an organization identified by the IDLT program coordinators with whom the student has no prior affiliation.

Portfolio Requirement

While conducting our research, we did not identify any other program in the state that integrates portfolio artifacts into their curriculum. We mentioned earlier that as a normal part of IDLT coursework, students would create a series of portfolio “artifacts,” or elements demonstrating their growing abilities and accomplishments. These may consist of complete instructional units, training programs, multimedia products, needs analysis and program evaluation reports, and other creations pertinent to instructional design.

Table 1

Undergraduate and Graduate Programs Related to CIP Code 13.0501 (Educational/Instructional Media Design) in Kentucky

Institution	Similar Program		Dissimilar Program	
	University of Kentucky	Western Kentucky University	Asbury University	Morehead State University
Program	Instructional	Instructional	Online	Educational

Title	Systems Design	Design	Instructional Design	Technology
Type	Graduate	Graduate	Undergraduate	Graduate

- b. Does the proposed program serve a different student population (i.e. students in a different geographic area) from existing programs? Yes

While the mission of state institutions is to serve the citizens of their respective service region, ECU’s IDLT program will also strive to recruit and serve students across the country and from diverse disciplinary backgrounds. Many master’s degree programs out of necessity must accept students who are academically prepared at the baccalaureate level in a specific discipline. The IDLT program may accept graduates from any academic discipline due to the nature of our field. Moreover, we would specifically also seek to target P-12 teachers who have left the profession. Students with the disposition and skill set to be effective classroom teachers have much to offer the instructional design field, and have applicable training that would benefit both themselves and organizations.

- c. Is access to existing programs limited? **No**
If yes, please explain.
- d. Is the excess demand for existing similar programs? N/A
If yes, please explain.
- e. Will there be collaboration between the proposed program and existing programs?
Please explain the collaborative arrangement with existing programs.
Please explain why there is no proposed collaboration with existing programs.

ECU’s proposed IDLT program is keenly focused on preparing students with 21st century skills to enter the organizations as critical and creative thinkers ready to solve instructional problems. At the same time, we acknowledge the University of Kentucky’s College of Education (UKCOE) has expertise and an approach which orients students toward a broad theoretical perspective on learning and professional development. We would be open to any partnership which allows a student to maximize their choice relative to fulfilling their own learning and career goals.

There is no current collaborative arrangement. However, proposed ECU faculty have contacts with UKCOE and would be willing to explore a partnership allowing students to utilize select UKCOE courses as partial fulfillment of degree requirements at UK. Additionally, any student wishing to pursue a doctoral degree through UK should find nearly all ECU IDLT proposed courses at a minimum helpful in this pursuit. Moreover, we believe that at least some of the proposed courses would be suitable for inclusion in the degree requirements at the University of Kentucky.

In short, the knowledge and experience ECU faculty provides could serve the state providing a synergistic relationship between the two institutions and also catalyze programs of distinction at both institutions.

D. Advance Practice Doctorates - N/A

1. Does the curriculum include a clinical or experiential component?
 - a. List and discuss the nature and appropriateness of available clinical sites.
 - b. Are there official agreements with clinical sites?
 - i. Supply letters of commitment from each clinical site that specifies the number of students to be accommodated and identifies other academic programs that also use the facilities.
2. Describe how the doctorate builds upon the reputation and resources of the existing master's degree program in the field.
3. Explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.
4. Explain the impact of the proposed program on undergraduate education at the institution. Within the explanation, note specifically if new undergraduate courses in the field will be needed.
5. Provide evidence that funding for the program will not impair funding of any existing program at any other public university.

E. Cost and Funding of the Proposed Program

1. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below.

A. Funding Sources, by year of program	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	N/A	N/A	N/A	N/A	N/A
New					
Existing					
Narrative Explanation/Justification					
Total Resources Available from Other Non-State Sources	N/A	N/A	N/A	N/A	N/A
New					
Existing					
Narrative Explanation/Justification					
State Resources	N/A	N/A	N/A	N/A	N/A
New					
Existing					
Narrative Explanation/Justification					
Internal Allocation	N/A	N/A	N/A	N/A	N/A
Internal Reallocation					
<i>Narrative Explanation/Justification: The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.</i>					
Student Tuition	\$ 285,948	\$ 824,850	\$ 881,673	\$ 881,673	\$ 881,673
New					
Existing					
Narrative Explanation/Justification: Describe the impact of this program on enrollment, tuition, and fees. <i>e-Campus programs are funded entirely by tuition dollars brought in by the student, and are not supplemented by other sources. This is a new program, and new students will be recruited for it.</i>					
TOTAL	\$ 285,948	\$ 824,850	\$ 881,673	\$ 881,673	\$ 881,673

A. Breakdown of Budget

Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff:					
<u>Executive, administrative, and managerial</u>					
Other Professional:					
New	\$ 30,713	\$ 61,425	\$ 61,425	\$ 61,425	\$ 61,425
Existing					
<i>Narrative Explanation/Justification: Enrollment/Academic Advisor, .5 FTE Year 1, 1 FTE Years 2-5 (Includes Benefits)</i>					
Faculty					
New	\$ 138,002	\$ 228,569	\$ 244,881	\$ 244,881	\$ 244,881
Existing					
<i>Narrative Explanation/Justification: 1 FTE faculty position (only) in years 1 & 2. 2 FTE faculty positions in years 3-5. Includes benefits. Other faculty costs are for part-time faculty instruction and course development.</i>					
<u>Graduate Assistants</u> (if master's or doctorate)	N/A	N/A	N/A	N/A	N/A
<u>Student Employees</u>	N/A	N/A	N/A	N/A	N/A
Equipment and Instructional Materials					
New	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Existing					
<i>Narrative Explanation/Justification: Computer equipment and supplies</i>					
Library	N/A	N/A	N/A	N/A	N/A
Contractual Services	N/A	N/A	N/A	N/A	N/A
Academic and/or Student Services	N/A	N/A	N/A	N/A	N/A
Other Support Services					
New	\$ 28,594	\$ 82,485	\$ 88,167	\$ 88,167	\$ 88,167
Existing					
<i>Narrative Explanation/Justification: e-Campus support services: Marketing, Instructional Design, Financial administration, Management</i>					
Faculty Development					
New	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Existing					
Narrative Explanation/Justification					
<i>Travel and registration for professional development</i>					
Assessment	N/A	N/A	N/A	N/A	N/A
Student Space and Equipment (if doctorate)	N/A	N/A	N/A	N/A	N/A
Faculty Space and Equipment (if doctorate)	N/A	N/A	N/A	N/A	N/A
Other					
New	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
Existing					
<i>Narrative Explanation/Justification</i>					
TOTAL	\$ 266,308.00	\$441,479.25	\$463,473.00	\$463,473.00	\$463,473.00

PART II

1. For a new program, provide the catalog description as being proposed.

The EKU Masters of Instructional Design and Learning Technology (IDLT) prepares students to solve current and future problems related to human performance and learning through the effective design of instruction and appropriate utilization and implementation of learning methods and instructional technologies. Instructional designers integrate knowledge of theory, evidence-based and industry-accepted practices to support organizational goals through developing, enhancing, and evaluating training and education programs, assessing learning outcomes, using various data collection and analytical methodology to verify the efficacy of related endeavors, and design and develop rich media content to facilitate the instructional process.

The IDLT program accepts all students who are prepared at the baccalaureate level to immediately enter the 21st century workplace ready to assist in the design and delivery of effective instruction in a variety of industrial, corporate, and academic settings.

2. For a revised program, provide the current program requirements using strikethrough for deletions and *underlines* for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

References

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ID 2021-2022									
Term	Total Enrollments	Total Credit Hours	Projected Revenue	Courses	Inload Faculty	Part Time or Overload Faculty Needed	Part Time or Overload Faculty Salaries	Potential Facilitators Needed	Facilitators TOTAL
			\$ 611						\$ 3,050
Fall A	20	60	\$ 36,660	1	1	0	\$ -	0	
Fall B	24	72	\$ 43,992	1	1	0	\$ -	0	
Spring A	43	66	\$ 40,326	2	2	0	\$ -	0	
Spring B	43	129	\$ 78,819	1	1	0	\$ -	1	
Summer A	47	141	\$ 86,151	1	0	1	\$ 5,000	1	
TOTAL	177	468	\$ 285,948.00	6		1	\$ 5,000.00	2	\$ 6,100.00

Office of e-Campus Learning

ID

2021-2022

Account	Name	Budgeted	Notes
510212	Online Tuition-Fall Graduate	\$ 80,652.00	
510222	Online Tuition-Spring Graduate	\$ 119,145.00	
510232	Online Tuition-Summer Graduate	\$ 86,151.00	
Total Revenues		\$ 285,948.00	
611000	Faculty Salaries	\$ 65,000.00	
	<i>Faculty Member TBA</i>	\$ 65,000.00	5 inloads, program and internship coordination
611100	Staff Salaries	\$ 22,500.00	
	<i>Assistant Online Coordinator</i>	\$ 22,500.00	50% AOC
614300	Consultant - Employee	\$ 36,100.00	
	<i>Course Instruction</i>	\$ 5,000.00	
	<i>Facilitators</i>	\$ 6,100.00	
	<i>Course Development</i>	\$ 25,000.00	5 new developments @ \$5,000 each
Total Salaries		\$ 123,600.00	
620000	Employee Benefits	\$ 45,114.00	36.50%
Total Benefits		\$ 45,114.00	
710100	Printing	\$ 500.00	
710450	Computer Equipment < \$5,000	\$ 1,000.00	
710800	Office Supplies	\$ 500.00	
710900	Equip/Furniture <\$5,000	\$ 500.00	
711100	Course Materials	\$ 1,000.00	
735200	Postage	\$ 500.00	
740020	Advertising	\$ 60,000.00	
740050	Registration	\$ 1,500.00	
743690	Other Operating	\$ 1,000.00	
750010	In State Travel	\$ 500.00	
750020	Out of State Travel	\$ 2,000.00	
Total M&O		\$ 69,000.00	
780010	Distance Education	\$ 28,594.80	eCampus 10%
Total Expenses		\$ 266,308.80	
University Share		\$ 19,639.20	

ID 2022-2023									
Term	Total Enrollments	Total Credit Hours	Projected Revenue	Courses	Inload Faculty	Part Time or Overload Faculty Needed	Part Time or Overload Faculty Salaries	Potential Facilitators Needed	Facilitators TOTAL
			\$ 611						\$ 3,050
Summer B	44	132	\$ 80,652	1	0	1	\$ 5,000	1	
Fall A	79	237	\$ 144,807	3	2	1	\$ 5,000	1	
Fall B	88	264	\$ 161,304	3	2	1	\$ 5,000	1	
Spring A	127	222	\$ 135,642	4	3	1	\$ 5,000	2	
Spring B	59	177	\$ 108,147	1	1	0	\$ -	2	
Summer A	106	318	\$ 194,298	3	0	3	\$ 15,000	2	
TOTAL	503	1350	\$ 824,850.00	15	8	7	\$ 35,000.00	9	\$ 27,450.00

Office of e-Campus Learning
ID
2022-2023

Account	Name	Budgeted	Notes
510212	Online Tuition-Fall Graduate	\$ 306,111.00	
510222	Online Tuition-Spring Graduate	\$ 243,789.00	
510232	Online Tuition-Summer Graduate	\$ 274,950.00	
Total Revenues		\$ 824,850.00	
611000	Faculty Salaries	\$ 65,000.00	
	<i>Faculty Member TBA</i>	\$ 65,000.00	8 inloads, program and internship coordination for part of faculty assignment
611100	Staff Salaries	\$ 45,000.00	
	<i>Assistant Online Coordinator</i>	\$ 45,000.00	
614300	Consultant - Employee	\$ 102,450.00	
	<i>Course Instruction</i>	\$ 35,000.00	
	<i>Facilitators</i>	\$ 27,450.00	
	<i>Course Development</i>	\$ 40,000.00	8 new developments @ \$5,000 each
Total Salaries		\$ 212,450.00	
620000	Employee Benefits	\$ 77,544.25	36.50%
Total Benefits		\$ 77,544.25	
710100	Printing	\$ 500.00	
710450	Computer Equipment < \$5,000	\$ 1,000.00	
710800	Office Supplies	\$ 500.00	
710900	Equip/Furniture <\$5,000	\$ 500.00	
711100	Course Materials	\$ 1,000.00	
735200	Postage	\$ 500.00	
740020	Advertising	\$ 60,000.00	
740050	Registration	\$ 1,500.00	
743690	Other Operating	\$ 1,000.00	
750010	In State Travel	\$ 500.00	
750020	Out of State Travel	\$ 2,000.00	
Total M&O		\$ 69,000.00	
780010	Distance Education	\$ 82,485.00	eCampus 10%
Total Expenses		\$ 441,479.25	
University Share		\$ 383,370.75	

\$

167,450.00

ID 2023-2024									
Term	Total Enrollments	Total Credit Hours	Projected Revenue	Courses	Inload Faculty	Part Time or Overload Faculty Needed	Part Time or Overload Faculty Salaries	Potential Facilitators Needed	Facilitators TOTAL
			\$ 611						\$ 3,050
Summer B	32	96	\$ 58,656	1	0	1	\$ 5,000	1	
Fall A	63	189	\$ 115,479	4	3	1	\$ 5,000	1	
Fall B	92	276	\$ 168,636	3	3	0	\$ -	1	
Spring A	104	312	\$ 190,632	4	4	0	\$ -	2	
Spring B	99	297	\$ 181,467	2	2	0	\$ -	2	
Summer A	91	273	\$ 166,803	3	0	3	\$ 15,000	1	
TOTAL	481	1443	\$ 881,673.00	17	12	5	\$ 25,000.00	8	\$ 24,400.00

Office of e-Campus Learning

ID

2023-2024

Account	Name	Budgeted	Notes
510212	Online Tuition-Fall Graduate	\$ 284,115.00	
510222	Online Tuition-Spring Graduate	\$ 372,099.00	
510232	Online Tuition-Summer Graduate	\$ 225,459.00	
Total Revenues		\$ 881,673.00	
611000	Faculty Salaries	\$ 130,000.00	
	<i>Faculty Member TBA</i>	\$ 65,000.00	6 inloads, program and internship coordination for part of faculty assignment
	<i>Faculty Member TBA</i>	\$ 65,000.00	6 inloads, program and internship coordination for part of faculty assignment
611100	Staff Salaries	\$ 45,000.00	
	<i>Assistant Online Coordinator</i>	\$ 45,000.00	
614300	Consultant - Employee	\$ 49,400.00	
	<i>Course Instruction</i>	\$ 25,000.00	All instruction on overload/adjunct basis
	<i>Facilitators</i>	\$ 24,400.00	
	<i>Course Development</i>	\$ -	0 new developments @ \$5,000 each
Total Salaries		\$ 224,400.00	
620000	Employee Benefits	\$ 81,906.00	36.50%
Total Benefits		\$ 81,906.00	
710100	Printing	\$ 500.00	
710450	Computer Equipment < \$5,000	\$ 1,000.00	
710800	Office Supplies	\$ 500.00	
710900	Equip/Furniture <\$5,000	\$ 500.00	
711100	Course Materials	\$ 1,000.00	
735200	Postage	\$ 500.00	
740020	Advertising	\$ 60,000.00	
740050	Registration	\$ 1,500.00	
743690	Other Operating	\$ 1,000.00	
750010	In State Travel	\$ 500.00	
750020	Out of State Travel	\$ 2,000.00	
Total M&O		\$ 69,000.00	
780010	Distance Education	\$ 88,167.30	eCampus 10%
Total Expenses		\$ 463,473.30	
University Share		\$ 418,199.70	

\$

179,400.00

Substantial Curriculum Change Form (Present only one proposed curriculum change per form) (Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Art and Design	
<input type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number		
<input checked="" type="checkbox"/> New Program (Part III)	*Course Title (full title±)		
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	Certificate in Online Learning Design	
<input type="checkbox"/> Program Revision (Part III)		Short-Term (Departmental)	
	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	11/02/2020
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 To create a new certificate in Online Learning Design as part of the proposed Master of Instructional Design and Learning Technology Degree.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

The Department of Art and Design seeks a new certificate in Online Learning Design as part of the proposed graduated degree in Instructional Design and Learning Technology. This certificate program will offer a systematic approach to improving learning outcomes by developing consistent, quality instructional products and experiences. Also provide students with an opportunity to obtain the knowledge and skills necessary for entry into the growing field of instructional design.

The Online Learning Design is an appeal to working professionals who seek career advancement. This certificate is especially lucrative to individuals with a bachelor's degree in instructional design, and offering this certificate will meet employer demand for Instructional Design professionals. The certificate program will also be marketed as venues for professional advancement in the educational and corporate settings. For example, a K-12 teacher might enroll in an instructional design certificate program to move into a technology coordinator role at their school, while students from the private sector typically seek to remain up-to-date with the latest developments in corporate training (Thorton & Donohue, 2017).

One other trend in academia during the past 20 years is an increase in online instruction demand. This need has been exacerbated at the beginning of 2020 due to the COVID-19 outbreak as well, so a certificate in Online

Certificate

Learning Design and/ or User Experience Design is timely and should attract prospective students.

Thorton, J. & Donohue, M. (2017) Market Demand for an Online Certificate in Instructional Design. The Advisory Board Company: Washington, D.C.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

CERTIFICATE

Persons with a baccalaureate degree from an accredited institution may earn a 12-hour non-degree graduate certificate in the following area. This certificate is granted by the College of Letters, Arts, and Social Sciences. The certificate will consist of four courses for each option. The certificate courses overlap with courses in the M.S. Concentrations and may be applied to the M.S. degree.

Certificate in Online Learning Design

Certificate Requirements12 hours
IDL 810, 811, 813 and 814

New Minor, Concentration, University Certificate or Department Certificate

Proposal Approval Form

When proposing a new minor, concentration, university or department certificate, the following factors should be considered:

- Minors and certificates often add time to degree.
- Minors can increase the number of credit hours that students have at graduation.
- Minors and certificates can potentially increase student debt because of the factors above.
- Minors, concentrations, university and department certificates can significantly add to faculty workloads.
- Minors, concentrations, university and department certificates increase the need for oversight and administration.

The following information should be provided in addition to the normal curriculum change forms. Before a new minor, concentration, university or department certificate is submitted to CAA, the Dean must approve the proposal based on the information on this form and any other information requested by the Dean.

From the Proposing Program

1. **How will the new minor, concentration, university or department certificate attract new students to EKU? On what is this based? What is the marketing plan?**

Department certificate in **Online Learning Design** will attract existing graduate students enrolled in the Instructional Design and Instructional Technology program and students from other disciplines and fields (K-12 teachers, medical, corporate and industrial trainers, etc.). Online learning and design of online instruction is a staple of modern education, and it is projected that interest in the design of online learning (courses, training) will increase (Figure 1 and Figure 2).

One of the trends in academia during the past 20 years is an increase in online instruction demand. This need was exacerbated at the beginning of 2020 due to the COVID-19 outbreak as well, so a certificate in **Online Learning Design** is timely and should attract prospective students.

Another market trend this certificate is intending to utilize is the migration of K12 teachers into instructional design. It is the faculty's intent in this program to actively market to that population and recruit them into the program.

Marketing Plan will be developed by e-Campus online learning after the MS in **Instructional Design and Learning Technology** is approved.

CERTIFICATE

Persons with a baccalaureate degree from an accredited institution may earn a 12-hour non-degree graduate certificate in the following area. This certificate is granted by the College of Letters, Arts, and Social Sciences. The certificate will consist of four courses for each option. The certificate courses overlap with courses in the M.S. Concentrations and may be applied to the M.S. degree.

Certificate in Online Learning Design

Certificate Requirements12 hours
IDL 810, 811, 813 and 814

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

Instructional Design Paces With Market

According to the market research reports by Finn and Conway (2019) and Plotnik and Hinck (2019), national job opportunities for Master’s-level instructional design professionals from September 2016 to July 2019 grew 123 percent (Figure 1). This growth mirrors other careers for which the master’s degree is generally required (Figure 1).

Growth At Least Fast As Average

The U.S. Bureau of Labor Statistics (2020) suggests trainers, training development managers, fields for which Instructional designers are well-suited, will experience faster than average growth over the projected time frame 2018 to 2028. The BLS projects Instructional designers and instructional coordinator jobs will grow at an average rate over the same time period.

Another report by Thornton and Donohue (2017) reported significant increases (52 percent) in demand at the national level for bachelor’s and master’s level instructional design professionals between February 2018 and June 2018 (Figure 2).

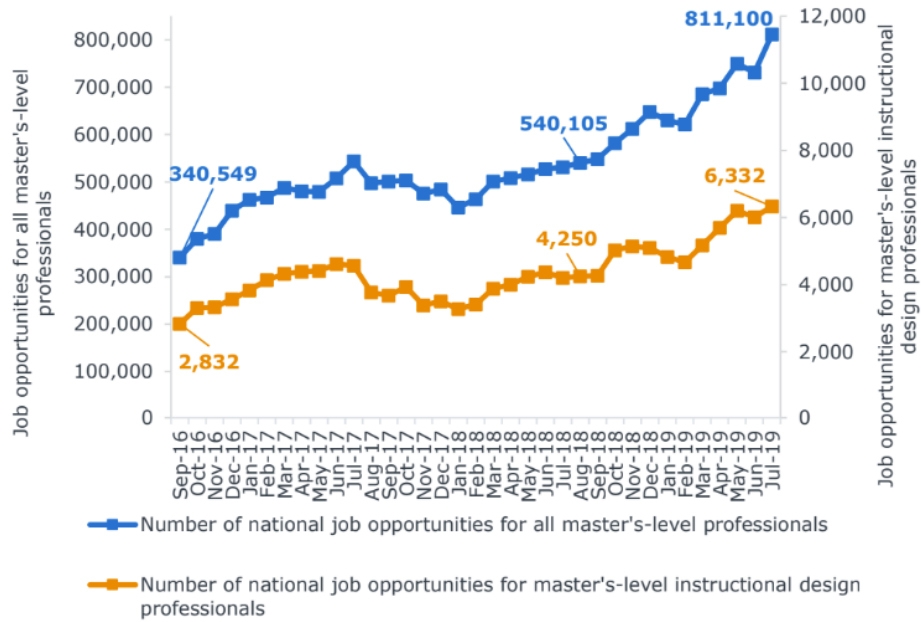
Trends identified by Finn and Conway (2019), Plotnik and Hinck (2019), and Thornton and Donohue (2017) suggest that in order to mitigate potential dearth of program demand, institutions should focus on the recruitment of students at the national level while also offering an orientation toward practical, job-focused learning outcomes which prepare students for immediate, direct-entry into the workplace. ECU’s IDLT program seeks to immediately prepare students for gainful employment by having terminal objectives culminate in deliverables suitable for inclusion in professional portfolios. Additionally, the program will directly place students into practicum experiences valued by hiring organizations.

Figure 1

Demand over Time for Master’s-Level Instructional Design Professionals. September 2016-July 2019, National Data by Emsi Analysttm

Demand over Time for Master’s-Level Instructional Design Professionals

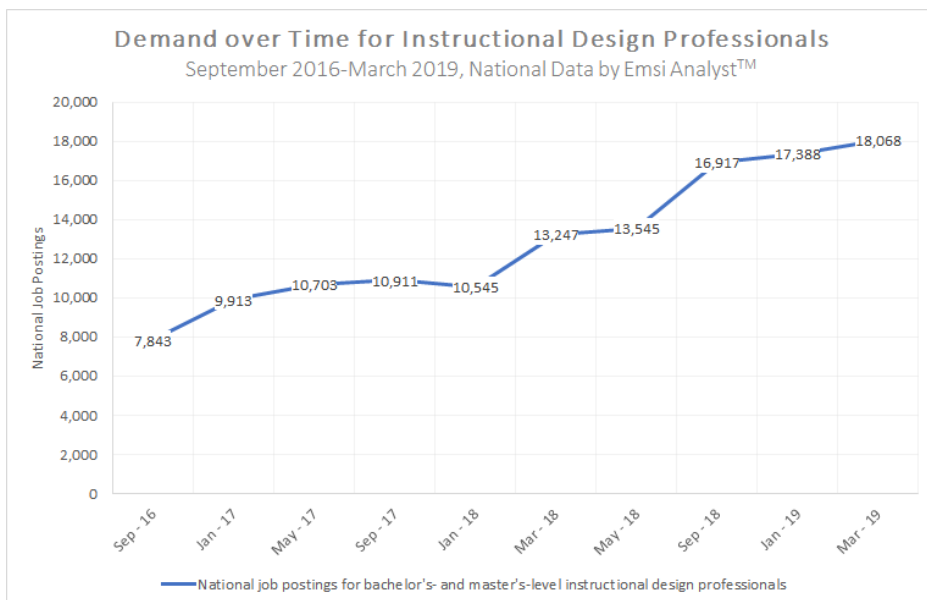
September 2016-July 2019, National Data³



Adapted from “Market Demand for an Online Certificate in Instructional Design,” by Thornton, J. & Donohue, M. (2017). Copyright by The Advisory Board Company: Washington, D.C.

Figure 2

Demand over Time for Instructional Design Professionals (Bachelor’s and Master’s). September 2016-July 2019, National Data by Emsi Analysttm



Adapted from “Market Viability of a Graduate-Level Instructional Design Certificate” by

Plotnik, A. & Hinck, K. (2019). Copyright by The Advisory Board Company: Washington, D.C.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

Selected faculty and staff listed below are qualified teaching the proposed curriculum.

- Ida Kumoji, Professor; Chair, MFA, University of Minnesota
- Shannon McCarthy, Assistant Professor, MFA, Minneapolis College of Art & Design
- Chris Daniel, Instructional Designer, ABD, University of Kentucky
- Nedim Slijepcevic, Faculty Development Program Manager, Ed.D., University of Kentucky

Since this is a new program and certificate, identified faculty will dedicate the maximum time needed to recruit students and to grow and develop the program.

4. What are the potential costs of the proposed curriculum addition, especially 3-5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

The certificate in **Online Learning Design** is already a part of the proposed MS in **Instructional Design and Learning Technology** program, so there are no additional costs to offering this certificate.

Certificate

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable) A. New Resources. Explain.

The resource requirements are incorporated into the proposal for the degree program. The certificate requires no additional resources beyond those required for the program.

B. Reallocation of resources. Explain.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.



Dean's Signature

8/31/20

Date

Substantial Curriculum Change Form (Present only one proposed curriculum change per form) (Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	Art and Design
<input type="checkbox"/> New Course (Parts II, IV)	College	CLASS
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	
<input checked="" type="checkbox"/> New Program (Part III)	*Program Title	Certificate in User Experience Design
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	Short-Term (Departmental)
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	11/02/2020
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 To create a new certificate in User Experience Design as part of the proposed Master of Instructional Design and Learning Technology Degree.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

The Department of Art and Design seeks a new certificate in User Experience Design as part of the proposed graduate degree in Instructional Design and Learning Technology. This certificate program will offer a systematic approach to improving learning outcomes by developing consistent, quality instructional products and experiences. Also provide students with an opportunity to obtain the knowledge and skills necessary for entry into the growing field of instructional design.

User Experience Design is an appeal to working professionals who seek career advancement. This certificate is especially lucrative to individuals with a bachelor's degree in instructional design, and offering this certificate will meet employer demand for Instructional Design professionals. The certificate program will also be marketed as venues for professional advancement in the educational and corporate settings. For example, a K-12 teacher might enroll in an instructional design certificate program to move into a technology coordinator role at their school, while students from the private sector typically seek to remain up-to-date with the latest developments in corporate training (Thorton & Donohue, 2017).

One other trend in academia during the past 20 years is an increase in online instruction demand. This need has been exacerbated at the beginning of 2020 due to the COVID-19 outbreak as well, so a certificate in User

Experience Design and/ or Online Learning Design Certificate is timely and should attract prospective students.

Thornton, J. & Donohue, M. (2017) Market Demand for an Online Certificate in Instructional Design. The Advisory Board Company: Washington, D.C.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
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Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

CERTIFICATE

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Certificate in User Experience Design

Certificate Requirements12 hours
DES 850, 851, IDL 812, IDL 813

New Minor, Concentration, University Certificate or Department Certificate

Proposal Approval Form

When proposing a new minor, concentration, university or department certificate, the following factors should be considered:

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- Minors and certificates can potentially increase student debt because of the factors above.
- Minors, concentrations, university and department certificates can significantly add to faculty workloads.
- Minors, concentrations, university and department certificates increase the need for oversight and administration.

The following information should be provided in addition to the normal curriculum change forms. Before a new minor, concentration, university or department certificate is submitted to CAA, the Dean must approve the proposal based on the information on this form and any other information requested by the Dean.

From the Proposing Program

1. **How will the new minor, concentration, university or department certificate attract new students to EKU? On what is this based? What is the marketing plan?**

Department certificate in **User Experience Design** will attract existing graduate students enrolled in the Instructional Design and Instructional Technology program, and other learners who are interested in designing interfaces for learning, game, and software systems while utilizing graphic design principles.

User Experience Design (UXD) is primarily concerned with the construction, placement, and utilization of symbol systems for the purpose of facilitating communication, interaction, and interactivity between people and computer systems. UXD is a component of instructional design in that so much of the development of instructional products depends upon electronic delivery.

At the same time, UXD has immediate pertinence to many tasks (both needful and recreational) people encounter every day. Additionally, essential design precepts inherent in visual communication directly translate to this important and evolving field. For these reasons, UXD design is of interest and utility to a wide range of students and professionals who seek to broaden their skill sets as well as deepen their understanding of fundamental principles.

Marketing Plan will be developed by the e-Campus online learning after the MS in **Instructional Design and Learning Technology** is approved.

CERTIFICATE

Persons with a baccalaureate degree from an accredited institution may earn a 12-hour non-degree graduate certificate in the following area. This certificate is granted by the College of Letters, Arts, and Social Sciences. The certificate will consist of four courses for each option. The certificate courses overlap with courses in the M.S. Concentrations and may be applied to the M.S. degree.

Certificate in User Experience Design

Certificate Requirements12 hours

DES 850, 851, IDL 800, 812

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

Instructional Design Paces With Market

According to the market research reports by Finn and Conway (2019) and Plotnik and Hinck (2019), national job opportunities for Master's-level instructional design professionals from September 2016 to July 2019 grew 123 percent (Figure 1). This growth mirrors other careers for which the master's degree is generally required (Figure 1).

Growth At Least Fast As Average

The U.S. Bureau of Labor Statistics (2020) suggests trainers and training development managers, fields for which Instructional designers are well-suited, will experience faster than average growth over the projected time frame of 2018 to 2028. The BLS projects Instructional designers and instructional coordinator jobs will grow at an average rate over the same time period.

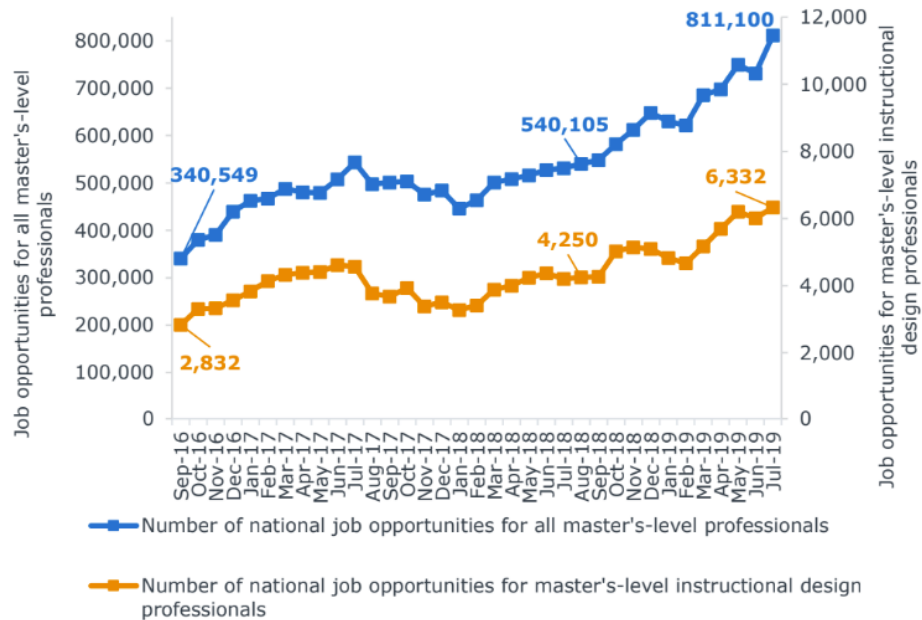
Another report by Thornton and Donohue (2017) reported significant increases (52 percent) in demand at the national level for bachelor's and master's level instructional design professionals between February 2018 and June 2018 (Figure 2).

Trends identified by Finn and Conway (2019), Plotnik and Hinck (2019), and Thornton and Donohue (2017) suggest that in order to mitigate potential dearth of program demand, institutions should focus on the recruitment of students at the national level while also offering an orientation toward practical, job-focused learning outcomes which prepare students for immediate, direct-entry into the workplace. ECU's IDLT program seeks to immediately prepare students for gainful employment by having terminal objectives culminate in deliverables suitable for inclusion in professional portfolios. Additionally, the program will directly place students into practicum experiences valued by hiring organizations.

Figure 1
 Demand over Time for Master’s-Level Instructional Design Professionals. September 2016-July 2019, National Data by Emsi Analyst™

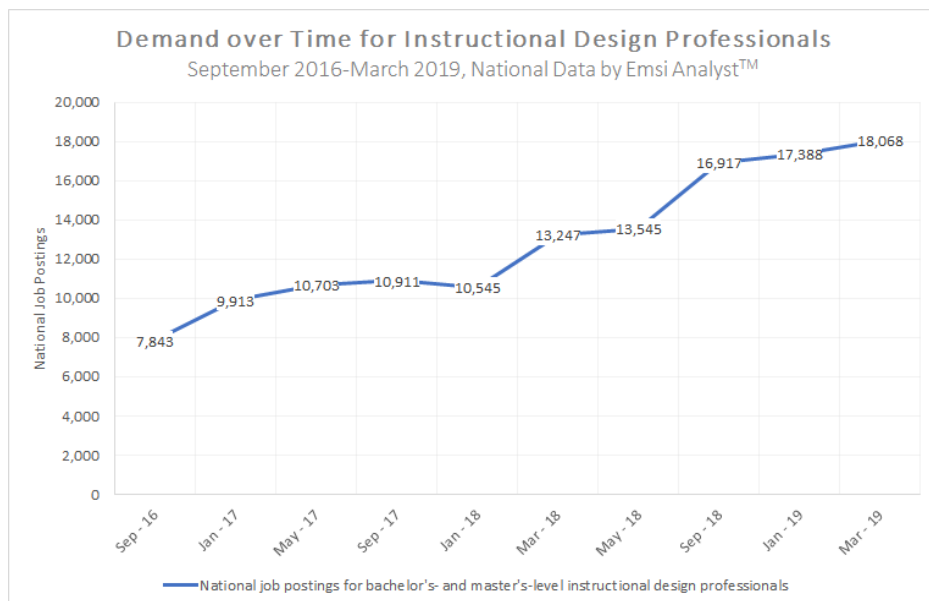
Demand over Time for Master’s-Level Instructional Design Professionals

September 2016-July 2019, National Data³



Adapted from “Market Demand for an Online Certificate in Instructional Design,” by Thornton, J. & Donohue, M. (2017). Copyright by The Advisory Board Company: Washington, D.C.

Figure 2
 Demand over Time for Instructional Design Professionals (Bachelor’s and Master’s). September 2016-July 2019, National Data by Emsi Analyst™



Adapted from “Market Viability of a Graduate-Level Instructional Design Certificate” by

Plotnik, A. & Hinck, K. (2019). Copyright by The Advisory Board Company: Washington, D.C.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

Selected faculty and staff listed below are qualified teaching the proposed curriculum.

- Ida Kumoji- Ankrah, Professor, MFA, University of Minnesota
- Shannon McCarthy, Assistant Professor, MFA, Minneapolis College of Art & Design
- Chris Daniel, Instructional Designer, ABD, University of Kentucky
- Nedim Slijepcevic, Faculty Development Program Manager, Ed.D., University of Kentucky

Since this is a new program and certificate, identified faculty will dedicate the maximum time needed to recruit students, grow and develop the program.

4. What are the potential costs of the proposed curriculum addition, especially 3-5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

The certificate in **Online Learning Design** is already a part of the proposed MS in **Instructional Design and Learning Technology** program, so there are no additional costs to offering this certificate.

New Minor, Concentration, University or Department
Certificate

Page | 1

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable) A. New Resources. Explain.

The resource requirements are incorporated into the proposal for the degree program. The certificate requires no additional resources beyond those required for the program.

B. Reallocation of resources. Explain.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.



Dean's Signature

8/31/20

Date

New Minor, Concentration, University or Department
Certificate

Page | 2

Substantial Curriculum Change Form (Present only one proposed curriculum change per form) (Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one)	Department Name	Art and Design
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	CLASS
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	DES 850
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Graphic Design for Learning
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To create a new course.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>The Department of Art and Design seeks to offer this new course as part of the Instructional Design and Learning Technology program. This course will introduce the principles, methods and tools used in graphic design as a form of visual communication and design thinking to students who aspire to be instructional designers. Students will acquire skills in working with design applications throughout this course and identify efficient techniques used in the graphic design field. They will also work with principles of design, composition, color and typography, and they will apply robust design in visual hierarchies. Students will recognize and evaluate good design while learning the conceptual skills necessary for preparing graphic visual communication. By acquiring all of these skills, students will be able to design and develop instructional materials that are aesthetically pleasing and effective in communicating through visual design and color.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NONE</p> <p>Operating Expenses Impact: NONE</p> <p>Equipment/Physical Facility Needs: Satisfactory</p>

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

DES 850 Graphic Design for Learning. (3) I, II. Introduction to the elements and principles of design, methods, tools and software used in the field of graphic design.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
DES	850	FALL 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u> 0 </u>	
3	Lecture _____	Laboratory <u> 3 </u>	Other _____	
CIP Code (first two digits only) 50		Class Restriction, if any: (undergraduate only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	FR _____ JR _____ SO _____ SR _____	
1	3	N		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u> Check all applicable </u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus
DES 850: Graphic Design for Learning
3 Credit Hours, CRN: XXXXXX

Course Instructor

Professor Shannon McCarthy
Office: Campbell 421
Email: shannon.mccarthy@eku.edu
Phone: (859) 622-1629

Catalog Course Description

DES 850 Graphic Design for Learning. (3) I, II. Introduction to the elements and principles of design, methods, tools and software used in the field of graphic design.

Student Learning Outcomes

By the time of course completion, learners will be able to:

- Acquire skills in working with design applications and identify efficient techniques used in the graphic design field.
- Skillfully define and apply principles of design, composition, color, typography, attention to detail, strong design in visual hierarchies.
- Implement skills in craftsmanship, computer applications, good work habits, composition, artistic talents, and efficiency.
- Develop conceptual skills, creative problem solving and professionalism in graphic design as it relates to eLearning.
- Recognize and evaluate good design while learning the conceptual skills necessary for preparing graphic visual communication.

Texts and Course Materials

Required Texts:

- Lücking, Andy & Mehler, Alexander. (2011). A Model of Complexity Levels of Meaning Constitution in Simulation Models of Language Evolution. IJSS. 1. 18-38. 10.4018/ijss.2011010102. Applying Color Theory to Visualization, Theresa-Maria Rhyne. Conference: ACM SIGGRAPH 2017
- Stop, Think, Go, Do: How Typography and Graphic Design Influence Behavior by Heller, Steven, Ilic, Mirko(May 1, 2012) Flexibound. (2020). Rockport Publishers.
- Samara, T. (2017). Making and Breaking the Grid, Second Edition, Updated and Expanded: A Graphic Design Layout Workshop (Updated, Expanded ed.). Rockport Publishers.

Optional Materials:

- American Psychological Association. (2019). Concise Guide to APA Style: Seventh Edition (newest, 2020 copyright) (Seventh ed.). American Psychological Association.
- Malamed, C. (2011). Visual Language for Designers: Principles for Creating Graphics that People Understand (Reprint ed.). Rockport Publishers.

COURSE MATERIALS

You will need access to a computer and the following software and materials listed below to complete the assignments.

- Adobe Photoshop, Illustrator, and Indesign (www.adobe.com)
- *Adobe Scan* - This is a free app for scanning documents
- Sketchbooks (8.5 x 11 inches), pencils, etc. for design process
- Storage media: portable digital storage device (At least 60 gigs) and Cloud Based Storage (Google Drive, Drop Box etc).

Note: Students are responsible for backing up work. No deadline will be extended due to loss of work.

Course Requirements

All work must be completed and turned in by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course Instructor.

Completion of all assignments listed below is required to successfully complete this course:

1. **Reading Reflections (8 reflections):** Students will read, analyze and write their responses based on assigned readings on issues of Graphic Design understanding and thinking.
2. **Assignment 1: Semiotics and the Importance of Composition** - Students will be introduced to Semiotics and how it relates to creating certain understandings and composition techniques.
3. **Assignment 2: Color Theory and Universal Understanding-** Students will work with color theory in a local and universal understanding, developing key ways to work with composition techniques.
4. **Assignment 3: Connecting Audiences with Typography-** Students will develop an understanding of the importance of typography and how it can connect with audiences.

5. **Assignment 4: Making and Breaking the Grid-** Students will create grid systems and incorporate composition techniques, color theory, and type understanding best suited for e-learning

Evaluation Methods

For this course students will be assessed through the following:

- Technical quality of the content you produce, its growth and iteration along the way, the contextual suitability, and the creative and critical thinking skills employed in assignments.
- Demonstrate professionalism and proficiency, in the presentation, design, and delivery of assignments.
- Individual Assignments in the form of Reading Reflections and Assignments

Evaluation Criteria

- Reading Reflections (RF) - 8 reflections: - 30 points (30%)
[RF 1 - 3 points | RF 2 - 3 points | RF 3 - 4 points | RF 4 - 4 points | RF 5 - 4 points | RF 6 - 4 points | RF 7 - 4 points | RF 8 - 4 points = 30 points
- **Assignment 1:** Semiotics and the Importance of Composition- 10 points (10%)
- **Assignment 2:** Color Theory and Universal Understanding- 10 points (10%)
- **Assignment 3:** Connecting Audiences with Typography- 10 points (10%)
- **Assignment 4:** Making and Breaking the Grid- 10 points (10%)
- **Exercise 1:** Exercises in Photoshop 10 points (10%)
- **Exercise 2:** Exercises in Illustrator 10 points (10%)
- **Exercise 3:** Exercises in Indesign 10 points (10%)

Grading Scale:

- A = 90 – 100 (90-100%)
- B = 80 – 89 (80-89%)
- C = 75 – 79 (75-79%)
- D = 63 – 74 (63 – 74%)
- F < 63 (63%)

Course Outline

Note: Course weeks begin on Monday and end on Sunday except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week, Sunday, at 11 p.m. Eastern time. Discussion Board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Assignments (A), Reading Reflections (RF) Exercises (E)

Note: Course weeks begin on Monday and end on Sunday except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week at 11 p.m. Eastern time. Discussion board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Topics	Assessment	Readings
Module 1 - Introductions & Course Review Graphic Design for Learning Overview and Start	<i>Reading Reflection 1</i> (3 points) A1: Semiotics and the Importance of Composition (10 points) E1: Photoshop (10 points)	A Model of Complexity Levels of Meaning Constitution in Simulation Models of Language Evolution. p1-10
Module 2 - Semiotics and Composition Photoshop (Ps)	<i>Reading Reflection 2</i> (3 points) A1: Semiotics and the Importance of Composition (10 points) E1: Photoshop (10 points)	A Model of Complexity Levels of Meaning Constitution in Simulation Models of Language Evolution. p11-21
Module 3 - Color Theory and Universal Understanding Illustrator (Ai)	Reading Reflection 3 (4 points) A3: Color Theory and Universal Understanding (10 points) E2: Illustrator	<ul style="list-style-type: none"> Applying Color Theory to Visualization. Section 1

	(10 points)	
Module 4 Color Theory and Universal Understanding Illustrator (Ai)	Reading Reflection 4 (4 points) A3: Color Theory and Universal Understanding (10 points) E2: Illustrator (10 points)	<ul style="list-style-type: none"> Applying Color Theory to Visualization. Section 2
Module 5 Connecting Audiences with Typography InDesign (Id)	Reading Reflection 5 (4 points) A5: Connecting Audiences with Typography (10 points) E3: InDesign (10 points)	<ul style="list-style-type: none"> Stop, Think, Go, Do: How Typography and Graphic Design Influence Behavior p1-45
Module 6 Connecting Audiences with Typography InDesign (Id)	Reading Reflection 6 (4 points) A5: Connecting Audiences with Typography (10 points) E3: InDesign (10 points)	<ul style="list-style-type: none"> Stop, Think, Go, Do: How Typography and Graphic Design Influence Behavior p129-197
Module 7 Making and Breaking the Grid	Reading Reflection 7 (4 points) Reading Reflection 8	

	(4 points) A6: Making and Breaking the Grid (10 points)	Making and Breaking the Grid: A Graphic Design Layout Workshop by Timothy Samara. p 14-32 Making and Breaking the Grid: A Graphic Design Layout Workshop by Timothy Samara. p. 112–128
Module 8 Making and Breaking the Grid	A6: Making and Breaking the Grid (10 points)	No readings

Designing for ADA Compliance

All materials either consumed or produced in this program must meet ADA 508 accessibility guidelines to the greatest extent possible.

Skills, Aptitudes, and Dispositions

Successful students have or will quickly develop a capacity to know and do the following:

- Quickly learn computer applications, techniques, and procedures, finding solutions to challenges with minimal guidance
- Possess subject matter knowledge in a rich domain to utilize in the application of key course concepts
- Have a passion for learning and a desire to help others improve learning outcomes
- Enjoy deep reading and reflection in a single subject domain (learning/instructional design)

Course Announcements

Participants should monitor online announcements and emails from the instructor through the ECU course website. Participants not monitoring online course guidance during the semester will find themselves at a disadvantage in properly completing the requirements of the program.

Course Methodology

This course is asynchronous in nature, with weekly modular content, readings, and assignments posted within ECU's Blackboard Learning Management System. This

course consists of weekly topical readings, video links, discussion board forums, assignments, and various sample projects and assignments developed and used within other ECU online courses. Students are expected to complete all assigned readings, submit assignments on due dates, and be fully prepared to discuss salient points using discussion board forums, blogs, or wikis.

Virtual Office

The Blackboard Virtual Office discussion forum is used to post questions to the instructor and other students about the course materials. Posting them on this forum will allow others who might have similar questions to see responses. Your instructor will be checking the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing in the Virtual Office will be graded.

Course Correspondence Policy

- All emails should be directed to your course Instructor. They will respond to any questions or concerns within 24 hours. If you have not received a response after this time period, please call for assistance.
- You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. The use of an email address other than the ECU assigned email address is strongly discouraged.
- All course assignments must be submitted to Blackboard by the Sunday of each week no later than 11 p.m. Eastern time. Arrangements for any late submissions must be prearranged with the instructor.
- If you are running into difficulty with any aspect of the course or with the schedule, please contact the instructor for immediate help. One-on-one meetings can be scheduled anytime during the eight weeks.

Technology Requirements

ECU's technology services and infrastructure do not currently support student use of devices for the consistent delivery of course content and assessments. Therefore, all students should own or have consistent access to a modern personal computer running either Windows 10 or a recent version of the Mac operating system. The system specifications should be of a high enough caliber to allow for multitasking, as well as content development in various productivity and e-learning authoring packages. Please consult the ECU IT Service Desk for ideas about suitable system requirements and how your own current technology might meet these goals.

Student Progress

Students will receive feedback on their progress within one week of an assignment being submitted. Grades can be tracked throughout the semester via Blackboard.

Midterm and Final grades will be posted according to the University Calendar <http://www.eku.edu/calendars>. Please contact the professor by email any time you have questions about your work in this course. To view your grades in Blackboard, click on the "Tools" button, then choose "View Grades".

Students who participate in this course agree to the following:

- Agreeing to complete weekly reading assignments on schedule
- Maintaining adequate computer capability
- Having a working e-mail address accessible by the ECU Blackboard Learning System.
- Participating in all class activities
- Submitting assignments on schedule
- Monitoring instructor e-mails

Attendance Policy:

Students are expected to participate in all discussion boards and weekly assignments. The discussion board assignments are designed to spark reflective student discussions about the weekly topic and as such these assignments lose their effectiveness if not submitted on time. Any original discussion board posting will lose certain amount of points based on the discussion board rubric when it is not submitted during the Week (Monday through the following Tuesday - noon) when it was originally assigned. The final score on late discussion board assignments will be determined by the instructor based on the quality of the postings and the length of time the postings are overdue.

Final scores on other late assignments will be determined by the instructor based on: (1) the quality of the submission (per the course Rubric when applicable), (2) the length of time the assignment is overdue, and (3) whether the instructor was notified in a timely manner that the assignment would be late.

Student Support and Services

Technical Support

It is expected that participants have adequate working knowledge of Blackboard and personal computer. For all other technical problems, such as retrieving a forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

ECU Library Support

In addition to the resources below, your course site may include a "Library Resources" link specific to your course.

- [ECU Libraries Website](#)
- [ECU Library Frequently Asked Questions](#)
- [ECU Libraries Learning Resource Center on Twitter](#)

EKU Student Tutoring Service

As an online student at ECU, you have access to completely free online tutoring services through the Noel Studio's Online Consultation and SmartThinking.

Noel Studio's Online Consultation

The Noel Studio offers synchronous (real-time) consultations for eCampus and regional campus students who cannot reasonably be expected to attend face-to-face consultations in the Noel Studio.

Students may schedule an online consultation through [WCOOnline](#) or by calling the Noel Studio at (859) 622-7330 during [regular operating hours](#).

SmartThinking

SmartThinking's certified tutors provide one-to-one tutoring when you need it, on any Internet-connected computer. Are you struggling with a mathematics concept, looking for suggestions to improve the organization a paper, needing help with an accounting principle problem or science requirement, or needing help in using APA style? With your SMARTTHINKING account, you can share an interactive session with a tutor, or you can submit a question or a paper for an asynchronous response typically within 24 hours. You can access the Smarthinking Tutoring Service by Clicking on the Tools menu option in your Bb course site.

Netiquette

We are all adults, trying to do the best job we can in a challenging profession. Professional etiquette are expected in this course. Courtesy and respect are essential ingredients. We respect each other's opinions and differing points of view at all times. The use of profanity and harassment of any form is strictly prohibited. Please refrain from topics that are not related to the course content and may cause unnecessary classroom disruption (usually politics and religion). The value of this program is that each participant brings unique thoughts and experiences that can contribute to the expansion of our own knowledge base. Please refer to the course [netiquette guidelines](#) for a full list of behavioral expectations.

Withdrawal Policy

If life happens and you cannot commit to completing the course, the university has provisions for dropping or withdrawing, which you may see at [the Registrar's Office web site](#). However, please consider contacting the instructor first. We want to do everything we can to ensure your success!

Important Drop/Withdrawal Dates

(Students should always verify on their own the exact drop or withdrawal dates at the

[EKU Colonel Compass web site](#) or with the Registrar's office by phone, as changes may not be accurately reflected in this document)

Class begins:

Add/drop deadline:

Mid-term grades submitted:

Last day to withdraw (no fee):

Last day to withdraw (with fee):

75% tuition refund:

50% tuition refund:

25% tuition refund:

Class ends:

Academic Integrity

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at <https://studentconduct.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services.

If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment,

including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes made to this document.

Substantial Curriculum Change Form (Present only one proposed curriculum change per form) (Complete only the section(s) applicable.)

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name <u>Art and Design</u> College <u>CLASS</u> *Course Prefix & Number <u>DES 851</u> *Course Title (full title±) <u>User Experience Design</u> *Program Title _____ _____ If Certificate, indicate Long-Term (University) or Short-Term (Departmental) * Provide only the information relevant to the proposal. ± If Title is longer than 30 characters see Part IV to provide abbreviation	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>9/9/2020</u>	<u>Council on Academic Affairs</u>
College Curriculum Committee	<u>9/30/2020</u>	<u>Faculty Senate**</u>
General Education Committee*	<u>NA</u>	<u>Board of Regents**</u>
Teacher Education Committee*	<u>NA</u>	<u>EFFECTIVE ACADEMIC TERM***</u>
Graduate Council*	<u>11/02/2020</u>	<u>_____</u>
*If Applicable (Type NA if not applicable.) **Approval needed for program revisions or suspensions. ***To be added by the Registrar's Office after all approval is received.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To create a new course.	
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The Department of Art and Design seeks to offer this new course as part of the Instructional Design and Learning Technology program. This course will introduce the methods and tools used in User Experience Design (UXD) to students who aspire to be instructional designers. Throughout the course, students will learn about UXD and how it fits into the instructional design. UXD is essential when designing learning projects as it helps reduce the extraneous cognitive load and improves overall user experience. To support this process, students will learn how to evaluate a design's specific components and state how the element enhances or detracts from the user experience while implementing a design workflow. Students will also participate effectively in design critiques and use this experience to be a more effective design team member.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NONE Operating Expenses Impact: NONE Equipment/Physical Facility Needs: Satisfactory Library Resources: Satisfactory	

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

DES 851 User Experience Design. (3) I, II. Introduction to the processes and methods of User Experience Design, including user research, contextual design, design thinking, ideation, and prototyping of a service or product.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
DES	851	FALL 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture _____	Laboratory 3	Other _____	
CIP Code (first two digits only) 50				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus

DES 851: User Experience (UX) Design
3 Credit Hours, CRN: XXXXXX

Course Instructor

Professor Ida Kumoji - Ankrah
Office: Campbell 309
Email: ida.kumoji@eku.edu
Phone: (859) 622-1629

Catalog Course Description:

DES 851 User Experience Design. (3) I, II. Introduction to the processes and methods of User Experience Design, including user research, contextual design, design thinking, ideation, and prototyping of a service or product.

Student Learning Outcomes:

By the time of course completion, learners will be able to:

- Define the term “*user experience design*” and determine how it fits into the eLearning development lifecycle.
- Evaluate specific components of a design and describe how the element enhances or detracts from the user experience while implementing a design workflow.
- Design and produce activities to understand a design space when designing a new user interaction.
- Participate effectively in *design critiques*, and be able to use this experience to be a more effective design team member.
- Prepare and evaluate high quality, professional documentation and artifacts relating to the design process for preparation for a professional portfolio

Texts and Course Materials

Required Books

- Grant, W. (2018). *101 UX Principles: A Definitive Design Guide*. Packt Publishing.
- Greenberg, S., Carpendale, S., Marquardt, N., & Buxton, B. (2011). *Sketching User Experiences: The Workbook* (1st ed.). Morgan Kaufmann.

ARTICLES

- Moggridge, B. (2007) Process. In Ch. 10 of *Designing Interactions*. Cambridge, MA: The M.I.T. Press, pp. 724-735.

- IDEO (2003) IDEO Method Cards: 51 Ways to Inspire Design. W. Stout Architectural Books, San Francisco.
- Quesenberg & Brooks. (2010) Storytelling for User Experience. Chs. 1 & 2. Rosenfeld Media.
- SKIM: Quesenberg & Brooks. (2010) Storytelling for User Experience. Ch. 15. Rosenfeld Media.
- Truong, K.N., Hayes, G.R., Abowd, G.D. (2006) Storyboarding: An Empirical Determination of Best Practices and Effective Guidelines. Proceedings of DIS 2006. pp. 12-21
- Buchenau, M., & Suri, J. F. (2000). Experience prototyping. DIS 2000. pp. 424-433.
- Abowd, G. D., et al. (2005). Prototypes and paratypes: Designing mobile and ubiquitous computing applications. *Pervasive Computing, IEEE*, 4(4), 67-73.
- Norman, D. (2002). Emotion & design: attractive things work better. *interactions*, 9(4), 36-42.
- Norman, D. (2004). Emotional Design: People and Things
- Travis, D. (2011) ISO 13407 is dead. Long live ISO 9241-210
- SKIM: Law, E. L. C., et al. (2009). Understanding, scoping and defining user experience: a survey approach. In CHI 2009. pp. 719-728.

COURSE MATERIALS

You will need access to a computer and the following software and materials listed below to complete the assignments.

- Adobe XD - This software will be used for design, prototype and Experience (www.adobe.com)
- Sketch - The digital design toolkit (www.sketch.com)
- Adobe Scan - This is a free app for scanning documents
- Sketchbooks (8.5 x 11 inches), pencils, etc. for design process
- Storage media: portable digital storage device (At least 60 gigs) and Cloud Based Storage (Google Drive, Drop Box etc).

Note: Students are responsible for backing up work. No deadline will be extended due to loss of work.

Course Requirements

All work must be completed and turned in by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course Instructor.

Completion of all assignments listed below is required to successfully complete this course:

1. **Reading Reflections (8 reflections):** Students will read, analyze and write their responses based on assigned readings on issues of User Experience Design.

2. **Assignment 1: Thinking About User Experience Design** - Students will generate a list of *design principles* that apply to user experience and evaluate two artifacts using these principles.
3. **Assignment 2: Design Methods “Look, Learn, Ask, Try”** - Students will write and present a report based on chosen design methods that will help understand the potential users and the design problem assigned.
4. **Assignment 3: Sketching Project** - Students will create drawings and illustrations based on the various methods of sketching and design process in User Experience Design
5. **Assignment 4: Storyboarding Project**- Students will create storyboards using various methods of sketching in User Experience Design
6. **Assignment 5: Experience Prototype** - Students will prototype a potential solution for a specific design challenge.
7. **Assignment 6: UX Portfolio Project** - Students will evaluate a real world user experience and create a product based on their evaluation.

Evaluation Methods

For this course students will be assessed through the following:

- Technical quality of the content you produce, its growth and iteration along the way, the contextual suitability, and the creative and critical thinking skills employed in assignments.
- Demonstrate professionalism and proficiency, in the presentation, design, and delivery of assignments.
- Individual Assignments in the form of Reading Reflections and Assignments
- Production of prototypes for digital applications using industry standard methods, tools, and techniques.
- Application of user centered design process in the creation of digital applications.

Evaluation Criteria

1. Reading Reflections (RF) - 8 reflections: - 30 points (30%)
[RF 1 - 3 points | RF 2 - 3 points | RF 3 - 4 points | RF 4 - 4 points | RF 5 - 4 points | RF 6 - 4 points | RF 7 - 4 points | RF 8 - 4 points = 30 points
2. Assignment 1: Thinking About User Experience Design - 5 points (5%)
3. Assignment 2: Design Methods “Look, Learn, Ask, Try” - 5 points (5%)
4. Assignment 3: Sketching Project - 10 points (10%)
5. Assignment 4: Storyboarding Project- 10 points (10%)
6. Assignment 5: Experience Prototype - 20 points (20%)
7. Assignment 6: UX Portfolio Project - 20 points (20%)

Grading Scale:

- A = 90 – 100 (90-100%)
 B = 80 – 89 (80-89%)
 C = 75 – 79 (75-79%)
 D = 63 – 74 (63 – 74%)
 F < 63 (63%)

Course Outline

Note: Course weeks begin on Monday and end on Sunday except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week, Sunday, at 11 p.m. Eastern time. Discussion Board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Assignments (A), Reading Reflections (RF)

Topics	Assessment	Readings
Module 1 - Introductions & Course Review User Experience Design Overview	<i>Reading Reflection 1</i> (3 points) <i>A1: Thinking About User Experience Design</i> (5 points)	<ul style="list-style-type: none"> ● Buxton, pp. 73-103, 127-133. ● Moggridge, B. (2007) <i>Process</i>. In Ch. 10 of <i>Designing Interactions</i>. Cambridge, MA: The M.I.T. Press, pp. 724-735. ● Grant, <i>101 UX Principles: A definitive design guide</i>.
Module 2 - Understanding Users Design Methods	<i>Reading Reflection 2</i> (3 points) <i>A2: Design Methods: Look, Learn, Ask, Try</i> (5 points)	<ul style="list-style-type: none"> ● Buxton, pp. 143-152. ● IDEO (2003) <i>IDEO Method Cards: 51 Ways to Inspire Design</i>. W. Stout Architectural Books, San Francisco. ● Grant, <i>101 UX Principles: A definitive design guide</i>.
Module 3 - The role of Sketching and Storytelling in design of User Experience	Reading Reflection 3 (4 points) Reading Reflection 4 (4 points) <i>A3: Sketching Project</i> (10 points)	<ul style="list-style-type: none"> ● Buxton pp. 104-127, 134-141. ● Buxton, pp. 277-298 ● Quesenberg & Brooks. (2010) <i>Storytelling for User Experience</i>. Chs. 1 & 2. Rosenfeld Media. ● SKIM: Quesenberg & Brooks. (2010) <i>Storytelling for User Experience</i>. Ch. 15. Rosenfeld Media.

<p>Module 4 The role of Storyboarding in design of User Experience</p>	<p>Reading Reflection 5 (4 points) A4: Storyboard Project (10 points)</p>	<ul style="list-style-type: none"> ● Buxton, pp. 299-327, 349-369 ● Truong, K.N., Hayes, G.R., Abowd, G.D. (2006) Storyboarding: An Empirical Determination of Best Practices and Effective Guidelines. Proceedings of DIS 2006. pp. 12-21
<p>Module 5 Prototyping Experiences Evaluation of User Experiences</p>	<p>Reading Reflection 6 (4 points) Reading Reflection 7 (4 points) A5: Experience Prototype (20 points)</p>	<ul style="list-style-type: none"> ● Buchenau, M., & Suri, J. F. (2000). Experience prototyping. DIS 2000. pp. 424-433. ● Abowd, G. D., et al. (2005). Prototypes and paratypes: Designing mobile and ubiquitous computing applications. <i>Pervasive Computing, IEEE</i>, 4(4), 67-73.
<p>Module 6 Emotional Design Trends in User Experience Design</p>	<p>Reading Reflection 8 (4 points) A5: Experience Prototype</p>	<ul style="list-style-type: none"> ● Norman, D. (2002). Emotion & design: attractive things work better. <i>interactions</i>, 9(4), 36-42. ● Norman, D. (2004). Emotional Design: People and Things ● Buxton, pp. 407-419 ● Travis, D. (2011) ISO 13407 is dead. Long live ISO 9241-210 ● SKIM: Law, E. L. C., et al. (2009). Understanding, scoping and defining user experience: a survey approach. In CHI 2009. pp. 719-728.
<p>Module 7 UX Portfolio Design and Designers</p>	<p>A6: UX Portfolio Project (20 points)</p>	<p>No Reading</p>
<p>Module 8 UX Portfolio Design</p>	<p>A6: UX Portfolio Project</p>	<p>No Reading</p>

Designing for ADA Compliance

All materials either consumed or produced in this program must meet ADA 508 accessibility guidelines to the greatest extent possible.

Skills, Aptitudes, and Dispositions

Successful students have or will quickly develop a capacity to know and do the following:

- Quickly learn computer applications, techniques, and procedures, finding solutions to challenges with minimal guidance
- Possess subject matter knowledge in a rich domain to utilize in the application of key course concepts
- Have a passion for learning and a desire to help others improve learning outcomes
- Enjoy deep reading and reflection in a single subject domain (learning/instructional design)

Course Announcements

Participants should monitor online announcements and emails from the instructor through the ECU course website. Participants not monitoring online course guidance during the semester will find themselves at a disadvantage in properly completing the requirements of the program.

Course Methodology

This course is asynchronous in nature, with weekly modular content, readings, and assignments posted within ECU's Blackboard Learning Management System. This course consists of weekly topical readings, video links, discussion board forums, assignments, and various sample projects and assignments developed and used within other ECU online courses. Students are expected to complete all assigned readings, submit assignments on due dates, and be fully prepared to discuss salient points using discussion board forums, blogs, or wikis.

Virtual Office

The Blackboard Virtual Office discussion forum is used to post questions to the instructor and other students about the course materials. Posting them on this forum will allow others who might have similar questions to see responses. Your instructor will be checking the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing in the Virtual Office will be graded.

Course Correspondence Policy

- All emails should be directed to your course Instructor. They will respond to any questions or concerns within 24 hours. If you have not received a response after this time period, please call for assistance.
- You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. The use of an email address other than the ECU assigned email address is strongly discouraged.

- All course assignments must be submitted to Blackboard by the Sunday of each week no later than 11 p.m. Eastern time. Arrangements for any late submissions must be prearranged with the instructor.
- If you are running into difficulty with any aspect of the course or with the schedule, please contact the instructor for immediate help. One-on-one meetings can be scheduled anytime during the eight weeks.

Technology Requirements

EKU's technology services and infrastructure do not currently support student use of devices for the consistent delivery of course content and assessments. Therefore, all students should own or have consistent access to a modern personal computer running either Windows 10 or a recent version of the Mac operating system. The system specifications should be of a high enough caliber to allow for multitasking, as well as content development in various productivity and e-learning authoring packages. Please consult the ECU IT Service Desk for ideas about suitable system requirements and how your own current technology might meet these goals.

Student Progress

Students will receive feedback on their progress within one week of an assignment being submitted. Grades can be tracked throughout the semester via Blackboard. Midterm and Final grades will be posted according to the University Calendar <http://www.eku.edu/calendars>. Please contact the professor by email any time you have questions about your work in this course. To view your grades in Blackboard, click on the "Tools" button, then choose "View Grades".

Students who participate in this course agree to the following:

- Agreeing to complete weekly reading assignments on schedule
- Maintaining adequate computer capability
- Having a working e-mail address accessible by the ECU Blackboard Learning System.
- Participating in all class activities
- Submitting assignments on schedule
- Monitoring instructor e-mails

Attendance Policy:

Students are expected to participate in all discussion boards and weekly assignments. The discussion board assignments are designed to spark reflective student discussions about the weekly topic and as such these assignments lose their effectiveness if not submitted on time. Any original discussion board posting will lose certain amount of points based on the discussion board rubric when it is not submitted during the Week (Monday through the following Tuesday - noon) when it was originally assigned. The final score on late discussion board assignments will be determined by the instructor based on the quality of the postings and the length of time the postings are overdue.

Final scores on other late assignments will be determined by the instructor based on: (1) the quality of the submission (per the course Rubric when applicable), (2) the length of time the assignment is overdue, and (3) whether the instructor was notified in a timely manner that the assignment would be late.

Student Support and Services

Technical Support

It is expected that participants have adequate working knowledge of Blackboard and personal computer. For all other technical problems, such as retrieving a forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

EKU Library Support

In addition to the resources below, your course site may include a "Library Resources" link specific to your course.

- [EKU Libraries Website](#)
- [EKU Library Frequently Asked Questions](#)
- [EKU Libraries Learning Resource Center on Twitter](#)

EKU Student Tutoring Service

As an online student at EKU, you have access to completely free online tutoring services through the Noel Studio's Online Consultation and SmartThinking.

Noel Studio's Online Consultation

The Noel Studio offers synchronous (real-time) consultations for eCampus and regional campus students who cannot reasonably be expected to attend face-to-face consultations in the Noel Studio.

Students may schedule an online consultation through [WOnline](#) or by calling the Noel Studio at (859) 622-7330 during [regular operating hours](#).

SmartThinking

SmartThinking's certified tutors provide one-to-one tutoring when you need it, on any Internet-connected computer. Are you struggling with a mathematics concept, looking for suggestions to improve the organization a paper, needing help with an accounting principle problem or science requirement, or needing help in using APA style? With your SMARTTHINKING account, you can share an interactive session with a tutor, or you can submit a question or a paper for an asynchronous response typically within 24 hours. You can access the Smarthinking Tutoring Service by Clicking on the Tools menu option in your Bb course site.

Netiquette

We are all adults, trying to do the best job we can in a challenging profession. Professional etiquette are expected in this course. Courtesy and respect are essential ingredients. We respect each other's opinions and differing points of view at all times. The use of profanity and harassment of any form is strictly prohibited. Please refrain from topics that are not related to the course content and may cause unnecessary classroom disruption (usually politics and religion). The value of this program is that each participant brings unique thoughts and experiences that can contribute to the expansion of our own knowledge base. Please refer to the course [netiquette guidelines](#) for a full list of behavioral expectations.

Withdrawal Policy

If life happens and you cannot commit to completing the course, the university has provisions for dropping or withdrawing, which you may see at [the Registrar's Office web site](#). However, please consider contacting the instructor first. We want to do everything we can to ensure your success!

Important Drop/Withdrawal Dates

(Students should always verify on their own the exact drop or withdrawal dates at the [EKU Colonel Compass web site](#) or with the Registrar's office by phone, as changes may not be accurately reflected in this document)

Class begins:

Add/drop deadline:

Mid-term grades submitted:

Last day to withdraw (no fee):

Last day to withdraw (with fee):

75% tuition refund:

50% tuition refund:

25% tuition refund:

Class ends:

Academic Integrity

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at <https://studentconduct.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email

your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services.

If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Non-Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes made to this document.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Art and Design	
X New Course (Parts II, IV)	College	CLASS	
Course Revision (Parts II, IV)	*Course Prefix & Number	IDL 800	
Hybrid Course ("S," "W")	*Course Title (full title±)	Introduction to Instructional Design and Learning Technology	
New Minor (Part III)	*Program Title		
Program Suspension (Part III)			
Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 To create a new course.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

The Department of Art and Design seeks to offer this new course as part of the Instructional Design and Learning Technology program. This course clarifies the role of the instructional designer and the importance and function of instructional systems. Instructional designers improve learning outcomes in a variety of contexts. Students will learn a comprehensive approach to the process and profession, becoming more knowledgeable practitioners and competitive job applicants. The course covers the historical perspective of Instructional design and discusses the roles instructional designers play in various career settings. Students will also learn about various instructional design models and use one or more of them in a real-world instructional design project. This course will provide an overview of the profession and some of the tools students will be using during their careers.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: Satisfactory
Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. ~~For a dropped course, provide the current catalog text.~~ **New or Revised* Catalog Text**
 For a revised course, provide the current catalog text. Also include Crs. Prefix, No., and description, limited to 35 words.)

IDL 800 Introduction to Instructional Design and Learning Technology. (3) I, II. A comprehensive introduction to the process, theories and profession of Instructional Design.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text
 (*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
IDL	800	FALL 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3	Laboratory _____ Other _____	CIP Code (first two digits only) 50	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
CoRequisites and Prerequisites **See definitions on following page**				
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D -.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus
IDL 800: Introduction to the Profession
3 Credit Hours, CRN: XXXXXX

Course Instructor

Professor Chris Daniel
Office: Commonwealth 1908
Email: Chris.Daniel@eku.edu
Phone: (859)-979-3216

Catalog Course Description

IDL 800 Introduction to the Profession. (3) I, II. A comprehensive introduction to the process, theories and profession of Instructional Design.

Student Learning Outcomes

By the time of course completion, learners will be able to:

- Discuss the history of instructional design and the current role of instructional designers across various fields.
- Discuss the roles of instructional designers in various career settings and reflect on acquired knowledge to identify career goals
- Identify the various components of a typical instructional system and how these function to solve problems in organizations
- Describe the importance of instructional design models and apply salient aspects of these to solve instructional problems.
- Plan, evaluate, and utilize processes that will lead to design of effective instructional units

Texts and Course Materials

Required Texts:

- Morrison, G. R., Ross, S. J., Morrison, J. R., & Kalman, H. K. (2019). *Designing Effective Instruction*. John Wiley & Sons. ISBN: 978-1-119-46593-5. Either online or print versions are acceptable. Assignments may track with the online version.
- Mager, R. F. (1997). *Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction*. United Kingdom: Center for Effective Performance.

Optional Materials:

- Subscription to LinkedIn Learning or another tutorial service for instruction on a wide variety of topics, including technical topics related to eLearning authoring. Some large public libraries offer subscriptions at no additional charge.

- Concise Guide to APA Style. (2019). United States: American Psychological Association.
- Universal Design for Learning Guidelines. (2020, May 1). Retrieved from <http://www.cast.org/>

Course Requirements

All work must be completed and submitted by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course instructor.

Completion of all assignments listed below is required to successfully complete this course:

1. Discussions on various topics, such as ID models and their applications
2. Instructional Design Report*
3. Instructional Unit Prototype
4. Presentation

Assignment Descriptions

Graded Weekly Discussions

The class participates in moderated discussions. These prompted discussions promote reflection on the readings, provide the opportunity for students to exchange information and ideas related to course topics, as well as those of interest to students, and to establish rapport and camaraderie within the online class environment.

For each discussion board, students will write a quality initial post according to the instructor-provided prompt and then thoughtfully and cogently respond to the writings of their peers. These assignments will require students to apply their own experiences, knowledge acquired through assigned readings, and critical/creative thinking to obtain the best grades. While not academic writing per se, students are expected to incorporate outside research to support fact-based assertions and clearly differentiate fact from their own opinion or the opinion of others.

The discussion board rubric attached to each written discussion board grade (See the appropriate area in the course for rubrics) provides specific guidelines and the expected level of performance relative to assigned grading. Students may inspect this rubric before completing the assignment so they understand these expectations.

Instructional Documentation Report (IDR)

The instructional documentation report (IDR) is a detailed, structured description and analysis of a design process to suit a given situation or to solve an instructional problem. This document considers the learning objectives, criterion-referenced assessment items, discipline-relevant knowledge, and activities one might utilize in designing effective instruction. It is important to note that an IDR is not the instruction in itself, rather it is the “blueprint” one might use to design the instruction before more involved and potentially costly design strategies occur. Students will create their own IDR for a particular small topic of instruction or lesson.

Students will find complete instructions, assessment criteria with rubric, and at least one example in the appropriate Weekly Lesson folder. Please see the [Course Outline](#) for information regarding due dates.

Full assignment details are posted in Module 1.

Instructional Unit Prototype

Based on the work completed in the IDR, students will create a prototype, or preliminary model of the topic or lesson they explicated in the IDR. This topic should take a learner between twenty and forty minutes to complete. Therefore, it should take the student-designer in this course at least several hours to develop beyond the IDR. Remember, the IDR is the blueprint whereas the prototype is the working instruction to be used by the student.

Students will find complete instructions, assessment criteria with rubric, and at least one example in the appropriate Weekly Lesson folder. Please see the [Course Outline](#) for information regarding due dates.

Full assignment details are posted in Module 4.

Instructional Unit Prototype Presentation

Students will give a structured presentation and brief demonstration of their prototype of around ten minutes in duration. Students will find instructions and assessment criteria inside the course. Please see the [Course Outline](#) for information regarding due dates.

Evaluation Methods

Evaluation Criteria

1. Weekly Discussions (6) @ 100 points each = 600 points (60% of total grade)
2. Instructional Design Report: 200 points (20% of total grade)
 - a. Draft due in week three - 50 points
 - b. Final IDR - 150 points
3. Instructional Unit Prototype: 200 points (20% of total grade)
 - a. Draft due in week six - 50 points
 - b. Final Instructional Unit Prototype - 100 points
 - c. Instructional Unit Prototype Presentation - 50 Points

Total: 1000 points

Grading Scale:

A = 900 – 1000 (90-100%)

B = 800 – 899 (80-89%)

C = 750 – 799 (75-79%)

D = 630 – 749 (63 – 74%)

F < 630 (63%)

Course Outline

Note: Course weeks begin on Monday and end on Sunday except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week at 11 p.m. Eastern time. Discussion board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Topics	Assessment	Readings
Module 1 - <ul style="list-style-type: none"> ● Course Introductions ● The ID process ● Identifying Instructional Need 	<ul style="list-style-type: none"> ● Introduce Yourself ● M1 Discussion Board 	<ul style="list-style-type: none"> ● Designing Effective Instruction (Morrison): Preface, Chapters 1-2
Module 2 - <ul style="list-style-type: none"> ● Knowing your audience ● Analyzing Tasks ● Learning Objectives 	<ul style="list-style-type: none"> ● M2 Discussion Board ● Instructional Documentation Report Student Progress Update Due 	<ul style="list-style-type: none"> ● Morrison: Chapters 3-5 ● Preparing Instructional Objectives (Mager): Chapters 1-5
Module 3 - <ul style="list-style-type: none"> ● Sequencing ● Strategies ● Message Design 	<ul style="list-style-type: none"> ● M3 Discussion Board ● Instructional Documentation Report Draft Due 	<ul style="list-style-type: none"> ● Morrison: Chapters 6-8 ● Mager: Chapters 6-10
Module 4 Dates	<ul style="list-style-type: none"> ● Instructional Documentation Report Due 	<ul style="list-style-type: none"> ● Morrison: Chapter 9-10 ● Merrill, M. D. (2007). First principles of instruction: A synthesis. Trends and issues in instructional design and technology, 2, 62-71.
Module 5 Dates	<ul style="list-style-type: none"> ● M5 Discussion Board 	<ul style="list-style-type: none"> ● Morrison: Chapters 11-12 ● Universal Design for Learning (UDL) Guidelines
Module 6 Dates	<ul style="list-style-type: none"> ● M6 Discussion Board ● Prototype Draft Due 	<ul style="list-style-type: none"> ● Morrison: Chapter 14
Module 7 Dates	<ul style="list-style-type: none"> ● M7 Discussion Board 	<ul style="list-style-type: none"> ● Morrison: Chapter 15
Module 8 Dates	<ul style="list-style-type: none"> ● Instructional Unit Prototype Presentation ● Instructional Unit Prototype Due 	<ul style="list-style-type: none"> ● No readings

Designing for ADA Compliance

All materials either consumed or produced in this program must meet ADA 508 accessibility guidelines to the greatest extent possible.

Skills, Aptitudes, and Dispositions

Successful students have or will quickly develop a capacity to know and do the following:

- Quickly learn computer applications, techniques, and procedures, finding solutions to challenges with minimal guidance
- Possess subject matter knowledge in a rich domain to utilize in the application of key course concepts
- Have a passion for learning and a desire to help others improve learning outcomes
- Enjoy deep reading and reflection in a single subject domain (learning/instructional design)

Course Announcements

Participants should monitor online announcements and emails from the instructor through the ECU course website. Participants not monitoring online course guidance during the semester will find themselves at a disadvantage in properly completing the requirements of the program.

Course Methodology

This course is asynchronous in nature, with weekly modular content, readings, and assignments posted within ECU's Blackboard Learning Management System. This course consists of weekly topical readings, video links, discussion board forums, assignments, and various sample projects and assignments developed and used within other ECU online courses. Students are expected to complete all assigned readings, submit assignments on due dates, and be fully prepared to discuss salient points using discussion board forums, blogs, or wikis.

Virtual Office

The Blackboard Virtual Office discussion forum is used to post questions to the instructor and other students about the course materials. Posting them on this forum will allow others who might have similar questions to see responses. Your instructor will be checking the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing in the Virtual Office will be graded.

Course Correspondence Policy

- All emails should be directed to your course Instructor. They will respond to any questions or concerns within 24 hours. If you have not received a response after this time period, please call for assistance.
- You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. The use of an email address other than the ECU assigned email address is strongly discouraged.
- All course assignments must be submitted to Blackboard by the Sunday of each week no later than 11 p.m. Eastern time. Arrangements for any late submissions must be prearranged with the instructor.
- If you are running into difficulty with any aspect of the course or with the schedule, please contact the instructor for immediate help. One-on-one meetings can be scheduled anytime during the eight weeks.

Technology Requirements

EKU's technology services and infrastructure do not currently support student use of devices for the consistent delivery of course content and assessments. Therefore, all students should own or have consistent access to a modern personal computer running either Windows 10 or a recent version of the Mac operating system. The system specifications should be of a high enough caliber to allow for multitasking, as well as content development in various productivity and e-learning authoring packages. Please consult the ECU IT Service Desk for ideas about suitable system requirements and how your own current technology might meet these goals.

Student Progress

Students will receive feedback on their progress within one week of an assignment being submitted. Grades can be tracked throughout the semester via Blackboard. Midterm and Final grades will be posted according to the University Calendar <http://www.eku.edu/calendars>. Please contact the professor by email any time you have questions about your work in this course. To view your grades in Blackboard, click on the "Tools" button, then choose "View Grades".

Students who participate in this course agree to the following:

- Agreeing to complete weekly reading assignments on schedule
- Maintaining adequate computer capability
- Having a working e-mail address accessible by the ECU Blackboard Learning System.
- Participating in all class activities
- Submitting assignments on schedule
- Monitoring instructor e-mails

Attendance Policy:

Students are expected to participate in all discussion boards and weekly assignments. The discussion board assignments are designed to spark reflective student discussions about the weekly topic and as such these assignments lose their effectiveness if not submitted on time. Any original discussion board posting will lose a certain amount of points based on the discussion board rubric when it is not submitted during the Week (Monday through the following Tuesday - noon) when it was originally assigned. The final score on late discussion board assignments will be determined by the instructor based on the quality of the postings and the length of time the postings are overdue.

Final scores on other late assignments will be determined by the instructor based on: (1) the quality of the submission (per the course Rubric when applicable), (2) the length of time the assignment is overdue, and (3) whether the instructor was notified in a timely manner that the assignment would be late.

Student Support and Services

Technical Support

It is expected that participants have adequate working knowledge of Blackboard and personal computer. For all other technical problems, such as retrieving a forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

EKU Library Support

In addition to the resources below, your course site may include a "Library Resources" link specific to your course.

- [EKU Libraries Website](#)
- [EKU Library Frequently Asked Questions](#)
- [EKU Libraries Learning Resource Center on Twitter](#)

EKU Student Tutoring Service

As an online student at EKU, you have access to completely free online tutoring services through the Noel Studio's Online Consultation and SmartThinking.

Noel Studio's Online Consultation

The Noel Studio offers synchronous (real-time) consultations for eCampus and regional campus students who cannot reasonably be expected to attend face-to-face consultations in the Noel Studio.

Students may schedule an online consultation through [WOnline](#) or by calling the Noel Studio at (859) 622-7330 during [regular operating hours](#).

SmartThinking

SmartThinking's certified tutors provide one-to-one tutoring when you need it, on any Internet-connected computer. Are you struggling with a mathematics concept, looking for suggestions to improve the organization a paper, needing help with an accounting principle problem or science requirement, or needing help in using APA style? With your SMARTHINKING account, you can share an interactive session with a tutor, or you can submit a question or a paper for an asynchronous response typically within 24 hours. You can access the Smarthinking Tutoring Service by Clicking on the Tools menu option in your Bb course site.

Netiquette

We are all adults, trying to do the best job we can in a challenging profession. Professional etiquette are expected in this course. Courtesy and respect are essential ingredients. We respect each other's opinions and differing points of view at all times. The use of profanity and harassment of any form is strictly prohibited. Please refrain from topics that are not related to the course content and may cause unnecessary classroom disruption (usually politics and religion). The value of this program is that each participant brings unique thoughts and experiences that can contribute to the expansion of our own knowledge base. Please refer to the course [netiquette guidelines](#) for a full list of behavioral expectations.

Withdrawal Policy

If life happens and you cannot commit to completing the course, the university has provisions for dropping or withdrawing, which you may see at [the Registrar's Office web site](#). However, please consider contacting the instructor first. We want to do everything we can to ensure your success!

Important Drop/Withdrawal Dates

(Students should always verify on their own the exact drop or withdrawal dates at the [EKU Colonel Compass web site](#) or with the Registrar's office by phone, as changes may not be accurately reflected in this document)

Class begins:

Add/drop deadline:

Mid-term grades submitted:
Last day to withdraw (no fee):
Last day to withdraw (with fee):
 75% tuition refund:
 50% tuition refund:
 25% tuition refund:
Class ends:

Academic Integrity

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at <https://studentconduct.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services.

If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Non-Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes made to this document.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one)	Department Name	Art and Design
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	CLASS
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	IDL 801
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Instructional Design Mastery
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To create a new course.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>The Department of Art and Design seeks to offer this new course as part of the Instructional Design and Learning Technology program. This course will allow students to apply theories when designing and implementing instructional lessons, select suitable instructional technology, evaluate learners and instructional products, and implement instruction. Students will also learn about the cognitive aspects of designing instruction and what happens in learners' brains when acquiring new information. Lastly, students will master up to three instructional design models and will be able to discuss and present on their situational applications and differences. They will also use the gained mastery of these models to plan, design, and develop a multi-component instructional design project.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NONE</p> <p>Operating Expenses Impact: NONE</p> <p>Equipment/Physical Facility Needs: Satisfactory</p> <p>Library Resources: Satisfactory</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using striketrough for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text
 (*Use striketrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

IDL 801 Instructional Design Mastery. (3) I, II. Prerequisite: IDL 800. Application of design theory, implementation of instructional lessons, selection of suitable instructional technology, evaluation of learners and instructional products, and instruction implementation.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using striketrough for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text
 (*Use striketrough for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*	
IDL	801	FALL 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ARTD	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>		
3	Lecture 3	Laboratory _____ Other _____	CIP Code (first two digits only) 50		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
1	3	N	FR _____ JR _____ SO _____ SR _____		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)		
			Thesis _____		
			Internship _____		
		Independent Study _____			
		Practicum _____			
CoRequisites and Prerequisites **See definitions on following page**					
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)					
Course Prefix and No.					
Course Prefix and No.					
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D .)					
Course Prefix and No.	IDL 800				

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus
IDL 801: Instructional Design Mastery
3 Credit Hours, CRN: XXXXXX

Course Instructor

Dr. Nedim Slijepcevic
Office: Commonwealth 1912
Email: Nedim.Slijepcevic@eku.edu
Phone: (859)-622-4839

Catalog Course Description

IDL 801 Instructional Design Mastery. (3) I, II. Prerequisite: IDL 800. Application of design theory, implementation of instructional lessons, selection of suitable instructional technology, evaluation of learners and instructional products, and instruction implementation.

Student Learning Outcomes

By the time of course completion, learners will be able to:

1. With a fundamental understanding of instructional systems, describe a typical lifecycle of an instructional product and apply that knowledge toward creation of such a product using industry standard tools/technologies.
2. Discuss and describe the roles of IDs in various environments.
3. Apply knowledge of instructional alignment toward the development of a cogent instructional unit
4. Use an ID model for the design and development of a multi-component ID project.
5. Synthesize various theories and Apply these in creating appropriate interventions to solve instructional problems.

Texts and Course Materials

Required Texts:

- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. New York, NY: Springer US. (ADDIE)
- Branch, R. M., & Dousay, T. A. (n.d.). *Survey of Instructional Design Models*. Retrieved May 11, 2020, from <https://aect.org/docs/SurveyofInstructionalDesignModels.pdf>
- Carey, J. O., Carey, L., Dick, W. (2015). *The Systematic Design of Instruction*. (n.p.): Vital Source (for Pearson) VST E+p.
- Morrison, G. R., Ross, S. J., Morrison, J. R., & Kalman, H. K. (2019). *Designing Effective Instruction*. John Wiley & Sons. ISBN: 978-1-119-46593-5. Either online or print versions are acceptable.
- Sweller, J., Ayres, P., Kalyuga, S. (2011). *Cognitive Load Theory*. Netherlands: Springer New York. [EKU Library Link to Text](#)
- Selected readings

Optional Materials:

- Concise Guide to APA Style. (2019). United States: American Psychological Association.
- Universal Design for Learning Guidelines. (2020, May 1). Retrieved from <http://www.cast.org/>

Course Requirements

All work must be complete and submitted by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course Instructor.

Completion of all assignments listed below is required to successfully complete this course:

1. Discussions on various topics, such as instructional models and their applications, insights into a real-world ID
2. Comparison Paper
3. Instructional Design Project:
 - a. Draft due in week
 - b. Final Instructional Design Project
 - c. Instructional Design Project Presentation

Portfolio component: Complete instructional unit (training, class)

Assignment Descriptions

Graded Weekly Discussions

The class participates in moderated discussions. These prompted discussions promote reflection on the readings, provide the opportunity for students to exchange information and ideas related to course topics, as well as those of interest to students, and to establish rapport and camaraderie within the online class environment.

For each discussion board, students will write a quality initial post according to the instructor-provided prompt and then thoughtfully and cogently respond to the writings of their peers. These assignments will require students to apply their own experiences, knowledge acquired through assigned readings, and critical/creative thinking to obtain the best grades. While not academic writing per se, students are expected to incorporate outside research to support fact-based assertions and clearly differentiate fact from their own opinion or the opinion of others.

The discussion board rubric attached to each written discussion board grade (See the appropriate area in the course for rubrics) provides specific guidelines and the expected level of performance relative to assigned grading. Students may inspect this rubric before completing the assignment so they understand these expectations.

Comparison Paper

In this 750-1000 word paper, you will compare and contrast the approach to the design of learning experiences using the three instructional design models discussed in this class. You will also reflect on your

preferred approach to learning design, and you will provide a rationale on why you prefer your method. This paper should follow APA style rules.

Instructional Design Project

Students will design a comprehensive instructional intervention to address a realistic need in an organization. The result should be suitable for deployment with minimal modification.

Scope and Length

The finished project will be an instructional unit centered around a particular theme or subject. It will consist of multiple topics, with each topic containing learning outcomes, instructional content, and criterion-referenced assessment items. The unit should take an average learner at least three hours to complete, meaning students in this course will spend dozens of development hours building this unit.

As this project will be suited for inclusion in a professional portfolio, grades will be assigned based on the expectation of a high level of quality, as well as ease of learner usability.

Specific details are included in the course and a suggested development timeline is located in the [Course Outline](#) of this syllabus.

Full assignment details are posted in Module 1.

Instructional Design Project Presentation

Students will give a structured presentation and brief demonstration of their prototype of around ten minutes in duration. Students will find instructions and assessment criteria inside the course. Please see the [Course Outline](#) for information regarding due dates.

Evaluation Methods

Evaluation Criteria

1. Weekly Discussions (6) @ 100 points each = 600 points (60% of total grade)
2. Comparison Paper: 100 points (10% of the total grade)
3. Instructional Design Project: 300 points (30% of total grade)
 - a. Draft due in week 4- 50 points
 - b. Final Instructional Design Project - 200 points
 - c. Instructional Design Project Presentation - 50 Points

Total = 1000 points

Grading Scale:

A = 900 – 1000 (90-100%)

B = 800 – 899 (80-89%)

C = 750 – 799 (75-79%)

D = 630 – 749 (63 – 74%)

F < 630 (63%)

Course Outline

Note: Course weeks begin on Monday and end on Sunday except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week at 11 p.m. Eastern time. Discussion board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Topics	Assessment/Major Tasks	Readings
Module 1 - Course Introductions	<ul style="list-style-type: none"> ● Introduce Yourself ● M1 Discussion Board ● Explore project topic and target audience 	<ul style="list-style-type: none"> ● ADDIE: Prologue, Chapter 1 ● Branch Chapters 1,2 ● Designing Effective Instruction: Chapters 1, 2 ● Carey Chapters 1-3
Module 2 Dates	<ul style="list-style-type: none"> ● M2 Discussion Board ● Submit project pitch 	<ul style="list-style-type: none"> ● ADDIE: Chapter 2-3 ● Branch Chapters 3-4 ● Carey Chapters 4-6
Module 3 Dates	<ul style="list-style-type: none"> ● M3 Discussion Board ● Review project pitch feedback. Write and submit project outline 	<ul style="list-style-type: none"> ● ADDIE: Chapters 4-5 ● Branch Chapter 5 ● Carey Chapters 7-10 ● Complete all readings by here
Module 4 Dates	<ul style="list-style-type: none"> ● Comparison Paper Due ● Develop project 	<ul style="list-style-type: none"> ● Carey Chapters 11-13
Module 5 Dates	<ul style="list-style-type: none"> ● M5 Discussion Board ● Project first topic should be near completion. Student should seek formative feedback 	<ul style="list-style-type: none"> ● Sweller., Kalyuga, S. (2011). Chs: 5, 6
Module 6 Dates	<ul style="list-style-type: none"> ● M6 Discussion Board ● Project subsequent topics should be nearly complete and student should seek robust feedback 	<ul style="list-style-type: none"> ● Sweller., Kalyuga, S. (2011). Chs: 7-12
Module 7 Dates	<ul style="list-style-type: none"> ● M7 Discussion Board ● Instructional Design Project Due ● Project self-review and revise 	<ul style="list-style-type: none"> ● Sweller., Kalyuga, S. (2011). Chs: 13-18

Module 8 Dates	<ul style="list-style-type: none"> ● Instructional Design Project Submission and Presentation 	<ul style="list-style-type: none"> ● No Readings
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Designing for ADA Compliance

All materials either consumed or produced in this program must meet ADA 508 accessibility guidelines to the greatest extent possible.

Skills, Aptitudes, and Dispositions

Successful students have or will quickly develop a capacity to know and do the following:

- Quickly learn computer applications, techniques, and procedures, finding solutions to challenges with minimal guidance
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The Blackboard Virtual Office discussion forum is used to post questions to the instructor and other students about the course materials. Posting them on this forum will allow others who might have similar questions to see responses. Your instructor will be checking the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing in the Virtual Office will be graded.

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- All emails should be directed to your course Instructor. They will respond to any questions or concerns within 24 hours. If you have not received a response after this time period, please call for assistance.
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Students who participate in this course agree to the following:

- Agreeing to complete weekly reading assignments on schedule
- Maintaining adequate computer capability
- Having a working e-mail address accessible by the EKU Blackboard Learning System.
- Participating in all class activities
- Submitting assignments on schedule
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Final scores on other late assignments will be determined by the instructor based on: (1) the quality of the submission (per the course Rubric when applicable), (2) the length of time the assignment is overdue, and (3) whether the instructor was notified in a timely manner that the assignment would be late.

Student Support and Services

Technical Support

It is expected that participants have adequate working knowledge of Blackboard and personal computer. For all other technical problems, such as retrieving a forgotten password or email access, please contact campus

IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

EKU Library Support

In addition to the resources below, your course site may include a "Library Resources" link specific to your course.

- [EKU Libraries Website](#)
- [EKU Library Frequently Asked Questions](#)
- [EKU Libraries Learning Resource Center on Twitter](#)

EKU Student Tutoring Service

As an online student at EKU, you have access to completely free online tutoring services through the Noel Studio's Online Consultation and SmartThinking.

Noel Studio's Online Consultation

The Noel Studio offers synchronous (real-time) consultations for eCampus and regional campus students who cannot reasonably be expected to attend face-to-face consultations in the Noel Studio.

Students may schedule an online consultation through [WOnline](#) or by calling the Noel Studio at (859) 622-7330 during [regular operating hours](#).

SmartThinking

SmartThinking's certified tutors provide one-to-one tutoring when you need it, on any Internet-connected computer. Are you struggling with a mathematics concept, looking for suggestions to improve the organization a paper, needing help with an accounting principle problem or science requirement, or needing help in using APA style? With your SMARTHINKING account, you can share an interactive session with a tutor, or you can submit a question or a paper for an asynchronous response typically within 24 hours. You can access the Smarthinking Tutoring Service by Clicking on the Tools menu option in your Bb course site.

Netiquette

We are all adults, trying to do the best job we can in a challenging profession. Professional etiquette are expected in this course. Courtesy and respect are essential ingredients. We respect each other's opinions and differing points of view at all times. The use of profanity and harassment of any form is strictly prohibited. Please refrain from topics that are not related to the course content and may cause unnecessary classroom disruption (usually politics and religion). The value of this program is that each participant brings unique thoughts and experiences that can contribute to the expansion of our own knowledge base. Please refer to the course [netiquette guidelines](#) for a full list of behavioral expectations.

Withdrawal Policy

If life happens and you cannot commit to completing the course, the university has provisions for dropping or withdrawing, which you may see at [the Registrar's Office web site](#). However, please consider contacting the instructor first. We want to do everything we can to ensure your success!

Important Drop/Withdrawal Dates

(Students should always verify on their own the exact drop or withdrawal dates at the [EKU Colonel Compass web site](#) or with the Registrar's office by phone, as changes may not be accurately reflected in this document)

Class begins:

Add/drop deadline:

Mid-term grades submitted:

Last day to withdraw (no fee):

Last day to withdraw (with fee):

75% tuition refund:

50% tuition refund:

25% tuition refund:

Class ends:

Academic Integrity

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at <https://studentconduct.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services.

If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Non-Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes made to this document.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Art and Design	
X New Course (Parts II, IV)	College	CLASS	
Course Revision (Parts II, IV)	*Course Prefix & Number	IDL 802	
Hybrid Course ("S," "W")	*Course Title (full title±)	Data-Driven Decision Making	
New Minor (Part III)	*Program Title		
Program Suspension (Part III)			
Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 To create a new course.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 The Department of Art and Design seeks to offer this new course as part of the Instructional Design and Learning Technology program. This course will allow students to learn how to leverage data collection and analysis techniques to make sound instructional/training and development decisions in organizations. Needs analysis is at the core of every instructional project, and will be completed before the design of instruction. It is an important process, and students will practice this concept by working on the Needs Analysis Project. Program evaluation is a concept with deep roots in business and industry, public and non-profit sectors, and academia. Nearly every organization, department within an organization, or initiative within a department is rife with evaluation opportunities. Students will work on a program evaluation project throughout the semester and present a complete project to their classmates.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text
 (*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

IDL 802 Data-Driven Decision Making. (3) I, II. Data collection and analysis techniques involved in making sound instructional/training and development decisions in organizations.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text
 (*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
IDL	802	FALL 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u> 0 </u>	
3	Lecture 3	Laboratory _____ Other _____	CIP Code (first two digits only) 50	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “**and**” and “**or**” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D .)

Course Prefix and No.	
Course Prefix and No.	

Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus
IDL 802: Making Data-Driven Decisions
3 Credit Hours, CRN: XXXXXX

Course Instructor

Professor Chris Daniel
Office: Commonwealth 1908
Email: Chris.Daniel@eku.edu
Phone: (859)-979-3216

Catalog Course Description

IDL 802 Making Data-Driven Decisions. (3) I, II. Data collection and analysis techniques involved in making sound instructional/training and development decisions in organizations.

Student Learning Outcomes

By the time of course completion, learners will be able to:

1. Evaluate various approaches to needs analysis and how it relates across different contexts to execute effective instructional strategies.
2. Evaluate and perform the necessary steps required for a program evaluation across different contexts to execute effective instructional strategies.
3. Use industry standard techniques, collect and analyze data toward making cogent decisions related to effective needs analysis and program evaluation.

Texts and Course Materials

Required Texts:

- Morrison, G. R., Ross, S. J., Morrison, J. R., & Kalman, H. K. (2019). *Designing Effective Instruction*. John Wiley & Sons. ISBN: 978-1-119-46593-5.
- Sanders, J. R., Worthen, B. R., Fitzpatrick, J. L. (2017). *Program Evaluation: Alternative Approaches and Practical Guidelines*. (n.p.): Pearson Education.
- Sleezer, C. M., Russ-Eft, D. F., Gupta, K. (2011). *A Practical Guide to Needs Assessment*. Germany: Wiley.
- Thalheimer, W. (2016). *Performance-focused Smile Sheets: A Radical Rethinking of a Dangerous Art Form*. United States: WORK LEARNING Press.

Optional Materials:

- *Concise Guide to APA Style*. (2019). United States: American Psychological Association.
- *Universal Design for Learning Guidelines*. (2020, May 1). Retrieved from <http://www.cast.org/>

Course Requirements

All work must be completed and turned in by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course Instructor.

Completion of all assignments listed below is required to successfully complete this course:

1. Discussions on various topics, such as utilizing various data sources, conducting needs analysis, program evaluation, etc.
2. Needs Analysis Project
3. Program Evaluation Project and Presentation

Assignment Descriptions

Graded Weekly Discussions

The class participates in moderated discussions. These prompted discussions promote reflection on the readings, provide the opportunity for students to exchange information and ideas related to course topics, as well as those of interest to students, and to establish rapport and camaraderie within the online class environment.

For each discussion board, students will write a quality initial post according to the instructor-provided prompt and then thoughtfully and cogently respond to the writings of their peers. These assignments will require students to apply their own experiences, knowledge acquired through assigned readings, and critical/creative thinking to obtain the best grades. While not academic writing per se, students are expected to incorporate outside research to support fact-based assertions and clearly differentiate fact from their own opinion or the opinion of others.

The discussion board rubric attached to each written discussion board grade (See the appropriate area in the course for rubrics) provides specific guidelines and the expected level of performance relative to assigned grading. Students may inspect this rubric before completing the assignment so they understand these expectations.

Needs Analysis Project

Students will utilize scenarios from journal articles, white papers, news reports, or other sources to create a report in which they will discuss the following:

- 1) Determine the problem relative to an organization's operational or strategic goals, making a clear distinction between the organization's current status versus where its stakeholders would like to be.
- 2) Reveal if training or instruction may provide a cogent solution to the stated or discovered problem based on the evidence. If instruction does not promise an effective solution, the student will provide an explanation of the evidence supporting such an assertion.
- 3) In cases where instruction is the determined course of action, the student will enumerate potentially effective strategies to deliver and execute the instruction

- 4) Proposed assessments to determine the effectiveness of such an initiative, both before the actual delivery and after the instruction has taken place.

Full assignment details are posted in Module 1.

Program Evaluation Project and Presentation

Program evaluation is a concept with deep roots in business and industry, public and non-profit sectors, and academia. Nearly every organization, department within an organization, or initiative within a department is rife with evaluation opportunities. Regardless of your current or future place of employment, you will be able to seek out a contact who can help you conduct this project.

This is a semester-long project that starts in Module 1, and it will provide you with a real-world experience of performing a program evaluation.

During the Modules 1-3, you will identify a program that you are going to evaluate in this class. Beginning in Week 4, you will start working on your program evaluation project. Over six weeks, you will complete various stages that may include:

- Clarifying reasons for doing evaluation
- Identifying stakeholders
- Deciding what to evaluate
- Identifying evaluation questions
- Developing evaluation design and timeline
- Collecting and analyzing data
- Writing an evaluation report

Program Evaluation Project and Evaluation are due in Module 8. Full assignment details are posted in Module 4.

Knowledge Self-Checks

Knowledge self-check assessment draws from lower-level Bloom's cognitive domain and is designed to ensure your basic understanding of the powerful and fundamentals concepts in this course. These assessments are not timed and allow for multiple attempts.

Evaluation Methods

Evaluation Criteria

1. Weekly Discussions (6) @ 100 points each = 600 points (60% of total grade)
2. Needs Analysis Project: 150 points (15% of total grade)
3. Program Evaluation Project and Presentation: 200 points (20% of total grade)
 - a. Draft due in week six - 50 points
 - b. Final Program Evaluation Project - 100 points
 - c. Program Evaluation Project Presentation - 50 Points
4. Knowledge Self Checks (5) @ 10 points each = 50 points

Total = 1000 points

Grading Scale:

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F < 630 (63%)

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Module 2 Dates	<ul style="list-style-type: none"> ● M2 Discussion Board ● M2 Knowledge Self Check 	<ul style="list-style-type: none"> ● Needs Assessment: Chs. 6-10
Module 3 Dates	<ul style="list-style-type: none"> ● M3 Discussion Board ● M3 Knowledge Self Check 	<ul style="list-style-type: none"> ● Selected contemporary articles
Module 4 Dates <ul style="list-style-type: none"> ● Introduction to Evaluation 	<ul style="list-style-type: none"> ● Needs Analysis Project Due 	<ul style="list-style-type: none"> ● Program Evaluation: Chs. 1 - 10
Module 5 Dates <ul style="list-style-type: none"> ● Planning, performing, evaluation ● Data analysis and reporting 	<ul style="list-style-type: none"> ● M5 Discussion Board ● M5 Knowledge Self Check 	<ul style="list-style-type: none"> ● Program Evaluation: Ch. 11 - 17
Module 6 Dates	<ul style="list-style-type: none"> ● M6 Discussion Board ● M6 Knowledge Self Check 	<ul style="list-style-type: none"> ● Selected contemporary articles
Module 7 Dates	<ul style="list-style-type: none"> ● M7 Discussion Board ● M7 Knowledge Self Check 	<ul style="list-style-type: none"> ● Selected contemporary articles
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SmartThinking's certified tutors provide one-to-one tutoring when you need it, on any Internet-connected computer. Are you struggling with a mathematics concept, looking for suggestions to improve the organization a paper, needing help with an accounting principle problem or science requirement, or needing help in using APA style? With your SMARTTHINKING account, you can share an interactive session with a tutor, or you can submit a question or a paper for an asynchronous response typically within 24 hours. You can access the Smarthinking Tutoring Service by Clicking on the Tools menu option in your Bb course site.

Netiquette

We are all adults, trying to do the best job we can in a challenging profession. Professional etiquette are expected in this course. Courtesy and respect are essential ingredients. We respect each other's opinions and differing points of view at all times. The use of profanity and harassment of any form is strictly prohibited. Please refrain from topics that are not related to the course content and may cause unnecessary classroom disruption (usually politics and religion). The value of this program is that each participant brings unique thoughts and experiences that can contribute to the expansion of our own knowledge base. Please refer to the course [netiquette guidelines](#) for a full list of behavioral expectations.

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Class begins:

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**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Art and Design	
X New Course (Parts II, IV)	College	CLASS	
Course Revision (Parts II, IV)	*Course Prefix & Number	IDL 810	
Hybrid Course ("S," "W")	*Course Title (full title±)	Multimedia for Learning	
New Minor (Part III)	*Program Title		
Program Suspension (Part III)			
Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 To create a new course.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 The Department of Art and Design seeks to offer this new course as part of the Instructional Design and Learning Technology program. This course will introduce students to the creation of multimedia products that support instructional practices and application of theories and concepts in designing and developing media projects. Students will practice multimedia development by creating two substantial media projects based on a real or perceived need and then presenting this project. The project will consist of multimedia elements using sound design principles learned in class. Through these activities, students will also learn how to use leading software for multimedia development. Students will expand on their knowledge of cognitive theories and apply them while working on multimedia projects.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

IDL 810 Multimedia for Learning. (3) A. Exploration, design, and creation of multimedia products that support sound instructional practices.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
IDL	810	FALL 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____ 0	
3	Lecture 3	Laboratory _____	Other _____	
		CIP Code (first two digits only) 50		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus
IDL 810: Multimedia for Learning
3 Credit Hours, CRN: XXXXXX

Course Instructor

Dr. Nedim Slijepcevic
Office: Commonwealth 1912
Email: Nedim.Slijepcevic@eku.edu
Phone: (859)-622-4839

Catalog Course Description

IDL 810 Multimedia for Learning. (3) A. Exploration, design, and creation of multimedia products that support sound instructional practices.

Student Learning Outcomes

By the time of course completion, learners will be able to:

1. Synthesize the salient aspects of effective design and development of instructional media
2. Appraise examples of effective instructional media and messages based on knowledge of research, and offer solutions to instructional problems as well as opportunities for improvement.
3. Create media products based on best design practices and research-based properties of human cognition

Texts and Course Materials

- Access to e-Learning authoring program/suite such as [Adobe Captivate](#) or [Articulate Storyline](#),
- Access to Screen Recorder and Video Editor such as [Techsmith Camtasia Studio](#) (preferred)
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
<https://doi.org/10.1017/CBO9780511811678>. [EKU Library link to text](#)
- Sweller, J., Ayres, P., Kalyuga, S. (2011). *Cognitive Load Theory*. Netherlands: Springer New York. [EKU Library link to text](#)
- Williams, R. (2015). *The non-designer's design book: design and typographic principles for the visual novice*. Pearson Education.

Optional Materials:

- *Concise Guide to APA Style*. (2019). United States: American Psychological Association.
- *Universal Design for Learning Guidelines*. (2020, May 1). Retrieved from <http://www.cast.org/>

Course Requirements

All work must be completed and turned in by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course Instructor.

Completion of all assignments listed below is required to successfully complete this course:

1. Discussions on various topics, such as design and development of instructional media
2. Instructional Media Critique
3. Instructional Media Project 1
4. Instructional Media Project 2

Assignment Descriptions

Graded Weekly Discussions

The class participates in moderated discussions. These prompted discussions promote reflection on the readings, provide the opportunity for students to exchange information and ideas related to course topics, as well as those of interest to students, and to establish rapport and camaraderie within the online class environment.

For each discussion board, students will write a quality initial post according to the instructor-provided prompt and then thoughtfully and cogently respond to the writings of their peers. These assignments will require students to apply their own experiences, knowledge acquired through assigned readings, and critical/creative thinking to obtain the best grades. While not academic writing per se, students are expected to incorporate outside research to support fact-based assertions and clearly differentiate fact from their own opinion or the opinion of others.

The discussion board rubric attached to each written discussion board grade (See the appropriate area in the course for rubrics) provides specific guidelines and the expected level of performance relative to assigned grading. Students may inspect this rubric before completing the assignment so they understand these expectations.

Instructional Media Critique

Students will select a substantial instructional product and use their knowledge of theory and best practices to present a critique to the class. They may select any piece of instructional media designed to enhance learning. Students will introduce the product, how they encountered it, and why it is of interest to them. They will then describe the product's perceived purpose and target audience and offer insight into the effectiveness of the product using evidence-based practices, making suggestions for improvement when applicable. The presentation will be in the form of screencast video posted to Module 4 discussion board.

The specific critique format and expected elements are further explained in Module 1.

Instructional Media Project 1

Many electronic educational resources are available for little to no cost on the Internet. Instructional designers use these every day to improve learning outcomes, saving time and resources. Students will repurpose an instructional resource or template they find and incorporate their own ideas and content to

solve a real or perceived instructional problem. Students will submit the original template or resource, their own modified and finished product, and give a brief report regarding their experience.

Specific details and expectations are further explained in the course.

Instructional Media Project 2

Students will create a substantial media project based on a real or perceived need and then present this project to the class. The project will consist of multimedia elements using sound design principles learned in class. In contrast to project one, students will create the entirety of the project on their own and will not rely on a pre-created template or resource.

Specific details and expectations are further explained in the course.

Evaluation Methods

Evaluation Criteria

1. Weekly Discussions (5) @ 100 points each = 500 points (60% of total grade)
2. Student critique of external multimedia examples: 100 points (15% of total grade)
3. Multimedia Project 1: 200 points (20% of total grade)
 - a. Multimedia Project 1 - 150 points
 - b. Multimedia Project 1 Presentation - 50 Points
4. Multimedia Project 2 = 200 points (20% of total grade)
 - a. Multimedia Project 2 - 150 points
 - b. Multimedia Project 2 Presentation - 50 Points

Grading Scale:

- A = 900 – 1000 (90-100%)
 B = 800 – 899 (80-89%)
 C = 750 – 799 (75-79%)
 D = 630 – 749 (63 – 74%)
 F < 630 (63%)

Course Outline

Note: Course weeks begin on Monday and end on Sunday except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week at 11 p.m. Eastern time. Discussion board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Topics	Assessment	Readings
Module 1 - ● Introductions	<ul style="list-style-type: none"> ● Introduce Yourself ● M1 Discussion 	<ul style="list-style-type: none"> ● Mayer Section 1: Chapters 1-3 ● Sweller: Chapters 1-3

	Board	<ul style="list-style-type: none"> Williams: Chapters 1-4
Module 2 <ul style="list-style-type: none"> Teaching and Learning 	<ul style="list-style-type: none"> M2 Discussion Board 	<ul style="list-style-type: none"> Mayer Section 2: Chapters 4-8 Sweller: Chapters 4-6 Williams: Chapters 5-7
Module 3 - <ul style="list-style-type: none"> Teaching and Learning 	<ul style="list-style-type: none"> Instructional Media Critique Due 	<ul style="list-style-type: none"> Mayer Section 3: Chapters 9-11 Sweller: Chapters 7-12
Module 4 <ul style="list-style-type: none"> Teaching and Learning 	<ul style="list-style-type: none"> Instructional Media Project 1 Due Instructional Media Project Presentation 	<ul style="list-style-type: none"> Mayer Sections 4-5: Chapters 12-14 Sweller: Chapters 13-16
Module 5 <ul style="list-style-type: none"> Course Design 	<ul style="list-style-type: none"> M5 Discussion Board 	<ul style="list-style-type: none"> No readings
Module 6 <ul style="list-style-type: none"> Course Design 	<ul style="list-style-type: none"> M6 Discussion Board 	<ul style="list-style-type: none"> No readings
Module 7 <ul style="list-style-type: none"> Course Design 	<ul style="list-style-type: none"> Review and project assistance/feedback 	<ul style="list-style-type: none"> No readings
Module 8 <ul style="list-style-type: none"> Course Design 	<ul style="list-style-type: none"> Instructional Media Project 2 Due Instructional Media Project Presentation 	<ul style="list-style-type: none"> No readings

Designing for ADA Compliance

All materials either consumed or produced in this program must meet ADA 508 accessibility guidelines to the greatest extent possible.

Skills, Aptitudes, and Dispositions

Successful students have or will quickly develop a capacity to know and do the following:

- Quickly learn computer applications, techniques, and procedures, finding solutions to challenges with minimal guidance
- Possess subject matter knowledge in a rich domain to utilize in the application of key course concepts
- Have a passion for learning and a desire to help others improve learning outcomes
- Enjoy deep reading and reflection in a single subject domain (learning/instructional design)

Course Announcements

Participants should monitor online announcements and emails from the instructor through the ECU course website. Participants not monitoring online course guidance during the semester will find themselves at a disadvantage in properly completing the requirements of the program.

Course Methodology

This course is asynchronous in nature, with weekly modular content, readings, and assignments posted within ECU's Blackboard Learning Management System. This course consists of weekly topical readings, video links, discussion board forums, assignments, and various sample projects and assignments developed and used within other ECU online courses. Students are expected to complete all assigned readings, submit assignments on due dates, and be fully prepared to discuss salient points using discussion board forums, blogs, or wikis.

Virtual Office

The Blackboard Virtual Office discussion forum is used to post questions to the instructor and other students about the course materials. Posting them on this forum will allow others who might have similar questions to see responses. Your instructor will be checking the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing in the Virtual Office will be graded.

Course Correspondence Policy

- All emails should be directed to your course Instructor. They will respond to any questions or concerns within 24 hours. If you have not received a response after this time period, please call for assistance.
- You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. The use of an email address other than the ECU assigned email address is strongly discouraged.
- All course assignments must be submitted to Blackboard by the Sunday of each week no later than 11 p.m. Eastern time. Arrangements for any late submissions must be prearranged with the instructor.
- If you are running into difficulty with any aspect of the course or with the schedule, please contact the instructor for immediate help. One-on-one meetings can be scheduled anytime during the eight weeks.

Technology Requirements

ECU's technology services and infrastructure do not currently support student use of devices for the consistent delivery of course content and assessments. Therefore, all students should own or have consistent access to a modern personal computer running either Windows 10 or a recent version of the Mac operating system. The system specifications should be of a high enough caliber to allow for multitasking, as well as content development in various productivity and e-learning authoring packages. Please consult the ECU IT Service Desk for ideas about suitable system requirements and how your own current technology might meet these goals.

Student Progress

Students will receive feedback on their progress within one week of an assignment being submitted. Grades can be tracked throughout the semester via Blackboard. Midterm and Final grades will be posted according to the University Calendar <http://www.ecu.edu/calendars>. Please contact the professor by email any time you have questions about your work in this course. To view your grades in Blackboard, click on the "Tools" button, then choose "View Grades".

Students who participate in this course agree to the following:

- Agreeing to complete weekly reading assignments on schedule
- Maintaining adequate computer capability
- Having a working e-mail address accessible by the ECU Blackboard Learning System.
- Participating in all class activities
- Submitting assignments on schedule
- Monitoring instructor e-mails

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If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

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(Complete only the section(s) applicable.)**

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Course Revision (Parts II, IV)	*Course Prefix & Number	IDL 811	
Hybrid Course ("S," "W")	*Course Title (full title±)	Online Learning Design	
New Minor (Part III)	*Program Title		
Program Suspension (Part III)			
Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

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 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 To create a new course.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 The Department of Art and Design seeks to offer this new course as part of the Instructional Design and Learning Technology program. This course will explore modern principles and practices that drive effective online learning and adeptly analyze the structure, interaction, and components of an online course to create meaningful online experiences. Students will apply various theoretical concepts to develop an instructional lesson that is to be delivered to online audiences and also, use the most appropriate pedagogical principles and multimedia tools to design a lesson that will have the most impact on its intended audience during the lesson development. Specifically, students will learn about the history and transformations of distance education and discuss theoretical and applied principles that drive modern online learning. Finally, students will also demonstrate the ability to analyze the structure, interaction, and components of an online course through the use of nationally recognized online course evaluation quality rubrics.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: Satisfactory
Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

IDL 811 Online Learning Design. (3) A. Exploration of the modern principles and practices that drive effective online learning, analysis of structure and interaction of online courses to create meaningful online experiences.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
IDL	811	FALL 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u> 0 </u>	
3	Lecture 3	Laboratory _____ Other _____	CIP Code (first two digits only) 50	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u> Check all applicable </u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
CoRequisites and Prerequisites **See definitions on following page**				
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D -.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus
IDL 811: Online Learning Design
3 Credit Hours, CRN: XXXXXX

Course Instructor

Professor Chris Daniel
Office: Commonwealth 1908
Email: Chris.Daniel@eku.edu
Phone: (859)-979-3216

Catalog Course Description

IDL 811 Online Learning Design. (3) A. Exploration of the modern principles and practices that drive effective online learning, analysis of structure and interaction of online courses to create meaningful online experiences.

Prerequisites: None

Student Learning Outcomes

By the time of course completion, learners will be able to:

1. Synthesize and discuss theoretical and applied principles that drive modern online learning.
2. Evaluate and discuss various instructional design models and determine when a particular model is appropriate for a given online learning context.
3. Research and discuss current critical issues in online learning.
4. Analyze the structure, interaction, and components of an online course, and offer suggestions for improvement.
5. Design and develop online learning content.

Texts and Course Materials

Required Texts:

- Handbook of Distance Education. (2018). United Kingdom: Routledge.
- Rossen, S., Ko, S. (2017). Teaching Online: A Practical Guide. United Kingdom: Taylor & Francis.
- Lehman, R. M., Conceição, S. C. O. (2010). Creating a Sense of Presence in Online Teaching: How to "Be There" for Distance Learners. Germany: Wiley.
- Clark, R. C., & Mayer, R. E. (2016). E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning. John Wiley & Sons.
- Selected readings

Optional Materials:

- Conrad, R., Boettcher, J. V. (2016). *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*. Germany: Wiley.
- *Concise Guide to APA Style*. (2019). United States: American Psychological Association.
- *Universal Design for Learning Guidelines*. (2020, May 1). Retrieved from <http://www.cast.org/>

Course Requirements

All work must be completed and turned in by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course Instructor.

Completion of all assignments listed below is required to successfully complete this course:

1. Discussions on various topics, such as design, development, and evaluation of online learning environments
2. Course Design Evaluation and Presentation
3. Online Course Development

Assignment Descriptions

Graded Weekly Discussions

The class participates in moderated discussions. These prompted discussions promote reflection on the readings, provide the opportunity for students to exchange information and ideas related to course topics, as well as those of interest to students, and to establish rapport and camaraderie within the online class environment.

For each discussion board, students will write a quality initial post according to the instructor-provided prompt and then thoughtfully and cogently respond to the writings of their peers. These assignments will require students to apply their own experiences, knowledge acquired through assigned readings, and critical/creative thinking to obtain the best grades. While not academic writing per se, students are expected to incorporate outside research to support fact-based assertions and clearly differentiate fact from their own opinion or the opinion of others.

The discussion board rubric attached to each written discussion board grade (See the appropriate area in the course for rubrics) provides specific guidelines and the expected level of performance relative to assigned grading. Students may inspect this rubric before completing the assignment so they understand these expectations.

Course Design Evaluation and Presentation

For this assignment, students will evaluate an online course (e.g. locally or individually produced courses, or professional offerings such as MIT courseware, Coursera, edX, etc.) using one of the established recognized rubrics for course or program design evaluation ([Quality Matters - QM](#), [UOI Quality Online Course Initiative](#), or [Blackboard Exemplary Course rubric](#)).

After you complete the course evaluation, you will record a screencast of the course you evaluated, and in a five minute video, showcase its strengths and weaknesses.

Full assignment details are located in Module 1.

Online Lesson Development

Students will design an online lesson using a recognized designed model (Dick and Carrey; Kemp, Morrison and Ross; ADDIE; and others). The lesson should include the following elements:

1. Objectives (Please follow Bloom’s taxonomy, and ensure objectives are aligned with instructional materials and evaluation instruments)
2. Instructional materials (links to readings, videos, audio, etc.)
3. Evaluation instruments (full assessment with instructions)
4. Learner interaction and engagement

Complete lesson should be ready to deliver online and should include all above mentioned components.

Full assignment details are located in Module 1.

Evaluation Methods

Evaluation Criteria

1. Weekly Discussions (6) @ 100 points each = 600 points (60% of total grade)
2. Course Design Evaluation : 200 points (15% of total grade)
 - a. Course Design Evaluation 100 points
 - b. Course Design Presentation 100 points
3. Online Lesson Development: 200 points (15% of total grade)

Total = 1000 points

Grading Scale:

A = 900 – 1000 (90-100%)

B = 800 – 899 (80-89%)

C = 750 – 799 (75-79%)

D = 630 – 749 (63 – 74%)

F < 630 (63%)

Course Outline

Note: Course weeks begin on Monday and end on Sunday except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week at 11 p.m. Eastern time. Discussion board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Topics	Assessment	Readings
Module 1 -	<ul style="list-style-type: none"> ● Introduce Yourself 	<ul style="list-style-type: none"> ● Clark: Chapters 1,2

<ul style="list-style-type: none"> ● Course Introductions ● History and Theoretical Foundations 	<ul style="list-style-type: none"> ● M1 Discussion Board 	<ul style="list-style-type: none"> ● Handbook chapters: 1, 2, 3, 4, 5, and 6 ● Rossen chapters: 1,2
<p>Module 2</p> <ul style="list-style-type: none"> ● Teaching and Learning 	<ul style="list-style-type: none"> ● M2 Discussion Board 	<ul style="list-style-type: none"> ● Clark: Chapters 3, 11, 12. Optional: Chapters 4, 5, 6 ● Handbook chapters: 8, 9, 10, and 11 ● Rossen chapters: 10-12
<p>Module 3 -</p> <ul style="list-style-type: none"> ● Teaching and Learning 	<ul style="list-style-type: none"> ● M3 Discussion Board 	<ul style="list-style-type: none"> ● Clark: Chapters 13, 14, 15. Optional: Chapters 7, 8, 9 ● Handbook chapters: 12, 15, 16, 17, and 18 ● Rossen chapters: 13-15
<p>Module 4</p> <ul style="list-style-type: none"> ● Teaching and Learning 	<ul style="list-style-type: none"> ● M4 Discussion Board 	<ul style="list-style-type: none"> ● Clark: Chapters 16, 17. Optional: Chapter 10 ● Handbook chapters: 19, 20, 21, and 22. ● Lehman & Conceição (2010) Chapters 1-5
<p>Module 5</p> <ul style="list-style-type: none"> ● Course Design 	<ul style="list-style-type: none"> ● Course Design Evaluation Due ● M5 Online Lesson Design Presentation 	<ul style="list-style-type: none"> ● Rossen chapters: 3-5 (Course Design) ● Handbook chapters: 27, 28, 29, 30, 31, and 32
<p>Module 6</p> <ul style="list-style-type: none"> ● Course Design 	<ul style="list-style-type: none"> ● M6 Discussion Board 	<ul style="list-style-type: none"> ● Rossen chapters: 6-9 (Course Design) ● Handbook chapters: 33, 34, 35, 36, 37, 38, and 39.
<p>Module 7</p> <ul style="list-style-type: none"> ● Course Design 	<ul style="list-style-type: none"> ● M7 Discussion Board ● Online Lesson Development Due 	<ul style="list-style-type: none"> ● Selected contemporary articles
<p>Module 8</p> <ul style="list-style-type: none"> ● Course Design 	<ul style="list-style-type: none"> ● M8 Discussion Board 	<ul style="list-style-type: none"> ● No readings

Designing for ADA Compliance

All materials either consumed or produced in this program must meet ADA 508 accessibility guidelines to the greatest extent possible.

Skills, Aptitudes, and Dispositions

Successful students have or will quickly develop a capacity to know and do the following:

- Quickly learn computer applications, techniques, and procedures, finding solutions to challenges with minimal guidance
- Possess subject matter knowledge in a rich domain to utilize in the application of key course concepts

- Have a passion for learning and a desire to help others improve learning outcomes

Enjoy deep reading and reflection in a single subject domain (learning/instructional design)

Course Announcements

Participants should monitor online announcements and emails from the instructor through the ECU course website. Participants not monitoring online course guidance during the semester will find themselves at a disadvantage in properly completing the requirements of the program.

Course Methodology

This course is asynchronous in nature, with weekly modular content, readings, and assignments posted within ECU's Blackboard Learning Management System. This course consists of weekly topical readings, video links, discussion board forums, assignments, and various sample projects and assignments developed and used within other ECU online courses. Students are expected to complete all assigned readings, submit assignments on due dates, and be fully prepared to discuss salient points using discussion board forums, blogs, or wikis.

Virtual Office

The Blackboard Virtual Office discussion forum is used to post questions to the instructor and other students about the course materials. Posting them on this forum will allow others who might have similar questions to see responses. Your instructor will be checking the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing in the Virtual Office will be graded.

Course Correspondence Policy

- All emails should be directed to your course Instructor. They will respond to any questions or concerns within 24 hours. If you have not received a response after this time period, please call for assistance.
- You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. The use of an email address other than the ECU assigned email address is strongly discouraged.
- All course assignments must be submitted to Blackboard by the Sunday of each week no later than 11 p.m. Eastern time. Arrangements for any late submissions must be prearranged with the instructor.
- If you are running into difficulty with any aspect of the course or with the schedule, please contact the instructor for immediate help. One-on-one meetings can be scheduled anytime during the eight weeks.

Technology Requirements

ECU's technology services and infrastructure do not currently support student use of devices for the consistent delivery of course content and assessments. Therefore, all students should own or have consistent access to a modern personal computer running either Windows 10 or a recent version of the Mac operating system. The system specifications should be of a high enough caliber to allow for multitasking, as well as content development in various productivity and e-learning authoring packages. Please consult the ECU IT Service Desk for ideas about suitable system requirements and how your own current technology might meet these goals.

Student Progress

Students will receive feedback on their progress within one week of an assignment being submitted. Grades can be tracked throughout the semester via Blackboard. Midterm and Final grades will be posted according to the University Calendar <http://www.eku.edu/calendars>. Please contact the professor by email any time you have questions about your work in this course. To view your grades in Blackboard, click on the "Tools" button, then choose "View Grades".

Students who participate in this course agree to the following:

- Agreeing to complete weekly reading assignments on schedule
- Maintaining adequate computer capability
- Having a working e-mail address accessible by the ECU Blackboard Learning System.
- Participating in all class activities
- Submitting assignments on schedule
- Monitoring instructor e-mails

Attendance Policy:

Students are expected to participate in all discussion boards and weekly assignments. The discussion board assignments are designed to spark reflective student discussions about the weekly topic and as such these assignments lose their effectiveness if not submitted on time. Any original discussion board posting will lose a certain amount of points based on the discussion board rubric when it is not submitted during the Week (Monday through the following Tuesday - noon) when it was originally assigned. The final score on late discussion board assignments will be determined by the instructor based on the quality of the postings and the length of time the postings are overdue.

Final scores on other late assignments will be determined by the instructor based on: (1) the quality of the submission (per the course Rubric when applicable), (2) the length of time the assignment is overdue, and (3) whether the instructor was notified in a timely manner that the assignment would be late.

Student Support and Services

Technical Support

It is expected that participants have adequate working knowledge of Blackboard and personal computer. For all other technical problems, such as retrieving a forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

EKU Library Support

In addition to the resources below, your course site may include a "Library Resources" link specific to your course.

- [EKU Libraries Website](#)
- [EKU Library Frequently Asked Questions](#)
- [EKU Libraries Learning Resource Center on Twitter](#)

EKU Student Tutoring Service

As an online student at EKU, you have access to completely free online tutoring services through the Noel Studio's Online Consultation and SmartThinking.

Noel Studio's Online Consultation

The Noel Studio offers synchronous (real-time) consultations for eCampus and regional campus students who cannot reasonably be expected to attend face-to-face consultations in the Noel Studio.

Students may schedule an online consultation through [WOnline](#) or by calling the Noel Studio at (859) 622-7330 during [regular operating hours](#).

SmartThinking

SmartThinking's certified tutors provide one-to-one tutoring when you need it, on any Internet-connected computer. Are you struggling with a mathematics concept, looking for suggestions to improve the organization a paper, needing help with an accounting principle problem or science requirement, or needing help in using APA style? With your SMARTHINKING account, you can share an interactive session with a tutor, or you can submit a question or a paper for an asynchronous response typically within 24 hours. You can access the Smarthinking Tutoring Service by Clicking on the Tools menu option in your Bb course site.

Netiquette

We are all adults, trying to do the best job we can in a challenging profession. Professional etiquette are expected in this course. Courtesy and respect are essential ingredients. We respect each other's opinions and differing points of view at all times. The use of profanity and harassment of any form is strictly prohibited. Please refrain from topics that are not related to the course content and may cause unnecessary classroom disruption (usually politics and religion). The value of this program is that each participant brings unique thoughts and experiences that can contribute to the expansion of our own knowledge base. Please refer to the course [netiquette guidelines](#) for a full list of behavioral expectations.

Withdrawal Policy

If life happens and you cannot commit to completing the course, the university has provisions for dropping or withdrawing, which you may see at [the Registrar's Office web site](#). However, please consider contacting the instructor first. We want to do everything we can to ensure your success!

Important Drop/Withdrawal Dates

(Students should always verify on their own the exact drop or withdrawal dates at the [EKU Colonel Compass web site](#) or with the Registrar's office by phone, as changes may not be accurately reflected in this document)

Class begins:

Add/drop deadline:

Mid-term grades submitted:

Last day to withdraw (no fee):

Last day to withdraw (with fee):

75% tuition refund:

50% tuition refund:

25% tuition refund:

Class ends:

Academic Integrity

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at <https://studentconduct.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services.

If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Non-Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes made to this document.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one)	Department Name	Art and Design
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	CLASS
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	IDL 812
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Game Design for Learning
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To create a new course.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>The Department of Art and Design seeks to offer this new course as part of the Instructional Design and Learning Technology program. This course will focus on the qualities of gamified learning experiences. Students will apply game design when creating instructional materials and will design and develop various gaming concepts. As a part of this course, students will identify the qualities inherent in games and gaming that also enhance instructional products and improve learning outcomes. Further, they will design, develop, and test various learning and technological gamified concepts and will be able to discuss the current state and emerging trends of the educational games market. Finally, students will reflect, discuss, and evaluate the challenges when implementing and assessing gamified learning experiences.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NONE</p> <p>Operating Expenses Impact: NONE</p> <p>Equipment/Physical Facility Needs: Satisfactory</p>

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using striketrough for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use striketrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

IDL 812 Game Design for Learning. (3) I, II. Application of game design in creating instructional materials, development of various gaming concepts, and experiences in gamified learning.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using striketrough for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use striketrough for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
IDL	812	FALL 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____ 0	
3	Lecture 3	Laboratory _____	Other _____	
		CIP Code (first two digits only) 50		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
1	3	N		FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		Course Title Abbreviation:(30 character limit)
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use **“and”** and **“or”** literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D .)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus
IDL 812: Game Design for Learning
3 Credit Hours, CRN: XXXXXX

Course Instructor

Dr. Nedim Slijepcevic
Office: Commonwealth 1912
Email: Nedim.Slijepcevic@eku.edu
Phone: (859)-622-4839

Catalog Course Description

IDL 812 Game Design for Learning. (3) I, II. Application of game design in creating instructional materials, development of various gaming concepts, and experiences in gamified learning.

Student Learning Outcomes

By the time of course completion, learners will be able to:

1. Identify the qualities inherent in games and gaming that also enhance instructional products and improve learning outcomes
2. Given certain industry limitations, apply game design strategies toward improving instruction
3. Research and discuss the current state and emerging trends of educational games market
4. Design, develop, and test various learning and technological gamified concepts
5. Evaluate the challenges when implementing and assessing gamified learning experiences

Texts and Course Materials

Required Texts:

- Schell, J. (2019). *The Art of Game Design: A Book of Lenses*. CRC press. ISBN-13: 978-1138632059
- Barab, S. A., Squire, K., & Steinkuehler, C. (2012). *Games, Learning, and Society: Learning and Meaning in the Digital Age*. Cambridge University Press. [EKU permanent link to text](#) (login required)
- Boller, S., & Kapp, K. M. (2017). *Play to Learn: Everything You Need to Know About Designing Effective Learning Games*. Association for Talent Development. [EKU permanent link to text](#) (login required)

Optional Materials:

- Concise Guide to APA Style. (2019). United States: American Psychological Association.
- Mayer, R. E. (2009). *Multimedia Learning*. United Kingdom: Cambridge University Press.
- Universal Design for Learning Guidelines. (2020, May 1). Retrieved from <http://www.cast.org/>

Course Requirements

All work must be completed and turned in by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course Instructor.

Completion of all assignments listed below is required to successfully complete this course:

1. Discussions on various topics, such as design, development, and evaluation of online learning environments
2. Gamification Project 1 and Presentation
3. Game-Based Learning Object and Presentation

Assignment Descriptions

Graded Weekly Discussions

The class participates in moderated discussions. These prompted discussions promote reflection on the readings, provide the opportunity for students to exchange information and ideas related to course topics, as well as those of interest to students, and to establish rapport and camaraderie within the online class environment.

For each discussion board, students will write a quality initial post according to the instructor-provided prompt and then thoughtfully and cogently respond to the writings of their peers. These assignments will require students to apply their own experiences, knowledge acquired through assigned readings, and critical/creative thinking to obtain the best grades. While not academic writing per se, students are expected to incorporate outside research to support fact-based assertions and clearly differentiate fact from their own opinion or the opinion of others.

The discussion board rubric attached to each written discussion board grade (See the appropriate area in the course for rubrics) provides specific guidelines and the expected level of performance relative to assigned grading. Students may inspect this rubric before completing the assignment so they understand these expectations.

Gamification Project and Presentation

Students will prepare a deliverable (Gamification Project) consisting of at least one appropriate gaming strategy to meet an instructional objective or solve an instructional problem. You are free to use any form of media or resource, along with valid subject matter content you have created yourself. The resulting Gamification Project should contain your intellectual work. At the same time, the mechanisms and specific actions may be co-opted from a secondary source as they give credit to the original author.

You will then submit your Gamification Project to the course instructor with a web link, description, the underlying strategic qualities the deliverable contains, and how the student believes utilizing it will improve learning outcomes. You will also share your project with your classmates for feedback and improvement.

Gamification Project and Presentation are due in Module 4. Full assignment details are posted in Module 1.

Game-Based Learning Object and Presentation

Students will prepare a multimedia-based product using an approved eLearning authoring tool or process (Storyline, Captivate, etc.). As with the Gamification Project, students will create a piece of subject matter content, and design a gamified learning experience around it. Students are free to use established gaming mechanics and frameworks, but the learning object design and development must be your own.

Students will then submit your Game-Based Learning Object to the course instructor with a web link to the project, description, the underlying strategic qualities the deliverable contains, and how the student believes utilizing it will improve learning outcomes. Students will also share your project with your classmates for feedback and improvement.

Game-Based Learning Object and Presentation are due in Module 8. Full assignment details are posted in Module 4.

Evaluation Methods

Evaluation Criteria

- Weekly Discussions (5) @ 100 points each = 500 points (50% of total grade)
- Gamification Project - 250 points (25% of total grade)
 - a. Draft due in week two - 50 points
 - b. Gamification Project - 150 points
 - c. Gamification Project Presentation - 50 points
- Game-Based Learning Object - 250 points (25% of total grade)
 - a. Draft due in week six - 50 points
 - b. Game-based Learning Object - 200 points
 - c. Game-based Learning Object Presentation - 50 points

Total = 1000 points

Grading Scale:

A = 900 – 1000 (90-100%)

B = 800 – 899 (80-89%)

C = 750 – 799 (75-79%)

D = 630 – 749 (63 – 74%)

F < 630 (63%)

Course Outline

Note: Course weeks begin on Monday and end on Sunday except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week at 11 p.m. Eastern time. Discussion board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Topics	Assessment	Readings
Module 1 - Course Introductions	<ul style="list-style-type: none"> ● Introduce Yourself ● M1 Discussion Board 	<ul style="list-style-type: none"> ● Barab: Section 1; Chapters 1-9 ● Boller: Chapters 1-3

What makes a good game?		<ul style="list-style-type: none"> ● Schell: Chapters 1-10
Module 2 The intersection of good gaming and good instruction	<ul style="list-style-type: none"> ● Draft of Gamification Project Due 	<ul style="list-style-type: none"> ● Barab: Section 2; Chapters 10-16 ● Boller: Chapters 4-7 ● Schell Chapters 11-20 ● Selected readings
Module 3 Gamified learning research	<ul style="list-style-type: none"> ● M3 Discussion Board 	<ul style="list-style-type: none"> ● Barab: Section 3; Chapters 17-23 ● Boller Chapters 8-9 ● Schell Chapters 21-30 ● Selected readings
Module 4 Gamified learning research Dates	<ul style="list-style-type: none"> ● Gamification Project Due ● Gamification Project Presentation 	<ul style="list-style-type: none"> ● Boller Chapters 10-12 ● Schell Chapters 31-35 ● Selected readings
Module 5 Gamified learning research	<ul style="list-style-type: none"> ● M5 Discussion Board 	<ul style="list-style-type: none"> ● No readings
Module 6 Effective gaming strategies Dates	<ul style="list-style-type: none"> ● M6 Discussion Board ● Draft of Game-based Learning Object Due 	<ul style="list-style-type: none"> ● No readings
Module 7 Effective gaming strategies Dates	<ul style="list-style-type: none"> ● M7 Discussion Board 	<ul style="list-style-type: none"> ● No readings
Module 8 Reflection/Review Dates	<ul style="list-style-type: none"> ● Game-based Learning Object Due ● Game-based Learning Object Presentation 	<ul style="list-style-type: none"> ● No readings

Designing for ADA Compliance

All materials either consumed or produced in this program must meet ADA 508 accessibility guidelines to the greatest extent possible.

Skills, Aptitudes, and Dispositions

Successful students have or will quickly develop a capacity to know and do the following:

- Quickly learn computer applications, techniques, and procedures, finding solutions to challenges with minimal guidance
- Possess subject matter knowledge in a rich domain to utilize in the application of key course concepts
- Have a passion for learning and a desire to help others improve learning outcomes

- Enjoy deep reading and reflection in a single subject domain (learning/instructional design)

Course Announcements

Participants should monitor online announcements and emails from the instructor through the ECU course website. Participants not monitoring online course guidance during the semester will find themselves at a disadvantage in properly completing the requirements of the program.

Course Methodology

This course is asynchronous in nature, with weekly modular content, readings, and assignments posted within ECU's Blackboard Learning Management System. This course consists of weekly topical readings, video links, discussion board forums, assignments, and various sample projects and assignments developed and used within other ECU online courses. Students are expected to complete all assigned readings, submit assignments on due dates, and be fully prepared to discuss salient points using discussion board forums, blogs, or wikis.

Virtual Office

The Blackboard Virtual Office discussion forum is used to post questions to the instructor and other students about the course materials. Posting them on this forum will allow others who might have similar questions to see responses. Your instructor will be checking the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing in the Virtual Office will be graded.

Course Correspondence Policy

- All emails should be directed to your course Instructor. They will respond to any questions or concerns within 24 hours. If you have not received a response after this time period, please call for assistance.
- You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. The use of an email address other than the ECU assigned email address is strongly discouraged.
- All course assignments must be submitted to Blackboard by the Sunday of each week no later than 11 p.m. Eastern time. Arrangements for any late submissions must be prearranged with the instructor.
- If you are running into difficulty with any aspect of the course or with the schedule, please contact the instructor for immediate help. One-on-one meetings can be scheduled anytime during the eight weeks.

Technology Requirements

ECU's technology services and infrastructure do not currently support student use of devices for the consistent delivery of course content and assessments. Therefore, all students should own or have consistent access to a modern personal computer running either Windows 10 or a recent version of the Mac operating system. The system specifications should be of a high enough caliber to allow for multitasking, as well as content development in various productivity and e-learning authoring packages. Please consult the ECU IT Service Desk for ideas about suitable system requirements and how your own current technology might meet these goals.

Student Progress

Students will receive feedback on their progress within one week of an assignment being submitted. Grades can be tracked throughout the semester via Blackboard. Midterm and Final grades will be posted according to the University Calendar <http://www.ecu.edu/calendars>. Please contact the professor by email any time you

have questions about your work in this course. To view your grades in Blackboard, click on the "Tools" button, then choose "View Grades".

Students who participate in this course agree to the following:

- Agreeing to complete weekly reading assignments on schedule
- Maintaining adequate computer capability
- Having a working e-mail address accessible by the ECU Blackboard Learning System.
- Participating in all class activities
- Submitting assignments on schedule
- Monitoring instructor e-mails

Attendance Policy:

Students are expected to participate in all discussion boards and weekly assignments. The discussion board assignments are designed to spark reflective student discussions about the weekly topic and as such these assignments lose their effectiveness if not submitted on time. Any original discussion board posting will lose certain amount of points based on the discussion board rubric when it is not submitted during the Week (Monday through the following Tuesday - noon) when it was originally assigned. The final score on late discussion board assignments will be determined by the instructor based on the quality of the postings and the length of time the postings are overdue.

Final scores on other late assignments will be determined by the instructor based on: (1) the quality of the submission (per the course Rubric when applicable), (2) the length of time the assignment is overdue, and (3) whether the instructor was notified in a timely manner that the assignment would be late.

Student Support and Services

Technical Support

It is expected that participants have adequate working knowledge of Blackboard and personal computer. For all other technical problems, such as retrieving a forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

EKU Library Support

In addition to the resources below, your course site may include a "Library Resources" link specific to your course.

- [EKU Libraries Website](#)
- [EKU Library Frequently Asked Questions](#)
- [EKU Libraries Learning Resource Center on Twitter](#)

EKU Student Tutoring Service

As an online student at ECU, you have access to completely free online tutoring services through the Noel Studio's Online Consultation and SmartThinking.

Noel Studio's Online Consultation

The Noel Studio offers synchronous (real-time) consultations for eCampus and regional campus students who cannot reasonably be expected to attend face-to-face consultations in the Noel Studio.

Students may schedule an online consultation through [WOnline](#) or by calling the Noel Studio at (859) 622-7330 during [regular operating hours](#).

SmartThinking

SmartThinking's certified tutors provide one-to-one tutoring when you need it, on any Internet-connected computer. Are you struggling with a mathematics concept, looking for suggestions to improve the organization a paper, needing help with an accounting principle problem or science requirement, or needing help in using APA style? With your SMARTTHINKING account, you can share an interactive session with a tutor, or you can submit a question or a paper for an asynchronous response typically within 24 hours. You can access the Smarthinking Tutoring Service by Clicking on the Tools menu option in your Bb course site.

Netiquette

We are all adults, trying to do the best job we can in a challenging profession. Professional etiquette are expected in this course. Courtesy and respect are essential ingredients. We respect each other's opinions and differing points of view at all times. The use of profanity and harassment of any form is strictly prohibited. Please refrain from topics that are not related to the course content and may cause unnecessary classroom disruption (usually politics and religion). The value of this program is that each participant brings unique thoughts and experiences that can contribute to the expansion of our own knowledge base. Please refer to the course [netiquette guidelines](#) for a full list of behavioral expectations.

Withdrawal Policy

If life happens and you cannot commit to completing the course, the university has provisions for dropping or withdrawing, which you may see at [the Registrar's Office web site](#). However, please consider contacting the instructor first. We want to do everything we can to ensure your success!

Important Drop/Withdrawal Dates

(Students should always verify on their own the exact drop or withdrawal dates at the [EKU Colonel Compass web site](#) or with the Registrar's office by phone, as changes may not be accurately reflected in this document)

Class begins:

Add/drop deadline:

Mid-term grades submitted:

Last day to withdraw (no fee):

Last day to withdraw (with fee):

75% tuition refund:

50% tuition refund:

25% tuition refund:

Class ends:

Academic Integrity

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at <https://studentconduct.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services.

If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes made to this document.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Art and Design	
X New Course (Parts II, IV)	College	CLASS	
Course Revision (Parts II, IV)	*Course Prefix & Number	IDL 813	
Hybrid Course ("S," "W")	*Course Title (full title±)	Instruction for Diverse Learners	
New Minor (Part III)	*Program Title		
Program Suspension (Part III)			
Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 To create a new course.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 The Department of Art and Design seeks to offer this new course as part of the Instructional Design and Learning Technology program. This course will allow students to design learning experiences that apply to many diverse audiences and environments, consider learner characteristics, apply important theories, and employ tested instructional strategies to improve learning outcomes. Students will identify contemporary salient issues in training and educating both child and adult learners and learner characteristics predictive of success in various instructional situations. They will then apply and effectively relate learning theories and principles toward the design of effective instructional strategies in diverse learner populations and design and develop instructional materials from the perspective and needs of the individual learner.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

IDL 813 Instruction for Diverse Learners. (3) A. Exploration of design learning experiences while considering diverse audiences and environments, learner characteristics, training theories, and deployment of tested instructional strategies to improve learning outcomes.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use strikethrough for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
IDL	813	FALL 2021	BT _____ HS _____ CL X JS _____ ED _____ SC _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u> 0 </u>	
3	Lecture 3	Laboratory _____ Other _____	CIP Code (first two digits only) 50	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
			Instruction for Diverse Lrners	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus
IDL 813: Instruction for Diverse Learners
3 Credit Hours, CRN: XXXXXX

Course Instructor

Professor Chris Daniel
Office: Commonwealth 1908
Email: Chris.Daniel@eku.edu
Phone: (859)-979-3216

Catalog Course Description

IDL 813 Instruction for Diverse Learners. (3) A. Exploration of design learning experiences while considering diverse audiences and environments, learner characteristics, training theories, and deployment of tested instructional strategies to improve learning outcomes.

Student Learning Outcomes

Upon successful course completion, learners will be able to:

1. Synthesize contemporary issues in training and educating children and adult learners, and evaluate learner characteristics predictive of success in various instructional situations
2. Apply and relate learning theories and principles toward design of effective instructional strategies in diverse learner populations
3. Design and develop instructional materials from the perspective and needs of the individual learner

Texts and Course Materials

- Merriam, S. B., Bierema, L. L. (2013). *Adult Learning: Linking Theory and Practice*. Germany: Wiley.
- Knowles, M. S., Holton III, E. F., Swanson, R. A. (2014). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. United Kingdom: Taylor & Francis.
- Resources on college teaching/learning

Optional Materials:

- *Concise Guide to APA Style*. (2019). United States: American Psychological Association.
- *Universal Design for Learning Guidelines*. (2020, May 1). Retrieved from <http://www.cast.org/>

Course Requirements

All work must be completed and turned in by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as

possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course Instructor.

Completion of all assignments listed below is required to successfully complete this course:

1. Discussions on various topics, such as types of learners, how to design instruction according to their needs, etc.
2. Instructional Lesson 1
3. Instructional Lesson 2

Assignment Descriptions

Graded Weekly Discussions

The class participates in moderated discussions. These prompted discussions promote reflection on the readings, provide the opportunity for students to exchange information and ideas related to course topics, as well as those of interest to students, and to establish rapport and camaraderie within the online class environment.

For each discussion board, students will write a quality initial post according to the instructor-provided prompt and then thoughtfully and cogently respond to the writings of their peers. These assignments will require students to apply their own experiences, knowledge acquired through assigned readings, and critical/creative thinking to obtain the best grades. While not academic writing per se, students are expected to incorporate outside research to support fact-based assertions and clearly differentiate fact from their own opinion or the opinion of others.

The discussion board rubric attached to each written discussion board grade (See the appropriate area in the course for rubrics) provides specific guidelines and the expected level of performance relative to assigned grading. Students may inspect this rubric before completing the assignment so they understand these expectations.

Instructional Lesson 1 & 2

For these assignments, students will identify a learner demographic and design an instructional lesson for that target population. The target audience could be substantiated based on age (such as a typical school grade), profession, special characteristics (such as individuals with a particular challenge or disability), or on other approved criteria

This assignment consists of two components: learner characteristics summary and instructional lesson.

Learner characteristics summary is a two-page paper in which students will, in 750 words essay, explain the learner characteristics that drove the design of their instructional lesson.

The instructional lesson can consist of interactive Captivate or Articulate content, or it can be a web-based instructional module. Students must produce all the material as a part of the lesson design, including videos, interactives, links to various readings and resources, and assessments.

Evaluation Methods

Evaluation Criteria

- Weekly Discussions (5) @ 100 points each = 500 points (50% of total grade)
- Instructional Lesson 1 - 250 points (25% of total grade)
 - a. Instructional Lesson 2 - 150 points
 - b. Instructional Lesson 2 Presentation - 100 points
- Instructional Lesson 2 - 250 points (25% of total grade)
 - a. Instructional Lesson 2 - 150 points
 - b. Instructional Lesson 2 Presentation - 100 points

Total = 1000 points

Grading Scale:

A = 900 – 1000 (90-100%)

B = 800 – 899 (80-89%)

C = 750 – 799 (75-79%)

D = 630 – 749 (63 – 74%)

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Note: Course weeks begin on Monday and end on Sunday except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week at 11 p.m. Eastern time. Discussion board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Topics	Assessment	Readings
Module 1 - Course Introductions	<ul style="list-style-type: none"> ● Introduce Yourself ● M1 Discussion Board 	<ul style="list-style-type: none"> ● Knowles: Chapters 1-5 ● Merriam: Chapters 1, 3
Module 2	<ul style="list-style-type: none"> ● M2 Discussion Board 	<ul style="list-style-type: none"> ● Knowles: Chapters 6-8 ● Merriam: Chapters 2, 4-6
Module 3	<ul style="list-style-type: none"> ● M3 Discussion Board 	<ul style="list-style-type: none"> ● Knowles: Chapters 9-12 ● Merriam: Chapters 8-10
Module 4	<ul style="list-style-type: none"> ● Instructional Lesson 1 due 	<ul style="list-style-type: none"> ● Merriam: Chapters 11-12
Module 5	<ul style="list-style-type: none"> ● M5 Discussion Board 	<ul style="list-style-type: none"> ● Knowles Chapters 14, 18, 21, Other chapters optional
Module 6	<ul style="list-style-type: none"> ● M6 Discussion Board 	<ul style="list-style-type: none"> ● No readings
Module 7	<ul style="list-style-type: none"> ● Instructional Lesson 2 	<ul style="list-style-type: none"> ● No readings

Module 8	<ul style="list-style-type: none"> ● Instructional Lesson 2 Presentation 	<ul style="list-style-type: none"> ● No readings
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All materials either consumed or produced in this program must meet ADA 508 accessibility guidelines to the greatest extent possible.

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We are all adults, trying to do the best job we can in a challenging profession. Professional etiquette are expected in this course. Courtesy and respect are essential ingredients. We respect each other's opinions and differing points of view at all times. The use of profanity and harassment of any form is strictly prohibited. Please refrain from topics that are not related to the course content and may cause unnecessary classroom disruption (usually politics and religion). The value of this program is that each participant brings unique thoughts and experiences that can contribute to the expansion of our own knowledge base. Please refer to the course [netiquette guidelines](#) for a full list of behavioral expectations.

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Last day to withdraw (no fee):

Last day to withdraw (with fee):

75% tuition refund:

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Class ends:

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If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes made to this document.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Art and Design	
X New Course (Parts II, IV)	College	CLASS	
Course Revision (Parts II, IV)	*Course Prefix & Number	IDL 814	
Hybrid Course ("S," "W")	*Course Title (full title±)	Training the Modern Workforce	
New Minor (Part III)	*Program Title		
Program Suspension (Part III)			
Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 To create a new course.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 The Department of Art and Design seeks to offer this new course as part of the Instructional Design and Learning Technology program. This course explores training and professional development components of workforce training, training role in organizations, evaluating existing training programs, and changing organizational needs. Throughout this course, students will learn about the roles that training has in an organization and how training development in organizations differs from instruction/education experiences in other contexts. Students will design and deploy training based on established strategies, best practices, and industry-recognized frameworks. After demonstrating expertise in the design of training materials, students will reinforce their knowledge and evaluate existing programs and services, suggesting necessary adjustments based on organizational needs.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

IDL 814 Training the Modern Workforce. (3) I, II. Prerequisite: IDL 802. Examining professional development components of workforce training, training programs, and responding to the changing organizational needs.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
IDL	814	FALL 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3	Laboratory _____	Other _____	
		CIP Code (first two digits only) 50		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. IDL 802

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus
IDL 814: Training the Modern Workforce
3 Credit Hours, CRN: XXXXXX

Course Instructor

Dr. Nedim Slijepcevic
Office: Commonwealth 1912
Email: Nedim.Slijepcevic@eku.edu
Phone: (859)-622-4839

Catalog Course Description

IDL 814 Training the Modern Workforce. (3) A. Prerequisite: IDL 802. Examining professional development components of workforce training, training programs, and responding to the changing organizational needs.

Student Learning Outcomes

By the time of course completion, learners will be able to:

1. Explain the role of training in an organization and how training development in organizations differs from instruction/education experiences in other contexts.
2. Design and deploy training based on established strategies, best practices, and industry-recognized frameworks
3. Evaluate existing programs and services, suggesting necessary adjustments based on organizational needs
4. Modify potential content, delivery mechanisms and instructional strategies based on changing conditions within an organization

Prerequisites: Data Driven Decision Making

Texts and Course Materials

Required Texts:

- ASTD Handbook: The Definitive Reference for Training & Development. (2014). United States: ASTD Press.
- Kirkpatrick, W. K., Kirkpatrick, J. D. (2016). Kirkpatrick's Four Levels of Training Evaluation. United States: ATD Press.
- Slezzer, C. M., Russ-Eft, D. F., Gupta, K. (2011). A Practical Guide to Needs Assessment. Germany: Wiley.
- Thalheimer, W. (2016). Performance-focused Smile Sheets: A Radical Rethinking of a Dangerous Art Form. United States: WORK LEARNING Press.

Optional Materials:

- Concise Guide to APA Style. (2019). United States: American Psychological Association.
- Universal Design for Learning Guidelines. (2020, May 1). Retrieved from <http://www.cast.org/>

Course Requirements

All work must be completed and turned in by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course Instructor.

Completion of all assignments listed below is required to successfully complete this course:

1. Discussions on various topics, such as assessing and analyzing learner needs, designing and developing effective learning, delivering training solutions, transferring learning and measuring impact.
2. Comprehensive Training Project and Presentation
3. Informational Interview

Portfolio component: Comprehensive Training Project

Assignment Descriptions

Graded Weekly Discussions

The class participates in moderated discussions. These prompted discussions promote reflection on the readings, provide the opportunity for students to exchange information and ideas related to course topics, as well as those of interest to students, and to establish rapport and camaraderie within the online class environment.

For each discussion board, students will write a quality initial post according to the instructor-provided prompt and then thoughtfully and cogently respond to the writings of their peers. These assignments will require students to apply their own experiences, knowledge acquired through assigned readings, and critical/creative thinking to obtain the best grades. While not academic writing per se, students are expected to incorporate outside research to support fact-based assertions and clearly differentiate fact from their own opinion or the opinion of others.

The discussion board rubric attached to each written discussion board grade (See the appropriate area in the course for rubrics) provides specific guidelines and the expected level of performance relative to assigned grading. Students may inspect this rubric before completing the assignment so they understand these expectations.

Comprehensive Training Project and Presentation

Students will design a Comprehensive Training Project to address a realistic need in an organization. The end result should be suitable for deployment in an organization, preferably in the e-learning modality.

Scope and Length

The finished project will be a completed training centered around a particular theme or subject. It will consist of a single topic, instructional content, and criterion-referenced assessment items. The training should take an

average learner at least two hours to complete, meaning students in this course will spend dozens of development hours building this unit.

Training project components should include:

- Assessment and analysis of needs
- Design and development of effective learning components
- Training evaluation component

As this training project will be suited for inclusion in a professional portfolio, grades will be assigned based on the expectation of a high level of quality, as well as ease of learner usability.

Specific details are included in the course and a suggested development timeline are found in the [Course Outline](#).

Full assignment details are posted in Module 1.

Informational Interview

The purpose of this assignment is to provide the student the opportunity to connect with training and instructional design professionals in diverse areas in order to gain insight into the various facets of workforce development.

Students will conduct an informational interview with two industry professionals previously unknown to them and submit the contents of the interview. They will also present their findings and observations to the class.

Full details for the assignment are included in Module 3.

Evaluation Methods

Evaluation Criteria

1. Weekly Discussions (5) @ 100 points each = 500 points (50% of total grade)
2. Comprehensive Training Project and Presentation: 350 points (35% of total grade)
 - a. Draft due in week 4- 50 points
 - b. Comprehensive Training Project - 200 points
 - c. Comprehensive Training Project Presentation - 50 Points
3. Informational Interview: 150 points (15% of total grade)

Grading Scale:

A = 900 – 1000 (90-100%)

B = 800 – 899 (80-89%)

C = 750 – 799 (75-79%)

D = 630 – 749 (63 – 74%)

F < 630 (63%)

Course Outline

Note: Course weeks begin on Monday and end on Sunday except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week at 11 p.m. Eastern

time. Discussion board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Topics	Assessment	Readings
Module 1 - <ul style="list-style-type: none"> Course Introductions Introduction to Training 	<ul style="list-style-type: none"> Introduce Yourself M1 Discussion Board 	<ul style="list-style-type: none"> ASTD Handbook Ch: Section I intro, 1, 2, 5, 6,
Module 2 <ul style="list-style-type: none"> Assessing and Analyzing Needs 	<ul style="list-style-type: none"> M2 Discussion Board 	<ul style="list-style-type: none"> ASTD Handbook: Section II intro, 7, 8, 9, 10 Review Sleezer, Russ-Eft, Guptan (2011)
Module 3 <ul style="list-style-type: none"> Design and development of effective learning 	<ul style="list-style-type: none"> M3 Discussion Board 	<ul style="list-style-type: none"> ASTD Handbook Ch: Section III intro, 11, 12, 13, 14, 15, 16, 17, 18,
Module 4 <ul style="list-style-type: none"> Delivering training 	<ul style="list-style-type: none"> Comparison Paper Due 	<ul style="list-style-type: none"> ASTD Handbook Ch: Section IV intro, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28
Module 5 <ul style="list-style-type: none"> Transferring learning and training measurement 	<ul style="list-style-type: none"> M5 Discussion Board 	<ul style="list-style-type: none"> ASTD Handbook Ch: Section V intro, 29, 30, 31, 32, 33, 34 Kirkpatrick & Kirkpatrick (2016) Chs: 1-11 Thalheimer, W. (2016): Chs 1-9
Module 6	<ul style="list-style-type: none"> M6 Discussion Board 	<ul style="list-style-type: none"> ASTD Handbook Ch: Section VI intro, 35, 36, 37, 38, 39, 40, 41 Kirkpatrick & Kirkpatrick (2016) Chs: 12-16
Module 7 Dates	<ul style="list-style-type: none"> Instructional Design Project Due 	<ul style="list-style-type: none"> ASTD Handbook Ch: Section VII intro, 42, 43, 44, 45, 46, 47, 48, 49, 52, 53, 54, 55
Module 8 Dates	<ul style="list-style-type: none"> Project 2 Project Presentation Informational Interview Due 	<ul style="list-style-type: none"> ASTD Handbook Ch: 52, 53, 54, 55

Designing for ADA Compliance

All materials either consumed or produced in this program must meet ADA 508 accessibility guidelines to the greatest extent possible.

Skills, Aptitudes, and Dispositions

Successful students have or will quickly develop a capacity to know and do the following:

- Quickly learn computer applications, techniques, and procedures, finding solutions to challenges with minimal guidance
- Possess subject matter knowledge in a rich domain to utilize in the application of key course concepts
- Have a passion for learning and a desire to help others improve learning outcomes
- Enjoy deep reading and reflection in a single subject domain (learning/instructional design)

Course Announcements

Participants should monitor online announcements and emails from the instructor through the ECU course website. Participants not monitoring online course guidance during the semester will find themselves at a disadvantage in properly completing the requirements of the program.

Course Methodology

This course is asynchronous in nature, with weekly modular content, readings, and assignments posted within ECU's Blackboard Learning Management System. This course consists of weekly topical readings, video links, discussion board forums, assignments, and various sample projects and assignments developed and used within other ECU online courses. Students are expected to complete all assigned readings, submit assignments on due dates, and be fully prepared to discuss salient points using discussion board forums, blogs, or wikis.

Virtual Office

The Blackboard Virtual Office discussion forum is used to post questions to the instructor and other students about the course materials. Posting them on this forum will allow others who might have similar questions to see responses. Your instructor will be checking the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing in the Virtual Office will be graded.

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If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Non-Discrimination and Harassment, Title IX, and Prevention Statement

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EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes made to this document.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Art and Design	
X New Course (Parts II, IV)	College	CLASS	
Course Revision (Parts II, IV)	*Course Prefix & Number	IDL 820	
Hybrid Course ("S," "W")	*Course Title (full title±)	Field Internship	
New Minor (Part III)	*Program Title		
Program Suspension (Part III)			
Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 To create a new course.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 The Department of Art and Design seeks to offer this new course as part of the Instructional Design and Learning Technology program. The guided internship is designed to afford the IDLT student opportunities to practice learned lessons in highly successful environments and collaborate with peers and mentors who have practical experience. Students will have three options for these internships:

1. Complete the internship at the Instructional Design Center at EKU,
2. Complete internship at their place of work
3. Complete internship from a list of EKU identified private and public companies and organizations.

The internship is worth three credits and lasts up to 16 weeks.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

IDL 820 Field Internship. (3) A. Prerequisites: Completion of 2 out of 10 program courses (6 credits) and departmental approval. Guided internship designed to afford opportunities for the IDLT students to practice learned lessons in highly successful environments and collaborate with peers and mentors who have practical experience to share.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use strikethrough for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
IDL	820	FALL 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____ 0	
3	Lecture	Laboratory 3	Other	CIP Code (first two digits only) 50
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
I	3	M		FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		Course Title Abbreviation:(30 character limit)
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D -.)	
Course Prefix and No.	Completion of 2 out of 10 program courses (6 credits) and departmental approval.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus
IDL 820: Field Internship
3 Credit Hours, CRN: XXXXXX

Course Instructor

Professor Chris Daniel
Office: Commonwealth 1908
Email: Chris.Daniel@eku.edu
Phone: (859)-979-3216

Catalog Course Description

IDL 820 Field Internship. (3) A. Prerequisites: Completion of 2 out of 10 program courses (6 credits) and departmental approval. Guided internship designed to afford opportunities for the IDLT students to practice learned lessons in highly successful environments and collaborate with peers and mentors who have practical experience to share.

Student Learning Outcomes

By the time of course completion, learners will be able to:

1. Contribute to the major goals of an external organization engaged in meaningful work related to instructional/learning design.
2. Increase professional contacts for the purposes of promoting networking, career enhancement, and collegiality.
3. Create instructional design products based on the fundamental and powerful concepts and skills acquired during academic courses.
4. Prepare information and experiences gained during the internship for the purposes of formal presentation to peers and experts.

Texts and Course Materials

Required Texts:

- No required texts

Optional Materials:

- Concise Guide to APA Style. (2019). United States: American Psychological Association.
- Universal Design for Learning Guidelines. (2020, May 1). Retrieved from <http://www.cast.org/>

Course Requirements

All work and forms must be completed and turned in by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course Instructor.

Completion of all assignments listed below is required to successfully complete this course:

1. Field internship

Portfolio component: Internship project(s)

Assignment Descriptions

Field Internship

Students with a 3.0 or higher grade point average can start working on the paid or unpaid field internship experience as soon as they complete the three first courses in the program (9 semester hours). This experience should meet all of the eligibility requirements of a for-credit experience that can be completed over one semester.

Students have the option of completing one out of three types of internships:

1. Internal placement - where you will complete work on the in-house academic-type instructional design work. In this type of internship, you will assist ECU instructional designers in creating courses and training, developing multimedia content, and performing work in a selected learning management system, which may include course design, construction, and essential production tasks.
2. External placement Option 1 - where you complete the internship at your workplace. In this type of internship, you will identify a practical instructional experience that revolves around the design and development of learning objects.
3. External placement Option 2 - where you complete the internship based on the selection provided by the Instructional Design and Learning Technology department at ECU. In this type of internship, you will select a company with relationships with ECU, or you can identify your own and negotiate the terms of your internship.

IDL 820 is graded as satisfactory/unsatisfactory based on the satisfactory and timely completion of the following elements:

1. **Internship Site Forms and Evaluations**

Before beginning the internship, the student will submit a number of forms to provide contact and site informations regarding the internship placement including but not limited to the following:

- a. Site Information form
- b. Supervisor Credentials and Acknowledgement
- c. Supervisor Credentials

2. **Midterm Evaluation of Student**

By Friday the week of Midterm, students will submit a midterm evaluation form completed by their supervisor which assesses the student's progress relative to the following categories:

- a. Professionalism
- b. Communication Skills
- c. Quality of work
- d. Collegiality

- e. Hireability
 - f. Opportunities for improvement
3. **Midterm Student Self-evaluation**
Students will also submit a self-assessment to foster reflection upon their work experience.
 4. **Final Evaluation of Student**
The supervisor will provide a summative evaluation of the student's growth and capacity to perform in the role of an instructional designer along various categories.
 5. **Student Evaluation of Supervisor** (completely confidential)
 6. **Student Evaluation of Internship Site**
 7. **Participation in at least two synchronous group debriefings**
These synchronous sessions will be scheduled at various times during the term. Students will be required to attend at least two, and are encouraged to attend as many as they would like.
 8. **Clock Hours Worked (240 hours)**
Students will participate in internships engaged in meaningful, relevant work directly related to instructional design product development.
 9. **Work Product Example Submission and Presentation**
Subject to employer approval, students will present to the class a major project or parts of a project to which they contributed significantly. Needs permission to use form (release from company)

These assignments and responsibilities are covered in great detail in the Modules section of the course.

Evaluation Methods

Evaluation Criteria

Field Internship: 1000 points (100% of total grade)

1. Debriefs (3) @ 50 points each: 150 points (15% of total grade)
2. 240 Clock Hours Worked (60% of total grade)
3. Work Product Example Submission and Presentation: 250 Points (25% of total grade)

Grading Scale:

A = 900 – 1000 (90-100%)

B = 800 – 899 (80-89%)

C = 750 – 799 (75-79%)

D = 630 – 749 (63 – 74%)

F < 630 (63%)

Course Outline

Note: Course weeks begin on Monday and end on Sunday except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week at 11 p.m. Eastern time. Discussion board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Topics	Activities
Module 1	<ul style="list-style-type: none"> ● Completing various administrative duties such as field internship

	placement and completing the internship site forms and evaluations
Module 2	
Module 3	● Live Debrief Session
Module 4	● Live Debrief Session
Module 5	● Live Debrief Session
Module 6	● Live Debrief Session
Module 7	● Live Debrief Session
Module 8	● Live Debrief Session
Module 9	● Live Debrief Session
Module 10	● Live Debrief Session
Module 11	● Live Debrief Session
Module 12	● Live Debrief Session
Module 13	● Live Debrief Session
Module 14	
Module 15	
Module 16	● Work Product Example Submission and Presentation

Designing for ADA Compliance

All materials either consumed or produced in this program must meet ADA 508 accessibility guidelines to the greatest extent possible.

Skills, Aptitudes, and Dispositions

Successful students have or will quickly develop a capacity to know and do the following:

- Quickly learn computer applications, techniques, and procedures, finding solutions to challenges with minimal guidance
- Possess subject matter knowledge in a rich domain to utilize in the application of key course concepts
- Have a passion for learning and a desire to help others improve learning outcomes
- Enjoy deep reading and reflection in a single subject domain (learning/instructional design)

Course Announcements

Participants should monitor online announcements and emails from the instructor through the ECU course website. Participants not monitoring online course guidance during the semester will find themselves at a disadvantage in properly completing the requirements of the program.

Course Methodology

This course is asynchronous in nature, with weekly modular content, readings, and assignments posted within ECU's Blackboard Learning Management System. This course consists of weekly topical readings, video links, discussion board forums, assignments, and various sample projects and assignments developed and used within other ECU online courses. Students are expected to complete all assigned readings, submit assignments on due dates, and be fully prepared to discuss salient points using discussion board forums, blogs, or wikis.

Virtual Office

The Blackboard Virtual Office discussion forum is used to post questions to the instructor and other students about the course materials. Posting them on this forum will allow others who might have similar questions to see responses. Your instructor will be checking the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing in the Virtual Office will be graded.

Course Correspondence Policy

- All emails should be directed to your course Instructor. They will respond to any questions or concerns within 24 hours. If you have not received a response after this time period, please call for assistance.
- You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. The use of an email address other than the ECU assigned email address is strongly discouraged.
- All course assignments must be submitted to Blackboard by the Sunday of each week no later than 11 p.m. Eastern time. Arrangements for any late submissions must be prearranged with the instructor.
- If you are running into difficulty with any aspect of the course or with the schedule, please contact the instructor for immediate help. One-on-one meetings can be scheduled anytime during the eight weeks.

Viewing your Progress in Blackboard

You may view your progress under the Tools button on Blackboard in the My Grades link. If you go into this section, you will be able to view any grades posted by the instructor.

Technology Requirements

ECU's technology services and infrastructure do not currently support student use of devices for the consistent delivery of course content and assessments. Therefore, all students should own or have consistent access to a modern personal computer running either Windows 10 or a recent version of the Mac operating system. The system specifications should be of a high enough caliber to allow for multitasking, as well as content development in various productivity and e-learning authoring packages. Please consult the ECU IT Service Desk for ideas about suitable system requirements and how your own current technology might meet these goals.

Student Progress

Students will receive feedback on their progress within one week of an assignment being submitted. Grades can be tracked throughout the semester via Blackboard. Midterm and Final grades will be posted according to the University Calendar <http://www.eku.edu/calendars>. Please contact the professor by email any time you have questions about your work in this course. To view your grades in Blackboard, click on the "Tools" button, then choose "View Grades".

Students who participate in this course agree to the following:

- Agreeing to complete weekly reading assignments on schedule
- Maintaining adequate computer capability
- Having a working e-mail address accessible by the ECU Blackboard Learning System.
- Participating in all class activities
- Submitting assignments on schedule
- Monitoring instructor e-mails

Attendance Policy:

Students are expected to participate in all discussion boards and weekly assignments. The discussion board assignments are designed to spark reflective student discussions about the weekly topic and as such these assignments lose their effectiveness if not submitted on time. Any original discussion board posting will lose certain amount of points based on the discussion board rubric when it is not submitted during the Week (Monday through the following Tuesday - noon) when it was originally assigned. The final score on late discussion board assignments will be determined by the instructor based on the quality of the postings and the length of time the postings are overdue.

Final scores on other late assignments will be determined by the instructor based on: (1) the quality of the submission (per the course Rubric when applicable), (2) the length of time the assignment is overdue, and (3) whether the instructor was notified in a timely manner that the assignment would be late.

Student Support and Services

Technical Support

It is expected that participants have adequate working knowledge of Blackboard and personal computer. For all other technical problems, such as retrieving a forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

EKU Library Support

In addition to the resources below, your course site may include a "Library Resources" link specific to your course.

- [EKU Libraries Website](#)
- [EKU Library Frequently Asked Questions](#)
- [EKU Libraries Learning Resource Center on Twitter](#)

EKU Student Tutoring Service

As an online student at EKU, you have access to completely free online tutoring services through the Noel Studio's Online Consultation and SmartThinking.

Noel Studio's Online Consultation

The Noel Studio offers synchronous (real-time) consultations for eCampus and regional campus students who cannot reasonably be expected to attend face-to-face consultations in the Noel Studio.

Students may schedule an online consultation through [WOnline](#) or by calling the Noel Studio at (859) 622-7330 during [regular operating hours](#).

SmartThinking

SmartThinking's certified tutors provide one-to-one tutoring when you need it, on any Internet-connected computer. Are you struggling with a mathematics concept, looking for suggestions to improve the organization a paper, needing help with an accounting principle problem or science requirement, or needing help in using APA style? With your SMARTHINKING account, you can share an interactive session with a tutor, or you can submit a question or a paper for an asynchronous response typically within 24 hours. You can access the Smarthinking Tutoring Service by Clicking on the Tools menu option in your Bb course site.

Netiquette

We are all adults, trying to do the best job we can in a challenging profession. Professional etiquette are expected in this course. Courtesy and respect are essential ingredients. We respect each other's opinions and differing points of view at all times. The use of profanity and harassment of any form is strictly prohibited. Please refrain from topics that are not related to the course content and may cause unnecessary classroom disruption (usually politics and religion). The value of this program is that each participant brings unique thoughts and experiences that can contribute to the expansion of our own knowledge base. Please refer to the course [netiquette guidelines](#) for a full list of behavioral expectations.

Withdrawal Policy

If life happens and you cannot commit to completing the course, the university has provisions for dropping or withdrawing, which you may see at [the Registrar's Office web site](#). However, please consider contacting the instructor first. We want to do everything we can to ensure your success!

Important Drop/Withdrawal Dates

(Students should always verify on their own the exact drop or withdrawal dates at the [EKU Colonel Compass web site](#) or with the Registrar's office by phone, as changes may not be accurately reflected in this document)

Class begins:

Add/drop deadline:

Mid-term grades submitted:

Last day to withdraw (no fee):

Last day to withdraw (with fee):

75% tuition refund:

50% tuition refund:

25% tuition refund:

Class ends:

Academic Integrity

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at <https://studentconduct.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services.

If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

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Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes made to this document.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one)	Department Name	Art and Design
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	CLASS
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	IDL 821
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Portfolio and Exit Review
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To create a new course.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>The Department of Art and Design seeks to offer this new course as part of the Instructional Design and Learning Technology program. This course is the culmination of studies and experiences in the program. Students will create a professional web portfolio to showcase their most significant work and present their internship experiences. In addition, students will develop a facility and ability to recognize and manipulate markup and style sheet language that underpin a myriad of Internet technologies. Finally, they will be able to reflect upon, synthesize, and present the most salient aspects of their work and learning.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NONE</p> <p>Operating Expenses Impact: NONE</p> <p>Equipment/Physical Facility Needs: Satisfactory</p> <p>Library Resources: Satisfactory</p>

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

IDL 821 Portfolio and Exit Review. (3) A. Prerequisites: Completion of nine program-required courses (27 credits) and departmental approval. Culmination of studies and experiences in IDLT. Creation of a professional web portfolio that showcases student's most significant work and internship experiences.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
IDL	821	FALL 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u> 0 </u>	
3	Lecture	Laboratory 3	Other	
		CIP Code (first two digits only) 50		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u> Check all applicable </u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	Completion of nine program-required courses (27 credits) and departmental approval.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus
IDL 821: Portfolio and Exit Review
3 Credit Hours, CRN: XXXXXX

Course Instructor

Dr. Nedim Slijepcevic
Office: Commonwealth 1912
Email: Nedim.Slijepcevic@eku.edu
Phone: (859)-622-4839

Catalog Course Description

IDL 821 Portfolio and Exit Review. (3) A. Prerequisites: Completion of nine program-required courses (27 credits) and departmental approval. Culmination of studies and experiences in IDLT. Creation of a professional web portfolio that showcases student's most significant work and internship experiences.

Student Learning Outcomes

By the time of course completion, learners will be able to:

1. Create a professional web presence for the purposes of showcasing the highest quality instructional products created during the student's academic career
2. Develop a facility and ability to recognize and manipulate markup and style sheet language that underpin myriad Internet technologies.
3. Reflect upon, synthesize, and present the most salient aspects of the student's work and learning.

Texts and Course Materials

Optional Materials:

- Williams, R. (2015). The non-designer's design book: design and typographic principles for the visual novice. Pearson Education.
- Worldwide Web Consortium. (2020). HTML5 Reference - The Syntax, Vocabulary and APIs of HTML5. Retrieved from <https://dev.w3.org/html5/html-author/>

Course Requirements

All work must be completed and submitted by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course Instructor.

Completion of all assignments listed below is required to successfully complete this course:

1. Web-based portfolio
2. Portfolio presentation and review

Assignment Descriptions

Portfolio

The portfolio requirement consists of two components: Web-based Portfolio and Portfolio Presentation

Web-Based Portfolio

Students will create a web presence in order to showcase experience and products created during the program while working on the portfolio.

The final portfolio should include a minimum of seven products developed during the IDLT program. These products may consist of any of the following:

- Gamified learning experiences
- Graphic design artifacts
- Instructional design projects
- Instructional Manuals
- In-person or online lesson plans
- Multimedia products
- Needs analysis assessments,
- Online learning projects
- Program evaluations
- Training projects and instructions
- Technical writing examples
- User interface projects
- Video or audio products
- Video Conference presentations
- Substantive recorded live trainings created/delivered

The final version of the portfolio should include the following components:

- Required visual elements:
 - Continuity
 - Pleasing placement of elements
 - Responsive design
- Bio/Mission Statement
- Resume
- Contact information
- Projects
 - Narrative
 - Projects easily accessible through the portfolio
- Social media connections (LinkedIn/Twitter)

All portfolio components should be in their final form and ready for a professional presentation.

Students should consider some of these web-hosting services when designing their portfolio:

- Wix <https://www.wix.com/>
- WordPress - <https://wordpress.com/>
- Weebly – <https://www.weebly.com/>
- Google Sites – <https://sites.google.com/>

Another alternative is to share your work with the portfolio committee via file sharing services:

- Dropbox – www.dropbox.com
- Google Drive – <https://www.google.com/drive/>
- Box – www.box.com

NOTE: We strongly suggest including no more than two of the same type of sample for the portfolio.

Portfolio Presentation and Review

For this requirement, students will present the portfolio items that best represent their skills and capabilities. They will explain in which course the item originated, the specific tasks they performed to create each project, the theoretical and conceptual concepts undergirding their work, the strengths of various aspects of the work, and the steps one might take to improve upon or extend the efficacy of the project.

Upon completion of the portfolio, students will submit it for a preliminary review. The instructor of record and other designees will give constructive feedback to the student consisting of suggestions and recommendations; suggestions are optional, whereas recommendations are necessary in order to improve the student's grade.

After the initial review, students will present their work to a faculty committee for further feedback and evaluation.

Demonstration of Core Competencies

Portfolios should adhere to the program competencies outlined below:

1. Explain in detail the role of an instructional designer and how IDs work to use what they know about human cognition, business, and with various modalities to positively affect learning outcomes.
2. Utilize deep knowledge of theory and design models to serve the varied needs of most learners.
3. Through systematic analysis, identify learning objectives to which they will align the activities and experiences toward meeting those objectives.
4. Effectively gather and interpret relevant data in order to make effective strategic decisions with regard to implementing learning interventions.
5. Become an excellent consumer and creators of multimedia to create superior instructional products not only through the use of modern software applications but also through the application of evidence-based practices and proven techniques and strategies.
6. Apply knowledge of aesthetics and how the composition of effective audiovisual elements contributes positively toward learning.
7. Engage with individuals in external organizations to make significant contributions in solving instructional problems, and through successive experiences, cultivate a habit of excellence in their thinking and work.
8. Exhibit superior communications skills in explaining complex strategies and concepts with regard to improving learning outcomes.

Evaluation Methods

Evaluation Criteria

- Web-based portfolio = 700 points (70% of total grade)
- Portfolio presentation and review - 300 points (30% of total grade)

Total = 1000 points

Grading Scale:

A = 900 – 1000 (90-100%)

B = 800 – 899 (80-89%)

C = 750 – 799 (75-79%)

D = 630 – 749 (63 – 74%)

F < 630 (63%)

Course Outline

Note: Course weeks begin on Monday and end on Sunday except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week at 11 p.m. Eastern time. Discussion board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Topics	Assessment	Readings
Module 1	<ul style="list-style-type: none"> • No assignments 	No readings
Module 2	<ul style="list-style-type: none"> • No assignments 	No readings
Module 3	<ul style="list-style-type: none"> • Draft of web-based portfolio 	No readings
Module 4	<ul style="list-style-type: none"> • No assignments 	No readings
Module 5	<ul style="list-style-type: none"> • Web-based portfolio due 	No readings
Module 6	<ul style="list-style-type: none"> • No assignments 	No readings
Module 7	<ul style="list-style-type: none"> • No assignments 	No readings
Module 8	<ul style="list-style-type: none"> • Portfolio Presentation 	No readings

Designing for ADA Compliance

All materials either consumed or produced in this program must meet ADA 508 accessibility guidelines to the greatest extent possible.

Skills, Aptitudes, and Dispositions

Successful students have or will quickly develop a capacity to know and do the following:

- Quickly learn computer applications, techniques, and procedures, finding solutions to challenges with minimal guidance
- Possess subject matter knowledge in a rich domain to utilize in the application of key course concepts
- Have a passion for learning and a desire to help others improve learning outcomes

Enjoy deep reading and reflection in a single subject domain (learning/instructional design)

Course Announcements

Participants should monitor online announcements and emails from the instructor through the ECU course website. Participants not monitoring online course guidance during the semester will find themselves at a disadvantage in properly completing the requirements of the program.

Course Methodology

This course is asynchronous in nature, with weekly modular content, readings, and assignments posted within ECU's Blackboard Learning Management System. This course consists of weekly topical readings, video links, discussion board forums, assignments, and various sample projects and assignments developed and used within other ECU online courses. Students are expected to complete all assigned readings, submit assignments on due dates, and be fully prepared to discuss salient points using discussion board forums, blogs, or wikis.

Virtual Office

The Blackboard Virtual Office discussion forum is used to post questions to the instructor and other students about the course materials. Posting them on this forum will allow others who might have similar questions to see responses. Your instructor will be checking the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing in the Virtual Office will be graded.

Course Correspondence Policy

- All emails should be directed to your course Instructor. They will respond to any questions or concerns within 24 hours. If you have not received a response after this time period, please call for assistance.
- You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. The use of an email address other than the ECU assigned email address is strongly discouraged.
- All course assignments must be submitted to Blackboard by the Sunday of each week no later than 11 p.m. Eastern time. Arrangements for any late submissions must be prearranged with the instructor.
- If you are running into difficulty with any aspect of the course or with the schedule, please contact the instructor for immediate help. One-on-one meetings can be scheduled anytime during the eight weeks.

Technology Requirements

ECU's technology services and infrastructure do not currently support student use of devices for the consistent delivery of course content and assessments. Therefore, all students should own or have consistent access to a modern personal computer running either Windows 10 or a recent version of the Mac operating system. The system specifications should be of a high enough caliber to allow for multitasking, as well as content development in various productivity and e-learning authoring packages. Please consult the ECU IT Service Desk for ideas about suitable system requirements and how your own current technology might meet these goals.

Student Progress

Students will receive feedback on their progress within one week of an assignment being submitted. Grades can be tracked throughout the semester via Blackboard. Midterm and Final grades will be posted according to the University Calendar <http://www.eku.edu/calendars>. Please contact the professor by email any time you have questions about your work in this course. To view your grades in Blackboard, click on the "Tools" button, then choose "View Grades".

Students who participate in this course agree to the following:

- Agreeing to complete weekly reading assignments on schedule
- Maintaining adequate computer capability
- Having a working e-mail address accessible by the ECU Blackboard Learning System.
- Participating in all class activities
- Submitting assignments on schedule
- Monitoring instructor e-mails

Attendance Policy:

Students are expected to participate in all discussion boards and weekly assignments. The discussion board assignments are designed to spark reflective student discussions about the weekly topic and as such these assignments lose their effectiveness if not submitted on time. Any original discussion board posting will lose certain amount of points based on the discussion board rubric when it is not submitted during the Week (Monday through the following Tuesday - noon) when it was originally assigned. The final score on late discussion board assignments will be determined by the instructor based on the quality of the postings and the length of time the postings are overdue.

Final scores on other late assignments will be determined by the instructor based on: (1) the quality of the submission (per the course Rubric when applicable), (2) the length of time the assignment is overdue, and (3) whether the instructor was notified in a timely manner that the assignment would be late.

Student Support and Services

Technical Support

It is expected that participants have adequate working knowledge of Blackboard and personal computer. For all other technical problems, such as retrieving a forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

EKU Library Support

In addition to the resources below, your course site may include a "Library Resources" link specific to your course.

- [EKU Libraries Website](#)
- [EKU Library Frequently Asked Questions](#)
- [EKU Libraries Learning Resource Center on Twitter](#)

EKU Student Tutoring Service

As an online student at ECU, you have access to completely free online tutoring services through the Noel Studio's Online Consultation and SmartThinking.

Noel Studio's Online Consultation

The Noel Studio offers synchronous (real-time) consultations for eCampus and regional campus students who cannot reasonably be expected to attend face-to-face consultations in the Noel Studio.

Students may schedule an online consultation through [WOnline](#) or by calling the Noel Studio at (859) 622-7330 during [regular operating hours](#).

SmartThinking

SmartThinking's certified tutors provide one-to-one tutoring when you need it, on any Internet-connected computer. Are you struggling with a mathematics concept, looking for suggestions to improve the organization a paper, needing help with an accounting principle problem or science requirement, or needing help in using APA style? With your SMARTHINKING account, you can share an interactive session with a tutor, or you can submit a question or a paper for an asynchronous response typically within 24 hours. You can access the SmartThinking Tutoring Service by Clicking on the Tools menu option in your Bb course site.

Netiquette

We are all adults, trying to do the best job we can in a challenging profession. Professional etiquette are expected in this course. Courtesy and respect are essential ingredients. We respect each other's opinions and differing points of view at all times. The use of profanity and harassment of any form is strictly prohibited. Please refrain from topics that are not related to the course content and may cause unnecessary classroom disruption (usually politics and religion). The value of this program is that each participant brings unique thoughts and experiences that can contribute to the expansion of our own knowledge base. Please refer to the course [netiquette guidelines](#) for a full list of behavioral expectations.

Withdrawal Policy

If life happens and you cannot commit to completing the course, the university has provisions for dropping or withdrawing, which you may see at [the Registrar's Office web site](#). However, please consider contacting the instructor first. We want to do everything we can to ensure your success!

Important Drop/Withdrawal Dates

(Students should always verify on their own the exact drop or withdrawal dates at the [EKU Colonel Compass web site](#) or with the Registrar's office by phone, as changes may not be accurately reflected in this document)

Class begins:

Add/drop deadline:

Mid-term grades submitted:

Last day to withdraw (no fee):

Last day to withdraw (with fee):

75% tuition refund:

50% tuition refund:

25% tuition refund:

Class ends:

Academic Integrity

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at <https://studentconduct.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services.

If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes made to this document.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Art and Design	
X New Course (Parts II, IV)	College	CLASS	
Course Revision (Parts II, IV)	*Course Prefix & Number	IDL 890	
Hybrid Course ("S," "W")	*Course Title (full title±)	Independent Study	
New Minor (Part III)	*Program Title		
Program Suspension (Part III)			
Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9/9/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 To create a new course.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 The Department of Art and Design seeks to offer this new course as part of the Instructional Design and Learning Technology program. This course will allow graduate students to pursue special interests or research pertinent to the instructional design field that are not discussed in depth in the regular curriculum. Student will then craft a faculty guided project based on their investigation as part of this individualized study.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

IDL 890 Independent Study. (3) A. Prerequisite: Approved Independent Study Proposal Form and Departmental Approval. Faculty Guided Independent research, which allows students to design a research problem and make experimental observations and conclusions. Students will perform in-depth research pertinent to IDLT and craft a project based on their investigation.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
IDL	890	FALL 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ARTD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u> 0 </u>	
3	Lecture	Laboratory 3	Other	
		CIP Code (first two digits only) 50		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
3	3	N	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u> Check all applicable </u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____ Approved Independent Study Proposal Form and Departmental Approval.

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus
IDL 890: Independent Study
3 Credit Hours, CRN: XXXXXX

Course Instructor

Professor Chris Daniel
Office: Commonwealth 1908
Email: Chris.Daniel@eku.edu
Phone: (859)-979-3216

Catalog Course Description

IDL 890 Independent Study. (3) A. Prerequisites: Approved Independent Study Proposal Form and Departmental Approval. Faculty Guided Independent research, which allows students to design a research problem and make experimental observations and conclusions. Students will perform in-depth research pertinent to IDLT and craft a project based on their investigation.

Note: The independent study is generally reserved for exemplary students and special circumstances. The department encourages students to pursue another elective course within the program.

Student Learning Outcomes

By the time of course completion, learners will be able to:

1. While working with the faculty adviser, identify a research topic or a project they will study for the duration of the term.
2. Conduct significant secondary research related to the selected topic.
3. Based on the salient concepts related to the topic, students will design and develop a robust product to solve an instructional problem or meet an identified need.

Texts and Course Materials

Optional Materials:

- Concise Guide to APA Style. (2019). United States: American Psychological Association.
- Rogers, C. R., & Freiberg, H. J. (1970). Freedom to learn. Columbus, OH: Charles Merrill.
- Universal Design for Learning Guidelines. (2020, May 1). Retrieved from <http://www.cast.org/>

Course Requirements

All work must be completed and turned in by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as

possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course Instructor.

Completion of all assignments listed below is required to successfully complete this course:

1. Completed research-based expository paper describing the topic and how the developed instructional product best exemplifies and utilizes evidence-based practices.
2. If applicable to the student's interest, Independent study project

Assignment Descriptions

Research Component (Expository Paper)

Students will compose a significant paper consisting of secondary research related to the agreed upon topic of interests. They will also describe in sufficient detail their instructional product or intervention, explicating its purpose and utility, as well as the methodology employed in its design and creation.

Assignment instructions and specific evaluation criteria will be negotiated with the faculty supervisor.

Independent study project

Upon completing the research and writing the expository paper, students may also create a robust instructional product to solve a problem or meet a need identified during the research stage.

Assignment instructions and specific evaluation criteria will be negotiated with the faculty supervisor.

Evaluation Methods

Evaluation Criteria

- Expository Paper = 500 points (50% of total grade)
- Independent study project - 500 points (50% of total grade)

Grading Scale:

A = 900 – 1000 (90-100%)

B = 800 – 899 (80-89%)

C = 750 – 799 (75-79%)

D = 630 – 749 (63 – 74%)

F < 630 (63%)

Course Outline

Note: Course weeks begin on Monday and end on Sunday except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week at 11 p.m. Eastern time. Discussion board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Topics	Assessment	Readings
--------	------------	----------

Module 1	•	• No readings
Module 2	•	• No readings
Module 3	•	• No readings
Module 4	• Expository paper due	• No readings
Module 5	•	• No readings
Module 6	•	• No readings
Module 7	•	• No readings
Module 8	• Independent study project due	• No readings

Designing for ADA Compliance

All materials either consumed or produced in this program must meet ADA 508 accessibility guidelines to the greatest extent possible.

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Students may schedule an online consultation through [WCOOnline](#) or by calling the Noel Studio at (859) 622-7330 during [regular operating hours](#).

SmartThinking

SmartThinking's certified tutors provide one-to-one tutoring when you need it, on any Internet-connected computer. Are you struggling with a mathematics concept, looking for suggestions to improve the organization a paper, needing help with an accounting principle problem or science requirement, or needing help in using APA style? With your SMARTHINKING account, you can share an interactive session with a tutor, or you can submit a question or a paper for an asynchronous response typically within 24 hours. You can access the SmartThinking Tutoring Service by Clicking on the Tools menu option in your Bb course site.

Netiquette

We are all adults, trying to do the best job we can in a challenging profession. Professional etiquette are expected in this course. Courtesy and respect are essential ingredients. We respect each other's opinions and

differing points of view at all times. The use of profanity and harassment of any form is strictly prohibited. Please refrain from topics that are not related to the course content and may cause unnecessary classroom disruption (usually politics and religion). The value of this program is that each participant brings unique thoughts and experiences that can contribute to the expansion of our own knowledge base. Please refer to the course [netiquette guidelines](#) for a full list of behavioral expectations.

Withdrawal Policy

If life happens and you cannot commit to completing the course, the university has provisions for dropping or withdrawing, which you may see at [the Registrar's Office web site](#). However, please consider contacting the instructor first. We want to do everything we can to ensure your success!

Important Drop/Withdrawal Dates

(Students should always verify on their own the exact drop or withdrawal dates at the [EKU Colonel Compass web site](#) or with the Registrar's office by phone, as changes may not be accurately reflected in this document)

Class begins:

Add/drop deadline:

Mid-term grades submitted:

Last day to withdraw (no fee):

Last day to withdraw (with fee):

75% tuition refund:

50% tuition refund:

25% tuition refund:

Class ends:

Academic Integrity

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at <https://studentconduct.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services.

If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity,

Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Non-Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes made to this document.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	Master of Arts (M.A.) English
<input checked="" type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	4/6/20	Council on Academic Affairs
College Curriculum Committee	9/30/2020	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	11/02/2020	

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Revise program name and course requirements.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
 Fall 2021

B. The justification for this action:

This action was undertaken at the request of the Office of the Dean of CLASS. The two primary goals of these revisions are to increase enrollment in the MA program and to improve career outcomes for graduates. The revisions will achieve those goals through three means: 1) Streamlining the course content of the program to simplify advising and to focus courses more around skills related to literacy and communication instruction; 2) Directing Students toward careers in higher education attached to Writing Across the Curriculum and Writing Centers, which are nationwide growth areas in higher education that are accessible by graduate with the MA credential; 3) Shifting course delivery for the program away from face-to-face instruction and toward a combination of online and web-blended courses. (See attached letter for more details on all of the above).

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None.

Operating Expenses Impact: The online delivery of the program should be achievable through existing technology systems. We predict a net decrease in operating expenses as technology overhead costs are offset by increased enrollment.

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)**Part III. Recording Data for Revised or Suspended Program**

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)**DEPARTMENT OF ENGLISH**

Dr. James Keller, Chair

Dr. Gerald Nachtwey, MA Program Coordinator/Advisor Prof. Robert Dean Johnson, MFA Program Director/Advisor

www.english.eku.edu

(859) 622-5861

I. GENERAL INFORMATION

The Department of English offers a 30-hour program of study leading to the Master of Arts degree in English.

The Department of English offers a 30-hour program of study leading to the Master of Arts degree in English & Writing Professions (MA-EWP). This program is designed to train graduates to take up leadership positions within Writing Centers, English Tutoring Centers, Writing Intensive, and Writing Across the Curriculum programs at post-secondary institutions; it will also provide them with the skills to teach in writing and literacy classes attached to these programs.

The Department of English also offers a 48-hour program of study leading to the Master of Fine Arts in Creative Writing (MFA-CW) degree through the Bluegrass Writers Studio.

The Master of Arts in Education degree with a concentration in English is offered in the College of Education with the cooperation of the Department of English. The Master of Arts in Teaching degree with a concentration in English is also offered in the College of Education. The regulations for these degrees may be found in the College of Education section of this *Catalog*.

Graduate students in English may: prepare for careers of teaching on the college and pre-college levels; engage in literary research and composition on advanced levels; prepare for further advanced study and degrees; or pursue other pre-professional goals.

The graduate program in English is designed to train students in various areas of the discipline and provide them with both breadth and depth appropriate to the advanced level. Areas of the discipline are categorized below.

Accelerated Dual Degree Program (3+2)

Undergraduate ~~S~~students accepted to the 3+2 Accelerated Dual Degree Program are able to complete their B.A. – English degree and M.A. – English & Writing Professions degree within 5 calendar years because up to 9 semester hours of graduate-level coursework will apply to both the undergraduate B.A. degree and the graduate M.A. degree. Only undergraduate students of proven academic ability will be considered for the program. Students should be aware that, in order to maintain their progress in the accelerated 3+2 program, careful coordination with their advisor is required.

Entrance requirements for the 3+2 adhere to the requirements for the M.A. – English & Writing Professions Program in the Graduate Catalog. Students admitted into the program will remain coded as undergraduate until fulfilling their BA requirements. Students admitted into the 3+2 program must complete the English BA degree with a minimum

3.0 GPA to be allowed to proceed on with graduate program coursework. Students must fulfill all graduation requirements listed below.

Students may apply to the Graduate School for admission to the 3+2 program in their junior or senior year. Approval of both the department and Graduate School is required (see the form at [http:// gradschool.eku.edu/graduate-school-forms](http://gradschool.eku.edu/graduate-school-forms)).

English Program Special Admission Requirements

~~Literature, Creative Writing, or Technical Writing Concentrations~~; Completion of ENG 301 and ENG 302; and overall grade point average

(GPA) of at least 3.0 at the time of admission to the 3+2 option.

**MASTER OF ARTS (M.A.)
English & Writing Professions**

CIP Code: 23.0101

I. ADMISSION REQUIREMENTS

Applicants must meet the general requirements of the Graduate School. Applicants with a cumulative undergraduate GPA of less than 2.5 are required to complete the GRE and achieve satisfactory scores of 150 or higher on the Verbal and 4.0 or higher on the Analytical Writing sections of the exam. They also should have completed at least an undergraduate minor in English and/or be prepared to do additional hours to remove any deficiency in their undergraduate preparations. Ordinarily a 3.0 standing must have been achieved in upper division English courses.

II. PROGRAM REQUIREMENTS

Students must complete the 12 hours of the core curriculum as outlined below. ~~Students choose one of three concentrations within the program: rhetoric and composition, literature, or generalist.~~

~~Students in any concentration may elect thesis or non-thesis exit requirements to complete the program. Conferences between students and the program coordinator will ensure that elective hours are used to meet the program needs of the individual. At least half of the course work (i.e., 15 credit hours must be in courses open only to graduate students (800-level). They must also complete 3 hours of Foundations and Theories courses, 6 hours of Historical Contexts courses, and 6 hours of Methods and Practices courses. Students can opt to take 3 hours in either Co-Op or Thesis: see "Exit Requirements," below.~~

Core Courses12 hours

ENG 801, 800, 808, 814.

Foundations and Theories3 hours

Choose from: ENG 710, 730, 806, 833

Historical Contexts6 hours

Choose from ENG 720, 750, 827, 830, 850, 870

Methods and Practices6 hours

Choose from: ENG 700, 702, 703, 715, 810, 812, 860, 863

Exit Requirements3 hours

Choose From:

Co-Op Option: ENG 839

Thesis Option: ENG 898

Total Requirements30 hours

Core Courses _____ 12 hours

ENG 801:

One course in rhetoric and composition _____ 3 hours

Choose from ENG 700, 800, 806, 808, 812, 827.

One literature course _____ 3 hours

Choose from: ENG 730, 750, 825, 830, 833, 850, 853, 854, 870, 873, 876, 878, 880.

One language studies/ESL course _____ 3 hours

Choose from: ENG 710, 715, 720, 825.

Rhetoric and Composition Concentration

Concentration in rhetoric and composition _____ 12 hours

(in addition to core requirement) Choose from ENG 700, 800, 806, 808, 812, 827

Must include ENG 808 (if not completed as part of the core)

Electives in English _____ 6 hours

Thesis option: ENG 898 (3 hours) + 3 hours

ENG electives

Exit Requirements _____ 0 hours

GRD 857e, 858e

Total Requirements _____ 30 hours

Literature Concentration

Concentration in literature _____ 12 hours

(in addition to core requirement) Three hours from ENG 850, 853, 854

Three hours from ENG 870, 873, 876, 878, 880

Six hours from ENG 730, 750, 825, 830, 833, 850,
853, 854, 870, 873, 876, 878, 880

Must include ENG 833 (if not completed as part of the core) Electives in English — 6 hours

Thesis option: ENG 898 (3 hours) + 3 hours ENG electives

Exit Requirements — 0 hours GRD 857e, 858e

Total Requirements — 30 hours

Generalist Concentration

One additional literature course — 3 hours

Choose from ENG 730, 750, 825, 830, 833, 850,
853, 854, 870, 873, 876, 878, 880

One additional rhetoric/composition course — 3 hours

Choose from ENG 700, 800, 806, 808, 812, 827

Two pedagogy courses — 6 hours

Choose from ENG 800, 805, 860, 861, 862, 863, 864 Electives in English — 6 hours

Thesis option: ENG 898 + 3 hours ENG electives

Exit Requirements — 0 hours

GRD 857e, 858e

Total Requirements 30 hours

III. EXIT REQUIREMENTS

All students are required to complete *either* a Professional English Project or a Thesis.

Professional English Project – Professional English Projects (PEPs) will involve guided, cooperative work with a division of ECU outside of the department or with a higher education or community institution outside the University. Before their final semester, students will submit a PEP Proposal in coordination with a project committee and a liaison from the hosting division or institution. After approval of their proposal, students will be allowed to register for ENG 839. Candidates will complete a report on the project and will present it at a formal Showcase before the end of their final semester.

Thesis - Theses will require students to undertake original research that can involve human subjects, institutional data collection, and/or archival research. Before their final semester, students completing a thesis will submit a Thesis Proposal to be approved by their thesis committee. After approval of the proposal, students will be allowed to register for ENG 898. Candidates will submit the completed thesis to the Graduate School and present on the thesis in a formal Showcase before the end of their final semester.

Comprehensive Examination — All students are required to pass a written comprehensive examination (GRD 857e). Comprehensive examinations will be scheduled approximately one month before the end of the student's final enrollment period in graduate work for the degree. Non-thesis students will take a two-part examination: 1) a breadth of knowledge assessment (common to all students in a given concentration) and 2) a depth of knowledge assessment (tailored to the individual student's scholarly interests). Thesis students will take only the breadth of knowledge assessment for their concentration.

Thesis — The thesis is optional in this program. Students electing the thesis option must register for ENG 898 as one of their elective courses. A student wishing to write a thesis must prepare a prospectus and have it approved by the thesis committee before registering for thesis hours. The thesis must be prepared in conformity with the regulations approved by the Graduate Council and the Department of English. Students seeking to complete a thesis are required to pass an oral defense of their thesis (GRD 858e). Oral examinations will be scheduled approximately one month before the end of the student's final enrollment period in graduate work for the degree. Detailed information concerning the preparation and submission of the thesis may be obtained from the program coordinator.

Course or Activity	GSLO 1	GSLO 2	GSLO 3	GSLO 4	GSLO 5	GSLO 6	GSLO 7	PSLO 1	PSLO 2	PSLO 3	CSLO 1	CSLO 2	CSLO 3
Core Courses (12 hours)													
ENG 801	I	I	I	I	I	I	I	I	I	I	I	I	I
ENG 800	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I	I	I
ENG 808	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I	I	I
ENG 814	I	I	I	I	I	I	I	I	I	I	I	I	I
Coursework Divisions													
Foundations and Theories													
ENG 710, 730, 806, 833	P/M	P/M	P/M	P/M	P	P/M	P/M	P/M	P	P/M	P	P	P
Historical Contexts													
ENG 720, 750, 827, 830, 850, 870	P/M	P/M	P/M	P/M	P	P/M	P/M	P/M	P	P/M	P	P	P
Methods and Practices													
ENG 700, 702, 703, 715, 810, 812, 840, 860, 863	P	P	P/M	P	P/M	P/M	P/M	P/M	P/M	P	P	P	P
Exit Requirements (3 hours)													
Co-Op Project	M	M	M	M	M	M	M	M	M	M	M	M	M
Thesis	M	M	M	M	M	M	M	M	M	M	M	M	M

KEY:

GSLO = Graduate Student Learning Outcomes

PSLO = Program Student Learning Outcomes

CSLO = Course-Specific Student Learning Outcomes (per division)

I = Introduction

P = Proficient

M = Mastery

STUDENT LEARNING OUTCOMES for MA in English & Writing Professions

GRADUATE SCHOOL – COMMON STUDENT LEARNING OUTCOMES

SLO 1: Graduate students are able to explain, discuss, and apply clearly and accurately the key concepts and central theories, and demonstrate expertise appropriate to the discipline.

SLO 2: Graduate students are able to formulate and express important/essential questions and issues related to the discipline with clarity and accuracy, and appropriate depth and breadth.

SLO 3: Graduate students are able to identify, collect, analyze, and evaluate relevant information to understand essential questions and issues and to advance knowledge in the discipline.

SLO 4: Graduate students are able to identify, analyze, and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories.

SLO 5: Graduate students are able to generate new knowledge, application, or creative expressions through the self reflective synthesis of information, evaluation, and analysis of critical questions or issues/problems related to their discipline.

SLO 6: Graduate students are able to communicate clearly and logically using oral, written, and/or artistic forms.

SLO 7: Graduate students are able to identify and demonstrate the ethical values appropriate to their discipline.

MA in English & Writing Professions Program SLOs

Students will be able to

- Synthesize texts produced in different critical discourses, modes and/or media
- Demonstrate processes for how to undertake such syntheses
- Produce texts in different critical genres, modes and media

Foundations and Theories

- Synthesize models of consumption and production for different genres, modes and media.
- Develop strategies for close reading, analysis, and evaluation of a range of texts, including literary, scholarly, popular, and professional texts
- Create administrative and/or teaching philosophies that reflect current research-backed best practices of linguistics, literacy and writing studies

Historical Contexts

Students will be able to

- Compile the major trends and movements in the disciplinary histories of English and writing studies
- Analyze how the disciplinary histories of English and writing studies have shaped modern practices of reception, production, and criticism
- Correlate historical contexts with sites of textual production in creative, critical, and/or pedagogical settings.

Methods and Practices

Students will be able to

- Analyze how concepts and theories in English and writing studies inform teaching and research methodologies
- Develop strategies through sustained practice and reflection that can be applied to teaching, research, and writing.
- Create informational and/or creative texts in multiple genres, modes and media.

V.1.26.16

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

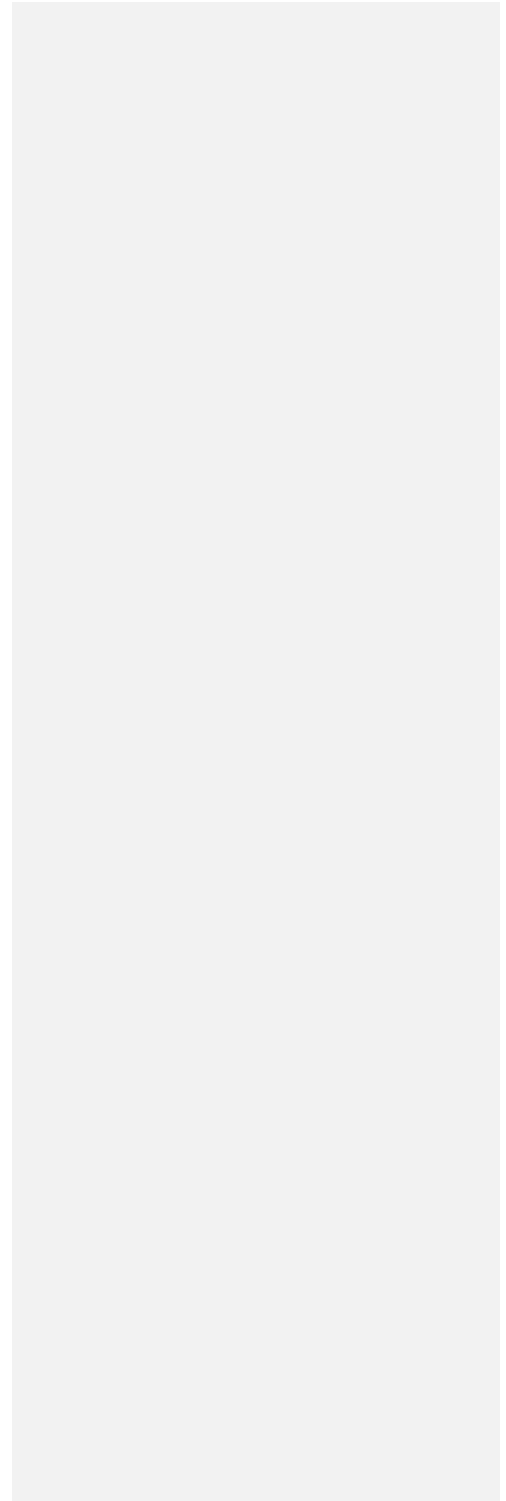
Part I

(Check one)	Department Name	English																								
<input type="checkbox"/> New Course (Parts II, IV)	College	CLASS																								
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number																									
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)																									
<input type="checkbox"/> New Minor (Part III)	*Program Title	Bachelor of Arts (B.A.) and Master of Arts (M.A.)																								
<input type="checkbox"/> Program Suspension (Part III)		ENGLISH Accelerated 3+2 Dual Degree Program																								
<input checked="" type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)																									
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation																								
<table border="0"> <tr> <td>Proposal Approved by:</td> <td align="center"><u>Date</u></td> <td></td> <td align="center"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td>4/6/20</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td>9/30/2020</td> <td>Faculty Senate**</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td>NA</td> <td>Board of Regents**</td> <td></td> </tr> <tr> <td>Teacher Education Committee*</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM***</td> <td></td> </tr> <tr> <td>Graduate Council*</td> <td>11/02/2020</td> <td></td> <td></td> </tr> </table>			Proposal Approved by:	<u>Date</u>		<u>Date</u>	Departmental Committee	4/6/20	Council on Academic Affairs		College Curriculum Committee	9/30/2020	Faculty Senate**		General Education Committee*	NA	Board of Regents**		Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***		Graduate Council*	11/02/2020		
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Graduate Council*	11/02/2020																									
<p>*If Applicable (Type NA if not applicable.) **Approval needed for program revisions or suspensions. ***To be added by the Registrar's Office after all approval is received.</p>																										

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Revise program name and course requirements.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Fall 2021</p>
<p>B. The justification for this action:</p> <p>This action was undertaken at the request of the Office of the Dean of CLASS. The two primary goals of these revisions are to increase enrollment in the MA program and to improve career outcomes for graduates. The revisions will achieve those goals through three means: 1) Streamlining the course content of the program to simplify advising and to focus courses more around skills related to literacy and communication instruction; 2) Directing Students toward careers in higher education attached to Writing Across the Curriculum and Writing Centers, which are nationwide growth areas in higher education that are accessible by graduate with the MA credential; 3) Shifting course delivery for the program away from face-to-face instruction and toward a combination of online and web-blended courses. (See attached letter for more details on all of the above).</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: The online delivery of the program should be achievable through existing technology systems. We predict a net decrease in operating expenses as technology overhead costs are offset by increased enrollment.</p> <p>Equipment/Physical Facility Needs: Satisfactory</p>

Library Resources: Satisfactory



Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)**Part III. Recording Data for Revised or Suspended Program**

1. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use strikethrough for deletions and underlines for additions.)

Bachelor of Arts (B.A.) and
 Master of Arts (M.A.)
ENGLISH English & Writing Professions
 Accelerated 3+2 Dual

Students accepted to the 3+2 Accelerated Dual Degree Option are able to complete their B.A. degree and M.A. degree within 5 calendar years because up to 9 semester hours of graduate-level coursework will apply to both the undergraduate B.A. degree and the graduate M.A. degree. Only undergraduate students of proven academic ability will be considered for the program. Students should be aware that, in order to maintain their progress in the accelerated 3+2 program, careful coordination with their advisor is required.

Entrance requirements for the 3 +2 adhere to the requirements for the M.A. English Program in the Graduate Catalog. Students admitted into the program will remain coded as undergraduate until fulfilling their BA requirements. Students admitted into the 3+2 program must complete the English BA degree with a minimum

3.0 GPA to be allowed to proceed on with graduate program coursework. Students must fulfill all graduation requirements listed below.

Students may apply to the Graduate School for admission to the 3+2 program in their junior or senior year. Approval of both the department and Graduate School is required (see the form at <http://gradschool.eku.edu/graduate-school-forms>).

English Program Special Admission Requirements:

ENG 310; and overall grade point average (GPA) of at least 3.0 at the time of admission to the 3+2 program.

UNIVERSITY GRADUATION REQUIREMENTS

- General Education 36 hours
- Orientation Course (ASO 100; waived for transfers with 30+ hours) 1 hour
- Writing Intensive Course (Hrs. incorporated into Major/ Supporting/Gen Ed/Free Electives category)
- Upper division courses (42 hrs. distributed throughout Major/ Supporting/Gen Ed/Free Electives categories)
- ACCT - English majors will fulfill ACCT with: ENG 490 or 491 or 492. (*Credit hours are incorporated into program requirements below.*)

Total University Graduation Requirements 37 hours

B.A. 3 + 2 ENGLISH MAJOR REQUIREMENTS

Core Courses 30 hours

ENG 310, 311, 312, 313, 410, 474, and 490 or 491 or 492;
 801, 808, ~~833~~, 814

English Electives 18 hours
 ENG courses at 300 level or above, including at least 9 hours at the 400 or 500 level
Free Electives 35 hours

TOTAL HOURS TO COMPLETE DEGREE 120 HOURS

M.A. ENGLISH & WRITING PROFESSIONS MAJOR REQUIREMENTS

Core Courses12 hours

ENG 801, 800, 808, 814.

Foundations and Theories3 hours

Choose from: ENG 710, 730, 806, 833

Historical Contexts6 hours

Choose from ENG 720, 750, 827, 830, 850, 870

Methods and Practices6 hours

Choose from: ENG 700, 715, 810, 812, 840, 860, 863

Exit Requirements3 hours

Choose From:

Co-Op Option: ENG 839

Thesis Option: ENG 898

Total Requirements30 hours

Core Courses12 hours

ENG 801.

One course in rhetoric and composition3 hours

Choose from ENG 700, 800, 806, 808, 812, 827.

One literature course3 hours

Choose from: ENG 730, 750, 825, 830, 833, 850,
853, 854, 870, 873, 876, 878, 880.

One language studies/ESL course3 hours

Choose from: ENG 710, 715, 720, 825.

Rhetoric and Composition Concentration

Concentration in rhetoric and composition12 hours

(in addition to core requirement) Choose from ENG 700, 800, 806, 808, 812, 827

Must include ENG 808 (if not completed as part of the core)

Electives in English6 hours

Thesis option: ENG 898 (3 hours) + 3 hours

ENG electives

Exit Requirements0 hours

GRD 857e, 858e

Total Requirements30 hours

Literature Concentration

Concentration in literature12 hours

(in addition to core requirement) Three hours from ENG 850, 853, 854

Three hours from ENG 870, 873, 876, 878, 880

Six hours from ENG 730, 750, 825, 830, 833, 850,

853, 854, 870, 873, 876, 878, 880

Must include ENG 833 (if not completed as part of the core) Electives in English6 hours

Thesis option: ENG 898 (3 hours) + 3 hours ENG electives

Exit Requirements0 hours GRD 857e, 858e

Total Requirements30 hours

Generalist Concentration

One additional literature course3 hours

Choose from ENG 730, 750, 825, 830, 833, 850,

853, 854, 870, 873, 876, 878, 880

One additional rhetoric/composition course3 hours

Choose from ENG 700, 800, 806, 808, 812, 827

Two pedagogy courses6 hours

Choose from ENG 800, 805, 860, 861, 862, 863, 864 Electives in English6 hours

Thesis option: ENG 898 + 3 hours ENG electives

Exit Requirements _____ 0 hours
 GRD 857e, 858e

Total Requirements 30 hours

I. EXIT REQUIREMENTS

All students are required to complete *either* a Professional English Project or a Thesis.

Professional English Project – Professional English Projects (PEPs) will involve guided, cooperative work with a division of ECU outside of the department or with a higher education or community institution outside the University. Before their final semester, students will submit a PEP Proposal in coordination with a project committee and a liason from the hosting division or institution. After approval of their proposal, students will be allowed to register for ENG 839. Candidates will complete a report on the project and will present it at a formal Showcase before the end of their final semester.

Thesis - Theses will require students to undertake original research that can involve human subjects, institutional data collection, and/or archival research. Before their final semester, students completing a thesis will submit a Thesis Proposal to be approved by their thesis committee. After approval of the proposal, students will be allowed to register for ENG 898. Candidates will submit the completed thesis to the Graduate School and present on the thesis in a formal Showcase before the end of their final semester.

Comprehensive Examination — All students are required to pass a written comprehensive examination (GRD 857e). Comprehensive examinations will be scheduled approximately one month before the end of the student's final enrollment period in graduate work for the degree. Non-thesis students will take a two-part examination: 1) a breadth-of-knowledge assessment (common to all students in a given concentration) and 2) a depth-of-knowledge assessment (tailored to the individual student's scholarly interests). Thesis students will take only the breadth-of-knowledge assessment for their concentration.

Thesis — The thesis is optional in this program. Students electing the thesis option must register for ENG 898 as one of their elective courses. A student wishing to write a thesis must prepare a prospectus and have it approved by the thesis committee before registering for thesis hours. The thesis must be prepared in conformity with the regulations approved by the Graduate Council and the Department of English. Students seeking to complete a thesis are required to pass an oral defense of their thesis (GRD 858e). Oral examinations will be scheduled approximately one month before the end of the student's final enrollment period in graduate work for the degree. Detailed information concerning the preparation and submission of the thesis may be obtained from the program coordinator.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	English
<input type="checkbox"/> New Course (Parts II, IV)	College	Letters, Arts, and Social Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 500
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Topics in Professional Writing
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	Date		Date
Departmental Committee	4.6.2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

- A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Revise the current ENG 500/700 Topics course into a permanent Professional and Technical Writing course as part of the revised M.A. in English & Writing Professions.
- A. 2. Proposed Effective Academic Term:** (Example: Fall 2016)
 Fall 2021
- A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

B. The justification for this action:

We have re-envisioned our English Department graduate program. This reworking of ENG 500/700 intends to contribute to a cohesive graduate program and serve those goals. In particular, these curriculum changes will ensure that the course introduces students to relevant job skills that will make them more marketable in the public and private sector as well as higher education. These include basics of graphic design, web design, and social media production insofar as those skills relate to written communication. This course will focus on ways that the written word, images, design, and layout choices interact to create clear, effective communication. ENG 500/700 will give practical application to theories of visual and textual rhetoric introduced in other courses in the program, such as ENG 300 and ENG 405 for undergraduates, and ENG 800 and ENG 827 for the MA. As the focus of English Studies and careers related to English Studies continues to evolve, knowledge of the basics of graphic design, web design, and social media production becomes increasingly necessary for our graduates: it is necessary for future teachers to effectively teach literacy skills in a world where more and more reading is done online; it is necessary for professionals in industry, as increasingly jobs in professional and technical writing involve writing for the web; and it is necessary for writing program/writing center administrators to be able to produce and maintain an online face or presence for their programs. This course redesign will help students to be job-ready for a variety of careers in English

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~ENG 500 Topics in Professional Writing: _____.~~ **Contemporary Professional Writing. (3) A.** Prerequisites: ENG 310 and one additional upper level ENG course; or departmental approval. ~~Study and practice in selected areas of professional writing. May be retaken with different topics to a maximum of six hours~~
Familiarizes students with visual communication as applied in popular culture, business, science, and technology. Students learn visual design principles, and apply them by creating a variety of visual projects, from icons to infographics.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	500	Fall 2021	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR x _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	ENG 310 and one additional <u>upper level</u> ENG course; or departmental approval
Course Prefix and No.	

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Substantial Curriculum Change Form (Present only one proposed curriculum change per form) (Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name English <hr/> College Letters, Arts, and Social Sciences <hr/> *Course Prefix & Number ENG 700 <hr/> *Course Title (full title±) Topics in Professional Writing <hr/> *Program Title _____ <hr/> If Certificate, indicate Long-Term (University) or Short-Term (Departmental) _____ <hr/> * Provide only the information relevant to the proposal. ± If Title is longer than 30 characters see Part IV to provide abbreviation	
Proposal Approved by:		
<u>Date</u>	<u>Date</u>	
Departmental Committee	4/6/2020	Council on Academic Affairs
College Curriculum Committee	9/30/2020	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	11/02/2020	
*If Applicable (Type NA if not applicable.) **Approval needed for program revisions or suspensions. ***To be added by the Registrar's Office after all approval is received.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Revise the current ENG 500/700 Topics course into a permanent Professional and Technical Writing course as part of the revised M.A. in English & Writing Professions. A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action:	We have re-envisioned our English Department graduate program. This reworking of ENG 500/700 intends to contribute to a cohesive graduate program and serve those goals. In particular, these curriculum changes will ensure that the course introduces students to relevant job skills that will make them more marketable in the public and private sector as well as higher education. These include basics of graphic design, web design, and social media production insofar as those skills relate to written communication. This course will focus on ways that the written word, images, design, and layout choices interact to create clear, effective communication. ENG 500/700 will give practical application to theories of visual and textual rhetoric introduced in other courses in the program, such as ENG 300 and ENG 405 for undergraduates, and ENG 800 and ENG 827 for the MA. As the focus of English Studies and careers related to English Studies continues to evolve, knowledge of the basics of graphic design, web design, and social media production becomes increasingly necessary for our graduates: it is necessary for future teachers to effectively teach literacy skills in a world where more and more reading is done online; it is necessary for professionals in industry, as increasingly jobs in professional and technical writing involve writing for the web; and it is necessary for writing program/writing center administrators to be able to produce and maintain an online face or presence for their programs. This course redesign will help students to be job-ready for a variety of careers in English
C. The projected cost (or savings) of this proposal is as follows:	

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: satisfactory

Library Resources: satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

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3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~ENG 700 Topics in Professional Writing: _____.~~ **Contemporary Professional Writing. (3)** ~~A. Study and practice in selected areas of professional writing. May be retaken with different topics to a maximum of six hours. If subtopic is "Writing for the Popular Media," no credit given to students who have credit for JOU 480.~~

Familiarizes students with visual communication as applied in popular culture, business, science, and technology. Students learn visual design principles, and apply them by creating a variety of visual projects, from icons to infographics.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	700	Fall 2021	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
ENG 500/700
Contemporary Professional Writing, CRN: XXXXXX**

Professor's Name: Dr. Rick Mott

Office: Mattox 311

Email: rick.mott@eku.edu

Phone: (859) 622-3190

Student Hours: M 4:00-5:00, Th 4:00-5:00, and by request

Catalog Course Description

ENG 500 Contemporary Professional Writing. (3) A. Prerequisites: ENG 310 and one additional upper level ENG course; or departmental approval. Familiarizes students with visual communication as applied in popular culture, business, science, and technology. Students learn visual design principles, and apply them by creating a variety of visual projects, from icons to infographics.

ENG 700 Contemporary Professional Writing. (3) A. Familiarizes students with visual communication as applied in popular culture, business, science, and technology. Students learn visual design principles, and apply them by creating a variety of visual projects, from icons to infographics.

Texts

Extensive use will be made of electronic files linked to Blackboard.

Required Software: Adobe Creative Cloud (www.adobe.com/creativecloud/) or other graphics software

ENG 500 Student Learning Outcomes

Upon completing the class, students will be able to:

- Analyze the communication situation and audience in order to employ appropriate visual strategies to achieve stated goals
- Recognize and employ commonly used graphics in written and oral communication
- Explain and express technical and professional visual design formats and strategies
- Understand a variety of rhetorical approaches to visual design and demonstrate the application of rhetorical theory to visual communications
- Compose original written analyses of visually rhetorical contexts

ENG 700 Student Learning Outcomes

Upon completing the class, students will be able to:

- Create, discuss, analyze and interpret visual design
- Create administrative and/or teaching philosophies that reflect current research-backed best practices of visual design
- Read, discuss, analyze, and evaluate a variety of scholarship on visual rhetoric
- Synthesize core concepts as well as primary and secondary texts in the field of visual rhetoric

- Apply a variety of theoretical models in visual interpretation and pedagogical practices and articulate their own position derived from (or situated among) these various models
- Compose original written analyses of visually rhetorical contexts

Course Requirements

- Students are expected to complete all assigned reading (or viewing or listening) by class on Monday of the week indicated on the schedule. Because I reserve the right to change reading and assignment dates, it is students' responsibility to check the class Blackboard site for updates and to make sure they have the current schedule.
- Students will attend a mandatory weekly class meeting. To get the help they need and to take full advantage of the course, students must participate in all class meetings. If you know you are going to miss one of our classes, contact me by email at least one day ahead of time to let me know. Missing class meetings will seriously affect students' course grade.
- During most weeks of the semester, students will post a blog entry that will include visual(s) and text.
- Students will complete a total of ten bi-weekly design-oriented exercises that will be posted as blog entries on the class Wordpress page (eng500700visrhet.wordpress.com), most of which can be developed in Indesign. Students will also complete one large, final project. I will approve the large project in advance and will base the grade on the process used to complete it, the quality of the finished work, and the complexity of the project.
- Students are expected to exhibit professional behavior. Assignments must be turned in on the day they are due. Late assignments will **not** be accepted unless the person has prior permission from me in writing.

Evaluation Methods (ENG 700 Students)

Attendance & Participation	10%
Weekly Design and Blog Assignments	50 (10 x 5 pts)
Term Paper (3k-5k words)	20
Final Project (includes analysis)	20
Total	100%

Evaluation Methods (ENG 500 Students)

Attendance & Participation	10%
Weekly Design and Blog Assignments	50 (10 x 5 pts)
Term Paper (2k-3k words)	20
Final Project (includes analysis)	20
Total	100%

- In order to pass the class, students must complete all assignments indicated above.
- Your final grade will be based on the *percentage* of total possible points you have earned: 90–100% = A; 80-89% = B; 70–79% = C; 60-69% = D; and lower than 60% = F.

Student Progress

Throughout the semester, students can consult the instructor about their progress. Individual item grades will be posted on Blackboard. Midterm progress report will be provided prior to the midpoint of the semester.

Attendance Policy

Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory. Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.*

Schedule

***All weekly assignment blog posts due by 6:00 pm Monday**

January 13	<ul style="list-style-type: none"> ● Introductions ● Move class to Mattox 100 at break ● Discuss syllabus and goals of class ● Learn how to post a blog entry ● Learn basics of vector graphics and tracing in <i>Illustrator</i>
January 20	No Class - MLK, Jr. Day!
January 27	<ul style="list-style-type: none"> ● Read Robin Williams' <i>The Non-Designer's Design Book</i> (in <i>Readings</i> on Bb) ● Read Chapter 1 of Ji Yong Park's <i>Visual Communication in Digital Design</i> (in <i>Readings</i> on Bb) ● Read Chapter 1 of Jason Beard's <i>Principles of Beautiful Web Design</i> (in <i>Readings</i> on Bb) ● Pick which story you are going to analyze from 2019: The Year in Visual Stories and Graphics (the assignment itself is not due until Feb. 10) ● Blog Post Due: Geometric Animal Icon + 100-200 word blog entry on why you chose that particular animal <i>and/or</i> what you learned from this assignment (in <i>Assignments</i> on Bb)
February 3	<ul style="list-style-type: none"> ● Read Chapters 2 + 3 of Ji Yong Park's <i>Visual Communication in Digital Design</i> ● Read the Oxford Research Encyclopedia's entry for Visual Rhetoric and Semiotic. ● Blog Post Due: Please complete the Stable Layout assignment, which you can find at the end of Ch. 2 of Ji Yong Park's <i>Visual Communication in Digital Design</i>. Please submit your design as a PNG and accompany it with a 100+ word blog entry on what inspired your design <i>and/or</i> what kind of reaction you would

like your audience to experience **and/or** what you learned from this assignment.

February 10	<ul style="list-style-type: none"> ● Read Chapters 4 & 5 of Ji Yong Park's <i>Visual Communication in Digital Design</i> ● Read Roland Barthe's <i>Rhetoric of the Image</i> (on Bb under "Text & Lesson Files / Theory") ● Blog Post Due: Pick one story from 2019: The Year in Visual Stories and Graphics and describe its use of visuals both in terms of the design of the visuals themselves (PARC+), but more importantly, how those visuals both enhance and integrate with the text. You can reference Barthe's <i>denotative</i> and <i>connotative</i> readings (p. 4 <i>Visual Rhetoric and Semiotic</i>), or Pierce's ideas of <i>icon</i>, <i>index</i>, and <i>symbols</i>, plus <i>value</i>, <i>color</i>, and <i>texture</i> (p. 6 of <i>Visual Rhetoric and Semiotic</i>). Please include <i>at least</i> one screen grab (preferably more!) with your text. Length: 750+ words (undergrad) / 1000+ words (grad)
February 17	<ul style="list-style-type: none"> ● Read Chapters 6 & 7 of Ji Yong Park's <i>Visual Communication in Digital Design</i> ● Read "Images in Advertising" by Linda Scott (in Text and Lesson Files/Theory on Bb). ● Discuss Color Blindness tool ● Blog Post Due: Complete Layout Design 2 - Dynamic Layout (p. 66 in Park) with 500-word comment on techniques you learned, or your favorite design environment.
February 24	<ul style="list-style-type: none"> ● Blog Post Due: Write a minimum 500-word blog post telling us about your proposed paper topic using the guidelines and sectional headers outlined in How to Write a Term Paper Proposal. ● Share Paper Topic with the class
March 2	<ul style="list-style-type: none"> ● Read Chapter 8 of Ji Yong Park's <i>Visual Communication in Digital Design</i> ● Read How to Design a Logo ● Read Typography Logo Design: Tips, Examples, Ideas ● Blog Post Due: Logo for ECU MA in English & Writing Professions Due ● Meet one-on-one for feedback on weekly blogs
March 9	<ul style="list-style-type: none"> ● No Class - Spring Break!
March 16	<ul style="list-style-type: none"> ● Blog Post Due: Create a Simple GIF animation like this one. You

	<p>are not required to animate an isometric image like the example. Include an analysis of your design and/or a description of your design process (technical and/or aesthetic).</p> <ul style="list-style-type: none"> ● Discuss reddit.com/r/Design
March 23	<ul style="list-style-type: none"> ● Blog Post Due: Create a 27" x 41" movie poster of any real movie, plus the 1280 x 720 pixel video streaming thumbnail that would accompany it online. Please follow these movie poster suggestions. Your poster should include the following information: <ul style="list-style-type: none"> ○ Title ○ Actors ○ Director ○ Tagline (you should create a new one for your film) ○ Visual (optional) <p>Your video streaming thumbnail should include only the necessary info to convey the identity of the movie.</p> <p>Include in your post a discussion of alignment and flow in your design of the large poster and how you chose to cut things down in your thumbnail.</p>
March 30	<ul style="list-style-type: none"> ● Rough Draft of Paper Due ● Discuss reddit.com/r/PropagandaPosters ● Discuss new freeform gradient ● Discuss 50 examples of successful propaganda posters (bonus points if you can point out the many examples of sexism and racism) ● Discuss How to Design an Impactful Propaganda Style Poster
April 6	<ul style="list-style-type: none"> ● Blog Post Due: Propaganda Poster ● Discuss reddit.com/r/dataisbeautiful ● Discuss Unsplash royalty-free photos ● Discuss instructions for final projects ● Discuss graphic narratives
April 13	<ul style="list-style-type: none"> ● Discuss the 9 Types of Infographics
April 20	<ul style="list-style-type: none"> ● Final Draft of Papers Due Monday, April 20 at 11:59pm ● Blog Post Due: Infographic on MA in English & Writing Professions + explain your design strategy and content choice
April 27	<ul style="list-style-type: none"> ● Final Project (Blog Post) Due: Cover for STC. Please post your cover design and a short blog entry discussing your design

choices. Under the heading “Rationale, ” please include your 100-200 word explanation of how your illustration addresses the cover subject.

Finals

- **Due Monday, May 2 at 11:59 pm: Analysis of Final Project**

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course

Last Day to Drop: XX/XX/XXXX
 Last Day to Withdraw without a Fee: XX/XX/XXXX
 Last Day to Withdraw with a Fee: XX/XX/XXXX
 See dates at <http://colonelscompass.eku.edu>)

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU’s Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Email Etiquette

Because this is a class where you are following a professional business model in your correspondence, I expect you to practice proper email etiquette, which includes the following:

- A proper salutation (eg. Dear Dr. Mott - , Hi Dr. Mott - , or simply, Dr. Mott -)

- A proper signature (eg. Regards – John Smith, Best – John Smith, or simply, - John Smith)
- A subject line that summarizes the main point of the email
- Complete sentences
- Correct spelling, grammar, and punctuation

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

Director of the Office of Institutional Equity & Title IX Coordinator

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Policy Updates

For current University policies and regulations, please go to EKU's [Policy Website](#).

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 502
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	Advanced Creative Writing
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

	<u>Date</u>		<u>Date</u>
Proposal Approved by: Departmental Committee	4/6/20	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Update course title and description to make the course more relevant to contemporary writing and more flexible for the continuing evolution of the literary marketplace.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) n/a</p>
<p>B. The justification for this action:</p> <p>Because the course is used to explore literary trends the topic changes from semester to semester. The updated title and course description will more accurately describe the course's intent and purpose. This curriculum change will address overall program goals of enhancing student career-readiness by introducing them to current trends in the publishing industry like specific demands of publishing for audiobooks and ebooks, genre and sub-genre fiction, author collectives, and mixed media publications. Like ENG 703, it will also put students in contact with professional writers.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: satisfactory</p> <p>Library Resources: satisfactory.</p>

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~ENG 502 Advanced Topics in Creative Writing. (3) A. Prerequisites: ENG 310 306 and departmental approval. Open to Special topics and workshop course for advanced or specialty genres and for students who desire to have their manuscripts criticized critiqued; fiction, drama, poetry, biography, or the informal essay accepted; Guest lectures by and discussion with writers in residence. May be taken with different topics for a maximum of six hours.~~

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~strikethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	502	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
3.0	Lecture <u>3</u> Laboratory _____ Other _____	CIP Code (first two digits only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
8	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit) Creative Writing Residency	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. ENG 310 306 and departmental

Course Prefix and No. approval.

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

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(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 702
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	Advanced Creative Writing
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

	<u>Date</u>		<u>Date</u>
Proposal Approved by: Departmental Committee	4/6/20	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Update course title and description to make the course more relevant to contemporary writing, more flexible for the continuing evolution of the literary marketplace, and to better fit the curriculum of the new MA in English & Writing Professions.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
 n/a

B. The justification for this action:
 Because the course is used to explore literary trends the topic changes semester to semester. The updated title and course description will more accurately describe the course's intent and purpose. This curriculum change will address overall program goals of enhancing student career-readiness by introducing them to current trends in the publishing industry like specific demands of publishing for audiobooks and ebooks, genre and sub-genre fiction, author collectives, and mixed media publications. Like ENG 503, it will also put students in contact with professional writers.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: satisfactory

Library Resources: satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

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2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~ENG 702 Advanced Topics in Creative Writing. (3) A. Open to Special topics and workshop course for advanced or specialty genres and for students who desire to have their manuscripts criticized critiqued, fiction, drama, poetry, biography, or the informal essay accepted; g~~ Guest lectures by and discussion with writers in residence. May be taken with different topics for a maximum of six hours.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
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Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	702	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
3.0	Lecture <u>3</u> Laboratory _____ Other _____	CIP Code (first two digits only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
8	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit) Creative Writing Residency	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

ENG 502 / ENG 702

**The Graduate School
Eastern Kentucky University
Department of English
ENG 502/702
Topics in Creative Writing
Making a Story: Writing and Rewriting, CRN#####
Syllabus and Schedule
(3.0 cr. hrs.)**

Professor's Name: Firstname Lastname

Office: Mattox xxx

Email: firstname.lastname@eku.edu

Phone: (859) 622-XXXX

Student Hours: TBA

Catalog Course Description

ENG 502 Topics in Creative Writing. (3) A. Prerequisites: ENG 306. Special topics and workshop course for advanced or specialty genres and for students who desire to have their manuscripts critiqued. Guest lectures by and discussion with writers in residence. May be taken with different topics for a maximum of six hours.

ENG 702 Topics in Creative Writing. (3) A. Special topics and workshop course for advanced or specialty genres and for students who desire to have their manuscripts critiqued. Guest lectures by and discussion with writers in residence. May be taken with different topics for a maximum of six hours.

Specific Course Description

Students will learn how to write, develop, and revise a story or creative nonfiction essay for publication in a print or online journal. The class is modeled after Antonya Nelson's essay, "Short Story: A Process of Revision," and emphasizes the process of writing and rewriting. Students will write and rewrite a short story or personal essay, focusing on new elements each time; for example: writing with specific detail, changing the perspective to a different character, or developing the setting. You may not turn in novel or memoir chapters for this course; the story or essay must stand on its own as a completed piece.

Too often in workshops, students write three stories and never finish them or, upon revision, improve them to the point of publication. In this course, we'll focus on revision and sticking with a story past the exploratory phase; students will make radical changes, write multiple drafts, experiment with craft, discover the story's possibilities, consider audience, and ultimately fashion the final draft for a particular media and market. This course demands a dedication to daily writing; students will also be reading and annotating published fiction and creative nonfiction, and participating in small-group and full-class workshops.

Required Texts

- *The Making of a Story*, Alice LaPlante (ISBN-10: 0393337081)
- Print-outs and copies of own work
- PDFs and links to individual stories, poems, and essays

Student Learning Outcomes – ENG 502

- Students will demonstrate mastery of a creative genre.
- Students will evaluate and analyze creative writing using round table workshop.
- Students will demonstrate understanding of the processes through which creative writing is submitted to appropriate venues.
- Students will demonstrate awareness of literary trends and traditions.

Student Learning Outcomes – ENG 702

- Students will create publishable work in a creative genre.
- Students will evaluate and analyze creative writing using round table workshop.
- Students will synthesize workshop criticism and apply that criticism in development of a personal aesthetic.
- Students will apply knowledge of the literary market as they begin submitting creative work to appropriate genres.
- Graduate students are able to explain, discuss, and apply clearly and accurately the key concepts and central theories, and demonstrate expertise appropriate to the discipline.
- Graduate students are able to formulate and express important/essential questions and issues related to the discipline with clarity and accuracy, and appropriate depth and breadth.
- Graduate students are able to identify, collect, analyze, and evaluate relevant information to understand essential questions and issues and to advance knowledge in the discipline.
- Graduate students are able to identify, analyze, and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories.
- Graduate students are able to generate new knowledge, application, or creative expressions through the self reflective synthesis of information, evaluation, and analysis of critical questions or issues/problems related to their discipline.
- Graduate students are able to communicate clearly and logically using oral, written, and/or artistic forms.
- Graduate students are able to identify and demonstrate the ethical values appropriate to their discipline.

MA in English & Writing Professions Program SLOs

Students will be able to

- Synthesize texts produced in different critical discourses, modes and/or media
- Demonstrate processes for how to undertake such syntheses
- Produce texts in different critical genres, modes and media

Methods and Practices

Students will be able to

- Analyze how concepts and theories in English and writing studies inform teaching and research methodologies
- Develop strategies through sustained practice and reflection that can be applied to

teaching, research, and writing.

Course Objectives

- To develop a personal aesthetic using the model of contemporary literature, and improve skills through creative exercises and varied approaches.
- To master important terminology for use in creation and editing processes.
- To craft original work in poetry, fiction, creative nonfiction, playwriting, screenwriting, or hybrid genres
- To learn how to understand and apply criticism from the instructor and from workshop discussion in revision.

Evaluation Methods and Course Requirements

We will be reading extensively, and discussing the readings and related topics. Your final grade will reflect both your abilities as a writer and your commitment to the writing process. Do not wait until the last minute. Whether you're submitting creative work, a workshop response, or some other project, your writing should always be well-developed, coherent, and grammatically/mechanically clean. You must present your best effort at every stage of the process. Sloppy or ill-considered drafts will not elicit responses about your real problems or intentions: they will elicit comments about the slop. This is simply not helpful. All prose handed in and/or presented in workshop must be clean. No one should expect their classmates or me to do their copyediting for them. Respect your own work and my and your classmates' time: clean prose only. Sloppy or incoherent work, or work riddled with grammatical errors, will have a negative impact on your grade.

Weekly Writing (20%)

This is a course about writing and *rewriting*; you will be expected to revise much of your work and will be graded on that revision. Over the course of the semester, you will be writing and rewriting the same story, again and again. You will be submitting sections and rewrites of your manuscript (500-2500 words) in small group workshops. You will turn in **8** of these; each are worth 20 points. My feedback on these exercises will be light; I'll look for the *hotspots*, key moments of heat and life in these short pieces, so to suggest ways you might go deeper, or ask questions to get you thinking about different possibilities. For all writing assignments, you must follow the word count requirements; if you go over the word count, then a part of your assignment will not be read, and could negatively impact your grade.

Note on submissions: You will submit your work on Blackboard, but there are times where you must bring copies of your work to class. It is your responsibility to print and make copies.

Manuscript for Full-Class Workshop (10%)

For ENG 502 students: You will turn in a longer manuscript (between 2000-4000 words) for a full-class workshop.

For ENG 702 students: You will turn in a longer manuscript (between 4000-7500 words) for a full-class workshop.

Final Revision (10%)

In lieu of a final exam, your substantial revision of your story or personal essay (3800-5000 words) will be due, along with a reflection essay. More details will be provided.

Self-Reflection Essay (15%)

For ENG 502 students: A 4-6 page reflective essay that analyzes your writing process this semester, and uses examples from the published work we read over the semester to illustrate craft and technique, will be due the last day of class. A prompt for this assignment will be posted several weeks prior to the end of the semester.

For ENG 702 students: A 6-10 page reflective essay that analyzes your writing process this semester, defines your writing aesthetic, and uses examples from your own work and the published work we read over the semester to illustrate craft and technique, will be due the last day of class. A prompt for this assignment will be posted several weeks prior to the end of the semester.

Annotations (15%)

As an advanced creative writing course, this course not only demands a great deal of writing, but also a great deal of close reading. A crucial component in improving as a writer is learning to read like a writer—to read for craft and literary technique, and to articulate how the writer accomplishes what she accomplishes. With each reading, you will write up a response, an annotation. Each one will run about a paragraph (single spaced, about half a page to a page). There will be 10 of these (20 points each); you will post them on Bb before class. I will randomly select three responses over the course of the semester and average them to assess this component of your grade. Your annotations will begin with the readings assigned the second week of class. More instruction will be provided.

Workshops and Participation (20%)

This class is a community of writers, and it's important for you to show up, participate, and support each other. Your participation grade will be tallied based on how actively you participate in the workshops, class discussions, and the free-writing/in-class writing assignments.

The majority of workshops will be small-group workshops, and you will read the submissions either prior to or during class (please see schedule for details). You will provide the writer with a mix of oral and written feedback, and the writer will take notes and ask questions.

We'll discuss the rules and etiquette of workshop in more detail later, but know that your comments should be thoughtful, respectful, and constructive. You are expected to offer constructive criticism to your classmates, and to participate in the discussions about your classmates' work.

When you are absent, you are unable to take part in discussion. Plenty of formal accountability also exists within the actual course work (workshop responses, etc.) to penalize unnecessary absence; therefore, missing class can drastically affect your grade very quickly. **If you miss more than one class, you risk failing the course.**

Negative participation (disruptive or disrespectful behavior, coming late or leaving class early,

texting, etc.) will negatively impact your grade. Come to class prepared. You must purchase the book and bring it with you to class. Always bring the day's assigned reading to class with you; otherwise you'll be marked absent. Coming to class without the assigned readings is not acceptable, and will impact your grade. Because we'll be doing quite a bit of work in class, you should also bring your laptop with you.

If students are not participating in discussions, I will include pop quizzes to encourage you to keep up with the reading. You cannot make up a missed quiz.

You are responsible for checking your ECU email and BB regularly for this class. If you miss an assignment because you didn't check Blackboard, it's your responsibility.

Peer Feedback (10%)

For a few of the workshops, including the full-class workshop, you will receive the manuscripts before class starts, and you will critique these manuscripts. You will mark each manuscript, writing edits and marginal comments by hand or using the strike/correct or highlight/marginal note features available on Word. Following each story or personal essay, you will write endnotes. Your endnotes should run about a page (double-spaced, or a half a page single spaced). Minimally, these endnotes should articulate subtext/theme, along with the work's strongest features and greatest weaknesses. You will post your response to Discussion Board, using the reply tab, before our scheduled workshop. I will randomly check three responses and average them to assess this component of your grade. Each one is worth 20 points. I do not accept late responses.

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned: 90–100% = *A*; 80–89% = *B*; 70–79% = *C*; 60–69% = *D*; and lower than 60% = *F*.

Guidelines on Formatting:

Manuscripts must be titled, double-spaced, page numbered, and formatted in 12 pt. reasonable font (Courier, Times New Roman, Garamond). *Proofread your work*; mechanical and grammatical errors (including misspellings and typos) inhibit clarity and will result in a lower grade.

Notes on Workshop Content:

Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will be expected to share your writing and views with others (the stories you bring in, the exercises you write, and the views you express). Avoid bringing in material or writing about topics you are not prepared to subject to public scrutiny.

You are free to write about almost any topic; however, please be aware of these restrictions:

1. Any material that can be seen as threatening to other members of the class, or anything that can be construed as harassment, will not be accepted.

2. Do not write about any member of the class, including the instructor—not even as part of the background or context of your work. Whether your desire is to attack or praise a member of the workshop is irrelevant.
3. In addition, you may not submit *works of fanfiction and fiction intended for children*. Fiction intended for children engages a different skill set than fiction for adults, though unique, original fiction intended for young adults is fine. Formula fiction and fanfiction are by definition not original, as they rely entirely upon pre-existing stereotypes in character, plot, and structure, or upon characters, worlds, and situations created by someone else.

Tardiness

Please be on time. If you're late, you will be counted as ½ absent. This will affect both your participation and your final grade. Also, don't leave class before it's dismissed.

Attendance Policy

Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory. Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.*

Late Work/Missed Work

Students are expected to turn in all work on the day it is due. Students are responsible for checking these due dates on the syllabus calendar. Absence or tardiness will not excuse missing a due date. Technical problems / issues are not acceptable excuses for late papers. If you have an obvious emergency, you should contact me as soon as possible to discuss your options; however, there is no guarantee that a request for an extension will be granted.

Student Progress

Midterm grades will be posted on EKU Direct.

Technology and email

EKU requires all students and faculty to use their University email accounts for all correspondence.

Notification of the Last Day to Drop the Course

Last Day to Drop:	August 23, 2020
Last Day to Withdraw without a Fee:	October 12, 2020
Last Day to Withdraw with a Fee:	November 8, 2020

See dates at <http://colonelscompass.eku.edu>)

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email

your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Academic Integrity

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

All the work submitted for this course should be new, original work; don't recycle from previous classes.

Discrimination and Harassment, Title IX, and Prevention Statement

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Lindsey A. Carter

Director of the Office of Institutional Equity & Title IX Coordinator

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Writing Assistance

The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral or multi-modal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit <https://studio.eku.edu>.

The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 100 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@eku.edu or visit www.successcenter.eku.edu. Drop-in visits are welcome, and no appointment is necessary.

Contacting Me and “Student Hours”

I strongly encourage you to meet with me during the semester to discuss revision strategies and check in about your work. I’m available to meet during my office hours, or we can arrange to meet outside of those hours at my office, coffee shop, or the library. I check my email regularly during the week, but please allow me 24 hours to respond to your questions you send electronically (48 hours on weekends).

Please make sure that I have your current email address and that you check your email regularly. Excuses such as “I didn’t know about that because I never check my email” will *not* be acceptable for missed work or other oversights.

Check Blackboard often for announcements. It also contains important documents related to class.

Schedule

Please note that the syllabus and course policy are subject to revision, but if changes are made you will be given adequate notice.

Week 1: Introduction

Syllabus. Workshop sign up. Discuss revision and story.

HW: Event write-up: a 500-word-piece about an event that actually happened to you and that you understand as a story—something you could tell to a friend or in a bar. Must be in first person; must not go over 500 words; post on Bb by 5 pm 8/26; you will read/share in class

“First” by Ryan Van Meter (creative nonfiction) (PDF)

“This Be Madness” by Carter Sickels (fiction) (PDF)

LaPlante, pp. 549-553 (PDF)

Week 2: Generating Story

Event write up due; must have one hard copy or on reading device for class

Discuss “First”; protagonists; story

HW: 800-1000 words: character (more details will be provided)

La Plante, "Recognizable People" pp. 418-434

"Silver Water" by Amy Bloom (fiction) (PDF); **Start Annotations and do one for every creative essay/short story over the course of the semester**

"7 or 8 Things I Knew About Her....." (creative nonfiction) (pp. 438-440)

Week 3: Post your 800-1000-word writing on Bb

Read and give feedback on your peers' work (small groups will be assigned)

Week 4: Developing Characters and Setting

Small group workshop

Discuss readings; discuss character and setting

HW: 1200-1500-word rewrite that focuses on character, setting, some aspect of event; post by 5pm 9/16

LaPlante, "Why You Need to Show and Tell" pp. 204-224

"Our Own Kind" by Anne Pancake (creative nonfiction) (PDF)

Week 5: Showing and Telling

Small group workshops; we will read peers' work *in class*

Discuss Pancake; showing and telling; scene

HW: Develop a 500-word scene that includes some kind of conflict; post on Bb by 5pm 9/23 and **bring 3 hard copies to share with group**

LaPlante, "You Talking to Me?" pp. 341-354

"Brownies" by ZZ Packer, pp. 227-244 (fiction)

Week 6: Writing Dialogue

Small group workshop (bring in 3 copies of scene)

Discuss Packer, Dialogue

HW: 2250-2500 word writing/rewriting that you will post on **Bb by Tuesday 10/1 5pm**; focus on character development, setting, scene, dialogue that reveals character, conflict, or subtext.

"Sonny's Blues" by James Baldwin (fiction), pp. 390

Week 7: Continuing Character and Adding a Clock

Discuss Baldwin; the clock in a story; character development

HW: LaPlante, "Details, Details," pp. 107-124

"The Things They Carried" by Tim O'Brien, pp. 131-146

Due 10/1: 2250-2500 word piece on BB; written critique of peers' work for class due 10/7

Week 8: Writing with Specifics

Small group workshop

Discuss specifics; O'Brien and Arundal

HW: One of the researched-based activities, p. 555;

Write 500-words from a different point of view and post on Bb by 5pm 10/21

LaPlante "Who's Telling This Story, Anyway?" pp. 258-281

"Medusa" by Tania James (Fiction) (PDF)

“No Name Woman” by Maxine Hong Kingston (CNF) (PDF)

Week 9: Point of View

Small group workshop (POV piece, 500 words); bring one copy or have on your device to read

Share your “research-based activity” (p. 555)

Discuss point of view; readings by James and Hong Kingston

Introduce self-reflection essay

HW: Continue working on story on your own; write up a new beginning and post this by 5 pm 10/27 (no more than 500 words), and bring 3 copies

LaPlante, “The Plot Thickens” pp. 375-387; “Raising the Curtain,” pp. 465-475

“A Good Man Is Hard to Find” by Flannery O’Connor (fiction) (PDF)

Must bring in laptop or a hard copy of your story

Week 10: Structure and Tension

Small group workshop on new beginning; bring in 3 hard copies

Discuss: O’Connor; beginnings; structure; building tension

Workshop sign up

In-class writing: please bring in laptop and/or hard copy of your story

HW: Continue working on story; try something completely different or something wild with your story (1-2 pages); post by 5 pm 11/4, and bring in 3 copies

La Plante: “What’s this story Really about?” pp. 507-517

“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell (fiction) (PDF)

For 11/4, Bring in hard copy of your full manuscript

Week 11: Polishing Prose and Syntax

Small group workshop; must bring in 3 hard copies of the weird/different pages (no more than 2 pages double-spaced)

Discuss story meaning; Russell

In-class writing: prose and syntax work in class; must have printed copy of your full manuscript

Week 12: Full-Class Workshop (You will post your manuscript by 9pm Tuesday 11/5; 3500-4500 words)

Week 13: Full-Class Workshop

Week 14: Full-Class Workshop

Week 15: Final Draft and Self Reflection Essay Due

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 503
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	Creative Writing Workshop
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

	<u>Date</u>		<u>Date</u>
Proposal Approved by: Departmental Committee	4/6/20	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Increase the number of credit hours for ENG 503 from 1.0 to 3.0. Update course title and description to better reflect how the course has been utilized annually since summer 2017.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
 n/a

B. The justification for this action:
 ENG 503 is being combined with ENG 504 and being run in conjunction with the MFA in Creative Writing program's annual summer residency. In ENG 503, students will submit already-prepared creative manuscripts, will have those manuscripts critiqued in workshops, and will revise them based on feedback. In addition to regular class meetings, students will be required to attend panels and readings by visiting writers and writing professionals. These curriculum changes will expose students to practices from the world of professional publishing by requiring them to receive and to respond to feedback from multiple sources with a quick turnaround time. It will also give them contact with working writing professionals.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: satisfactory.

Library Resources: satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 503 Creative Writing Workshop-Residency. (43) SUMMER ONLY. A. Prerequisites: ENG 340 306 and or departmental approval. ~~One-week course of lectures and discussions by faculty and visiting lecturers. Held in conjunction with Bluegrass Writers Studio's eight-day summer residency on EKU-Richmond campus, followed by asynchronous online work. Includes craft lectures, panels, and readings by visiting writers. Each student-Students must submit a short story, a one-act play, four poems, or equivalent an original creative writing manuscript before the residency. May be retaken for a maximum of three hours.~~

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	503	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>3</u>	
<u>4</u> <u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit) Creative Writing Residency	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. ENG 340 306 and or

Course Prefix and No. departmental approval.

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 703
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	Creative Writing Workshop
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

<u>Proposal Approved by:</u>	<u>Date</u>	<u>Date</u>
Departmental Committee	4/6/20	Council on Academic Affairs
College Curriculum Committee	9/30/2020	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	11/02/2020	

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Increase the number of credit hours for ENG 703 from 1.0 to 3.0. Update course title and description to better reflect how the course has been utilized annually since Summer 2017.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
 n/a

B. The justification for this action:
 ENG 703 is being combined with ENG 704 and being run in conjunction with the MFA in Creative Writing program's annual summer residency. In ENG 703, students will submit already-prepared creative manuscripts, will have those manuscripts critiqued in workshops, and will revise them based on feedback. In addition to regular class meetings, students will be required to attend panels and readings by visiting writers and writing professionals. These curriculum changes will expose students to practices from the world of professional publishing by requiring them to receive and to respond to feedback from multiple sources with a quick turnaround time. It will also give them contact with working writing professionals.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: satisfactory

Library Resources: satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 703 Creative Writing Workshop-Residency. (43) SUMMER ONLY. A. Prerequisite: departmental approval.
~~One week course of lectures and discussions by faculty and visiting lecturers. Held in conjunction with Bluegrass Writers Studio's eight-day summer residency on EKU-Richmond campus, followed by asynchronous online work. Includes craft lectures, panels, and readings by visiting writers. Each student~~ Students must submit a short story, a one-act play, four poems, or equivalent an original creative writing manuscript before the residency. May be retaken for a maximum of three hours. Students having received credit for this course at the 500 level may take this course for a maximum of six hours, including the undergraduate credit.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	703	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 6	
4 3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit) Creative Writing Residency	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. ~~departmental approval~~

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
ENG 503/ENG 703
Creative Writing Residency, CRN: #####
Syllabus and Schedule
(3.0 cr. hrs.)**

Professor's Name: Firstname Lastname
Office: Mattox xxx
Email: firstname.lastname@eku.edu
Phone: (859) 622-XXXX
Student Hours: TBA

Catalog Course Description

ENG 503 Creative Writing Residency. (3) SUMMER ONLY. A. Prerequisites: ENG 306 or departmental approval. Held in conjunction with Bluegrass Writers Studio's eight-day summer residency on EKU-Richmond campus, followed by asynchronous online work. Includes craft lectures, panels, and readings by visiting writers. Students must submit an original creative writing manuscript before the residency.

ENG 703 Creative Writing Residency. (3) SUMMER ONLY. A. Held in conjunction with Bluegrass Writers Studio's eight-day summer residency on EKU-Richmond campus, followed by asynchronous online work. Includes craft lectures, panels, and readings by visiting writers. Students must submit an original creative writing manuscript before the residency. ~~May be retaken for a maximum of three hours.~~ Students having received credit for this course at the 500 level may take this course for a maximum of six hours, including the undergraduate credit.

Required Texts

- *Fire and Stone* by Priscilla Long (common book of the residency, ISBN-13: 978-0820350448)
- Print-outs and copies of own work
- Suggested: *The Life of Poetry* by Muriel Rukeyser (poetry); *You Can't Make This Stuff Up*, Lee Gutkind (creative nonfiction); *Writing Fiction: The Practical Guide from New York's Acclaimed Creative Writing School* (fiction); *On Writing*, Stephen King (general)

Specific Course Description

In this immersive course, you will fully commit to the writing life by workshopping your original creative work, critiquing and commenting on the manuscripts of your classmates, attending professional development panels by visiting writing professionals, attending craft lectures and readings by visiting authors and MFA faculty, and by reflecting on the writer life and writing process, as well as revising, in online posts and email assignments after the conclusion of the eight-day residency.

Student Learning Outcomes – ENG 503

- Students will demonstrate mastery of a creative genre.
- Students will evaluate and analyze their own creative work, honing personal aesthetic.

- Students will demonstrate awareness of revision process and importance of collaboration within that process.

Student Learning Outcomes – ENG 703

- Graduate students will create publishable work in a creative genre.
- Graduate students will evaluate and analyze creative writing using round table workshop.
- Graduate students will synthesize workshop criticism and apply that criticism in development of a personal aesthetic.
- Graduate students will apply knowledge of the literary market as they begin submitting creative work to appropriate genres.
- Graduate students are able to explain, discuss, and apply clearly and accurately the key concepts and central theories, and demonstrate expertise appropriate to the discipline.
- Graduate students are able to formulate and express important/essential questions and issues related to the discipline with clarity and accuracy, and appropriate depth and breadth.
- Graduate students are able to identify, collect, analyze, and evaluate relevant information to understand essential questions and issues and to advance knowledge in the discipline.
- Graduate students are able to identify, analyze, and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories.
- Graduate students are able to generate new knowledge, application, or creative expressions through the self reflective synthesis of information, evaluation, and analysis of critical questions or issues/problems related to their discipline.
- Graduate students are able to communicate clearly and logically using oral, written, and/or artistic forms.
- Graduate students are able to identify and demonstrate the ethical values appropriate to their discipline.

MA in English & Writing Professions Program SLOs

Students will be able to

- Synthesize texts produced in different critical discourses, modes and/or media
- Demonstrate processes for how to undertake such syntheses
- Produce texts in different critical genres, modes and media

Methods and Practices

Students will be able to

- Analyze how concepts and theories in English and writing studies inform teaching and research methodologies
- Develop strategies through sustained practice and reflection that can be applied to teaching, research, and writing.

Course Objectives

- To develop a personal aesthetic using the model of contemporary literature, and improve skills through creative exercises and varied approaches.
- To master important terminology for use in creation and editing processes.
- To craft original work in fiction, poetry, creative nonfiction, or hybrid forms.
- To learn how to understand and apply criticism from the instructor and from workshop discussion in revision.

Residency Objectives

- Students will develop and demonstrate a broadened and deepened knowledge of diverse artistic sensibilities in multiple creative writing genres via exposure to a variety of artistic experiences and pedagogical approaches.
- Students will participate in the development of a diverse literary community and develop an appreciation of the professional, personal and aesthetic benefits of such a community. Students will establish professional and artistic relationships with members of a diverse creative writing community and become familiar with the most recent trends in publishing.

Evaluation Methods

Your final grade will be based on the following criteria:

Participation	25%
Written Responses	25%
Creative Pieces	20%
Revised Manuscripts	20%
Residency/Reading Journal	10%

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned:

90–100% = *A*; 80–89% = *B*; 70–79% = *C*; 60–69% = *D*; and lower than 60% = *F*.

Participation

The workshop model requires preparation and participation from students in order to work. Come to each class fully prepared, having done your homework, prepared your responses to the manuscripts on the workshop schedule, and ready to participate in discussions. Workshops are mandatory and participation is important to your final grade.

Written Responses

Whenever a creative piece is workshopped in class, each student is required to provide marginal comments and a detailed end notes of minimally 250 words for ENG 503 students and 500 word for ENG 703 students. Please see “workshopping” section for more detailed information.

Creative Pieces (2)

Send, in an email attachment, no later than ten days before the start of the residency, a manuscript consisting of one of the following:

- A poetry packet consisting of 3-5 poems for ENG 503 students; 4-7 poems for ENG 703 students.
- A personal essay of 2,000-4,000 words for ENG 503 students; 3,000-5,000 words for ENG 703 students.
- A story of 2,000-4,000 words for ENG 503 students; 3,000-5,000 words for ENG 703 students.

A second creative piece will be generated and workshopped at residency.

Revised Manuscripts (2)

A careful revision of both your creative pieces—based on the feedback you received in workshop, the craft lessons you attended, and the things you learned at reading Q&As—will be due within four weeks of the last day of residency.

Residency/Reading Journal:

Each student is expected to keep a journal throughout the residency to record attendance, notes, and impressions at each event attended. These will be turned in after the residency. More details will be provided.

A Note on Attendance

You are required to attend all six in-person classes during the Bluegrass Writers Studio Summer Residency. Students are encouraged, but not required, to attend all official residency events, including all readings, craft lectures, and panel discussions.

- All students must attend the keynote address
- ENG 503 students must attend a minimum of four craft lectures and/or professional development panels and a minimum of three readings.
- ENG 703 students must attend a minimum of six craft lectures and/or professional development panels and a minimum of five readings.
- The receptions are voluntary, but highly recommended, since they give you an opportunity to mingle with our visiting guests and with students and alumni of Bluegrass Writers Studio MFA program.

Attendance and Tardiness: Due to the brief, intensive nature of this course, you're expected to be here for every workshop session, for the full session unless you have made previous arrangements. Please review the grading section above. Failing to show up or not participating can result in a lower overall grade for this course.

Class conduct: Please turn *off* cell phones and other electronics *before* class starts. Stay engaged with the class; don't sleep, do homework, or otherwise disengage yourself from class discussion. Don't distract others with inappropriate behavior. Class and group conversation should be limited to the discussion at hand. Be otherwise courteous to each other and to me.

Office Hours: I am a writer/poet (I have published work in all three genres represented by students in this class). I am passionate about writing. Writing is not what I do; writer is who I am. Please feel free approach me about any aspect of the class, of your writing or my writing, or with any questions. There are obviously no regular office hours for anyone during the residency. I will be on campus (Mattox #113) most afternoons of the residency, however, and would be very pleased to provide a time to sit and chat with any one of you. There are four times set aside for manuscript review during the residency. Only one is during our official workshop days, but there are three the following week. If you can't make any of these, we will need to set up an hour or so to complete this part of 503. No worries, we're flexible.

Grading:

Yes, it's a subjective practice to grade creative writing. With that in mind, I want you to understand that I am most interested in seeing progress through thoughtful embracing of critique (and sometimes defense of your work) and revisions. I look for attention to craft, effort, ambition, and willingness to try new ways of approaching your genre. Writing that engages, compels, and otherwise moves the reader is what moves me. Wishy-washy, overly sentimental, or generally run of the mill writing will not receive the highest grades, regardless of genre.

Although I rarely grade down for poor grammar, spelling, and punctuation, if these elements are so poor in a paper that the effect is distracting, I may have to let the lack of attention to them affect a final grade. You are free to break the rules, but only if you know the rules.

The Workshop:

I would imagine at this point in your education, most of you will have experienced a workshop model in a class or classes. Generally speaking, we will first find positive elements of each piece being reviewed, then

work from there to more critical issues for each genre. We'll review this before the first workshop. You will be expected to provide written comments at the beginning of each workshop for pieces being reviewed during that session (see above).

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course

Last Day to Drop: August 23, 2020
 Last Day to Withdraw without a Fee: October 12, 2020
 Last Day to Withdraw with a Fee: November 8, 2020
 See dates at <http://colonelcompass.eku.edu>)

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Policy

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Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

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Lindsey A. Carter

Director of the Office of Institutional Equity & Title IX Coordinator

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Policy Updates

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Schedule

Before Residency: Email your manuscript to the instructor of record no later than ten days before the first day of residency. The instructor will post all manuscripts in the Course Documents folder on Blackboard no later than seven days before the start of residency

Day 1: Residency orientation and reception

Day 2: Morning: Workshop 1

Afternoon: Professional Development Panel

Evening: Reading by MFA Faculty

Day 3: Morning: Workshop 2

Afternoon: Craft Lecture and Professional Development Panel

Evening: Reading by Visiting Writer

Day 4: Morning: Workshop 3

Afternoon: Book of the Residency Discussion and Professional Development Panel

Evening: Reading by Visiting Writer

Day 5: Morning: Off

Afternoon: Craft Lectures and Professional Development Panel

Evening: MFA Student Awards Reading

Day 6: Morning: Workshop 4

Afternoon: Alumni Panel and Open Mic

Evening: Reading by Featured Alumni

Day 7: Morning: Workshop 5

Afternoon: Craft Lectures and Professional Development Panel

Evening: Reading by Visiting Writer

Day 8: Morning: Workshop 6

Afternoon: Off

Evening: Keynote Address and reception

After Residency: Your manuscript revisions are due within four weeks of the last day of residency. Your Residency/Reading Journal is due on the last day of the term

Substantial Curriculum Change Form (Present only one proposed curriculum change per form) (Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 520
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	History of the English Language
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Adjust content and direction of existing course for the hybrid format and to support new MA program: Master of Arts in English & Writing Professions (EWP)

A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

- To keep current with trends in the field and at comparable colleges and universities; and
- To serve departmental objectives to best serve graduate students by offering them an enriching educational experience that is convenient, and prepares them for rewarding professions in the current job market:

We have re-envisioned our English department graduate program. This reworking of ENG 520 intends to bring the undergraduate section of the course in alignment with the goals of the new graduate program by emphasizing how knowledge of the historical development of the language can improve students' facility with communication and writing in the job market.

In particular, the curriculum is updated to condense treatment of the historical development of the English language through its stages of Old English, Middle English, and Modern English, so the final five weeks can focus on recent developments in English and its usage in contemporary contexts, particularly professional contexts.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 520 History of the English Language. (3) A. Prerequisites: ENG 102 or 102R or 105 or HON 102, and one additional upper level ENG course. Study of the history of the English language in terms of social, historical, and linguistic forces from which it developed into modern English, with an emphasis on English in contemporary contexts.

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	520	Fall 2021	BT _____ HS _____ CL <input checked="" type="checkbox"/> JS _____ ED _____ UP _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <input checked="" type="checkbox"/>	Laboratory _____ Other _____	CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR <input checked="" type="checkbox"/>	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	ENG 102 or 102R or 105 or HON 102, and one additional <u>upper level</u> ENG course
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Substantial Curriculum Change Form (Present only one proposed curriculum change per form) (Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 720
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	History of the English Language
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
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Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Adjust content and direction of existing course for the hybrid format and to support new MA program: Master of Arts in English & Writing Professions (EWP)

A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

- To keep current with trends in the field and at comparable colleges and universities; and
- To serve departmental objectives to best serve graduate students by offering them an enriching educational experience that is convenient, and prepares them for rewarding professions in the current job market:

We have re-envisioned our English department graduate program. This reworking of ENG 520/720 intends to contribute to a cohesive graduate program and serve those goals.

In particular, the curriculum is updated to condense treatment of the historical development of the English language through its stages of Old English, Middle English, and Modern English, so the final five weeks can focus on recent developments in English and its usage in contemporary contexts, particularly professional contexts.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
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New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 720 History of the English Language. (3) A. Study of the history of the English language in terms of social, historical, and linguistic forces from which it developed into modern English, with an emphasis on English in contemporary contexts.

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	720	Fall 2021	BT _____ HS _____ CL <input checked="" type="checkbox"/> JS _____ ED _____ UP _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u> x </u> Laboratory _____ Other _____	CIP Code (first two digits only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u> Check all applicable </u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
Sample Syllabus for ENG 520/720
History of the English Language, CRN: XXXXXX**

Professor's Name: Dr. Sarah Tsiang

Office: Mattox 212

Email: sarah.tsiang@eku.edu

Phone: (859) 622-2618

Student Hours: TBA

Catalog Course Description

- **ENG 520 History of the English Language. (3) A.** Prerequisites: ENG 102 or 102R or 105 or HON 102, and one additional upper level ENG course. Study of the history of the English language in terms of social, historical, and linguistic forces from which it developed into modern English, with an emphasis on English in contemporary contexts.
- **ENG 720 History of the English Language. (3) A.** Study of the history of the English language in terms of social, historical, and linguistic forces from which it developed into modern English, with an emphasis on English in contemporary contexts.

Texts and Course Materials

Foundation textbook: *A History of the English Language*, Albert C. Baugh and Thomas Cable, 6th edition, New York: Routledge, 2013.

Augmented by contemporary online readings.

Student Learning Outcomes

Program

- Synthesize source materials toward well motivated conclusions
- Apply theory and historical precedent to motivate hypotheses

Foundations and Theories

- Develop effective skills and strategies for critical reading and data analysis
- Apply foundations and hypotheses to practical contexts

Historical Context

- Demonstrate understanding of classic and new work in the field
- Apply knowledge of historical contexts in creative, critical, and/or pedagogical settings

Methods and Practices

- Analyze how concepts/theories in English and writing studies inform teaching and research methodologies

- Develop strategies through sustained practice and reflection that can be applied to teaching, research, and writing

Graduate Student

- Explain, discuss, and apply, clearly and accurately, the key concepts and central theories, and demonstrate expertise appropriate to the discipline
- Formulate and express important/essential questions and issues related to the discipline with clarity and accuracy, and appropriate depth and breadth
- Identify, collect, analyze and evaluate relevant information to understand essential questions and issues and to advance knowledge in the discipline
- Identify, analyze and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories
- Generate new knowledge, application, or creative expressions through the self-reflective synthesis of information, evaluation and analysis of critical questions or issues/problems related to their discipline
- Communicate clearly and logically using oral, written and/or artistic forms

Course

- Learn how social, historical, and linguistic forces lead to language change
- Apply knowledge of language change to modern uses of the English language, particularly in contemporary and professional contexts

Course Requirements

2 exams, 3 assignments, 1 final exam. The undergraduate project will be application based. The graduate project will be theory and application based.

Evaluation Methods

<u>Undergraduate Students</u>		<u>Graduate Students</u>	
Exam 1	20%	Exam 1	20%
Exam 2	20%	Exam 2	20%
Assignments	40%	Assignments	30%
Final Project	20%	Final Project	30%

Your final grade will be based on the *percentage* of total possible points you have earned:

90–100% = *A*; 80–89% = *B*; 70–79% = *C*; 60–69% = *D*; and lower than 60% = *F*.

Student Progress

Throughout the semester, students can consult the instructor about their progress. Individual item grades will be posted on Blackboard. Midterm progress report will be provided prior to the midpoint of the semester.

Course Outline *(subject to change)*

As a hybrid course, 30% of the course will be in-class, 70% delivered online.

Week 1

Introduction

Week 2

Overview of the historical development of the English language from the early Indo-European peoples to the beginning of Old English

Week 3

Old English: Historical development

Week 4

Old English: Linguistic features

Week 5

Middle English: Historical development

Week 6

Middle English: Linguistic features

Week 7

Modern English: Renaissance

Week 8

Modern English: 17th and 18th centuries

Week 9

Modern English: 19th century and 20th century

Week 10

Modern English: 21st century

Week 11

Contemporary Topics: Writing and the evolution of writing systems

Week 12

Contemporary Topics: English and modern contexts: Social contexts

Week 13

Contemporary Topics: English and modern contexts: Technology

Week 14

Contemporary Topics: English in modern contexts: Professional applications

Week 15

Contemporary Topics: English in modern contexts: Professional applications

Week 16

Presentations

Attendance Policy

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Notification of the Last Day to Drop the Course

Last Day to Drop: August 23, 2020
 Last Day to Withdraw without a Fee: October 12, 2020
 Last Day to Withdraw with a Fee: November 8, 2020
 See dates at <http://colonelcompass.eku.edu>)

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

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Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

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Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 530
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	Topics in Genre: _____
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	_____
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

	<u>Date</u>		<u>Date</u>
Proposal Approved by: Departmental Committee	4/6/2020	Council on Academic Affairs	_____
College Curriculum Committee	9/30/2020	Faculty Senate**	_____
General Education Committee*	NA	Board of Regents**	_____
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	_____
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Modify catalog description to align course with overall graduate program revision.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action:</p> <p>This is moving forward with a host of revisions that will reflect the replacement of the old MA in English program with a new MA in English & Writing Professions. This course revision will align the undergraduate section of this course with the changes in the graduate section. These curriculum changes will address program goals of building career readiness by reinforcing to students the role that genre plays in determining rhetorical expectations of audiences, whether those be in public markets or communities of identity.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: satisfactory.</p> <p>Library Resources: satisfactory.</p>	

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 530 Topics in Genre: _____. **(3) A.** Prerequisites: ENG 310 and one additional upper level literature course; or departmental approval. Study of a ~~designated literary~~ particular genre or comparison of related genres. These can include traditional literary genres such as the novel, epic poetry, classical drama; contemporary popular literature genre genres; or digital multimodal genres. May be retaken with different topics to a maximum of six hours.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	530	Fall 2021	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____ Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
8	3	N	FR _____ JR _____ SO _____ SR x _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 730
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	Topics in Genre: _____
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	_____
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

	<u>Date</u>		<u>Date</u>
Proposal Approved by: Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Modify catalog description to align course with overall program revision.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

This is moving forward with a host of revisions that will reflect the replacement of the old MA in English program with a new MA in English & Writing Professions. This course will its shift focus from traditional and canonical genres to include more contemporary and multimodal forms, such as broadcast media, hypertexts, interactive media, ergodic media, and informational texts. These curriculum changes will address program goals of building career readiness by reinforcing to students the role that genre plays in determining rhetorical expectations of audiences, whether those be in public markets or communities of identity.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: satisfactory.

Library Resources: satisfactory.

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 730 Topics in Genre: _____. **(3) A.** Study of a ~~designated literary~~ particular genre or comparison of related genres. These can include traditional literary genres such as the novel, epic poetry, classical drama; contemporary popular literature genre genres; or digital multimodal genres. May be retaken with different topics to a maximum of six hours.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	730	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 6	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
8	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of English
Syllabus for ENG 530/730
Topics in Genre: Fantasy Worlds CRN: 00000

Professor's Name: Dr. Gerald Nachtwey

Office: Mattox 207

Email: gerald.nachtwey@eku.edu

Phone: (859) 622-3183

Student Hours: TBA

Catalog Course Description:

UNDERGRADUATE: ENG 530 Topics in Genre: ____. **(3) A.** Prerequisites; ENG 310 and one additional upper level literature course; or departmental approval. Study of a particular genre or comparison of related genres. These can include traditional literary genres; contemporary popular genres; or digital multimodal genres . May be retaken with different topics to a maximum of six hours.

GRADUATE: ENG 730 Topics in Genre: ____. **(3) A.** Study of a particular genre or comparison of related genres. These can include traditional literary genres; contemporary popular genres; or digital multimodal genres . May be retaken with different topics to a maximum of six hours.

Texts and Course Materials: Extensive use will be made of electronic files linked to Blackboard. The following electronic texts and ebooks will comprise the core readings for the class.

Student Learning Outcomes

ENG 530 (Undergraduates)	ENG 730 (Graduates)	ENG 730 (cont.)
<p>ALL LITERATURE COURSES:</p> <p>1) Students will be able to identify the characteristics of literary/rhetorical contexts, periods, genres, theories, and trends.</p> <p>2) Students will be able to identify relationships between critical theories and literary texts.</p> <p>3) Students will be able to associate particular literary texts with particular rhetorical/historical/cultural contexts.</p> <p>4) Students be able to compose effective, discipline-</p>	<p>ALL GRADUATE COURSES:</p> <p>1) Students will be able to apply theoretical concepts in practical settings of textual production.</p> <p>2) Students will be able to identify major trends and movements in the disciplinary histories of English and writing studies.</p> <p>3) Students will be able to relate historically situated texts to modern practices of reception, production, and criticism.</p>	<p>4) a) Students will be able to create examples of model texts (PRODUCTION) OR b) create protocols for others to engage with model texts (PEDAGOGY)</p> <p>5) Students will be able to connect texts produced in different discourses, modes and media</p> <p>6) Students will be able to create multimodal texts that articulate ideas from different discourses.</p> <p>FOR THIS COURSE:</p>

<p>appropriate texts based on assigned style guidelines.</p> <p>5) Students will be able to synthesize their ideas with those of others by conducting correctly documented research.</p> <p>FOR THIS COURSE:</p> <p>1) Students will be able to connect generic characteristics across different media.</p>		<p>1) Students will be able to develop theories about literacy, textual production, and community-building specific to the genre.</p>
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Course Overview

In this course we will study a variety of works which are considered “fantastic” (or at least “fantasy-adjacent”), with a special eye toward the generic practice of “world building.” We will consider how world building has aesthetic, social, and personal functions, and how those have translated into the unique ways in which readers have “consumed” fantasy texts. Aesthetic considerations will include the ideas of escapism, Romanticism, terror and wonder; social considerations will include fantasy utopias and dystopias, as well as political agendas of particular authors; personal considerations will include all of the ways that fantasy genre literature has changed and/or reinforced our notions of what “identity” means in the twenty-first century. Acts of textual “consumption” will consider the various ways that fan communities have criticized, modified, and played with their favorite texts, in a variety of media.

Course Requirements

UNDERGRADUATE ENG 530 Students:

- Weekly Voice Thread Responses: Each student is expected to post a reaction to the readings for each online class by 4:30pm (“class time”). Each student then has 24 hours to respond to the posts of at least two other students. Each post—whether initial or in response to other posts—should be at least 200 words or five minutes.
- Fantasy Blog: Each student will be asked to create a Wordpress Page in which they reflect upon their understanding and/or experience of a particular topic related to the multimodal genre of fantasy.
- Creative Response – Students will be required to respond creatively to one or more of the texts we encounter in class. This can be in the form of a short story, poetry, a game, a piece of music or art, or some other as-yet-unimagined reaction to the content of the class.
- Research Portfolio – This will include four different elements:
 - Proposal
 - Rough Draft
 - Reader Responses
 - Final Draft (2000 words; six secondary sources *or* four secondary (surveys, observations, etc.)).

GRADUATE ENG 730 Students:

- Weekly Reading Responses: Each student is expected to post a reaction to the readings for each week by 6pm (“class time”). On fully online weeks, each student then has

24 hours to respond to the posts of at least two other students. Each post—whether initial or in response to other posts—should be at least 200 words.

- Fantasy Blog: Each student will be asked to create a Wordpress Page in which they reflect upon their understanding and/or experience of a particular topic related to the multimodal genre of fantasy.
- Voice Thread Presentation – Each student will be responsible for teaching a mini-lesson on a topic chosen from the assigned readings. This should integrate two outside sources, and should be at least six slides (totaling about 20 minutes of content).
- Media Project – A short, informative project describing the various analogs and adaptations of a chosen text in different modes and media; this should be written as a tertiary-style “wiki” for consumption on the open web.
- Research Portfolio – This will include six different elements
 - Initial Abstract
 - Research Outline
 - Annotated Bibliography
 - Rough Draft
 - Reader Responses
 - Final Draft (4000 words, twelve secondary sources *or* nine secondary sources with original research (surveys, observations, etc.))

Evaluation Methods

Evaluation Criteria

Voice Thread Responses	(10 points each)
Fantasy Blog	(10 points each)
Creative Response (undergrad only)	(100 points)
Annotated Bib (grad only)	(100 points)
Voice Thread Presentation (grad only)	(100 points)
Research Paper	(200 points)

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned:

90–100% = *A*; 80–89% = *B*; 70–79% = *C*; 60–69% = *D*; and lower than 60% = *F*.

Student Progress:

Students can access their grades in real time through the grade center on Blackboard.

Attendance Policy

Students should make every effort to attend every class meeting. In the case of an excused absence with proper documentation, extended deadlines or alternate activities will be provided for any graded activities. However, these accommodations do not always provide equivalent learning opportunities. An acceptable excuse is a doctor’s excuse, a University excuse, or a catastrophic emergency resulting in unavoidable absence. Arrangements to

complete alternate activities, such as another version of an exam, must be made within one week of returning to class; otherwise, a zero will be recorded.

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course

Last Day to Drop: August 23, 2020
 Last Day to Withdraw without a Fee: October 12, 2020
 Last Day to Withdraw with a Fee: November 8, 2020
 See dates at (<http://colonelscompass.eku.edu>)

Student Accessibility Statement:

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Academic Integrity Policy:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
 Director of the Office of Institutional Equity & Title IX Coordinator
 Jones 416
Lindsey.Carter@eku.edu
 859-622-8020

Official Email:

An official ECU e-mail is established for each registered student, each faculty member and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

Course Outline:

Written assignments are in **BOLD**.

Week Num	Readings	Assignments	
Week 1 – T 8/20	IN CLASS MEETING - Introductions		
TH 8/22	Origins: 19th Century <i>Kunstmärchen</i>	Response 1	
Week 2 – T 8/27	Origins: 19 th Century Gothic	Response 2	
TH 8/29	IN CLASS MEETING – Media Technologies: Pulp Magazines		
Week 3 – T 9/3	The Lovecraft Circle	Response 3	
TH 9/5	The Lovecraft Circle	Fantasy Blog 1: Cosmic Terror	
Week 4 – T 9/10	The Inklings	Response 4	
9/12	The Inklings	Fantasy Blog 2: Modern Spirituality; Response 5	
Week 5 – 9/17	Comics: Horror Comics	Response 6	
9/19	Comics: Superhero Comics as Fantasy	Response 7, STEWART Voice Thread	
Week 6 – T 9/24	IN CLASS MEETING – Media Technologies: Four-color printing and distribution	Fantasy Blog 3: The Comics Shop	
9/26	Counter-cultures: Epic Fantasy	Response 8	

Week 7 – T 10/1	Counter-cultures: Epic Fantasy	Response 9	
10/3	IN CLASS MEETING – Media Technologies: Leisure Culture and Tabletop Roleplaying	Fantasy Blog 4: Immersion and Portal Fantasies	
Week 8 – 10/8	Magical Realism	Response 11, CREATIVE RESPONSE DUE (Undergrad Only)	
10/10	Magical Realism	Response 12	
Week 9 – 10/15	FALL BREAK – NO MATERIAL	NO CLASS; NO NEW ASSIGNMENTS	
10/17	20 th -Century Gothic	Response 13	
Week 10 – 10/22	Bestsellers: The Fantasy Series	Response 14	
10/24	Bestsellers: The Fantasy Series	Response 15	
Week 11 – 10/29	Electronic Media: Text-Based Games and MUDs	---	
TH 10/31	Electronic Media: Tactical and FPS	Response 16	
Week 12 – 11/5	IN CLASS MEETING – Media Technologies: Computers and Fantasy	History Blog 4: “It is dangerous to go alone”	
TH 11/7	Fan Culture: Newsletters and Zines	Response 17	
Week 13 – 11/12	Fan Culture: Cons and Cosplay	History Blog 5	
11/14	Fanfiction	Response 18	
Week 14 – 11/19	Fanfiction	Response 19	
TH 11/21	IN CLASS MEETING – Media Technologies: BBS, .alt sites, Reddit	History Blog 5: My Life as a Fan	
Week 15 – 11/26	New Voices in Fantasy: Ecofantasy and Women of Color	Response 20; RYAN Voice Thread	
11/28	THANKSGIVING – NO MATERIAL		
Week 16 – T 12/3	IN CLASS MEETING - Media Technologies: Cinema		
TH 12/5	IN CLASS MEETING – Media Technologies: TV Series		
Tuesday, December 10, by 6pm: Research Paper			

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 550
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	Topics in Literature: _____
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	_____
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/6/2020	Council on Academic Affairs	_____
College Curriculum Committee	9/30/2020	Faculty Senate**	_____
General Education Committee*	NA	Board of Regents**	_____
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	_____
Graduate Council*	11/02/2020		_____

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)	Modify catalog description to align course with overall program revision.
A. 2. Proposed Effective Academic Term: (Example: Fall 2016)	Fall 2021
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	

B. The justification for this action:

This is moving forward with a host of revisions that will reflect the replacement of the old MA in English program with a new MA in English & Writing Professions. This course revision will broaden this course from purely literary subjects to allow it to encompass various historical modes of textual production from manuscript production all the way to digital media. This curriculum change will address overall program attention on career readiness by expanding students' knowledge of the material, social, and economic conditions of textual production; requiring students to consider texts as commodities as well as works of art and literature; and giving students historical precedents for their own textual productions.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: satisfactory.

Library Resources: satisfactory.

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 550 Topics in Literature Textual Studies: _____. **(3) A.** Prerequisites: ENG 310 and one additional upper level literature course or departmental approval. An intensive study of a particular aspect of ~~literature textual~~ production, transmission, or reception such as ~~a theme~~, a movement, an author, historical contexts, or contemporary directions/experiments. May be retaken with a different topic to a maximum of six hours.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	550	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 6	
3	Lecture 3 _____ Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
8	3	N	FR _____ JR _____ SO _____ SR x _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Substantial Curriculum Change Form (Present only one proposed curriculum change per form) (Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 750
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	Topics in Literature: _____
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	_____
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

	<u>Date</u>		<u>Date</u>
Proposal Approved by: Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Modify catalog description to align course with overall program revision.

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 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

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C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: satisfactory.

Library Resources: satisfactory.

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

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New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 750 Topics in Literature Textual Studies: _____. **(3) A.** An intensive study of a particular aspect of ~~literature~~ textual production, transmission, or reception such as a theme, a movement, an author, historical contexts, or contemporary directions/experiments. May be retaken with a different topic to a maximum of six hours.

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1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
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Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	750	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 6	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
8	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
Syllabus for ENG 550/750
Topics in Textual Studies: _____ CRN: XXXXX**

Professor's Name: Dr. Gerald Nachtwey

Office: Mattox 207

Email: gerald.nachtwey@eku.edu

Phone: (859) 622-3183

Student Hours: TBA

Catalog Course Description:

ENG 750 Topics in Textual Studies: _____. **(3) A.** An intensive study of a particular aspect of textual production, transmission, or reception such as a movement, an author, historical contexts or contemporary directions/experiments. May be retaken with a different topic to a maximum of six hours.

ENG 550 Topics in Textual Studies: _____. **(3) A.** Prerequisites: ENG 310 and one additional upper level literature course or departmental approval. An intensive study of a particular aspect of textual production, transmission, or reception such as a movement, an author, historical contexts, or contemporary directions/experiments. May be retaken with a different topic to a maximum of six hours.

Texts and Course Materials: Canterbury Tales, Song of Roland, Le Morte Darthur
Lais The Book of the City of Ladies

Student Learning Outcomes

ENG 550 (Undergraduates)	ENG 750 (Graduates)	ENG 750 (cont.)
1) Students will demonstrate the ability to apply criticism/theory to texts and/or to analyze texts for rhetorical/historical/cultural contexts, literary techniques, and/or connections to other texts in/out of class. 2) Students will demonstrate the ability to compose effective, discipline-appropriate texts. 3) Students will demonstrate an understanding of the characteristics of literary/rhetorical contexts, periods, genres, theories, and trends.	1) Synthesize texts produced in different discourses, modes and media 2) Demonstrate how to undertake such syntheses 3) Apply theoretical concepts in practical settings of textual production	4) Demonstrate understanding of the major trends and movements in the disciplinary histories of English and writing studies 5) Analyze how those histories have shaped modern practices of reception, production, and criticism 6) Apply knowledge of historical contexts in creative, critical, and/or pedagogical settings.

4) Students will demonstrate the ability to conduct research, to assess sources, to effectively synthesize their ideas with those of others, and to correctly document that research.		
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Course Requirements

UNDERGRADUATE ENG 550 Students:

- Weekly Voice Thread Responses: Each student is expected to post a reaction to the readings for each online class by 4:30pm (“class time”). Each student then has 24 hours to respond to the posts of at least two other students. Each post—whether initial or in response to other posts—should be at least 200 words or five minutes.
- History Blog: Each student will be asked to create a Wordpress Page in which they reflect upon their understanding and/or experience of a particular topic related to the Middle Ages.
- Creative Response
- Research Paper: A seminar research paper with six secondary sources *or* six secondary sources and original research (surveys, observations, etc.).

GRADUATE ENG 750 Students:

- Weekly Reading Responses: Each student is expected to post a reaction to the readings for each week by 6pm (“class time”). On fully online weeks, each student then has 24 hours to respond to the posts of at least two other students. Each post—whether initial or in response to other posts—should be at least 200 words.
- History Blog:
- Voice Thread Presentation
- Annotated Bibliography
- Research Paper: A seminar research paper with twelve secondary sources *or* six secondary sources and original research (surveys, observations, etc.).

Evaluation Methods

Evaluation Criteria

Voice Thread Responses	(10 points each)
History Blog	(10 points each)
Creative Response (undergrad only)	(100 points)
Annotated Bib (grad only)	(100 points)
Voice Thread Presentation (grad only)	(100 points)
Research Paper	(200 points)

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned:

90–100% = A; 80–89% = B; 70–79% = C; 60–69% = D; and lower than 60% = F.

Student Progress:

Students can access their grades in real time through the grade center on Blackboard.

Attendance Policy

Students should make every effort to attend every class meeting. In the case of an excused absence with proper documentation, extended deadlines or alternate activities will be provided for any graded activities. However, these accommodations do not always provide equivalent learning opportunities. An acceptable excuse is a doctor's excuse, a University excuse, or a catastrophic emergency resulting in unavoidable absence. Arrangements to complete alternate activities, such as another version of an exam, must be made within one week of returning to class; otherwise, a zero will be recorded.

UNIVERSITY LEVEL POLICIES**Notification of the Last Day to Drop the Course**

Last Day to Drop: August 23, 2020
 Last Day to Withdraw without a Fee: October 12, 2020
 Last Day to Withdraw with a Fee: November 8, 2020
 See dates at (<http://colonelscompass.eku.edu>)

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Official Email:

An official EKU e-mail is established for each registered student, each faculty member and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Course Outline:

Written assignments are in **BOLD**.

Week Num	Readings	Assignments	
Week 1 – T 8/20	IN CLASS MEETING – Introductions		
TH 8/22	<i>The Song of Roland</i> , Part I, Sections 1&2; Warren; Young	Response 1	
Week 2 – T 8/27	<i>The Song of Roland</i> ; Kabblitz; Taab Duvall	Response 2	
TH 8/29	IN CLASS MEETING – Propaganda as Literature		
Week 3 – T 9/3	Malory Book 6; La Farge	Response 3	
TH 9/5	Malory Books 9 and 10 IN CLASS MEETING	History Blog 1: Love	
Week 4 – T 9/10	Malory Book 12; Holbrook	Response 4	
9/12	Mandeville’s Travels, Books 10 – 17, Fleck	History Blog 2: Chivalry; Response 5	
Week 5 – 9/17	Ibn Battuta, “West African Journey” and Marco Polo “Kubilai Khan”	Response 6	
9/19	<i>Sir Gawain and the Green Knight</i>	Response 7	
Week 6 – T 9/24	IN CLASS MEETING – Texts and Nostalgia	History Blog 3: Magic and Belief	
9/26	<i>Lais</i>	Response 8	
Week 7 – T 10/1	IN CLASS MEETING – Women as Authors	Response 9	
10/3	<i>Huon of Bordeaux</i>	Response 10	
Week 8 – 10/8	<i>Huon of Bordeaux</i>	Response 11	
10/10	<i>Yde et Olive</i>	Response 12	
Week 9 – 10/15	FALL BREAK – NO MATERIAL	NO CLASS; NO NEW ASSIGNMENTS	
10/17	Christine de Pisan	Response 13	
Week 10 – 10/22	Christine de Pisan	Response 14	
10/24	The Anglo-Saxon Chronicle	Response 15	
Week 11 – 10/29	Juliana	Response 16	
TH 10/31	IN CLASS MEETING – Historiography	History Blog 4: Anglo-Saxons and Vikings	
Week 12 – 11/5	Beowulf	Response 17	
TH 11/7	IN CLASS MEETING – Texts and Nationalism	History Blog 5	
Week 13 – 11/12	<i>The Knight’s Tale</i>	Response 18	
11/14	<i>The Knight’s Tale</i>	Response 19	

Week 14 - 11/19	<i>Squire's Tale</i>	Response 20	
TH 11/21	IN CLASS MEETING - Textual Production of Racism	History Blog 5: History of the English Language	
Week 15 - 11/26	Wife of Bath	Response 21	
11/28	THANKSGIVING - NO MATERIAL		
Week 16 - T 12/3	IN CLASS MEETING - Textual Production of Sexism		
TH 12/5	IN CLASS MEETING - Manuscript Culture and the Internet		
Tuesday, December 10, by 6pm: Research Paper			

Substantial Curriculum Change Form (Present only one proposed curriculum change per form) (Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	English
<input type="checkbox"/> New Course (Parts II, IV)	College	CLASS
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 800
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Seminar on Composition
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
<input type="checkbox"/> Program Revision (Part III)	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	4/6/2020	Council on Academic Affairs
College Curriculum Committee	9/30/2020	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	11/02/2020	

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Change course title and catalog description.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Updated course title and catalog description as part of the English MA program revision. Revision brings the language of the course description into alignment with the goals of the revised English MA program: rather than focus exclusively on classroom-based Composition pedagogy, ENG 800 will expand discussion of those same concepts to other contexts as well, to include both college-level teaching AND writing center consulting. The change in title from "Seminar in Composition" to "Seminar in Writing Pedagogy" reflects this expanded focus. Dropping the final line, "Required of and limited to teaching assistants in English" reflects how the course has been offered the past few years: students with an interest in Composition Pedagogy because of future teaching and writing center aspirations but who had not applied for or been awarded a teaching assistantship were already being given waivers to take the course. Furthermore, in the revised English MA program, ENG 800 will become part of the new core, and so must be available to all students in the program, not only those with TA-ships.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: satisfactory</p> <p>Library Resources: satisfactory</p>

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 800 Seminar on ~~Composition~~ Writing Pedagogy. (3) I. ~~An introduction to current information and ideas on composition best practices in writing studies with practical application, problem solving, and research especially relevant to college composition college-level teaching and consulting. Required of and limited to teaching assistants in English.~~

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	800	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
CIP Code (first two digits only)				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
S	3	N	FR _____ JR _____ SO _____ SR _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>			Course Title Abbreviation:(30 character limit)	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
Syllabus for ENG 800
Seminar on Writing Pedagogy, CRN: XXXXXX**

Professor's Name: Firstname Lastname

Office: Mattox xxx

Email: firstname.lastname@eku.edu

Phone: (859) 622-XXXX

Student Hours: TBA

Catalog Course Description

ENG 800 Seminar on Writing Pedagogy. (3) I. An introduction to best practices in writing studies with practical application, problem solving, and research especially relevant to college-level teaching and consulting.

Texts and Course Materials

Lives on the Boundary, by Mike Rose, ISBN: 9780143035466

A Guide to Composition Pedagogies (GCP), edited by Gary Tate, ISBN: 9780199922161

Other supplemental articles and excerpts provided via Blackboard.

Student Learning Outcomes

COMMON Student Learning Outcomes for all MA Program Courses

Upon graduation, students will be able to:

1. Demonstrate critical engagement with foundational primary texts within a recognized field of English studies.
2. Generate a research and writing agenda in which the student produces text(s) that synthesize and interpret major secondary sources within a specific area of the chosen field.
3. Recognize and employ the formal requirements of professional and academic contexts in which they can share the results of their research, including formal presentations, conferences and online and print publications.

Course Requirements & Evaluation Methods

Talking points: 100 points	Scale
Discussion facilitation: 100 points	A 900-1000
Short paper: 100 points	B 800-899
Pedagogicon proposal: 100 points	C 700-799
Pedagogicon bibliography: 100 points	D 600-699
Classroom visit report: 100 points	F 599-0
Teaching or consulting portfolio: 100 points	
Final project & presentation: 200 points	
Final exam: 100 points	

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned:
90–100% = A; 80-89% = B; 70–79% = C; 60-69% = D; and lower than 60% = F.

Student Progress

Students will receive written feedback from the instructor on at least two of the major assignments by mid-point. The instructor will also be available for individual conferences before and after mid-point to discuss progress. Students are also encouraged to respond to instructor feedback by revising items that will be included in the final portfolio.

Attendance Policy

Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory. **Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.***

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course

Last Day to Drop:	August 23, 2020
Last Day to Withdraw without a Fee:	October 12, 2020
Last Day to Withdraw with a Fee:	November 8, 2020

See dates at (<http://colonelscompass.eku.edu>)

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Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Official Email: An official EKU e-mail is established for each registered student, each faculty member and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Discrimination and Harassment, Title IX, and Prevention Statement: ECU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

ECU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Policy Updates

For current University policies and regulations, please go to ECU's [Policy Website](#).

Weekly Syllabus

Week One

1/14 (on campus): Introduction to course and assignments; discuss readings

HW: Browse the Pedagogicon website and respond to prompt online

1/16 (online): Select topic for Pedagogicon

HW: Read "Week 2" essays; complete talking points #1 (submit online)

Week Two

1/21 (on campus): Discuss readings, talking points, & Pedagogicon (draft proposal and work schedule in class)

HW: Work on proposal

1/23 (online): **Finalize Pedagogicon proposal and submit**

HW: Read articles in "Week 3" folder; complete talking points #2

Week Three

1/28 (online): Discussion facilitated by student

HW: Read Rose through Chapter 4; complete talking points #3

1/30 (online): Discuss Rose

HW: Finish reading Rose and read “Basic Writing” from GCP

Week Four

2/4 (on campus): Discuss Rose, basic writing, classroom visit report, & short paper assignment

HW: Read Lunsford & Shaughnessy (online); complete talking points #4

2/6 (online): Discuss readings

HW: Read “Process” from GCP and articles by Murray and Emig (online); complete talking points #5

Week Five

2/11 (online): Discussion facilitated by student and touch base about short paper

HW: Finish short paper

2/13 (online): **Short paper due**; touch base about Pedagogicon

HW: Read Bruffee and Trimbur articles (online) and “Collaborative Writing” from GCP

Week Six

2/18 (on campus): Discuss readings and Pedagogicon bibliography

HW: Read Hartwell & Berlin (online); complete talking points #6

2/20 (online): Discussion facilitated by student

HW: Read “Cultural Studies” from GCP and Bizzell and Lu articles (online); talking points #7

Week Seven

2/25 (online): Discuss readings and bibliography

HW: Finish working bibliography

2/27 (online): **Pedagogicon bibliography due**

HW: Read Kirsch and Ritchie & Cushman articles (online) and “Community-Engaged” from GCP

Week Eight

3/3 (on campus): Discuss readings and touch base about upcoming assignments

HW: Read Jones Royster and Flynn articles (online) and “Feminist” from GCP; talking points # 8

3/5 (online): Discussion facilitated by student

HW: Read Elbow & Matsuda articles (online) and “Second Language Writing” from GCP

Week Nine

Spring break—enjoy!

Week Ten

3/17 (on campus): Discuss readings, classroom visit report, and teaching portfolio

HW: Read Wysocki and Johnson-Eilola & Selfe and Selfe articles (online) and “New Media” from GCP; talking points #9

3/19 (online): Discuss readings
HW: Finish composing CVR

Week Eleven

3/24 (online): **Classroom Visit Report due**; teaching portfolio workshop; touch base about Pedagogicon

HW: Read George and Yancey (online); talking points #10

3/26 (online): Discuss readings
HW: Read "Writing Center" from GCP

Week Twelve

3/31 (on campus): Discuss reading; work on Pedagogicon project and teaching portfolio
HW: Draft philosophy statement for teaching portfolio

4/2 (online): Philosophy statement peer review
HW: Review First Year Writing materials (online) and draft a syllabus for ENG 101 or 102

Week Thirteen

4/7 (online): Peer review syllabus
HW: Continue drafting portfolio items

4/9 (online): **Teaching or consultation portfolio due**
HW: Complete draft of Pedagogicon work

Week Fourteen

4/14 (On campus): Work on Pedagogicon presentation
HW: Begin editing Pedagogicon presentation

4/16 (online): Pedagogicon presentation
HW: Continue editing presentation

Week Fifteen

4/21 (online): Pedagogicon presentation
4/23 (online): Pedagogicon presentation
HW: Practice presentation

Week Sixteen

4/28 (on campus): Presentation & review for final exam

4/30 (online): Content due for presentation

Week Seventeen

5/5 (online): **Final exam due** by 5:00 pm

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 801
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	Introduction to Graduate Study
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Modify catalog description to align course with overall program revision.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

This is moving forward with a host of revisions that will reflect the replacement of the old MA in English program with a new MA in English & Writing Professions. This course revision will update the methodological and theoretical focus of this introductory course. As the main introductory course for this program, these curricular changes are meant to make this course more flexible in the future so that it can adapt to changing trends in theoretical changes in English Studies and job market changes in secondary and post-secondary education and public and private sector communications and professional writing positions. Some of these changes in the near future will include condensing discussion of aesthetic and critical theories of literature to make room for expanding discussions of methodologies that encompass audience and community responses to literature, including ethnography and quantitative analysis; expanding discussions of digital-based forms of textual archiving and production; and expanding discussions of digital remixing and remediation of texts, as well as attendant copyright issues.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: satisfactory.

Library Resources: satisfactory.

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 801 Introduction to Graduate Study. (3) I. Introduction to professional expectations, issues, techniques, and tools of graduate-level study and research in disciplines related to literacy, written communication, and textual criticism ~~the discipline of English~~. Must be taken before 12 hours earned in the program.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	801	Fall 2021	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____ Other _____	CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of English
Syllabus for ENG 801
Introduction to Graduate Study CRN: -----

Professor's Name: Dr. Gerald Nachtwey Office: Mattox 207 Email: gerald.nachtwey@eku.edu Phone: (859) 622-3183 Student Hours: TBA	Professor's Name: Dr. Dominic Ashby Office: Mattox 307 Email: Dominic.ashby@eku.edu Phone: (859) 622-3202 Student Hours: TBA
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Catalog Course Description:

ENG 801 Introduction to Graduate Study. (3) I. Introduction to professional expectations, issues, techniques, and tools of graduate-level study and research in disciplines related to literacy, written communication, and textual criticism. Must be taken before 12 hours earned in the program.

Texts and Course Materials: Extensive use will be made of electronic files linked to on Blackboard. The following electronic texts and ebooks will comprise the core readings for the class.

Bell, Maureen, et al. *Re-Constructing the Book: Literary Texts in Transmission*. Routledge, 2019.

Griffin, Gabriele and Matt Hayler. *Research Methods for Reading Digital Data in the Digital Humanities*. Edinburgh University Press, 2016.

Ringrow, Helen and Stephen Pihalaja. *Contemporary Media Stylistics*. Bloomsbury Publishing PLC, 2020.

Student Learning Outcomes

ENG 801 (Graduates)	ENG 801 (cont.)
1) Synthesize texts produced in different discourses, modes and media 2) Demonstrate how to undertake such syntheses 3) Apply theoretical concepts in practical settings of textual production 4) Demonstrate understanding of the major trends and movements in the disciplinary histories of English and writing studies	5) Analyze how those histories have shaped modern practices of reception, production, and criticism 6) Apply knowledge of historical contexts in creative, critical, and/or pedagogical settings.

Course Requirements

Research Methodologies Project (5%) – A series of tasks that will require you to use open-web; proprietary online; archival and library; and/or human subjects to uncover critical and bibliographic information on a selected topic.

IRB Certification Report (5%) – A practice “run-through” of filling out the requisite forms for using human subjects in research.

Professional Writing Project (5%) – A practice “run-through” of creating professional level copy and designed documents for an online application.

Discussion Board “Talking Points” (5%) – Informal “talking points” about the assigned readings for each class period that will be posted on our class discussion board (on Blackboard). Each “talking point” should be a paragraph of at least 200 words.

Participation (5%) – As a graduate seminar, every student is expected to come to class prepared to contribute their ideas to discussion. Gregariousness is not required, but every student should be ready talk at least a few times in each class period.

Seminar Paper Portfolio (75% - see breakdown below)

Your portfolio will consist of a number of small assignments that will collectively constitute your major project for the semester. *You* will choose the subject of your project in collaboration with your instructors: that subject must address some aspect of literacy, written communication, or textual criticism. The entire project will consist of the following steps:

- Research Proposal (5%) – A formal proposal that lays out the research question, significance, critical background, and schedule for your project.
- Annotated Bibliography (5%) – 20 secondary sources relevant to your topic.
- Research Blog (5%) – A weekly accounting of your progress on your research project, and the transformations that it undergoes.
- Presentation (15%) – A very short abstract (300 words) will be the initial document that will lay out what text(s) you want to study, what research question you will be seeking to answer, and why that question is important for English studies. (After submitting this abstract you will be assigned one instructor as a mentor). This abstract will be succeeded by a **ten-minute** oral presentation of your findings halfway through the semester. The presentation will give you a taste of what it is like to present a paper at an academic conference; it will also give us an initial chance to workshop some of the ideas pertaining to your project.
- Final Textual Production (45%) – The final output of your research. It can be framed as an “article” ready for a scholarly journal, or public document for use on the web. You are encouraged to utilize different modes of production in this document, including graphics, audio, and video, as you are able. The final product must somehow incorporate 12 sources and encompass at least 3000 words, in documented or transcript form.

Evaluation Methods

Evaluation Criteria

Research Methodologies	(5%)
IRB Certification	(5%)
Professional Writing Project	(5%)
Discussion Board	(5%)
Participation	(5%)
Research Portfolio	(75%)

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned: 90–100% = *A*; 80–89% = *B*; 70–79% = *C*; 60–69% = *D*; and lower than 60% = *F*.

Student Progress:

Students can access their grades in real time through the grade center on blackboard.

Attendance Policy

Students should make every effort to attend every class meeting. In the case of an excused absence with proper documentation, extended deadlines or alternate activities will be provided for any graded activities. However, these accommodations do not always provide equivalent learning opportunities. An acceptable excuse is a doctor's excuse, a University excuse, or a catastrophic emergency resulting in unavoidable absence. Arrangements to complete alternate activities, such as another version of an exam, must be made within one week of returning to class; otherwise, a zero will be recorded.

UNIVERSITY LEVEL POLICIES**Notification of the Last Day to Drop the Course**

Last Day to Drop: August 23, 2020
 Last Day to Withdraw without a Fee: October 12, 2020
 Last Day to Withdraw with a Fee: November 8, 2020
 See dates at <http://colonelscompass.eku.edu>)

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Official Email

An official EKU email is established for each registered student, each faculty member and each staff member. All university communications sent via email will be sent to this EKU email address.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Policy Updates

For current University policies and regulations, please go to EKU's [Policy Website](#).

Course Outline:Written assignments are in **BOLD**.

Week Num	Readings	Assignments	
Week 1 – T 8/20	IN CLASS MEETING - Introductions		
Week 2 – T 8/27	Origins: 19 th Century Gothic	Response 2	
Week 3 – T 9/3	The Lovecraft Circle	Response 3	
Week 4 – T 9/10	The Inklings	Response 4	
Week 5 – 9/17	Comics: Horror Comics	Response 6	
Week 6 – T 9/24	IN CLASS MEETING – Media Technologies: Four-color printing and distribution	Fantasy Blog 3: The Comics Shop	
Week 7 – T 10/1	Counter-cultures: Epic Fantasy	Response 9	
Week 8 – 10/8	Magical Realism	Response 11, CREATIVE RESPONSE DUE (Undergrad Only)	
Week 9 – 10/15	FALL BREAK – NO MATERIAL	NO CLASS; NO NEW ASSIGNMENTS	
Week 10 – 10/22	Bestsellers: The Fantasy Series	Response 14	
Week 11 – 10/29	Electronic Media: Text-Based Games and MUDs	---	
Week 12 – 11/5	IN CLASS MEETING – Media Technologies: Computers and Fantasy	History Blog 4: “It is dangerous to go alone”	
Week 13 – 11/12	Fan Culture: Cons and Cosplay	History Blog 5	
Week 14 – 11/19	Fanfiction	Response 19	
Week 15 – 11/26	New Voices in Fantasy: Ecofantasy and Women of Color	Response 20; RYAN Voice Thread	
Week 16 – T 12/3	IN CLASS MEETING - Media Technologies: Cinema		
Tuesday, December 10, by 6pm: Research Paper			

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 806
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	Topics in Modern Rhetoric: _____
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	_____
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	4/6/2020	Council on Academic Affairs
College Curriculum Committee	9/30/2020	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	11/02/2020	

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Change catalog description.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 Updated catalog description as part of the English MA program revision. Changed "authors" to "concepts" to better reflect actual coverage of the course. Sections of this course have not focused on individual authors, but rather on concepts important to the field. Mention of writing studies and application added to better align with the overall focus of the revised MA program; as a topics course, many instructors *already* included application to writing in their syllabi, but this change makes it a standard practice.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: satisfactory

Library Resources: satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 806 Topics in Modern Rhetoric: _____. (3) **A.** Study in depth of selected major ~~authors~~ concepts, theories, research and/or pedagogical approaches in twentieth-century rhetoric and writing studies, with attention to application. May be retaken with a different topic to a maximum of six hours.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	806	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 6	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
8	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
Syllabus for ENG 806**

Topics in Modern Rhetoric: Rhetoric of Popular Culture, CRN: XXXXXX

Professor's Name: Dominic Ashby

Office: Mattox, 308

Email: dominic.ashby@eku.edu

Phone: (859) 622-3086

Student Hours: TBA

Catalog Course Description:

ENG 806 Topics in Modern Rhetoric: _____. (3) A. Study in depth of selected major concepts, theories, research and/or pedagogical approaches in twentieth-century rhetoric and writing studies, with attention to application. May be retaken with a different topic to a maximum of six hours.

Special Topic Description

With an eye towards *rhetoric* not just as Aristotle's "study of the available means of persuasion" but instead the holistic notion of *rhetoric as meaning-making*, popular culture presents a vibrant, ever-shifting venue for the study of rhetoric. Fan interactions with, participation in, and production of popular culture produce endless moments of meaning-making. We will study these moments and discuss how examining different elements of popular culture through the lens of rhetoric enhances our appreciation and understanding of both.

To that end, this course will introduce you some of the foundational theories of cultural studies; delve into fan studies as a continuation and specialization of cultural studies; explore how cultural studies, rhetoric, and composition intersect in such areas as derivative works (fan art; fan fiction), para-texts, fan criticism and archives, and other forms of interactive meaning-making.

Texts and Course Materials:

Gray, Jonathan, Cornel Sandvoss, and C. Lee Harrington, eds. *Fandom: Identities and Communities in a Mediated World*, 2nd ed. New York University Press, 2017.

Jenkins, Henry. *Fans, Bloggers, and Gamers: Exploring Participatory Culture*. New York University Press, 2006.

Storey, John. *Inventing Popular Culture*. Blackwell Publishing, 2003.

Additional required readings listed in the course schedule will be available on Blackboard and links to journal articles available through ECU library databases.

Student Learning Outcomes:

- Develop effective strategies for close reading, analysis, and evaluation of a range of texts, including literary, scholarly, popular, and professional texts
- Synthesize texts produced in different discourses, modes and media
- Apply theoretical concepts in practical settings of textual production
- Develop strategies through sustained practice and reflection that can be applied to teaching and research.

Course Requirements & Evaluation**Reading Responses (20%)**

Identify key terms and concepts from each of the assigned readings. Discuss how they help to interpret and analyze popular texts or cultural artifacts (such as *Ant Man*, the *Star Wars* franchise, *Gordon Ramsay's Kitchen Nightmares*, *WWF Wrestling*, the *NFL*, *Critical Roll*, etc.). What do the readings help you to see the text or cultural practice differently? Raise questions for the class. Think of these responses as reading notes and feel free to add to them during class discussion. The typed portion should be about two pages, double spaced, and printed. These are due weekly any time a reading is assigned, except on weeks when you are responsible for leading discussion (see below).

Discussion Lead, x2 (10% each, 20% total)

Working in pairs, take responsibility for two major readings during the semester (on days when we read several shorter pieces, you may need to link them together in your discussion). On your selected days, you and your partner will take charge of 45 minutes to an hour of class time. Discuss major concepts, apply them to examples that you'll present to the class, and engage the class with an activity and/or questions. Handouts are encouraged and you may use slide software such as Prezi or PowerPoint. You do not need to write a reading response for the weeks you lead discussion.

Research Project

A major goal of the course is for you to put cultural studies theory and theories of fandom into practice by using them to read and analyze a popular text, artifact, fandom, or cultural practice. To this end, I encourage you to be trying to apply our readings to different texts throughout the semester, in the the weekly reading responses. As we get further along in the semester, I'll ask you to choose a focus for your research, which will become the topic for your formal research project. While working on this project, I expect you to look closely at your primary text(s) as well as scholarly secondary sources. Your secondary sources should go beyond those

assigned as part of the course readings. They may include chapters from the textbook that we don't get to, but they should certainly include scholarly sources you find through database research. If you have trouble finding sources related to your topic, take time to sit down with one of the reference librarians, who can help you with choosing and using a database. Sometimes the keywords and other search strategies can be unintuitive, so take advantage of their expertise!

The research project will include several smaller, linked components that will help you to find, focus, and refine your topic. These components are as follows:

Topic Proposal

Write a 2-page proposal *and* a working bibliography of 15–20 sources you have found on the topic that are helping to inform your understanding of the conversation you're entering. You are not expected to have read all of those sources by the time the proposal is due, but do read the abstracts to make sure they relate to your topic or cover what you think they do based on the title. The goal of the working bibliography is to show that there is sufficient scholarly research available related to your topic; you are not locked into those sources and your research path may diverge as you get deeper into your readings. Research proposals should answer the following questions in one or two concise paragraphs for each:

- What is your topic?
- What do you already know about it (i.e., what research have you already done)?
- What research questions do you have about it that might lead to a unique argument?
- Why is it significant? (So what? What is the importance of your topic to the field?)
- What is the relation of the topic to your larger research/professional goals? Do you plan on integrating this project into your MA thesis? Presenting at a conference?

In your proposal, you should refer to at least 3 of the of the sources from your bibliography to show your understanding of the broader conversation and how you see your project responding.

Position Paper or Literature Review (20%)

6 to 8 pages, using 8 to 10 scholarly sources. Do not count your primary source(s) (e.g. *Ironman*; the World Cup) towards your minimum number of sources.

You have two options for this project:

- (Option 1) Drawing from course readings and outside research, stake out your position on your topic and make an abbreviated case for that position.
- (Option 2) Write a review of research related to your topic. Address the contributions of the sources, how they interact, what trends you see in the research, and what gaps remain. In the conclusion, gesture toward how your research will contribute to this ongoing conversation. Note that a literature review is *not* an annotated bibliography—it needs to function as a coherent essay, with connections made between sources.

Regardless of which option you choose, what you write in this piece may be integrated into your next paper.

Revised Proposal

After completing your lit. review or position statement, meet with me again to revisit your project proposal. At this point you might revise your research questions or redirect or refine your topic. If your initial proposal was broad, now will be a time to narrow it further. At this time, you should also begin to close in on an argument, which will be the driving idea for your term paper.

Term paper (40%)

13 to 16 pages, using at least 10 scholarly secondary sources.

In this paper, critically engage with concepts from the course and your research, and apply them to your topic of interest. You may integrate parts of your literature review or position paper into this paper, working forward from or expanding upon those ideas. Organization and cohesion are important, so any integrated material from that earlier paper needs to be added in a way that it contributes to your thesis—if there's not a clear connection between something from your lit. review and your argument, then leave it out; use that space to discuss a different source, or to get deeper into your analysis.

This paper may take a theoretical, analytical, or pedagogical focus—for example, you might:

- Use some of the concepts to offer a new reading of a text, place, event, or practice, drawing attention to what is productive or revelatory about this new way of seeing
- Explore how several of the theories covered in this course could be brought together productively to form a new theoretical lens
- Make a case for how theories of cultural studies or fandom can be used in the writing classroom

Your goal for this piece should be to produce a text that is polished and ready to share outside the class; your goal might be to present it at an academic conference, such as at [KPA](#) or one of the regional [Popular Culture Association](#) conferences—both the [Midwest](#) and the [Southern](#) conferences are often held near us. You might decide that this project will build towards content for your MA thesis project.

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned:

90–100% = A; 80–89% = B; 70–79% = C; 60–69% = D; and lower than 60% = F.

Student Progress:

- Students will receive feedback on their reading weekly reading responses by the following week's class session.

- Students will meet one-on-one with their instructor, either face-to-face or via video conferencing, to receive feedback and to discuss their research project proposal. This meeting will occur before midterm.
- Students will again meet for one-on-one interaction with their instructor after completing their position paper or literature review; during this session, they will also receive written feedback on their paper. This meeting will occur during week 12.
- The Blackboard grade book will be used to track completion of all assignments.

Course Outline:

Week	Date	Topic	Due
1	8/18	<ul style="list-style-type: none"> • What is rhetoric and how does it relate to popular culture? • What fandoms do you participate in? What are some of your favorite pop culture phenomena? • Sign up for discussion lead days. 	
2	8/25	<ul style="list-style-type: none"> • Storey: Preface; Chapters 1-3 • New Yorker Article on Adorno and Benjamin: https://www.newyorker.com/magazine/2014/09/15/naysayers • Benjamin, Art in the Age of Mechanical Reproduction pdf 	
3	9/1	<ul style="list-style-type: none"> • Library research session: Advanced database use. • Discussion of scholarly journals and publishers associated with fan studies. • Schedule an appointment to meet with me this week to talk about your research ideas. 	Draft proposal ideas
4	9/8	<ul style="list-style-type: none"> • Storey: Chapters 4 & 5 • Jean Baudrillard, "The Precession of Simulacra" pdf • Fredric Jameson, Postmodernism and Consumer Society pdf • Alison Landsberg, "Memory, Empathy, and the Politics of Identification" <p>Share topic ideas with the class.</p>	Topic Proposal and Working Bibliography Presentations
5	9/15	<ul style="list-style-type: none"> • Storey 6-8 • Stuart Hall, "Encoding/Decoding" pdf 	
6	9/22	<p>Start <i>Fans, Bloggers, and Gamers</i></p> <ul style="list-style-type: none"> • Introduction: Confessions of an Aca/Fan 	Presentations

		<ul style="list-style-type: none"> ● ch1. Excerpts from “Matt Hills Interviews Henry Jenkins” ● <i>ch2. Star Trek Rerun, Reread, Rewritten: Fan Writing as Textual Poaching</i> ● ch6. Interactive Audiences? The “Collective Intelligence” of Media Fans ● ch7. Pop Cosmopolitanism: Mapping Cultural Flows in an Age of Media Convergence 	
7	9/29	<p>Start <i>Fandom</i>:</p> <ul style="list-style-type: none"> ● Introduction: Why Still Study Fans? ● ch1. The Death of the Reader? Literary Theory and the Study of Texts in Popular Culture ● ch3. Media Academics <i>as</i> Media Audiences: Aesthetic Judgments in Media and Cultural Studies ● ch10. Reimagining the Imagined Community: Online media Fandoms and the Age of Global Convergence 	Presentations
8	10/6	<p>Guest speaker, Dr. Nachtwey Visiting</p> <ul style="list-style-type: none"> ● <u>Fine, Gary Alan. Chapter Six [On Frame Analysis].</u> Shared Fantasy: Role-Playing Games as Social Worlds. Chicago: Univ. of Chicago Press, 1983. ● <u>Huizinga, Johan. Chapter One of Homo Ludens: A Study of the Play-Element in Culture.</u> London & Boston: Routledge & Kegan Paul, 1980. ● Mackay, Daniel. <u>Chapter 4 [RPG as aesthetic object].</u> The Fantasy Role-Playing Game: A New Performing Art.. Jefferson, N.C. and London: McFarland & Company, 2001. ● Nephew, Michelle. “<u>Playing With Identity: Unconscious Desire and Role-Playing Games.</u>” In Gaming as Culture: Essays on Reality, Identity and Experience in Fantasy Games. Jefferson, N.C. and London: McFarland & Company, Inc., 2006. 120-139. ● Peterson, Jon. “Chapter Five: The Dawn of Roleplaying.” <i>Playing at the World: A History of Simulating Wars, People and Fantastic Adventure, From Chess to Role-playing games.</i> San Diego: Unreason Press, 2012. 	
9	10/13	Fall Break; no class meeting	

10	10/20	<p>Lit review or Position Paper due</p> <p>Fan Production & Labor 1</p> <ul style="list-style-type: none"> ● <i>Fandom</i> ch20. Ethics of Fansubbing in Anime's Hybrid Public Culture ● <i>Fandom</i> ch21. Live from Hall H: Fan/Producer Symbiosis at San Diego Comic-Con ● <i>Fandom</i> ch23. The Powers That Squee: Orlando Jones and Intersectional Fan Studies ● <i>Fandom</i> ch4. Copyright Law, Fan Practices, and the Rights of the Author (2017) 	<p>Presentations</p> <p>Lit review or Position Paper due</p>
11	10/27	<p>Fan Production & Labor 2</p> <ul style="list-style-type: none"> ● Otsuka Eiji, World and Variation: The Reproduction and Consumption of Narrative https://www.jstor.org/stable/41510959 ● Jenkins ch3. "Normal Female Interest in Men Bonking": Selections from the Terra Nostra Underground and Strange Bedfellows ● Natalia Samutina. Fan Fiction as World-Building: Transformative Reception in Crossover Writing http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=117873014&site=e-host-live&scope=site&custid=s8356098 ● Brittany Kelley. Chocolate Frogs For My Betas!: Practicing Literacy at One Online Fanfiction Website. http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=115979516&site=e-host-live&scope=site&custid=s8356098 	<p>Presentations</p>
12	11/3	<p>Gender</p> <ul style="list-style-type: none"> ● Ien Ang, "<i>Dallas and the Ideology of Mass Culture</i>" pdf ● Jenkins ch4. "Out of the Closet and into the Universe": Queers and <i>Star Trek</i>. ● <i>Fandom</i> ch14. Sex, Utopia, and the Queer Temporalities of Fannish Love ● Naito Chizuko, Reorganizations of Gender and Nationalism: Gender Bashing and Lolicized Japanese Society https://www.jstor.org/stable/41510971 <p>(In addition to our class meeting this week, meet with me to talk about your research progress.)</p>	<p>Presentations</p>

13	11/10	<p>“Race,” Racism, and Representation</p> <ul style="list-style-type: none"> ● Stuart Hall, “What Is This ‘Black’ in Black Popular Culture?” pdf ● bell hooks, “Postmodern Blackness” ● Amir Saeed, “Musical Jihad” pdf ● <i>Fandom</i> ch18. Black Twitter and the Politics of Viewing <i>Scandal</i> ● <i>Fandom</i> ch19. Deploying Oppositional Fandoms: Activists’ Use of Sports Fandom in the Redskins Controversy 	Presentations
14	11/17	<p>Bad Behavior/Representations of Fans</p> <ul style="list-style-type: none"> ● <i>Fandom</i> ch22. Fantagonism: Factions, Institutions, and Constitutive Hegemonies of Fandom ● Kathryn Dunlap and Carissa Wolf, Fans Behaving Badly: Anime Metafandom, Brutal Criticism, and the Intellectual Fan https://www.jstor.org/stable/41510968 ● Kerin Ogg, Lucid Dreams, False Awakenings: Figures of the Fan in Kon Satoshi https://www.jstor.org/stable/41510962 ● Jenkins ch11. Professor Jenkins Goes to Washington ● Jenkins 12. Coming Up Next! <i>Ambushed on Donahue</i> 	Presentations
15	11/24	<p>Popular Culture and Education</p> <ul style="list-style-type: none"> ● Jonathan Alexander. Gaming, Student Literacies, and the Composition Classroom. https://www.jstor.org/stable/40593514 ● Colby, Colby, and Johnson’s Response to Alexander’s essay. https://www.jstor.org/stable/27917874 ● Kathleen Quinlivan. Popular Culture as Emotional Provocation: The Material Enactment of Queer Pedagogies in a High School Classroom. http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=82611346&site=ehost-live&scope=site&custid=s8356098 ● Abby Dubisar et. al. Haul, Parody, Remix: Mobilizing Feminist Rhetorical Criticism With Video. https://eku.blackboard.com/bbcswebdav/pid-12547377-dt-content-rid-56805306_2/xid-56805306_2 	

16	12/1	Peer Review Papers	Draft term papers
Finals Week	12/8	Course wrap-up. Students briefly share findings from their research papers. Search for conferences and journals where the students' papers would be a good fit. Draft conference/manuscript proposals.	Revised Term Papers

Attendance Policy

We expect you to attend every class session unless an emergency situation arises. If you are absent for more than one week of class, we reserve the right to assign you a failing grade (FN) for the course. Since the class only meets once a week, that means failing if you miss more than one class period without documentation of an emergency. If you anticipate missing more than one class due to existing obligations, talk with me ASAP so we can discuss alternatives.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, absences related to pregnancy, university approved activities (accompanied by a university excuse), illness (yours or a family member's), and other absences. **Students should be prepared to document the reasons for the absence.** Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of *excused* absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time.

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course

Last Day to Drop: August 23, 2020
 Last Day to Withdraw without a Fee: October 12, 2020
 Last Day to Withdraw with a Fee: November 8, 2020
 See dates at <http://colonelscompass.eku.edu>)

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a

disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Academic Integrity.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Official Email

An official EKU email is established for each registered student, each faculty member and each staff member. All university communications sent via email will be sent to this EKU email address.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Policy Updates

For current University policies and regulations, please go to EKU's [Policy Website](#).

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 808
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	Studies in Modern Composition
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	4/6/2020	Council on Academic Affairs
College Curriculum Committee	9/30/2020	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	11/02/2020	

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Change course title and catalog description.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 Updated title and catalogue description as part of the English MA program revision. Revision emphasizes broader shift of the discipline to use "writing studies" as an accurate reflection of disciplinary study beyond first year college writing. This change, along with "administrative application" are added to better align with the overall focus of the revised MA program and to codify changes already practiced by instructors.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: satisfactory

Library Resources: satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~ENG 808 Studies in Modern Composition~~ **Modern Writing Studies Theory. (3) A.** An advanced course in modern ~~theories of composition-writing theories,~~ suitable for students of writing and for students interested in ~~teaching writing writing professions;~~ includes theory, practice, and ~~evaluation-administrative application.~~

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	808	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____ Other _____	CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
Syllabus for ENG 808: Modern Writing Studies Theory
CRN: XXXXXX**

Professor's Name: Jill Parrott
Office: Mattox 309
Email: jill.parrott@eku.edu
Phone: (859) 622-3087
Student Hours: TBA

Catalog Course Description:

ENG 808 Modern Writing Studies Theory. (3) A. An advanced course in modern writing theories, suitable for students of writing and for students interested in writing professions; includes theory, practice, and administrative application

Texts and Course Materials:

Colin Gifford Brooke, *Lingua Fracta: Toward a Rhetoric of New Media* (2009)

Jay David Bolter, *Writing Space: Computers, Hypertext, and the Remediation of Print* (1991)

Jason Palmeri, *Remixing Composition: A History of Multimodal Writing Pedagogy* (2012)

Walter Ong, *Orality and Literacy* (1982)

Other excerpts provided

Student Learning Outcomes:

Upon graduation, students will be able to:

1. Demonstrate critical engagement with foundational primary texts within a recognized field of English studies.
2. Generate a research and writing agenda in which the student produces text(s) that synthesize and interpret major secondary sources within a specific area of the chosen field.
3. Recognize and employ the formal requirements of professional and academic contexts in which they can share the results of their research, including formal presentations, conferences and online and print publications.

Grading Distribution:

Assignment	Worth	Grade	Points
<i>Analysis*</i>	10%		
<i>Comparison/Contrast*</i>	10%		
<i>Creative*</i>	10%		
<i>Research & Synthesis*</i>	20%		
<i>Multimedia Presentation*</i>	10%		
<i>Drafts, Conferences, Colloquium</i>	10%		
<i>Critical Reading Notes (CR)</i>	20%		
<i>Final Exam*</i>	10%		
		Total:	

Grading Scale:

A	93-100
B	85-92
C	78-84
D	70-77
F	0-69

Requirements: All assignments designated with a * must be completed to pass course.

Student Progress

Students will receive written feedback from the instructor on at least two of the major assignments by mid-point. The instructor will also be available for individual conferences before and after mid-point to discuss progress. Students are also encouraged to respond to instructor feedback by revising items that will be included in the final portfolio.

Attendance Policy

Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory. Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.*

UNIVERSITY LEVEL POLICIES**Notification of the Last Day to Drop the Course**

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Last Day to Withdraw with a Fee:	November 8, 2020
See dates at (http://colonelscompass.eku.edu)	

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Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Policy: Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

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Discrimination and Harassment, Title IX, and Prevention Statement: EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

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Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Policy Updates

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Course Outline: All course content is delivered online using Google Classroom.

Week of	Topic	Due
August 24	Introduction to course policies, syllabus, assignments, etc. Ong, <i>Orality and Literacy</i> , Chapter 1	CR 1
August 31	Unit 1: Orality, Literacy, and Materiality Ong, <i>Orality and Literacy</i> , remaining	CR 2
September 7	Bolter, <i>Writing Space</i>	CR 3

September 14	Selfe, <i>Technology and Literacy in the Twenty-First Century</i> , excerpts	CR 4
September 21	Lanham, <i>The Economics of Attention</i> , excerpts	Analysis CR 5
September 28	Unit 2: Post-Process, the Multimodal, and the Pedagogical Elbow, “Three Mysteries at the Heart of Writing,” from <i>Composition Studies in the New Millennium</i> Yancey, “Made Not Only in Words: Composition in a New Key,” from <i>College Composition and Communication</i>	CR 6
October 5	Palmeri, <i>Remixing Composition</i>	CR 7
October 19	FALL BREAK	
October 26	Wysocki, “Opening New Media to Writing: Openings and Justifications,” from <i>Writing New Media</i> Brooke, Chapter 2: Ecology, from <i>Lingua Fracta: Towards a Rhetoric of New Media</i>	C/C CR 8
November 2	Colin Gifford Brooke, <i>Lingua Fracta: Toward a Rhetoric of New Media</i>	CR 9
November 9	Unit 3: Authors, Authorship, and The Author Ong, “The Writer’s Audience Always a Fiction” Foucault, “What is an Author?” Barthes, “The Death of the Author”	CR 10
November 6	Bartholomae, “Inventing the University”	CR 11
November 23	Rife, <i>Invention, Copyright, and Digital Writing</i> , excerpt	Creative CR 12
November 30	Peer Review, in Theory and in Practice	Draft 1
December 7	Research Colloquium	Draft 2
December 14	Final Exam, 6-8 pm	Research Synthesis

Course Assignments

Critical Reading Notes (20% of final grade):

There will be 12 Critical Reading Notes throughout the semester. *You do not need to complete on the day of your multimedia presentation, and you will pick one other day during the semester to skip for full credit.* For each class, you’ll load your Critical Reading Notes into its appropriate space on the Google Drive, using it to start conversations, reflect on questions, and interact with peers’ thoughts as we go. All “good faith efforts” will be given credit.

Multimedia Presentation (10% of final grade):

For this assignment, you will be responsible for about 20 minutes, helping to deepen the discussion about our text and topic for the day. You will choose a peer-reviewed, journal article related to the reading for

that day to develop including historical context, vocabulary, theoretical approach, or practical application (just to name a few), but you should aim to *broaden and/or deepen our understanding of research in composition studies* with whatever you choose. In other words, you're not responsible for teaching or presenting the required reading; instead, you are responsible for finding one interesting nugget in that discussion and opening it up for us through the article you choose. These discussions will vary in approach & medium, but all should contain these essential elements:

- An introduction to/summary of the chosen article,
- An explanation or review of how it's connected to that day's reading and to research methodology,
- An interaction that requires active learning from your peers.

You will be assessed based on how well you connect your discussion with Bloom's Taxonomy, specifically:

1. how clearly and concisely you introduce the article,
2. how well you synthesize your article's significance to the topic of the day and main reading, and the application of the activity for your peers.

Drafts, Conferences, Colloquium (10% of final grade):

Any low-stakes, required assignment will fall into this category. For each, if you participate, you will receive credit (100 pts.) and if not, you will not (0 pts.) For your drafts and conferences grade, I'll expect to see at least 3 drafts over the course of the semester, and at least 1 person-to-person conference (which can be over the phone or Skype, etc.) Please give yourself at least 48 hours after each for revisions before the due date.

Essays (10% of final grade each; 3-5 pages each):

For essays 1-3, you must complete one each of the following genres of essay, but you can do them in any order you choose. All three essays will be approximately 3-5 pages each, and none of these should require extensive research.

- *Analysis*: Choose 1 reading from the course so far (or another piece from one of the authors or collections) and write a rhetorical analysis. Consider the piece's audience, context, genre, approach, purpose, and effectiveness. This should be a thesis-driven argument.
- *Comparison and Contrast*: For option 2, you will choose one piece that we have read in class and one external text and explore the similarities and/or differences in approach, argument, opinion, methodology, data, or whatever seems appropriate. This should be a thesis-driven argument.
- *Creative*: For this, you will choose a topic we've been discussing in that unit and explore it through some creative means. You could have different authors speak to one another in a conversation. You can create a video of some kind. You could use a comic (try Powtoon or Pixton) to express an argument about one of the topics. I'm really, really open to how you approach this and would love to work with you through idea phase to drafts to completion.

Research and Synthesis (20% of final grade):

This assignment requires you to present eloquently, persuasively, and thoroughly an argument concerning a topic important to modern composition theory. This project will allow you to exhibit an understanding of academic argument and context by carefully choosing the method, tone, and medium of this argument in a professional way (i.e., consider rhetorical situation). You should consider yourself taking the first steps to write a polished, publishable text for your peers. For the most part, this should be a traditional academic approach including thorough research and a thesis-driven argument of about 13-16 pages (or multimodal equivalent or combo). You may choose to do this project collaboratively.

You will present, explain, and reflect on these aspects of your project. A compelling and engaging presentation can earn you as much as an extra five points on your grade. A boring or obviously unprepared presentation can lose you as much as five points on your grade. A rubric will be distributed

before these presentations specifying more detailed expectations.

Substantial Curriculum Change Form (Present only one proposed curriculum change per form) (Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 827
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	History of Rhetoric
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	4/6/2020	Council on Academic Affairs
College Curriculum Committee	9/30/2020	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	11/02/2020	

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Change course title and catalog description.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

Updated title and catalog description as part of the English MA program revision. The revised title better reflects the content of the course by acknowledging multiple histories and trends within the field. The change in course description opens up the course to allow for consideration of non-western rhetorical traditions alongside Euro-American traditions. Dropping "through the nineteenth century" better reflects how the course has actually been taught for at least the past decade—instructors have consistently included instruction in 20th and 21st century theories, in order to show how historical theories and methods connect to contemporary approaches. Changing "as it applied to written discourse" to "with a focus on rhetoric's application to writing studies" both emphasizes that the theories covered are still relevant, and makes the language more consistent with the other revised course descriptions and the MA program title.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: satisfactory

Library Resources: satisfactory.

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strickthrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~ENG 827 History~~ **Histories and Theories of Rhetoric. (3) A.** ~~A sStudy of classical rhetoric through the nineteenth-century as it applied to written discourse. Emphasis upon methods of invention, arrangement, and style to demonstrate their continuing utility~~ theories of rhetoric over time, with a focus on rhetoric's application to writing studies.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~strickthrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	827	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
CIP Code (first two digits only)				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
Syllabus for ENG 827
Histories and Theories of Rhetoric, CRN: XXXXXX**

Professor's Name: Firstname Lastname

Office: Mattox xxx

Email: firstname.lastname@eku.edu

Phone: (859) 622-XXXX

Student Hours: TBA

Catalog Course Description

ENG 827 Histories and Theories of Rhetoric. (3) A. A study of theories of rhetoric over time, with a focus on rhetoric's application to writing studies.

Texts and Course Materials

The Rhetorical Tradition: Readings from Classical Times to the Present (eds. Bizzell, et al.), ISBN: 9781319279271

Other supplemental articles and excerpts provided via Blackboard.

Student Learning Outcomes

Upon graduation, students will be able to:

1. Demonstrate critical engagement with foundational primary texts within a recognized field of English studies.
2. Generate a research and writing agenda in which the student produces text(s) that synthesize and interpret major secondary sources within a specific area of the chosen field.
3. Recognize and employ the formal requirements of professional and academic contexts in which they can share the results of their research, including formal presentations, conferences and online and print publications.

Course-specific Student Learning Outcomes

Upon completion of the course, students will be able to:

1. Demonstrate understanding of the major trends and movements in the disciplinary histories of English and writing studies
2. Analyze how those histories have shaped modern practices of reception, production, and criticism
3. Apply knowledge of historical contexts in creative, critical, and/or pedagogical settings.

Course Requirements & Evaluation Methods

Participation (online and in-class): 10%

Talking points (including comments during online weeks): 15%

Response paper: 10%

Article presentation: 10%

Research project: 45%

- Proposal (5%)
- Annotated Bibliography (10%)
- Drafts/peer reviews (5%)

- Final draft (15%)
- Presentation (10%)

Final exam: 10%

A=100-90; B=89-80; C=79-70; D=69-60; F= 59-0

Student Progress

Students will receive written feedback from the instructor on at least two of the major assignments by mid-point. The instructor will also be available for individual conferences before and after mid-point to discuss progress. Students are also encouraged to respond to instructor feedback by revising items that will be included in the final portfolio.

Attendance Policy

Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory. **Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.***

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course

Last Day to Drop: August 23, 2020

Last Day to Withdraw without a Fee: October 12, 2020

Last Day to Withdraw with a Fee: November 8, 2020

See dates at <http://colonelscompass.eku.edu>)

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at the policy website. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's Policy Website.

Official Email

An official ECU email is established for each registered student, each faculty member and each staff member. All university communications sent via email will be sent to this ECU email address.

Discrimination and Harassment, Title IX, and Prevention Statement

ECU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

ECU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Policy Updates

For current University policies and regulations, please go to ECU's [Policy Website](#).

Weekly Syllabus

Week One (Wallace 326)

Introduction to the course; in-class reading and writing assignment

HW: Read Introduction to Classical Rhetoric; Gorgias; "Dissoi Logoi;" Aspasia; and Isocrates; write talking points (1)

Week Two (Wallace 326)

Discuss readings and talking points; explain response paper assignment

HW: Read Plato; draft response paper (3-5 pages)

Week Three (online)

Peer review response papers through Blackboard File Exchange

HW: Read Aristotle and "Rhetorica ad Herennium;" finish drafting response paper (4-5 pages)

Week Four (Wallace 326)

Response paper due (on Blackboard before class); discuss readings

HW: Read Cicero, Longinus, and preface to Quintilian; write talking points (2) and post to Discussion Board

Week Five (online)

Post talking points to Discussion Board before 6:00 pm; comment on partner's post by 8:45 pm

HW: Read Introduction to Medieval Rhetoric, Augustine, Boethius, and Christine de Pizan; write talking points (3)

Week Six (Wallace 326)

Discuss readings, talking points, and research project; first presentation

HW: Draft project proposal and post to Blackboard Discussion Board before 6:00 pm next Tuesday

Week Seven (online)

Comment on partner's post by 8:45 pm; individual proposal conferences with EP (online)

HW: Finalize project proposal; read Introduction to Renaissance Rhetoric and Erasmus' selection from *Ecclesiastes*; write talking points (4)

Week Eight (Wallace 326)

Present project proposals; discuss reading and talking points; second presentation

HW: Complete research for project (re: Annotated Bibliography); read Renaissance selections from Ramus, Wilson, Bacon, Fell, and de Scudéry; write talking points (5)

Spring Break—enjoy!

Week Ten (online)

Comment on partner's talking points; report on research project progress (Discussion Board); group conference with instructor (online)

HW: Read Introduction to Enlightenment Rhetoric, excerpts from Locke, Hume, Astell, Sheridan, Campbell, and Blair (I'll post page numbers soon); write talking points (6); research for Annotated Bibliography

Week Eleven (Wallace 326)

Discuss readings, talking points, and annotated bibliography; third presentation

HW: Read 19th Century selections (tba); write talking points (7); compile Annotated Bibliography

Week Twelve (online)

Annotated Bibliography due (by 6:00 pm); comment on partner's post by 8:45 pm

HW: Read Modern and Postmodern selections (Bakhtin, Woolfe, and Burke); write talking points (8); draft research paper (4-6 pages)

Week Thirteen (Wallace 326)

Discuss readings and final presentation; peer review draft; fourth presentation

HW: Read Modern and Postmodern selections; talking points (9); continue drafting (submit 6-8 pages by 6:00 pm)

Week Fourteen (online)

Final peer review

HW: Continue drafting (submit 8-10 pages by 6:00 pm for online conference with instructor)

Week Fifteen (online)

Online conferences with instructor

HW: Finish drafting paper and prepare for presentation

Week Sixteen (Wallace 326)

Final presentations and paper due

Final

Exam due on Blackboard by 8:00 pm

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 830
<input type="checkbox"/> New Minor (Part III)	*Course Title <small>(full title±)</small>	Seminar in Literature
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Change title and course description for ENG 830: Seminar in Literature.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

This is part of a larger revision of the English graduate program as a whole. This particular revision is meant to broaden the focus of this class from "literature" as a category in order to make a catch-all topics course for textual studies and criticism in the graduate curriculum. The description is meant to distinguish this as the class that should cover any in-depth subject that does not fit the periodized catalog descriptions of ENG 850 and ENG 870 (q.v.).

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: satisfactory.

Library Resources: satisfactory.

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 830 ~~Seminar in Literature~~ Textual Studies Seminar. (3) A. An intensive study of selected texts. May include examinations of textual production, applications, and appropriations in popular and political contexts, especially as those phenomena occur within transcultural, transhistorical, and transmedial flows. May be retaken with different topics to a maximum of six hours. ~~of an author(s) or a particular aspect of literature such as theme, a movement, or contemporary directions/experiments. May be retaken with different topics to a maximum of six hours.~~

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	830	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 6	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
S	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
Syllabus for ENG 830
Textual Studies Seminar: Image and Text CRN: 11666**

Professor's Name: Dr. Gerald Nachtwey

Office: Mattox 207

Email: gerald.nachtwey@eku.edu

Phone: (859) 622-3183

Student Hours: TBA

Catalog Course Description:

ENG 830 Textual Studies Seminar. (3) A. An intensive study of selected texts. May include examinations of textual production, applications, and appropriations in popular and political contexts, especially as those phenomena occur within transcultural, transhistorical, and transmedial flows. May be retaken with different topics to a maximum of six hours.

Texts and Course Materials:

Many shorter readings will be available full-text online through the course Blackboard page. The following will be the primary monographs for the course.

Secondary:

Drimmer, Sonja. *The Art of Allusion: Illuminators and the Making of English Literature*. Univ. of Pennsylvania Press, 2019.

McCloud, Scott. *Understanding Comics: The Invisible Art*. HarperCollins, 1994.

Peltz, Lucy. *Facing the Text: Extra-Illustration, Print Culture, and Society in Britain, 1769 – 1840*. Huntington Library, 2017.

Schmidt, Suzanne Kathleen Karr. *Interactive and Sculptural Printmaking in the Renaissance*. Brill, 2017.

Student Learning Outcomes:

EKU Graduate Student Learning Outcomes

1. Graduate Students are able to explain, discuss, and apply, clearly and accurately, the key concepts and central theories, and demonstrate expertise appropriate to the discipline
2. Graduate Students are able to formulate and express important/essential questions and issues related to the discipline with clarity and accuracy, and appropriate depth and breadth.
3. Graduate students are able to identify, collect, analyze and evaluate relevant information to understand essential questions and issues and to advance knowledge in the discipline.
4. Graduate Students are able to identify, analyze and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories

5. Graduate Students are able to generate new knowledge, application, or creative expressions through the self-reflective synthesis of information, evaluation and analysis of critical questions or issues/problems related to their discipline.
6. Graduate students are able to communicate clearly and logically using oral, written and/or artistic forms.
7. Graduate students are able to identify and demonstrate the ethical values appropriate to their discipline.

Departmental Student Learning Outcomes for all MA Program Courses

Upon graduation, students will be able to

- Synthesize texts produced in different discourses, modes and media
- Demonstrate how to undertake such syntheses
- Apply theoretical concepts in practical settings of textual production

Methods and Practices Student Learning Outcomes

Upon graduation, students will be able to

- Analyze how concepts/theories in English and writing studies inform teaching and research methodologies
- Develop strategies through sustained practice and reflection that can be applied to teaching, research, and writing.
- Students will analyze, evaluate, and create a variety of informational and/or creative texts.

Course Requirements

- Weekly Reading Responses: Each student is expected to post a reaction to the readings for each week by 6pm (“class time”). On fully online weeks, each student then has 24 hours to respond to the posts of at least two other students. Each post—whether initial or in response to other posts—should be at least 200 words.
- Multimedia Project
- Annotated Bibliography
- Research Paper: A digital document incorporating twelve secondary sources *or* six secondary sources and original research (surveys, observations, etc.).

Evaluation Methods

Evaluation Criteria

Reading Responses	10%
Multimedia Project	30%
Annotated Bibliography	10%
Research Paper	40%

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned: 90–100% = *A*; 80–89% = *B*; 70–79% = *C*; 60–69% = *D*; and lower than 60% = *F*.

Student Progress:

Students can access their grades in real time through the grade center on Blackboard.

Course Outline:Written assignments are in **BOLD**.

Week Num	Topic	Notes
Week 1 –	Beginnings: Manuscript Culture	Drimmer, Chaps. 1-2; “Guide to Illuminated Manuscripts” (Online)
Week 2 –	Early Manuscripts	Drimmer, Chaps. 3-4; Digital Beowulf (Kiernan); Manuscripts in the Byzantine Collection
Week 3 –	Religious Texts	Drimmer, Chaps. 5-6; “Illuminating the Word” (online); Bede, <i>Historia</i>
Week 4 –	<i>The Canterbury Tales</i>	“Prologue,” “Squire’s Tale,” “Nun’s Priests Tale,” Ellesmere Manuscript
Week 5 –	The Renaissance: Sonnets and Miniatures	Schmidt, Chaps. 1-2, Thomas Wyatt (sonnets); <i>Amoretti</i> ; “Renaissance to Restoration” (Atkins)
Week 6 –	The Renaissance: Broadside and Broadsheets	Schmidt, Chap. 4; “Ballads and Broadside” (CNU)
Week 7 –	Early Novels and Etchings	Schmidt, Chap. 5; 18 th -century Chapbooks (PDU)
Week 8 –	William Blake	<i>The William Blake Archive</i>
Week 9 –	SPRING BREAK	
Week 10 –	The Nineteenth Century Illustrated Book	Peltz, Chaps. 1-2; “Serials to Graphic Novels” (University Press Collection)
Week 11 –	Gustave Dore and <i>Paradise Lost</i>	Peltz, Chaps. 3-4; Dore Milton (online)
Week 12 –	William Morris and the Kelmscott Press	Peltz, Chaps. 5-6; “Kelmscott Press” (UMD Libraries)
Week 13 –	Image and Text in the Twentieth Century	McCloud Chap. 1; “Political Cartoons” (Princeton UP);
Week 14 –	Early Comics	McCloud, Chaps. 2-3; <i>Superman</i> 1939 (online); <i>Batman</i> 1940 (online)
Week 15 –	Popular and Independent Comics	McCloud, Chaps. 4-5; “Marvel Firsts, 1960s”; “Robert Crumb online”; Neil Gaiman, “Preludes and Nocturnes”
Week 16 –	Into the Digital Age	McCloud, Chap. 6; Digital Comics Collection
Monday, XX/XX, by 8pm: Research Paper		

Attendance Policy

Students should make every effort to attend every class meeting. In the case of an excused absence with proper documentation, extended deadlines or alternate activities will be provided for any graded activities. However, these accommodations do not always provide equivalent learning opportunities. An acceptable excuse is a doctor’s excuse, a University excuse, or a catastrophic emergency resulting in unavoidable absence. Arrangements to

complete alternate activities, such as another version of an exam, must be made within one week of returning to class; otherwise, a zero will be recorded.

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course

Last Day to Drop: August 23, 2020
 Last Day to Withdraw without a Fee: October 12, 2020
 Last Day to Withdraw with a Fee: November 8, 2020
 See dates at <http://colonelscompass.eku.edu>)

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EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate

the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

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Lindsey A. Carter

Director of the Office of Institutional Equity & Title IX Coordinator

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Policy Updates

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**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	English
<input type="checkbox"/> New Course (Parts II, IV)	College	Letters, Arts, and Social Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 833
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Modern Literary Criticism
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	Date		Date
Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Revise the current ENG 833 course to include multimodal texts in order to align with the goals of the revised M.A. in English & Writing Professions.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

Curriculum changes to this course will bring it into alignment with overall program goals of enhancing career-readiness of graduates by shifting its focus away from outdated critical and aesthetic theories of literature and towards socioeconomically informed discussions of multimodal textual production and consumption. It will expose students to ontological, epistemological, and hermeneutic methodologies for questioning ideologically situated categories like "reading," "readers," "literacy," "texts" and "authorship." That methodological sophistication will in turn imbue them with an awareness of the needs of disparate consumers and producers of texts that will serve them well in jobs in secondary and post-secondary educational institutions, as well as in communications and professional writing disciplines.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: satisfactory

Library Resources: satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strickthrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 833 ~~Modern Literary Criticism~~. Multimodal Criticism. (3) A. Study of selected major critical approaches (such as Multimodal Criticism, New Criticism, Marxist Criticism, Psychoanalytic Criticism, Deconstruction, New Historicism, Feminist Criticism, ~~Reader-Response~~ LGBTQ Criticism) and their ~~backgrounds~~ application to multimodal texts.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~strickthrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	833	Fall 2021	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____ Other _____	CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
Syllabus for ENG 833
Multimodal Criticism, CRN: XXXXXX**

Professor's Name: Rick Mott

Office: Mattox 311

Email: rick.mott@eku.edu

Phone: (859) 622-3190

Student Hours: TBA

Catalog Course Description:

ENG 833 Multimodal Criticism. (3) A. Study of selected major critical approaches (such as Multimodal Criticism, New Criticism, Marxist Criticism, Psychoanalytic Criticism, Deconstruction, New Historicism, Feminist Criticism, LGBTQ Criticism) and their application to multimodal texts.

Texts and Course Materials:

- ***Multimodal Communication: A social semiotic approach to text and image in print and digital media***
May Wong
2019
- ***Critical Theory Today: A User-Friendly Guide*** (3rd Edition)
Lois Tyson
2014
- ***Literary Theory: An Anthology*** (3rd edition)
Rivkin
2017
- ***The Great Gatsby***
F. Scott Fitzgerald
1925
You can use the version at
http://ebooks.adelaide.edu.au/f/fitzgerald/f_scott/gatsby/

Student Learning Outcomes:

Students will:

- Develop effective strategies for close reading, analysis, and evaluation of a range of multimodal texts, including literary, scholarly, popular, and professional texts
- Synthesize administrative and/or teaching philosophies that reflect current research-backed best practices of writing studies
- Evaluate and analyze key theoretical/philosophical texts important to multimodal and literary criticism
- Evaluate and analyze a variety of recent works of multimodal and literary criticism
- Write essays that successfully engage multimodal and literary theory with recent multimodal and literary scholarship

Course Requirements

1. You will be expected to complete all assigned reading by the due dates that will be on Blackboard. Because I reserve the right to change reading and assignment dates, it is your responsibility to check the class Blackboard site for updates.
2. You will present on one week's reading to the class and lead class discussion on the topic.
3. You will respond to a prompt on the classroom discussion list before select classes, and respond to at least one other student's response.
4. You will complete a take-home midterm and a take-home final, both of which will ask you to apply one or several of the multimodal/literary theories we've discussed to a particular creative work.
5. You will complete a seminar paper suitable for submission to an academic or trade journal. Your paper will address the subject of multimodal criticism.
6. You are expected to exhibit professional behavior. Assignments must be turned in on the day they are due. Late assignments will **not** be accepted unless you have prior permission from me in writing.

Evaluation Methods

Participation (in class)	5%
Discussion Board Responses	10%
Class Presentation	10%
Seminar Paper	30%

Midterm	20%
Final	25%
Total	100%

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned:

90–100% = A; 80–89% = B; 70–79% = C; 60–69% = D; and lower than 60% = F.

Student Progress:

Students will receive written feedback from the instructor within two weeks of submitting the midterm and final exams, as well as the rough draft and final draft of their term paper. Students will receive same-day verbal feedback on their presentations.

Course Outline:

Week Num	Topic	Notes
Week 1	<ul style="list-style-type: none"> • Introductions • Discuss syllabus and goals of class • Explore the role of multimodal and literary criticism in popular culture, business, science, technology, and academia 	<ul style="list-style-type: none"> • Read <i>Critical Theory Today</i>, Chapter 1
Week 2	<ul style="list-style-type: none"> • Emotional Branding in Multimodal Personal Loan TV Advertisements • Psychoanalytic Criticism 	<ul style="list-style-type: none"> • Read <i>Multimodal Communication</i>, Chapter 4 • Read <i>Critical Theory Today</i>, Chapter 2 • Read Freud's "On Narcissism" • Read Lacan's "The Mirror Stage"
Week 3	<ul style="list-style-type: none"> • Marxist Criticism 	<ul style="list-style-type: none"> • Read <i>Critical Theory Today</i>, Chapter 3 • Read Marx's "Manifesto of the Communist Party" • Read Benjamin's "The Work of Art in the Age of Mechanical Reproduction" • Read Gramsci's "Hegemony"
Week 4	<ul style="list-style-type: none"> • Feminist Criticism 	<ul style="list-style-type: none"> • Read <i>Critical Theory Today</i>, Chapter 4 • Read Cixous's "Sorties"

		<ul style="list-style-type: none"> ● Read Irigaray's "Commodities Amongst Themselves" ● Read Gilbert and Gubar's "Madwoman in the Attic"
Week 5	<ul style="list-style-type: none"> ● A Multimodal Critical Discourse Analysis of Advertising for Luxury Residences in Hong Kong 	<ul style="list-style-type: none"> ● Read <i>Multimodal Communication</i>, Chapter 5
Week 6	<ul style="list-style-type: none"> ● New Critical Theory 	<ul style="list-style-type: none"> ● Read <i>Critical Theory Today</i>, Chapter 5 ● Read Brooks's "The Formalist Critics" ● Read Eichenbaum's "Introduction to the Formal Method" ● Read Bakhtin's "Rabelais and his World"
Week 7	<ul style="list-style-type: none"> ● Structuralist Criticism 	<ul style="list-style-type: none"> ● Read <i>Critical Theory Today</i>, Chapter 7 ● Read de Saussure's "Course in General Linguistics" ● Read Levi-Strauss's "The Structural Study of Myth"
Week 8	<ul style="list-style-type: none"> ● Deconstructive Criticism 	<ul style="list-style-type: none"> ● Midterm Due ● Read <i>Critical Theory Today</i>, Chapter 8 ● Read Derrida's "Differance" ● Read Lyotard's "The Postmodern Condition"
Week 9	<ul style="list-style-type: none"> ● The Social Semiotic Theory of Meaning and Representation 	<ul style="list-style-type: none"> ● Read <i>Multimodal Communication</i>, Chapter 6
Week 10	<ul style="list-style-type: none"> ● Collaboration and Peer Review 	<ul style="list-style-type: none"> ● Rough Draft of Term Paper Due
Week 11	<ul style="list-style-type: none"> ● New Historicism and Cultural Criticism 	<ul style="list-style-type: none"> ● Read <i>Critical Theory Today</i>, Chapter 9 ● Read Greenblatt's "The Circulation of Social Energy" and "Epilogue" ● Read Veesser's "Introduction"
Week 12	<ul style="list-style-type: none"> ● LGBTQ Criticism 	<ul style="list-style-type: none"> ● Read <i>Critical Theory Today</i>, Chapter 10 ● Read Butler's "Imitation and Gender Insubordination"

		<ul style="list-style-type: none"> ● Read Foucault's "The History of Sexuality" ● Read Sedgwick's "Between Men"
Week 13	<ul style="list-style-type: none"> ● African American Criticism 	<ul style="list-style-type: none"> ● Read <i>Critical Theory Today</i>, Chapter 11 ● Read Gates's "The Blackness of Blackness" ● Read hooks's "Representing Whiteness in the Black Imagination" ● Read Morrison's "Playing in the Dark"
Week 14	<ul style="list-style-type: none"> ● Multimodal Grant Writing 	<ul style="list-style-type: none"> ● Term Paper Due
Week 15	<ul style="list-style-type: none"> ● Postcolonial Criticism 	<ul style="list-style-type: none"> ● Read <i>Critical Theory Today</i>, Chapter 12 ● Read Spivak's "Can the Subaltern Speak?" ● Read Said's "Orientalism" ● Read Bhabha's "The Location of Culture"
Week 16	<ul style="list-style-type: none"> ● Intertextuality 	<ul style="list-style-type: none"> ● Take-home Final Available
Finals Week: Final Exam Due		

Attendance Policy

Attendance is mandatory. Email the professor before the class meets if you will miss class. Students are allowed two unexcused absences for a twice weekly class, and one unexcused absence for a class that meets once a week. Final grades will be lowered 1/3 grade (e.g., B+ → B) for every unexcused absence beyond the numbers listed above.

Deadlines matter! But in the professional world, deadlines can sometimes change if all interested parties know of the change well in advance and agree to the change. Email the professor at least one week before the assignment is due if you need to ask for an extension. Assignment grades will be lowered 1/3 grade (e.g., B+ → B) for every day they are late, unless the professor has agreed in writing to a change in the deadline.

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course

Last Day to Drop: August 23, 2020
 Last Day to Withdraw without a Fee: October 12, 2020
 Last Day to Withdraw with a Fee: November 8, 2020
 See dates at <http://colonelscompass.eku.edu>)

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Official Email

An official EKU email is established for each registered student, each faculty member and each staff member. All university communications sent via email will be sent to this EKU email address.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might

implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Policy Updates

For current University policies and regulations, please go to EKU's [Policy Website](#).

Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 839
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title \pm)	Applied Learning in English
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	\pm If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/6/20	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
Change title and course description of ENG 839: Applied Learning in English.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

This is part of a larger revision of the entire English graduate program. This particular revision is very significant as it re-envision this course as one of two potential paths for the Exit Requirement for the MA in English & Writing Professions, the other being a more traditional MA Thesis (ENG 898). The new emphasis of the program on administrative and leadership skills entails that we should encourage some of our students to eschew more theoretical or archival areas of study and give them credit for engaging with hands-on methods of facilitating literacy and writing skills amongst university and community populations.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None.

Operating Expenses Impact: We anticipate a net *savings* in operating expenses because of this class. The hope is to get some students involved in co-ops with outside non-profit and private institutions. These will invariably not be paid positions, but the experience accrued will help to increase enrollment in the program.

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strickthrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 839 ~~Applied Learning in English~~ Professional English Project. (0.5-6) A. Prerequisite: Departmental approval. Work under faculty and field supervisors in cooperative placement related to ~~English graduate literacy, writing, or media studies~~. One to six hours credit per semester or summer session. Minimum of eighty hours work required for each academic credit. Maximum of three hours credit may apply toward an M.A. degree in English. Credit will not be awarded for both ENG 839 and ENG 898.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~strickthrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	839	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____ Laboratory _____ Other X		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
C	0.5 – 6	S/U	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship X		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	Departmental approval.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	Credit
Course Prefix and No.	<u>will not be awarded for both ENG 839 and ENG 898.</u>
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

ENG 839 Professional English Project Proposal
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Submitted by:

The project committee must have at least three members with graduate faculty status. Additional committee members may be added to enhance particular areas of professional expertise on the committee. Faculty members unsure about their status should contact the Graduate Coordinator.

The final draft of the proposal must be approved by all committee members as well as the Coordinator of Co-Op and Internships. A dated copy of an email signifying approval may be used in lieu of a signature if necessary.

Committee Members:

Chair:	Approved	Date
Member:	Approved	Date
Member:	Approved	Date
Member (optional): <small>Click here to enter text.</small>	Approved	Date
Member (optional) : <small>Click here to enter text.</small>	Approved	Date

Coordinator – Co-Op and Internships

**APPROVED PROFESSIONAL ENGLISH
PROJECT PROPOSALS MUST RECEIVED BY
GRADUATE COORDINATOR BY MAY 30TH
(FOR FALL SEMESTER) OR JAN. 2 (FOR
SPRING SEMESTER).**

ENG 839 Professional English Project Proposal

Scope (1 page, single-spaced)

Identify your Partner Institution here, including most relevant contact information .Identify your duties with the Partner Institution, and how those duties connect with your overall career goals.

Answer:

ENG 839 Professional English Project Proposal

Disciplinary Connections (2-3 pages, single-spaced)

Summarize how your project will enhance your understanding of theory and/or praxis related to textual, literacy, linguistic, or pedagogical studies. Be sure to reference the work of particular theorists and/or practitioners.

Answer:

ENG 839 Professional English Project Proposal

Schedule (1-2 pages)

Specify the tasks you will perform for the partnering institution, and when you will perform them. These can be organized based on a 16-week semester calendar or—for repeated tasks—as a weekly schedule.

ENG 839 Professional English Project Proposal

Bibliography

List a minimum of ten (10) secondary sources that will contribute to your knowledge base for this project, and that you will reference in your Final Showcase Presentation on the project.

Answer:

Nachtwey, Gerald

From: Adams, Holly
Sent: Friday, September 04, 2020 11:41 AM
To: Nachtwey, Gerald
Subject: RE: Changes to ENG 839

Hi Dr. Nachtwey,

I shared your email with my direct supervisor and our director and they both are okay with the change. Will Rick Mott be the faculty coordinator over the class?

Holly Adams

Co-op/Internship Coordinator
 Eastern Kentucky University
 Office of Academic & Career Services
 424 Whitlock Building, CPO 62
 521 Lancaster Avenue
 Richmond, KY 40475
 859-622-2028
 Fax: 859-622-1300

Confidentiality Notice: This electronic communication and any attachment(s) are regarded as confidential by the sender and intended solely for the use of the addressee(s). If you are not an intended recipient, please immediately notify the sender and permanently delete this email and any copies. Please be mindful of federal privacy regulations when using or disseminating privileged information.

 Please consider the environment before printing this e-mail

From: Nachtwey, Gerald <Gerald.Nachtwey@eku.edu>
Sent: Friday, September 4, 2020 9:02 AM
To: Adams, Holly <Holly.Adams@eku.edu>
Subject: Changes to ENG 839

Hello Ms. Adams,

I wanted to reach out to you about a proposed revision to one of the courses in our MA in English program. It is for ENG 839: Applied Learning in English, a coop class that has been on the books for as long as I can remember but has never actually been utilized. As part of a larger revision of the entire MA in English program, we are trying to build this class more fully into the curriculum.

I have attached the curriculum revision to this email, but to sum up the changes: ENG 839 was previously a fully voluntary, elective option for graduate students if they wanted to work in a coop as part of the degree program. We now want to make this a viable *alternative* to writing a traditional master's thesis: students can instead work in co-op positions, either at the University or in community organizations, that focus on literacy, writing or media, ending with a presentation and written report on the work they had done.

The revision is coming up to the CLASS Curriculum Committee *next week*, and they advised us that we might want to check with your office to see if these changes were amenable to you. My apologies for the short notice! As you are no doubt aware, the pandemic has scrambled communications between a lot of divisions at the University.

I appreciate your advice in this, and look forward to hearing from you. Stay healthy and safe!

Sincerely,

Jerry

Gerald Nachtwey, Ph.D
Associate Professor
Master of Arts in English Program Coordinator
Eastern Kentucky University
207 Mattox Hall
521 Lancaster Ave.
Richmond, KY 40475
859.622.3183

Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 850
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	Seminar in Early American Literature
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

	<u>Date</u>		<u>Date</u>
Proposal Approved by: Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Change title and course description for ENG 850: Seminar in Early American Literature.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>This is moving forward with a host of revisions that will reflect the replacement of the old MA in English program with a new MA in English & Writing Professions. This course revision will use this course number to create a wholly new topics course that covers issues related to reading, analyzing, and remediating texts produced since the 1840s and the invention of the steam rotary press.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: satisfactory.</p> <p>Library Resources: satisfactory.</p>

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strickthrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 850 Seminar in Early American Literature. Critical Studies of Contemporary Texts. (3) A. Study in depth of ~~several major authors, or of a significant literary movement, in American literature through Cooper.~~ texts produced after 1840, paying attention to technological and socioeconomic contexts as well as poetic and rhetorical trends. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~strickthrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	850	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 6	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
S	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Department of English
ENG 850, Critical Studies of Contemporary Texts:
Twentieth Century Multicultural American Fiction, CRN 14652
 3 credit hours (hybrid course)
 Fall 2021

Instructor: Dr. Charlotte Rich
 Office: 213 Mattox, 622-3178
 Email: charlotte.rich@eku.edu
 Student Hours: MWF 1:00-2:45 p.m. and by appointment

Catalog Course Description:

Critical Studies of Contemporary Texts (3) A. Study in depth of texts produced produced after 1840, paying attention to technological and socioeconomic contexts as well as poetic and rhetorical trends. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

Additional Information:

Following a chronological framework, this course will focus on fiction and prose by authors from a variety of multicultural American backgrounds: Native American, Jewish American, Asian American, African American, and Latina/o American. Works will be situated within their unique historical moments and cultural contexts and common issues and themes will be explored.

Required Texts:

-Zitkala-Sa, *American Indian Stories, Legends, and Other Writings*, 0-14-243709-3
 -Nella Larsen, *Passing*, Norton Critical Edition, ISBN 978-0-393-97916-9
 -Rudolfo Anaya, *Bless Me Ultima*, Warner Books (1994), 978-0446600255
 -Toni Morrison, *Song of Solomon*, Plume, 0-452-26011-6
 -Louise Erdrich, *Love Medicine*, Harper Perennial, 0-06-097554-7
 -Julia Alvarez, *In the Time of the Butterflies*, Plume, 0-452-27442-7
 -Selected writings by Sui Sin Far and Anzia Yeziarska, posted as pdfs

Student Learning Outcomes:

EKU Graduate Student Learning Outcomes

1. Graduate Students are able to explain, discuss, and apply, clearly and accurately, the key concepts and central theories, and demonstrate expertise appropriate to the discipline
2. Graduate Students are able to formulate and express important/essential questions and issues related to the discipline with clarity and accuracy, and appropriate depth and breadth.
3. Graduate students are able to identify, collect, analyze and evaluate relevant information to understand essential questions and issues and to advance knowledge in the discipline.
4. Graduate Students are able to identify, analyze and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories
5. Graduate Students are able to generate new knowledge, application, or creative expressions through the self-reflective synthesis of information, evaluation and analysis of critical questions or issues/problems related to their discipline.

6. Graduate students are able to communicate clearly and logically using oral, written and/or artistic forms.
7. Graduate students are able to identify and demonstrate the ethical values appropriate to their discipline.

Departmental Student Learning Outcomes for all MA Program Courses

Upon graduation, students will be able to

- Synthesize texts produced in different discourses, modes and media
- Demonstrate how to undertake such syntheses
- Apply theoretical concepts in practical settings of textual production

Student Learning Outcomes for Historical Contexts Courses

Students will be able to

- Compile the major trends and movements in the disciplinary histories of English and writing studies
- Analyze how the disciplinary histories of English and writing studies have shaped modern practices of reception, production, and criticism
- Correlate historical contexts with sites of textual production in creative, critical, and/or pedagogical settings.

Evaluation Methods:

Short Essay (4-5 pages/1000-1200 words)	75 points (15%)
Annotated Bibliography/Tentative Thesis/Article Analysis for Final Essay	80 points (16%)
Final Essay (10-11 pages/2500-3000 words)	125 points (25%)
Presentation on Final Essay	50 points (10%)
Discussion Boards (8 @ 15 points each)	120 points (24%)
Class Participation	<u>50 points (10%)</u>
	500 points total

Grading Scale: 448-500 = A, 398-447 = B, 348-397 = C, 298-347 = D, 297 and below = F

Short Essay:

This 4 to 5-page essay is due at the beginning of the fifth week of class and a chance for me to give you feedback on a short example of your analytical writing about literature. You may develop a topic from among the first few weeks' readings that can be covered in a four-page paper, emphasizing close reading and with limited or no secondary research. A rubric for how this essay will be evaluated will be shared in advance.

Final Essay:

The final project for this course is a **10-11 page (2500-3000 word)** essay incorporating significant research. All students must email me a **topic** related to a course reading for approval on **10/16**. You will then conduct research through ECU Libraries databases to locate relevant secondary sources, including articles and books. We will devote one face-to-face class meeting (10/21) to a workshop on finding appropriate sources.

You must locate at least **eight** sources and, after reading them, write approximately 4-sentence annotations for each source. You will also write a 2-3-page (500-750-word) **Article Analysis** of one of your articles (you may choose the article from your list). For this assignment, in addition to summarizing

the article's thesis and main points, you should note and evaluate the essay's theoretical or critical approach. On 10/30, you must submit your **Annotated Bibliography**, a two-to-three-sentence **tentative thesis statement**/approach to your essay argument, and the Article Analysis of one of your articles. I will evaluate this assignment with a rubric I will share in advance.

A complete **draft** of your Final Essay is **due on 11/10** so I have time to read it before required individual conferences with each student during the week of **11/11**. The final draft is **due 12/2**. You will also give a **presentation** about your final essay during one of the last two class meetings; for this you should create a **one-page handout** with your name, essay title, thesis, and a few additional elements that help the class understand your argument (additional quotations, historical or cultural contexts, etc.)

Blackboard Discussion Boards:

We will have **eight** asynchronous Discussion Boards (DBs) for the online component of this course. On the weeks a DB occurs, I will post a reading guide for the reading and a forum question. **You must post a 150-200-word response to the discussion question by noon on the Thursday of that week. By noon on the Friday, you must post a second 70-100-word response to one of your classmate's posts.**

Each DB will be graded for completion of both postings with correct length and on time, the accuracy and thoroughness of your response to the prompt, and your use of text evidence to support your discussion. Late posts will not receive credit, and computer/technology problems are not an excuse, so don't wait until the last minute to post, and contact the IT Helpdesk (622-3000) if you have trouble.

Participation:

Because this course is a seminar, much of our face-to-face class time will be devoted to discussion. I expect that each student will participate in every class meeting: this means coming prepared to discuss the materials assigned for that day, offering your own interpretations and analyses, raising and responding to questions, and engaging with your classmates. I am excited and eager to hear your thoughts about these works, and we all learn more when we test out our ideas in conversation with each other.

Withdrawal Policies and Student Progress:

The last day to add or drop a class for a full refund is August 25, 2019.

The last day to go online (EKU Direct) and withdraw without incurring a drop/withdraw fee is October 14, 2019. The last day to withdraw with the instructor's written permission and a drop/withdraw fee of \$50 per credit hour is November 10, 2019.

For other information, including policies on withdrawing from a course, applicable fees and instructor permissions, consult the Colonel's Compass:

<https://colonelscompass.eku.edu/fall-2019-deadlines-adddrop-refunds>

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA), should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students, who need an accommodation for a documented medical, mental health, or learning difference, may register online at accessibility.eku.edu/applying-services, or if you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Equity and Inclusion, (859) 622-

8020 john.dixon@eku.edu. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Academic Integrity.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Non-Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Non-Discrimination and Harassment policy is available [here](#) and questions regarding the policy may be directed to the [Director of the Office of Equity and Inclusion & Title IX Coordinator](#).

Schedule:

The **bold** dates below denote ten **face-to-face meetings**, which occur at 4:30-5:30 p.m. on Mondays. Please have read the assignments listed for those days before class and be ready to discuss them. **The eight discussion boards (DBs) are noted; each week one occurs, both your posts must be complete by noon on Friday.**

Readings below followed by (HO) are handouts, which will be posted as pdfs in the "Scanned Readings" folder in Blackboard.

Week 1

M 8/19, 4:30-5:30 p.m.

Online

Introduction to the course and each other

Zitkala-Sa, *American Indian Stories, Legends, and Other Writings*: "Impressions of an Indian Childhood," "The School-Days of an Indian Girl," and "An Indian Teacher among Indians" (1900); **Discussion Board (DB) 1**

Week 2

M 8/26, 4:30-5:30 p.m.

Zitkala-Sa, *American Indian Stories*: "The Great Spirit" (originally published as "Why I am a Pagan") (1902); "Americanize the First American" (1921); "America, Home of the Red Man" (1919); "California Indian Trails and Prayer Trees" (1922); "Lost Treaties of the California Indians" (1922)

Week 3

(9/2-9/6) Online	Sui Sin Far, “Leaves from the Mental Portfolio of an Eurasian,” “Mrs. Spring Fragrance,” “The Americanizing of Pau Tsu,” “The Inferior Woman” (HO) (reading guide posted); DB 2
Week 4 M 9/9, 4:30-5:30 p.m.	Yeziarska, “How I Found America,” “The Fat of the Land,” “An Immigrant Writer among the Editors,” “This is What \$10,000 Did to Me” (HO)
Online	Yeziarska, “The Free Vacation House,” “Soap and Water” (HO)(reading guide posted); DB 3
Week 5 (9/16-9/20) Online	Short Essay DUE via Safe Assignment at noon Monday 9/16; Larsen, <i>Passing</i> (reading guide posted), DB 4
Week 6 M 9/23, 4:30-5:30 p.m.	Anaya, <i>Bless Me, Ultima</i> (first half, Ch. 1-11)
Week 7 (9/30-10/4) Online	Conclude Anaya, <i>Bless Me, Ultima</i> (last half, Ch. 12-22; reading guide posted); DB 5
Week 8 M 10/7, 4:30-5:30 p.m. Online	Morrison, <i>Song of Solomon</i> (first third) <i>Song of Solomon</i> (middle third; reading guide posted); DB 6
Week 9 Fall Break 10/14-15; Online	Conclude <i>Song of Solomon</i> (reading guide posted); Final Essay Topic Proposals must be emailed by noon on Wednesday 10/16
Week 10 M 10/21, 4:30-5:30 p.m. Online	Research Workshop for Final Essay—bring laptops First half of Louise Erdrich, <i>Love Medicine</i> (reading guide posted); DB 7
Week 11 (10/28-11/1) Online	Annotated Bibliography/Tentative Thesis/Article Analysis for Final Essay DUE via Safe Assignment at noon Wednesday 10/30; Last half of Louise Erdrich, <i>Love Medicine</i> (reading guide posted); DB 8
Week 12 M 11/4, 4:30-5:30 p.m.	First half of Alvarez, <i>In the Time of the Butterflies</i> ; signups for face-to-face conferences on Final Essay draft; Essay drafts DUE via Safe Assignment at 6 pm on Sunday 11/10
Week 13 (11/11-11/15)	Face-to-face Conferences on Essay Drafts
Week 14 M 11/18, 4:30-5:30 p.m.	Conclude <i>In the Time of the Butterflies</i> ; remainder of week: ESSAY REVISION!

Week 15

M 11/25, 4:30-5:30 p.m.

Presentations on Final Essays; remainder of week: final polishing of Essays (Thanksgiving Break on 11/27-11/29)

Week 16

M 12/2, 4:30-5:30 p.m.

Final Drafts of Final Essays DUE; Presentations on Final Essays Continued

Final Exam Period: reserve this date and time be used to conclude remaining presentations if needed.

Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one)	Department Name	English
<input type="checkbox"/> New Course (Parts II, IV)	College	CLASS
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 860
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Topics in Reading and Teaching Literature
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	10/6/2020	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Modify catalog description to align course with overall program revision.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>This is moving forward with a host of revisions that will reflect the replacement of the old MA in English program with a new MA in English & Writing Professions. This course revision will help to expand the focus of the course to encompass oral and digital literacies in addition to traditional print literacy.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: satisfactory.</p> <p>Library Resources: satisfactory.</p>

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 860 Topics in Reading & Teaching. Lit. (3) A. Study of topics related to reading and teaching literature. May focus on informational, narrative, and/or poetic texts, and should address engaging with texts in digital, oral, and print modes in reading and teaching literature to K-16 students. Designed for current and prospective 5-12 teachers, as well as students interested in post-secondary and professional instructional environments. ~~elementary, middle and high school and postsecondary English teachers.~~ (Counts towards MA, MAT, MAED, and Extension Certificate). May be retaken with different topics to a maximum of six hours, upon advisor approval.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	860	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 6	
3	Lecture 3 _____ Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
8	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
Syllabus for ENG 860
Topics in Reading and Teaching CRN: XXXXX**

Professor's Name: Dr. Gerald Nachtwey

Office: Mattox 207

Email: gerald.nachtwey@eku.edu

Phone: (859) 622-3183

Student Hours: TBA

Catalog Course Description:

ENG 860 Topics in Reading & Teaching. (3) A. Study of topics related to reading and teaching literature. May focus on informational, narrative, and/or poetic texts, and should address engaging with texts in digital, oral, and print modes. Designed for current and prospective 5-12 teachers, as well as students interested in post-secondary and professional instructional environments. (Counts towards MA, MAT, MAED, and Extension Certificate). May be retaken with different topics to a maximum of six hours, upon advisor approval.

Texts and Course Materials:

Many shorter readings will be available full-text online through the course Blackboard page. The following will be the primary monographs for the course.

Secondary:

Bhatt, Ibrar. *Assignments as Controversies: Digital Literacy and Writing in Classroom Practice*. Routledge, 2019.

Eagleton, Terry. *How To Read Literature*. Yale University Press, 2013.

Parmar, Priya and Hindi Krinsky. *Critical Literacy in English Literature*. Critical Praxis and Curriculum Guides. Vol. 2. Peter Lang: 2013. ISBN 9781433113987

Primary:

Cooper, Susan. *The Dark is Rising*. Margeret K. McElderry Books: 1973. ISBN 978-0689829833

Nesbit. E. *The Phoenix and the Carpet*. Reissue Edition. Puffin Classics: 2012 (1904). ISBN 9780141340869

Okorafor, Nnedi. *Akata Witch*. Speak: 2011. ISBN 9780142420911

Student Learning Outcomes:

EKU Graduate Student Learning Outcomes

1. Graduate Students are able to explain, discuss, and apply, clearly and accurately, the key concepts and central theories, and demonstrate expertise appropriate to the discipline
2. Graduate Students are able to formulate and express important/essential questions and issues related to the discipline with clarity and accuracy, and appropriate depth and breadth.

3. Graduate students are able to identify, collect, analyze and evaluate relevant information to understand essential questions and issues and to advance knowledge in the discipline.
4. Graduate Students are able to identify, analyze and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories
5. Graduate Students are able to generate new knowledge, application, or creative expressions through the self-reflective synthesis of information, evaluation and analysis of critical questions or issues/problems related to their discipline.
6. Graduate students are able to communicate clearly and logically using oral, written and/or artistic forms.
7. Graduate students are able to identify and demonstrate the ethical values appropriate to their discipline.

Departmental Student Learning Outcomes for all MA Program Courses

Upon graduation, students will be able to

- Synthesize texts produced in different discourses, modes and media
- Demonstrate how to undertake such syntheses
- Apply theoretical concepts in practical settings of textual production

Methods and Practices Student Learning Outcomes

Upon graduation, students will be able to

- Analyze how concepts/theories in English and writing studies inform teaching and research methodologies
- Develop strategies through sustained practice and reflection that can be applied to teaching, research, and writing.
- Students will analyze, evaluate, and create a variety of informational and/or creative texts.

Course Requirements

- Weekly Reading Responses: Each student is expected to post a reaction to the readings for each week by 6pm (“class time”). On fully online weeks, each student then has 24 hours to respond to the posts of at least two other students. Each post—whether initial or in response to other posts—should be at least 200 words.
- Teaching Blog: Informal “teaching journals” recording the experiences of each student in their own classrooms: if you have never actively taught, base these on the mini-lessons you will team-teach with your classmates! These are largely credit/no-credit and will be evaluated twice over the course of the semester. By each evaluation period you should have written a total of 1800 words.
- Mini-Lessons: 15-minute long lessons based on the primary literary texts we will be using this semester. Should incorporate elements from in-class secondary readings, and should also include interactive “assignments” for the “students” to undertake. This will be a “hands-on” element of the class.

- Annotated Teaching Philosophy: A statement of your teaching philosophy based on in-class reading and discussion and outside research. This should include a minimum of six secondary sources.
- Research Paper: A seminar research paper with twelve secondary sources *or* six secondary sources and original research (surveys, observations, etc.).

Evaluation Methods

This section should describe how the Course Requirements, listed above, are to be evaluated and applied to the overall course grade. Typically these are listed in table form and should tie to the measurable learning outcomes, where possible. Separate tables for graduate and undergraduate evaluation are encouraged for 500/700 level courses. See example below.

Evaluation Criteria

Reading Responses	15% (12x6; 13x6)
Teaching Blog	20% (100 each)
Mini-Lessons	15% (37, 37, 38, 38)
Teaching Philosophy Statement	20% (200)
Research Paper	30% (300)

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned:

90–100% = A; 80–89% = B; 70–79% = C; 60–69% = D; and lower than 60% = F.

Student Progress:

Students can access their grades in real time through the grade center on blackboard.

Course Outline:

Written assignments are in **BOLD**.

Week Num	Topic	Notes
Week 1 – 1/14	Probable Impossibilities: Defining Narrative Fiction	IN CLASS MEETING; Read in class: Richards, “Warfare of Heart and Mind”
Week 2 – 1/21	NO CLASS	MARTIN LUTHER KING, JR. DAY
Week 3 – 1/28	Creating “Literature”: Texts and Readers	IN CLASS MEETING; Mini-Lesson 1: Cooper, <i>The Dark is Rising</i> ; Iser, “Fictionalizing Acts” Eagleton, Chapter 1, “Openings,” Start of Weekly Reading Responses
Week 4 – 2/4	Creating “Literature”: Texts and Readers	Iser, “The Imaginary”; Fish, “Is There a Text In this Class,” Eagleton, Chapter 2, “Character”
Week 5 – 2/11	“What Play is to the Child”: Fiction and Human Development	Parmar and Krinsky, Chapter 1, “War on Public Schools”; KY ELA

		Standards; K-PREP Blueprint; Ellenwood, "Revisiting Character"
Week 6 – 2/18	"What Play is to the Child": Fiction and Human Development	Showalter, Chapter 1, "Anxieties of Teaching"; Eagleton, Chapter 3, "Narrative"; Dewan, "Perennially Popular"
Week 7 – 2/25	Corrupting the Youth: Lesson Planning Fiction	IN CLASS MEETING; Mini-Lesson 2 ; Nesbit, <i>The Phoenix and the Carpet</i> ; Bhatt, Chapters 1 and 2; Parmar and Krinsky, Chapter 2, "Critical Literacy";
Week 8 – 3/4	Corrupting the Youth: Lesson Planning Fiction	Kennedy, "Author Studies"; Showalter, Chapter 2, "Theories of Teaching"; Bhatt, Chapter 3; Parmar and Krinsky, Chapter 3, "War on Youth Culture"; Shanahan, "Letting the Text Take Center Stage" Blog Evaluation 1
Week 9 – 3/11	SPRING BREAK	NO CLASS; NO NEW ASSIGNMENTS
Week 10 – 3/18	The Hero's Journey: Narrative Structures in Fiction	Showalter, Chapter 3, "Methods of Teaching"; Eagleton, Chapter 4, "Interpretation"; Meffan and Worthington "'Hollowness' of English"; Annotated Teaching Philosophy
Week 11 – 3/25	The Hero's Journey: Narrative Structures in Fiction	Showalter, Chapter 6, "Teaching Fiction"; Parmar and Krinsky, "Class Wars"
Week 12 – 4/1	"The Mirror of Scorn and Pity": Fantasy and Verisimilitude	IN CLASS MEETING; Mini-Lesson 3: Okorafor, <i>Akata Witch</i> ; Bhatt, Chapter 5; Parmar and Krinsky, Chapter 7, "Power Wars"
Week 13 – 4/8	"The Mirror of Scorn and Pity": Fantasy and Verisimilitude	Caughey, "Zombie Novel"; Asher, "Your Students Crave Moral Simplicity"
Week 14 – 4/15	"Lies Breathed Through Silver": The Social Uses of Fiction	Eagleton, Chapter 5, "Value," Pace, "Resistance and Response"; Parmar and Krinski, Chapter 5, "Race Wars"; Miranda "Little Fantasy"
Week 15 – 4/22	"Lies Breathed Through Silver": The Social Uses of Fiction	IN CLASS MEETING; Mini-Lesson: Free Text; Parmar and Krinsky, Chapter 6, "Gender Wars"; Baym, "Feminist Teacher"
Week 16 – 4/29	Epilogue: Suspicious Readers	Gadamer, "The Hermeneutic of Suspicion," Blog Evaluation 2
Monday, May 6, by 8pm: Research Paper		

Attendance Policy

Students should make every effort to attend every class meeting. In the case of an excused absence with proper documentation, extended deadlines or alternate activities will be provided for any graded activities. However, these accommodations do not always provide equivalent learning opportunities. An acceptable excuse is a doctor's excuse, a University excuse, or a catastrophic emergency resulting in unavoidable absence. Arrangements to complete alternate activities, such as another version of an exam, must be made within one week of returning to class; otherwise, a zero will be recorded.

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course

Last Day to Drop:	XX/XX/XXXX
Last Day to Withdraw without a Fee:	XX/XX/XXXX
Last Day to Withdraw with a Fee:	XX/XX/XXXX

See dates at <http://colonelscompass.eku.edu>)

Accessibility Accommodation Statement

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Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Policy

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Official Email

An official EKU email is established for each registered student, each faculty member and each staff member. All university communications sent via email will be sent to this EKU email address.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and

harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

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Lindsey A. Carter

Director of the Office of Institutional Equity & Title IX Coordinator

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Policy Updates

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Substantial Curriculum Change Form (Present only one proposed curriculum change per form) (Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one)	Department Name	English
<input type="checkbox"/> New Course (Parts II, IV)	College	CLASS
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 863
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Writing & Teaching Writing
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	10/6/2020	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Update Catalog Course Description</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p>
<p>B. The justification for this action:</p> <p>This is moving forward with a host of revisions that will reflect the replacement of the old MA in English program with a new MA in English & Writing Professions. This course revision will help to expand the focus of the course to encompass writers and teachers of writing in both the classroom and educational settings outside of the classroom, such as Writing Centers and Community Programs. This curriculum change will address overall program attention on career readiness by providing opportunities for writing growth across genres to inform approaches to teaching writing in a variety of instructional environments; by modeling, practicing, and critically analyzing approaches to writing instruction pertinent to young adult learners; and by producing researched work for potential presentations and publications that contribute to rhetoric and composition pedagogy.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: satisfactory</p> <p>Library Resources: satisfactory</p>

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~ENG 863 Writing and Teaching Writing.~~ ENG 863 Teaching Young Adult Writers. (3) H-A. Study of writing practices and writing instruction to develop Development of approaches for writing and teaching writing so that they may plan instruction to broaden K-16 students' writing skills and strategies. Designed for current and prospective K-12 teachers, as well as students interested in post-secondary and professional instructional environments. ~~elementary, middle school and high school, and postsecondary English teachers.~~ (Counts toward MA, MAT, MAED, Extension Certificate.) Students who already have credit for ENG 805 will not receive credit for ENG 863.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	863	Fall 2021	BT _____ HS _____ CL <u>x</u> JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3.0	Lecture <u>3</u>	Laboratory _____ Other _____	CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	ENG 805
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**Eastern Kentucky University
Department of English
ENG 863: Teaching Young Adult Writers
Thresholds & Intersections**

Instructor: Dr. Heather Fox
Office: Mattox 312 + virtual
Office Phone: (859) 622-2992
Office Hours: by appointment in
Skype or Blackboard Collaborate
Email: heather.fox@eku.edu

Term: Fall 2021
CRN: _____, 3.0 credit hours
Class Meetings: asynchronous
Location: online
English Office: Mattox 101
English Office Phone: (859) 622-5861

Catalog Description & Prerequisites

ENG 863 Teaching Young Adult Writers. (3) A. Study of writing practices and writing instruction to develop K-16 students' writing skills and strategies. Designed for current and prospective K-12 teachers, as well as students interested in post-secondary and professional instructional environments. (Counts toward MA, MAT, MAED, Extension Certificate.) Students who already have credit for ENG 805 will not receive credit for ENG 863.

Required Texts & Materials

Janisse Ray, *Wild Card Quilt: Taking a Chance on Home* (Milkweed Editions, 2003)
Linda Adler-Kassner & Elizabeth Wardle (eds.), *Naming What We Know: Threshold Concepts of Writing Studies* (UP of Colorado, 2016)
PDFs and eTexts available in Blackboard

Section Description

In *Naming What We Know* (UP Colorado, 2016), Linda Alder-Kassner and Elizabeth Wardle define *threshold concepts* as “ideas, ways of seeing, ways of understanding that . . . [don't] just change *what* people know; they change how people know because they lead to different ways of approaching ideas by thinking through and with these concepts” (x). These five concepts—Writing Is a Social and Rhetorical Activity; Writing Speaks to Situations through Recognizable Forms; Writing Enacts and Creates Identities and Ideologies; All Writers Have More to Learn; and Writing Is (Also Always) a Cognitive Activity—draw upon a community of writers, teachers, and scholars to identify *what we know* and how to integrate this knowledge in our teaching.

ENG 863 uses an inquiry and constructivist approach to asynchronous online instruction through written documents, recordings, and videos. In this course, we are (1) writers engaging sustained practices that challenge our thinking about ideas and relationships between ideas; (2) teacher-scholars examining the intersections between research in writing studies and approaches to classroom instruction across grade levels; and (3) community colleagues discussing the roles of process and reflection in writing and writing instruction. Our contributions in each of these roles necessarily overlap and, therefore, are valued equally in assessment. Required course readings include Janisse Ray's *Wild Card Quilt: Taking a Chance on Home* (Milkweed, 2003) and *Naming What We Know: Threshold Concepts of Writing Studies* (UP of Colorado, 2016), in addition to PDFs in Blackboard. First, as practicing writers, students read Janisse Ray's ecological memoir *Wild Card Quilt*, while writing autocritographical response essays each week. (Autocritography is a critical engagement with literary analysis and autobiographical reflection.) Students record readings of their essays biweekly for “author-out” virtual workshops, and community colleagues respond with descriptive feedback. This feedback helps to inform the selection and arrangement of narrative for an end-of-semester portfolio visualization. Secondary readings in theory and pedagogy, as well as writing samples and instructional exercises, further support this project. Second, as practicing

teacher-scholars, students conduct research that expands upon and complicates the five threshold concepts in writing studies examined in *Naming What We Know*. Virtual conversations about these findings and their potential applications in teaching occur in weekly Discussion Board assignments with staggered deadlines to balance between teacher-scholar assertion and community response. These conversations serve as a foundation for a choice of research projects, which may be used for a professional presentation or publication after the course. Finally, two conferences are required via Skype or Blackboard Collaborate.

Student Learning Outcomes/Course Goals

Department of English Graduate Program Student Learning Outcomes

Upon graduation, students will be able to:

- Discuss the core concepts and the primary and secondary texts which comprise the field of study defined by their elective coursework and comprehensive examination reading list.
- Apply a variety of theoretical models in reading and pedagogical practices and articulate their own position derived from (or situated among) these various models.
- Generate written texts which embody the formal and scholarly expectations of the discipline.

Course Student Learning Outcomes

After completing this course, students will be able to:

- Develop strategies through sustained writing practice and reflection that can be applied to teaching writing and research in writing studies.
 - Write for a variety of purposes in various genre. (CCSS.ELA-Literacy.W.11-12.10; KTS: 1.3, 2.1, 2.5)
 - Reflect upon their writing experiences and increase their strategy/craft/usage choices. (CCSS.ELA-Literacy.W.11-12.4 & 5)
- Analyze threshold concepts in writing studies and how they inform the intersections between individual writing practice, teaching, and research.
- Understand, analyze, and apply best practices for researching and teaching in writing studies through
 - Evaluating and critiquing practices in readings and peer recommendations (CCSS.ELA-Literacy.SL.11-12.1.d; CCSS.ELA-Literacy.RI.11-12.1 & 2; CCSS.ELA-Literacy.W.11-12.6,7,8; (KTS: 1.3, 2.1, 3.5, 4.5, 5.4)
 - Analyzing readings for evidence of writing craft (CCSS.ELA-Literacy.W.11-12.5)
 - Making teaching decisions based upon writers' work to plan instruction toward standards (CCSS.ELA-Literacy.W.11-12.9; (KTS: 5.4, 6.4, 7.1)

Evaluation Methods & Course Requirements

An inquiry-based approach to learning purposely engenders an informal classroom environment. However, this informality does not negate my responsibility to evaluate student work in terms of course objectives. Grades will be posted in Blackboard within two weeks of an assignment's due date.

<i>Writer Contributions</i>	30%
<i>Teacher-Scholar Contributions</i>	30%
<i>Community Contributions</i>	30%
<i>Required Conferences</i>	10%

Your course grade will be determined by the percentage of points you earn out of the total number of points possible.

A	90-100%	B	80-89%	C	70-79%	D	60-69%	F	0-59%
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Writer Contributions (30%)

While reading Janisse Ray's ecological memoir *Wild Card Quilt*, students write an autocritographical essay each week and record a reading of their work biweekly. These critical essays engage literary analysis, secondary research, and autobiographical reflection. Additionally, two reflection papers provide an opportunity to consider the implications of this sustained writing practice for instruction. You will select and arrange segments from your essays near the end of the semester for a virtual portfolio visualization in a Pecha Kucha-style presentation format. These presentations should focus on the insights gained from autocritographical writing, as it intersects with writing practice, teaching writing, and research in writing studies. Presentations will be viewed by the class during the last week of the semester. A grading rubric will be provided in Blackboard for both weekly essays and virtual portfolio visualizations. *Most* Writer Contribution assignments are due on Wednesdays before 11:59 p.m.

Teacher-Scholar Contributions (30%)

In two-week increments (two weeks per each one of the five threshold concepts in Linda Alder-Kassner and Elizabeth Wardle's *Naming What We Know: Threshold Concepts of Writing Studies*), you will read, research, and discuss virtually. During the first week, students read the short critical essays associated with the assigned concept in *Naming What We Know* and write a Reading Response (250 words) for the week's Discussion Board. Then, class colleagues respond to initial posts (50 words) to make connections between their posts and colleagues' posts. During the second week, students research to expand upon and/or complicate one of the tenants addressed in the concept's essays. This is a close reading exercise that focuses on a segment of a concept in order to dig deeper. Each student will post a source summary to the week's Discussion Board from their "MVP," or most enlightening source. Sources must be peer-reviewed articles or book chapters from academic journals in English, education, or applicable interdisciplinary fields. Source summaries must also be accompanied by an explanation of their significance to the conversation, including a consideration of applications to the field of writing studies and/or education (500 words). Class colleagues will respond to these second week posts in 50 words, synthesizing finding from both weeks. Discussion Board due dates will be staggered between posts and responses to posts. *Most* (except for responses to discussion board posts) Teacher-Scholar Contribution assignments are due on Fridays before 11:59 p.m.

As you respond to readings, look for patterns that emerge and consider how your teaching-researching agenda aligns, or deviates from, particular concepts in *Naming What We Know*. In the final third of the semester, you will choose from one of two research-based projects that begins with a research question related to writing and the teaching of writing. The project will be written in segments, supported by workshops, conferences, and instruction throughout the process. End-of-semester submissions are approximately 10-15 pages (double-spaced, 12 pt. Times New Roman font) and include an abstract, introduction, review of literature, application, conclusion, and Works Cited page. A rubric will be available in Blackboard.

Community Contributions (30%)

In this course, students contribute to their class community through discussion board responses (50 words each), "author-out" workshops on autocritographical essays and project-in-progress segments, and peer reviews. Students will also complete a midterm course and self-evaluation. *Most* Community Contribution assignments are due on Sundays before 11:59 p.m.

Required Conferences (10%)

You are required to attend two virtual conferences during the semester. Each conference lasts approximately 15 minutes in Skype or Blackboard Collaborate. A sign-up form will be available prior to conference week.

First Day Attendance for Online Courses

Please note the University Policy on attendance during the first week of class: If you do not participate by midnight Wednesday of the first week of class, you will be dropped from the course. ***ENG 863 attendance will be determined by whether or not a student completes the Discussion Board Introductions assignment.*** You may be allowed to re-register for the course if a spot is available but will not be eligible for an override if the course is full.

Participation Policy

This is an online course, in which consistent participation is integral to student success. Like a face-to-face course, each student uniquely contributes to our online class community, and a lack of timely participation detracts from that experience. ***In an online course, your participation is the equivalent to attending class.*** Graduate coursework requires 6-8 hours per credit hour each week. A virtual environment does not negate this learning commitment. In my online teaching experience, students succeed when they visit the course multiple times a week; complete instruction items before attempting assignments; communicate with the professor and class colleagues frequently to proactively ask questions; and submit work on (or before, if possible) due dates.

The asynchronous environment in ENG 863 (except for instructor conferences) provides students with flexibility. Content instruction and assignments are organized in a weekly module system. Instruction will be delivered via written documents, recordings, and videos. Each item in the week's module is ordered intentionally so that students progress through a series of tasks that inform assignments. ***If accessibility to content seems unclear, please email me as soon for further instructions. It takes time to learn an online course's navigation. Students enrolled in an online course are expected to familiarize themselves with the structure and to ask questions proactively.***

AGENDA: Each Blackboard Weekly Module begins with an AGENDA that includes a list of tasks, assignments, and due dates. Tasks and assignments will appear in the same weekly module, in the order of items to be completed for the week. Students should complete agenda items in order to provide sufficient content and instruction to complete assignments successfully.

ASSIGNMENTS: Assignments include discussion board posts, peer reviews, readings, and writing assignments (at various stages of the writing process). Additionally, you will record a reading of your autocritography biweekly, and there is a virtual visualization (short video presentation), in lieu of a final exam.

DUE DATES: Due dates are available in each Blackboard Weekly Module's AGENDA. Think of this course as a class that meets three times per week, in which an assignment is due at each class meeting. *As a general rule,*

- Writer assignments (*Wild Card Quilt* readings, secondary critical readings, autocritography essays, biweekly essay recordings) will be due on Wednesdays;
- Teacher-Scholar assignments (Naming What We Know readings, discussion board posts, source summaries of peer-reviewed research) will be due on Fridays;
- and Community assignments (short responses to discussion board posts, peer review, workshop) will be due on Sundays.

All assignments are due no later than 11:59 p.m., unless otherwise specified. Once you are comfortable with the structure of the course (probably 2-3 weeks), you may through available modules ahead of schedule. Additionally, you may submit assignments early, but late work will not earn full credit.

LATE WORK: Posting and submitting assignments on time is essential to our course's writing community. Please keep in mind that your colleagues depend on your timely postings/submission. The AGENDA at the beginning of Blackboard Weekly Modules provides a list of due dates for the week. ***All work must be submitted on or before the due dates posted in the Blackboard Weekly Module.***

Assignment submissions more than 24 hours late will automatically receive a grade deduction of minus ten points (-10) per day. Work will not be accepted after 48 hours. Late Discussion Board posts will not be accepted for credit, since class colleagues' work depends on timely posts. If there is an emergency (hospitalization, death in the family, severe illness, etc.) or if you anticipate an ongoing impediment to timely assignment submissions, it is imperative that you email me immediately so that we can determine how to proceed together.

Technology Requirements

Online courses depend on consistent access to the Internet, Blackboard, and word processing. There are two required conferences and optional office hours in this course, which may be conducted virtually in Skype or Blackboard Collaborate (located in your Blackboard account). Recordings of autocritography readings may use Microsoft Voice Recorder (available for free on your PC), or a similar application for PC or Mac that can be uploaded and accessed in Blackboard. The end-of-course Portfolio Visualization will need to be saved as an MP4 and/or use YouTube for accessibility. You should be able to complete tasks for this course without purchasing software.

Blackboard Learning Management System (LMS): If you are new to Blackboard, please take some time to review this site: <https://it.eku.edu/support/blackboard-student-basics-quick-start-guide>. If you have trouble with Blackboard, call (859) 622-3000 or use the form at <http://it.eku.edu/it-desktop-support-ticket>.

EKU IT Support: For IT help, please contact geeks@eku.edu.

Student Office Hours & Email Communication

Even though this is an online course, I encourage you to take advantage of my virtual office hours frequently. To do so, send an email to heather.fox@eku.edu with a list of 3-4 preferred days and times. I will work with you to find a date/time that accommodates our schedules. We can arrange a meeting via Skype or Blackboard Collaborate. If you are on campus, you may also visit during my in-person office hours in Mattox 312: Mondays & Wednesdays, 10:00-11:00 a.m.; Tuesdays, 10:00 a.m. – 1:00 p.m.; and by appointment.

I regularly check email and respond within 48 hours on Monday – Friday, 9:00 a.m. – 5:00 p.m. (if not sooner!). Emails must be sent using your ECU account and should be written as professional communication, following standard writing conventions and including a subject heading. Please address your professor as Dr. Fox. Attach documents as Word docs or PDFs for accessibility.

Academic Integrity

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instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact ECU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Discrimination and Harassment, Title IX, and Prevention

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Writing Assistance

The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or multimodal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

The Student Success Center

Located on the ground floor of the library, the Student Success Center provides free assistance for all ECU students. You can visit the Student Success Center for tutoring in over 100 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@eku.edu or visit www.successcenter.eku.edu. Drop-in visits are welcome, and no appointment is necessary.

Course Schedule

*This course schedule is a flexible plan, subject to change throughout the semester. It provides an overview of the course, as it relates to writing, teaching, and research in writing studies. Each week divides instruction and assignment tasks by "Writer"-related coursework and "Teacher-Scholar" coursework. Of course, these role designations will and should overlap. **For the most up-to-date information about content instruction, assignments, and deadlines, please follow the Weekly Modules in our Blackboard course site.***

Week + Topic	Writer	Teacher-Scholar
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<p>Week 1: Introductions, Syllabus, & Naming What We Know</p>	<p>Video: Welcome! Syllabus Course Navigation</p> <p><u>Readings</u> --Janisse Ray, <i>Wild Card Quilt</i> (Intro – “Long Road Home,” pp. 1-15)</p> <p><u>Assignments</u> --Discussion Board Introductions (due no later than Wednesday @ 11:59 p.m. for University First Day Attendance requirement. --Analysis & Response to pp. 1-15</p>	<p>Video: <i>Naming What We Know: Threshold Concepts + Metaconcept</i></p> <p>Reading Response Requirements</p> <p><u>Reading</u> -- <i>Naming What We Know</i> (Preface – Metaconcept, pp. ix-15) --Linda Alder-Kassner, Isabel Beca, and Jim Fredicksen, “Understanding and Teaching Writing: Guiding Principles” (NCTE Position Statement, 2018)</p> <p><u>Assignment</u> Reading Response in Discussion Board #1: Metaconcept (250 words)</p>
Last day to drop a full semester		course without a “W” on the transcript
University Holiday		
<p>Week 2: Autocritography + Concept 1: Social and Rhetorical</p>	<p>Video: Autocritography 101</p> <p>Autocritography Annotated Sample, Bibliography, & Rubric</p> <p><u>Readings</u> --Janisse Ray, <i>Wild Card Quilt</i> (“Restoration” – “Uncle Percy,” pp. 16-49) --Gloria Anzaldúa, “La conciencia de la mestiza. Towards a New Consciousness” in <i>Borderlands La Frontera</i> (Aunt Lute Books, 1987, 1999) --excerpt from Leslie Marmon Silko, <i>Ceremony</i></p> <p><u>Assignment</u> Autocritography Essay (2 single-spaced pages minimum)</p>	<p>Requirements for Responding to Discussion Board Posts</p> <p><u>Reading</u> --<i>Naming What We Know</i> (Concept 1, pp. 17-32)</p> <p><u>Assignments</u> --Reading Response in Discussion Board #2: Social and Rhetorical (250 words minimum) --Respond to Discussion Board #2 posts (50 words minimum)</p>
<p>Week 3: Writing & Reading Autocritography + Concept 1: Social and Rhetorical</p>	<p>“Author-Out” Workshop Handout</p> <p>Recording: Autocritography Sample</p> <p>How to Record + Providing Descriptive Feedback</p> <p><u>Readings</u> --Janisse Ray, <i>Wild Card Quilt</i> (“Keeping the Old School Open” – “Calico Scraps,” pp. 50-81) -- Laura Apol & Kati Macaluso, “Using the Author-Out Workshop” (<i>English Journal</i>, 2016)</p> <p><u>Assignments</u> --Autocritography Essay (2 single-spaced pages minimum) -- Group 1 records / Group 2 provides descriptive feedback</p>	<p>Video: Responding to Concept 1</p> <p>Annotated Bibliography Handout</p> <p>Research + Application Requirements</p> <p><u>Re-reading</u> --<i>Naming What We Know</i> (Concept 1, pp. 17-32)</p> <p><u>Assignments</u> --Research + Application in Discussion Board #3: Social and Rhetorical (500 words minimum) --Respond to Discussion Board #3 posts (50 words minimum)</p>
Last day to convert class to Audit or Pass/Fail		
<p>Week 4: Writing & Reading Autocritography</p>	<p>Video: Feminist Praxis?</p> <p><u>Readings</u></p>	<p>Conference Sign-Ups</p> <p><u>Reading</u></p>

<p>with a Theoretical Lens + Concept 2: Recognizable Forms</p>	<p>--Janisse Ray, <i>Wild Card Quilt</i> ("Finding a Man" – "Local Economics," pp. 82-112) --bell hooks, "Changing Perspectives on Power," in <i>Feminist Theory from Margin to Center</i> (South End Press, 1984) <u>Assignments</u> --Autocritography Essay (2 single-spaced pages minimum) -- Group 2 records / Group 1 provides descriptive feedback</p>	<p>--<i>Naming What We Know</i> (Concept 2, pp. 35-47) <u>Assignments</u> --Reading Response in Discussion Board #4: Recognizable Forms (250 words minimum) --Respond to Discussion Board #4 posts (50 words minimum)</p>
<p>Last day to drop a full semester course without a "W" on the transcript.</p>		
<p>Week 5:</p> <p>Writing & Reading Autocritography with a Theoretical Lens + Concept 2: Recognizable Forms</p>	<p>Required Conferences</p> <p>Video: Ecocriticism & the American Wilderness</p> <p>Reflection Paper Requirements</p> <p><u>Readings</u> --Janisse Ray, <i>Wild Card Quilt</i> ("Martin Luther King Parade" – "Moody Swamp," pp. 113 – 146) --Adele H. Bealer, "Reading Out Loud: Performing Ecocriticism as a Practice of the Wild" (<i>Interdisciplinary Studies in Literature and Environment</i>, Winter 2012)</p> <p><u>Assignment</u> Reflection Paper #1</p>	<p>Required Conferences</p> <p>Video: Responding to Concept 2</p> <p><u>Re-reading</u> --<i>Naming What We Know</i> (Concept 2, pp. 35-47)</p> <p><u>Assignments</u> --Research + Application in Discussion Board #5: Recognizable Forms (500 words minimum) --Respond to Discussion Board #5 posts (50 words minimum)</p>
<p>Week 6:</p> <p>Writing & Reading Autocritography with a Theoretical Lens + Concept 3: Identities & Ideologies</p>	<p><u>Reading</u> --Janisse Ray, <i>Wild Card Quilt</i> ("Three Deadbolts" – "Raising Silas," pp. 147 – 180) --Roderick Frazier Nash, "Introduction" and "The Wilderness Cult" in <i>Wilderness & the American Mind</i> (Yale UP, 2001)</p> <p><u>Assignments</u> --Autocritography Essay (2 single-spaced pages minimum) --Group 1 records / Group 2 provides descriptive feedback</p>	<p><u>Reading</u> --<i>Naming What We Know</i> (Concept 3, pp. 48-58)</p> <p><u>Assignments</u> --Reading Response in Discussion Board #6: Identities & Ideologies (250 words minimum) --Respond to Discussion Board #6 posts (50 words minimum)</p>
<p>Week 7: Writing & Reading Autocritography with Literary Criticism + Concept 3: Identities & Ideologies</p>	<p>Video: Integrating Critical Response</p> <p><u>Reading</u> --Janisse Ray, <i>Wild Card Quilt</i> ("Despair" – "Waiting for the Tide," pp. 181-209) --Emily Bowles, "'It Would Ever Seem to Me a Dowry': Human Ecology and Domestic Economies in Janisse Ray's 'Wild Card Quilt'" (<i>South Atlantic Review</i>, Winter 2005)</p> <p><u>Assignments</u> --Autocritography Essay (2 single-spaced pages minimum) --Group 2 records / Group 1 provides descriptive feedback</p>	<p>Video: Responding to Concept 3</p> <p><u>Re-reading</u> --<i>Naming What We Know</i> (Concept 3, pp. 48-58)</p> <p><u>Assignments</u> --Research + Application in Discussion Board #7: Identities & Ideologies (500 words minimum) --Respond to Discussion Board #7 posts (50 words minimum)</p>
<p>Week 8: Autocritography as Pedagogy +</p>	<p>Video: Autocritography as Pedagogy</p> <p>Bb Survey: Midterm Course and Self-Evaluation</p>	<p><u>Reading</u> --<i>Naming What We Know</i> (Concept 4, pp. 59-70)</p> <p><u>Assignments</u></p>

<p>Concept 4: More to Learn</p>	<p><u>Reading</u>--Janisse Ray, <i>Wild Card Quilt</i> ("In This House" – "Log Trucks," pp. 210-240) --Gary Lemons, "Hand-on Practice" in <i>Womanist Forefathers</i> (State U of New York P, 2009), pp. 163-71. --Gary Lemons, "Introduction" in <i>Caught Up in the Spirit! Teaching for Womanist Liberation</i> (Nova Science, 2017), pp. xxiii-xxvi.</p> <p><u>Assignments</u> --Autocritography Essay (2 single-spaced pages minimum) --Group 1 records / Group 2 provides descriptive feedback</p>	<p>--Reading Response in Discussion Board #8: More to Learn (250 words minimum)--Respond to Discussion Board #8 posts (50 words minimum)</p>
<p>Week 9:</p>	<p>No Assignments: Spring Break</p>	
<p>Week 10: Writing & Reading Autocritography + Concept 4: More to Learn</p>	<p><u>Reading</u> --Janisse Ray, <i>Wild Card Quilt</i> ("Milton" – "Judging the Pork Cookoff," pp. 241-273) --"Writing with Intent: An Interview with Janisse Ray" (State U of New York P, 2005)</p> <p><u>Assignments</u> --Autocritography Essay (2 single-spaced pages minimum) --Group 2 records / Group 1 provides descriptive feedback</p>	<p>Teacher-Scholar Project Overview: Dehydrated Research Paper OR NCTE Journal Article</p> <p>Conference Sign-Ups</p> <p>Video: Responding to Concept 4</p> <p><u>Re-reading</u> --<i>Naming What We Know</i> (Concept 4, pp. 59-70)</p> <p><u>Assignments</u> --Research + Application in Discussion Board #10: More to Learn (500 words minimum) --Respond to Discussion Board #10 posts (50 words minimum) -- Email Dr. Fox with research question(s) + project choice</p>
<p>Week 11: Writing & Reading Autocritography + Concept 5: (Also Always) a Cognitive Activity</p>	<p>Required Conference</p> <p><u>Reading</u> -- Janisse Ray, <i>Wild Card Quilt</i> ("A Thousand Lights" – "A Forest for the Children," pp. 274-end) --Julie Drew, "Making Arguments: A Response to Janisse Ray" (State U of New York P, 2005) --Eric Otto, "Ecomposition, Activist Writing, and Natural Ecosystems: A Response to Janisse Ray" (State U of New York P, 2005)</p> <p><u>Assignment</u> Reflection Paper #2</p>	<p>Required Conference</p> <p><u>Reading</u> --<i>Naming What We Know</i> (Concept 5, pp. 71-79)</p> <p><u>Assignments</u> --Reading Response in Discussion Board #11: (Also Always) a Cognitive Activity (250 words minimum) --Respond to Discussion Board #11 posts (50 words minimum) --Project Annotated Bibliography (5 sources due)</p>
<p>Week 12: Assembling & Visualizing Autocritography + Concept 5: (Also Always) a Cognitive Activity</p>	<p>Video: Ken Aptekar, I Hate the Name Kenneth</p> <p>Video: Assembling & Visualizing Autocritography</p> <p><u>Assignment</u> --Narrative Arrangement Field Trip --Select and arrange narrative segments from autocritography essays</p>	<p>Synthesis Matrix / Review of Literature</p> <p>Video: Responding to Concept 5</p> <p><u>Reading & Re-reading</u> --<i>Naming What We Know</i> (Concept 5, pp. 71-79) --Fox, "Organizing Research into a Synthesis Matrix"</p> <p><u>Assignments</u></p>

		--Research + Application in Discussion Board #12: (Also Always) a Cognitive Activity (500 words minimum) --Respond to Discussion Board #12 posts (50 words minimum) --Project Annotated Bibliography (5 sources due) --Work on Sections II (NCTE) or III (Dehydrated)
	Last day to withdraw from a course	with a fee
Week 13: Writer & Teacher-Scholar	Visualizing Autocritography handout Pecha Kucha Examples & Resources Plan autocritographical content for 20 slides	Video: Abstracts 101 Set up Google doc with outline for project sharing Work on Section III (NCTE) or IV (Dehydrated) <u>Assignment</u> --Workshop Sections II and III in Google docs, using descriptive feedback (Share link with assigned partner.) --Abstracts due
Week 14: Writer & Teacher-Scholar	Work on Assembling & Visualizing Autocritography <u>Assignment</u> --Portfolio Works Cited (text and image)	Write remaining project sections
Week 15: Writer & Teacher-Scholar	Complete project. Convert Pecha Kucha into a Blackboard accessible file.	Complete draft due prior to next week's peer review
Week 16: Writer & Teacher-Scholar	Post Visual Portfolio (Pecha Kucha) to Discussion Board Respond to Visualizations	Video: Why We Peer Review Peer Review Requirements & Assigned Teams Teacher-Scholar Projects due no later than Sun., May 5 th @ 11:59 p.m. in Blackboard (PDF copy required, not a google doc link)
	FINALS WEEK: There is no final	exam in this course.

Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one)	Department Name	English
<input type="checkbox"/> New Course (Parts II, IV)	College	CLASS
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 870
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Seminar in Medieval Literature
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Modify catalog description to align course with overall program revision.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>This is moving forward with a host of revisions that will reflect the replacement of the old MA in English program with a new MA in English & Writing Professions. This course revision will use this course number to create a wholly new topics course that covers issues related to reading and using premodern texts in contemporary contexts.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: satisfactory</p> <p>Library Resources: satisfactory.</p>

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

~~ENG 870 Seminar in Medieval Literature~~ **Critical Studies of Premodern Texts. (3) A.** ~~Study in depth of several major authors, or of a significant literary movement, in English literature of the Middle Ages. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation. Study of texts and textual production prior to the Industrial Revolution. May include syntheses with contemporary texts or with applications and appropriations in modern popular and political contexts. May be retaken with different topics to a maximum of six hours.~~

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	870	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
3	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
S	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
Syllabus for ENG 870
Critical Studies in Premodern Texts CRN: 11666**

Professor's Name: Dr. Gerald Nachtwey

Office: Mattox 207

Email: gerald.nachtwey@eku.edu

Phone: (859) 622-3183

Student Hours: TBA

Catalog Course Description:

ENG 870 Critical Studies in Premodern Texts. (3) A. Study of texts and textual production prior to the Industrial Revolution. May include syntheses with contemporary texts or with applications and appropriations in modern popular and political contexts. May be retaken with different topics to a maximum of six hours.

Texts and Course Materials:

Many shorter readings will be available full-text online through the course Blackboard page. The following will be the primary monographs for the course.

Secondary:

Krueger, Roberta. *The Cambridge Companion to Medieval Romance*. Cambridge: Cambridge UP, 2000.

McCausland, Elly. *Malory's Magic Book: King Arthur and the Child: 1862-1980*. D.S. Brewer, 2019.

Young, Helen and Nickolas Haydock. *The Middle Ages in Popular Culture: Medievalism and Genre*. Cambria Press, 2017.

Primary:

Malory, Thomas. *Le Morte D'Arthur*. Ed. Janet Cowen. 2 vols. Middlesex, UK: Penguin Books, 1969, 1975.

Marie de France, *The Lais of Marie de France: Text and Context*. Ed. Glyn S. Burgess. Athens, GA: University of Georgia Press, 1987.

Weiss, Judith. *The Birth of Romance: An Anthology. Four Twelfth-Century Anglo-Norman Romances*. London: J.M. Dent, 1992.

Student Learning Outcomes:

EKU Graduate Student Learning Outcomes

1. Graduate Students are able to explain, discuss, and apply, clearly and accurately, the key concepts and central theories, and demonstrate expertise appropriate to the discipline
2. Graduate Students are able to formulate and express important/essential questions and issues related to the discipline with clarity and accuracy, and appropriate depth and breadth.

3. Graduate students are able to identify, collect, analyze and evaluate relevant information to understand essential questions and issues and to advance knowledge in the discipline.
4. Graduate Students are able to identify, analyze and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories
5. Graduate Students are able to generate new knowledge, application, or creative expressions through the self-reflective synthesis of information, evaluation and analysis of critical questions or issues/problems related to their discipline.
6. Graduate students are able to communicate clearly and logically using oral, written and/or artistic forms.
7. Graduate students are able to identify and demonstrate the ethical values appropriate to their discipline.

Departmental Student Learning Outcomes for all MA Program Courses

Upon graduation, students will be able to

- Synthesize texts produced in different discourses, modes and media
- Demonstrate how to undertake such syntheses
- Apply theoretical concepts in practical settings of textual production

Methods and Practices Student Learning Outcomes

Upon graduation, students will be able to

- Analyze how concepts/theories in English and writing studies inform teaching and research methodologies
- Develop strategies through sustained practice and reflection that can be applied to teaching, research, and writing.
- Students will analyze, evaluate, and create a variety of informational and/or creative texts.

Course Requirements

- Weekly Reading Responses: Each student is expected to post a reaction to the readings for each week by 6pm (“class time”). On fully online weeks, each student then has 24 hours to respond to the posts of at least two other students. Each post—whether initial or in response to other posts—should be at least 200 words.
- Medievalism and Popular Culture Blog
- Voice Thread Presentation
- Annotated Bibliography
- Research Paper: A digital document incorporating twelve secondary sources *or* six secondary sources and original research (surveys, observations, etc.).

Evaluation Methods

This section should describe how the Course Requirements, listed above, are to be evaluated and applied to the overall course grade. Typically these are listed in table form and should tie to the measurable learning outcomes, where possible. Separate tables for

graduate and undergraduate evaluation are encouraged for 500/700 level courses. See example below.

Evaluation Criteria

Reading Responses	15%
Blog	20%
Voice Thread	15%
Annotated Bibliography	20%
Research Paper	30%

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned:

90–100% = A; 80–89% = B; 70–79% = C; 60–69% = D; and lower than 60% = F.

Student Progress:

Students can access their grades in real time through the grade center on Blackboard.

Course Outline:Written assignments are in **BOLD**.

Week Num	Topic	Notes
Week 1 –	Romance as Nostalgia	IN CLASS MEETING; Introductions
Week 2 –	NO CLASS	MARTIN LUTHER KING, JR. DAY
Week 3 –	The Birth of Romance	IN CLASS MEETING; <i>Comp. to MR</i> , Gaunt, “Romance and Other Genres,” 45-59. <i>Birth of Romance</i> , Introduction, “Lai d’Haveloc”; <i>A Connecticut Yankee in King Arthur’s Court</i>
Week 4 –	Romance and Nostalgia	Young and Haydock, Chaps. 1&2; “The Romance of Horn,” <i>BOR</i> , 1-121
Week 5 –	History and Narrative	Young and Haydock, Chaps. 3&4; <i>Comp. to MR</i> , Bruckner “Shape of Romance,” 13-28; Lynch, “Narrative Seasons” (Online)
Week 6 –	Heroes and Anti-Heroes	McCausland Chap. 1; Young & Haydock, Chaps. 5-6; <i>Folie Tristan</i> , 121-140
Week 7 –	Constructions of Gender: The Feminine	IN CLASS MEETING; McCausland, Chaps. 2&3; <i>Comp. to MR</i> , Fisher, “Women and Men,” Marie, Introduction 7-36, Prologue and “Guigemar,”
Week 8 –	Constructions of Gender: Other Genders	<i>Comp. to MR</i> , Krueger, “Questions of Gender,” 132-149; Marie, “Lanval,” 73-81, “Laustic,” and “Les Deux Amanz,”
Week 9 –	SPRING BREAK	NO CLASS; NO NEW ASSIGNMENTS
Week 10 –	Popular Culture <i>in</i> The Middle Ages	McCausland, Chap. 4; Malory, Vol. 1 , Introduction, vii-xxxi; Preface and Books 1, 3-59
Week 11 –	The Age of Faith: Chivalric Piety	Keen, “Idea of Chivalry” (Online) Kennedy, <i>Knighthood</i> (Handout); Malory Vol. 1 , Book 2, 60-91
Week 12 –	The Age of Faith: Orthodoxy	IN CLASS MEETING; <i>Comp. to MR</i> , Rider, “Other Worlds,” Malory, Vol. 2 Book 17, 329-372
Week 13 –	The Feudal Age: Social Class	<i>Comp. to MR</i> , Kay, “Courts,” 81-96
Week 14 –	The Feudal Age: Economics and the Self	Malory, Vol. 2 , Book 20, 456-504
Week 15 –	Quest as Metaphor	Malory, Vol. 2 , Book 21, 505-532
Week 16 –	Epilogue: Suspicious Readers	Gadamer, “The Hermeneutic of Suspicion,” Blog Evaluation 2
Monday, XX/XX, by 8pm: Research Paper		

Attendance Policy

Students should make every effort to attend every class meeting. In the case of an excused absence with proper documentation, extended deadlines or alternate activities will be provided for any graded activities. However, these accommodations do not always provide equivalent learning opportunities. An acceptable excuse is a doctor's excuse, a University excuse, or a catastrophic emergency resulting in unavoidable absence. Arrangements to complete alternate activities, such as another version of an exam, must be made within one week of returning to class; otherwise, a zero will be recorded.

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course

Last Day to Drop:	August 23, 2020
Last Day to Withdraw without a Fee:	October 12, 2020
Last Day to Withdraw with a Fee:	November 8, 2020

See dates at <http://colonelcompass.eku.edu>)

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#).

Official Email

An official EKU email is established for each registered student, each faculty member and each staff member. All university communications sent via email will be sent to this EKU email address.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

Director of the Office of Institutional Equity & Title IX Coordinator

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Policy Updates

For current University policies and regulations, please go to EKU's [Policy Website](#).

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	CLASS
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ENG 898
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	Thesis I
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

	<u>Date</u>		<u>Date</u>
Proposal Approved by: Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Change title and catalog description of course.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

This is part of a larger revision of the English graduate program. This particular revision is very significant as it re-revisions this course as one of two potential paths for the Exit Requirement for the MA in English - Writing Professions, the other being a co-op/internship (ENG 839). This course had never even had a course description in the catalog and needs one now to distinguish it from ENG 839. This is intended as the path for students who want to do more theoretically or methodologically innovative work that would be eligible for publication in venues beyond the University.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: satisfactory

Library Resources: satisfactory.

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 898 Thesis, I--(3) A. An intensive research project related to critical textual studies, literacy, or written communication. Students are required to contact faculty and propose course of study in semester prior to taking this course. Credit will not be awarded for both ENG 839 and ENG 898.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strike through~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~strike through~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	898	Fall 2021	BT _____ HS _____ CL <input checked="" type="checkbox"/> JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____ Laboratory _____ Other <input checked="" type="checkbox"/>		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
9	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis <input checked="" type="checkbox"/>		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	<u>Credit will not be awarded for both ENG 839 and ENG 898.</u>
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

ENG 898 Thesis Proposal

Submitted by: Bradley Foxx

The thesis committee must have at least three members with graduate faculty status. Additional committee members may be added to enhance particular areas of expertise on the committee. Faculty members unsure about their status should contact the Graduate Coordinator.

The final draft of the proposal should be approved by all committee members. A dated copy of an email signifying approval may be used in lieu of a signature if necessary.

Committee Members:

Chair: Dr. Gerald Nachtwey	Approved	Date
Member: Dr. Anne Gossage	Approved	Date
Member: Dr. Dominic Ashby	Approved	Date
Member: Click here to enter text.	Approved	Date
Member: Click here to enter text.	Approved	Date

**APPROVED THESIS PROPOSALS MUST
RECEIVED BY GRADUATE COORDINATOR BY
MAY 30TH (FOR FALL SEMESTER) OR JAN. 2
(FOR SPRING SEMESTER).**

ENG 898 Thesis Proposal

Purpose (1 page, single-spaced)

Define the scope of your project, the question(s) it seeks to answer, and its current hypothesis.

At present, my scope encompasses a specific aspect of tabletop roleplaying games (RPGs) between the players and the organizer and referee (often the same person, at least in the system I wish to analyze). As I have the most experience with *Dungeons & Dragons (D&D)*, that's the tabletop RPG I will use to demonstrate this aspect that I refer to as the "cooperative narrative". This form of narrative implies two differences from it and other narratives that exist, such as fictional books. Barring a multi-person endeavor and thought experimentation or critical theory analysis, a standard narrative has but one author and how the story progresses and concludes is set in stone. In a cooperative narrative, however, there are multiple authors working together to propel the story along at a reasonable pace (for the group itself) and, in the case of *D&D*, the story does not "conclude" until the players' characters die or succeed in their quest, at which point *that* narrative concludes.

In many narratives, cooperative or otherwise, adversity confronts the protagonists of that narrative, and part of the appeal as a reader comes from seeing that protagonist overcome the adversity and triumph in what they do, or struggle to an acceptable level before either succeeding or failing in a powerful way. As *D&D* was built from a popular miniature wargame of the 60s and 70s, adversity confronts the protagonists directly or indirectly, through combat or physical and mental tests *or* from adversity from the world around the protagonists and the people they interact with. However adversity presents itself, the players and the DM desire the adversity within the narrative, no matter how much or how little or in what form they desire it in because good drama makes for an engaging and interesting story when done right.

With that fact of engaging narratives in mind, I wish to answer the following questions: In what ways can a DM present adversity to his or her players? In what way can the players present adversity to each other? *Why* does adversity engage readers and, by proxy, what about *Dungeons & Dragons* changes the way in which adversity engages its participants? Since there are engaging levels of adversity, what constitutes unengaging levels of adversity and at what point does adversity become too much or too little to engage the audience? Is there even such a thing as a "right amount" of adversity, even when considering the diversity among groups of players?

My hypothesis at the moment is that one can measure how much or little adversity a particular group needs to be engaged. This takes into account what rules they play by (*D&D* has no less than seven editions in its universe alone, not counting the spinoff universe based on its rules), what kinds of adversity the DM has at his or her disposal, and how much or little adversity is desired by the group as a whole. In theory, by observing these three aspects in detail, one can determine how much adversity *should be* the right amount.

ENG 898 Thesis Proposal

(2-3 pages, single-spaced)

Summarize the major critical discourses surrounding your topic (as you understand them right now). Articulate how your project will contribute to those discourses.

At present, I cannot speak much of the academic discourse that surrounds *D&D*, let alone the adversity represented in *D&D*. I know that the discourse has existed for quite some time, at least as early as 1984 when Gary Alan Fine studied the lives of players of various tabletop RPGs during the early 80s, though that is but one aspect of a much larger piece and one that puts a lot of emphasis on the player aspect of the cooperative narrative. Other sources study how *D&D* fits into a particular field of study; for example, there exist sources on *D&D* and its relation to performance art, since a critical component to the game is playing a character for an audience of fellow performers who are all engaging with and reacting to the acting with acting of their own. Others still have studied *D&D* and its relationship to race, gender, and religion since the game mechanically runs on a mixture of all three in a self-contained story, as well as the social function that games like *D&D* can provide in terms of “playing out” anxieties about the society and other such things.

In relation to adversity, I have yet to find a *D&D*-centric source, but I *have* been pointed to Johan Huizinga’s *Homo Ludens*, which studies the act of play and its function within society. Huizinga takes the reader back to the time of the Greeks to study their sports and the function by which play in that society served (such as training for its military, the entertainment of citizens of all strides, etc.) and the inherent conflict that such games and play presented. In particular, *agon* represents the inherent struggle from the games the Greeks played within their arenas and for public entertainment which is inherently exciting for the spectators and the participants. Such an understanding would be very useful to establish for my audience in relation to linking this inherent enjoyment of struggle or, as I see it, adversity, in games and narratives and, for a game like *D&D*, a setting that combines both story and gaming rules with multiple players sharing in the responsibility to create an engaging and fun experience for everyone.

As for *why* that adversity is necessary, I am still reading the book (which I thankfully have an electronic copy of), though many of the sources I have checked out I will have to read again in more detail. As well, I will need more information on the discourse surrounding my topic from an academic perspective; even those involving “post-structuralism” as it pertains to games like *D&D*, perhaps there will be something useful for my research in such sources.

Though I feel asserting this would be dangerous, I also feel a lot of the most useful material, the material that will pertain most directly to *D&D*, is found in the non-academic discourse around my topic, of which there is plenty readily available on the internet. One of the most important sources I can find is Seth Skorkowsky, a fantasy author and player of tabletop RPGs, *D&D* included, who has made a series of RPG Philosophy videos surrounding the subject.

His most prominent videos either focus on the aspects of players, the characters they can create, and the general behaviors they can have at the table -- physical or otherwise -- that positively or negatively impact the game. He clearly distinguishes between the player and their

ENG 898 Thesis Proposal

characters, both a mechanical and narrative-based distinction as the player must play a character and, often, that character may be completely different from the person playing that character, but the player *acts* on the character's behalf to interact with the imaginary world the DM has created for them. Therefore, as he puts it, a "good player," one who tries to create interesting characters and adhere to their DM's wishes, can create a "bad player character," one that does not "fit" the overall world (think of a mech pilot in medieval times; this has happened to me before) or has an interesting aspect that the player forgets to use when that character aspect would be best suited to the narrative.

The DM is not beyond fault, either. Sometimes, the DM wishes to tell a particular story that his or her players are not interested in; that is to say, the DM tries to direct the narrative in a direction while his or her players try to push the narrative in another direction. According to the Social Contract (more on that in a moment), the DM should follow the whim of the players, as the DM is an entertainer as well as a referee. If the Players are not having fun, he is failing to entertain them, and while an engaging narrative may not be the only factor that entertains the players, an engaging narrative certainly helps, or at least one the players enjoy. The DM may also try to offer too much help and remove the challenge from puzzles or fights, or may make puzzles and fights too challenging to the point that the characters are killed or defeated; in both cases, the players' enjoyment of the game is depleted because the adversity presented was too little or too much respectively.

Both players and the DM are bound by what Seth Skorkowsky calls the "Social Contract" which, by and large, binds all tabletop RPGs together. The DM's responsibility, as previously stated, is to entertain the players which often means putting the enjoyment of the players higher than their own enjoyment, though if a group has a solid working ethic, everyone at the table should have some fun. Part of having fun and part of the engaging narrative is not allowing the narrative to stagnate, which means the DM must also be the referee and know at any given moment what from a mechanical perspective must happen for the players to accomplish their goal or, at the very least, be sure to push the players to make a decision so that the narrative flow does not come to a halt. This, ultimately, means a lot of reading and preparation on the DM's part so that a solid adventure and an understanding of the rules has been established long before the players sit at the table, which means much more time is spent *preparing* the game than playing it.

At the same time, the Players are also responsible for the enjoyment of the DM and for their fellow players. Because they enter this game knowing the DM has put a tremendous amount of time, effort, and some suffering into creating an adventure for them, the players should feel some obligation to roll with the adventure as presented to them, though they should also not feel afraid to run off the "rails" a little if they feel the narrative should go a different way. At the same time, the nature of the cooperative narrative dictates that the players should respect *each other* as well as the DM, which means that the players should have some understanding of the likes and dislikes of their fellow players and at least a modest understanding of how each character may or may not fit into the narrative. On the subject of characters, one critical aspect of

ENG 898 Thesis Proposal

the player is to know every rule associated *with* their character from a mechanical perspective as well as have a general idea of how their character thinks, feels, and acts, even between sessions, so as to eliminate time spent contemplating what to do next. All of this combined summarizes the “Social Contract” to some extent.

This is but one non-academic portion of the discourse and there are plenty more non-academic sources to peruse over the coming months, but I hope that what I do with these sources will add to both the academic and non-academic sides of the discourse surrounding *D&D*. Since becoming a Graduate Student, I have become aware of the numerous angles from which *D&D* has been analyzed and know that much of the information relates to the actions of players and not necessarily the DM, which confuses me as a player considering the DM is *the* most important aspect to a successful game (considering he or she creates the story, the world, organizes the players to show up and bring food, etc.). Further, I have always been interested in *D&D* and the nature of cooperative narratives represented within them, as the players and the DM dance around a narrative created by adversity -- the world of the DM is against the players’ characters - - and yet the DM and the players, usually, have the same goal in mind -- the players’ characters shall overcome the adversity. In short, the participants *want* the players to win, yet the players *want* to struggle to achieve that win and the DM presents that struggle; how well he or she presents said struggle can make or break a game. Thus, my research should contribute to the already-existing academic research but approach the game from the perspective of neither player nor DM, but the narrative the two parties create together.

ENG 898 Thesis Proposal

Plan (2-3 pages, single spaced)

Identify specific research and writing tasks that your thesis will require. Try to order them chronologically and give some sense of a timeline for the project. This part may be written out in paragraphs or rendered in an outline or bulleted list.

The nature of my topic demands that I do more than simply do research of existing discourses, scholarly or non-scholarly, or at the very least I *feel* that some first-hand experience beyond my own. After all, I am one player in a game that spans multiple generations of players and that I have spent a considerable time playing and refereeing for a multitude of people. I cannot base my understanding of adversity just on my own experiences and what research has been done, of which I have found little pertaining to my exact topic. I would rather join a group who has started a new game or is in the middle of one who would be willing to be observed by a new player for my research, and my gut tells me that audio will be enough to capture the nature of adversity.

Thus, my plan to start my research is as follows:

1. Get a hold of the Institutional Review Board and get their permission to interview a group of individuals, possibly (likely) not affiliated with the school or taking place on school grounds. Considering the nature of my relationship to the other players -- particularly if I have never met them or played with them before -- I will need the IRB's permission to ask for their permission to use their game as part of my research.
2. Once the IRB has approved of my project, I will need to find a gaming group willing to include a new player who will observe them. Though I would prefer to do this in person - - I feel a group will be more comfortable being observed when they can physically interact with the observer -- I am open to looking for an online group who games through an Instant Messenger service like Skype or Discord. While I have considered using a text-based group on an online forum as part of my research, I feel adversity and, more importantly to me, the reaction to that adversity is more palpable when the participants can audibly react. There are more "knee-jerk" reactions where the player will break character to exclaim at a poor dice roll or when a particularly-close victory is achieved. In either case, I will do my best to complete this part of my research over the summer so I will have time in the Fall to begin the writing process, though I will extend the game into the fall if I feel more data is necessary.
3. Though I have not decided if this will be necessary, I may also use the *Critical Role* and *Venture Maidens* podcasts as primary sources, though this will depend largely on my ability to time manage the project at hand (something I am failing at even as I turn this proposal in at the last moment). I feel that having multiple perspectives to observe how adversity is represented and how players react to that adversity will be useful in determining if my hypothesis will be accurate, and the podcast itself is something I can study in my spare time over the summer if I cannot find a gaming group willing to be observed.

ENG 898 Thesis Proposal

4. The group I game with will determine what system of *D&D* I use as one of my primary sources to explain from a mechanical perspective how adversity can be presented in *D&D*. *D&D* has no fewer than seven editions to its name, not including spinoff universes using its rules such as *Ravenloft* or *Forgotten Realms*. The changes from one edition to another have been substantial and, thus, it would be difficult for me to use one edition when another edition has a feature that changes the nature of the game and the adversity players can be confronted with on a mechanical level. I know that the *Critical Role* podcast uses both 4th Edition as well as 5th, so I may be limited to using 5th Edition or explaining what each edition does differently and if that affects the adversity presented in both cases.
5. During my Primary research in the Summer and proceeding into the Fall Semester, I will be looking over my multiple secondary sources. The first order of business there would be to *add* to what few scholarly sources I have at present. I know I have only scraped the surface of what discourse currently exists around the topic, even if not every source I would find pertains directly to *D&D* or even tabletop RPGs in general, but if they help me establish the necessity for adversity in stories and in gaming, I will likely find use for it here.
6. Once more academic information has been pulled in, I can begin sifting through my non-scholarly sources which I feel I will use quite a lot. Much of what I know about adversity and the nature of RPG philosophy comes from those non-scholarly sources I provide below, though I will also pull in at least a few more sources than just the one or two individuals who have series on RPG philosophy and participating in the game. The idea should be to get as many perspectives on this as possible considering that *D&D*'s player base is impressively large and there may be differing opinions to my own that may convince me to change my hypothesis or focus around.
7. After all of this has been achieved, I will begin the writing process, sifting through the audio, video, and paper sources to form my argument and produce a paper on the subject. I have also considered (as an addendum to the project, though nothing is set in stone at the moment) to have a lengthy video podcast of my own summarizing my findings uploaded to YouTube. I do not believe the podcast will *add* to the scholarly work as such, but may serve as an alternative means of absorbing the argument in my Thesis and can serve a *very* small part of the presentation itself.

ENG 898 Thesis Proposal

Bibliography

List a minimum of twenty (20) secondary sources that you plan to use as part of your thesis project.

- “5 Secrets Your Game Master Doesn’t Want You to Know.” *YouTube*, uploaded by Seth Skorkowsky, 4 Feb 2018, <https://youtu.be/gq6zdf2iQJs>.
- “5 Traits the Best RPG Characters Share.” *YouTube*, uploaded by Seth Skorkowsky, 23 June 2017, <https://youtu.be/-GgkpcPUQww>.
- “The 5 Worst Characters Good Players Make.” *YouTube*, uploaded by Seth Skorkowsky, 27 March 2017, <https://youtu.be/Qy0RNOiQxu8>.
- Bowman, Sarah Lynne. *The Functions of Role-Playing Games: How Participants Create Community, Solve Problems and Explore Identity*. McFarland & Company, Inc., Publishers, 2010.
- Fine, Gary Alen. *Shared Fantasy: Role Playing Games as Social Worlds*. University of Chicago Press, 1984.
- “Five Awful Player Characters.” *YouTube*, uploaded by Seth Skorkowsky, 9 Oct 2017, <https://youtu.be/WauB6H6otkE>.
- “Five Worst Tabletop Players.” *YouTube*, uploaded by Seth Skorkowsky, 9 May 2018,
- Garcia, Antero. “Privilege, Power, and Dungeons & Dragons: How Systems Shape Racial and Gender Identities in Tabletop Role-Playing Games.” *Mind, Culture, and Activity*, vol. 24, no. 3., 2017, pp. 232-246.
- Huizinga, Johan. *Homo Ludens: A Study of the Play-Element in Culture*. 1949, Routledge, 1949.
- Lévi-Strauss, Claude. “The Structural Study of Myth.” *The Journal of American Folklore*, vol. 68, no. 270, 1955, pp. 428–444. *JSTOR*, www.jstor.org/stable/536768.
- Mackay, Daniel. *The Fantasy Role-Playing Game: A New Performing Art*. McFarland & Company, Inc., Publishers, 2001.
- Peterson, Jon. *Playing at the World: A History of Simulating Wars, People and Fantastic Adventure, From Chess to Role-playing Games*. 2nd ed., Unreason Press, 2012.

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“The RPG Social Contract (Revisited).” *YouTube*, uploaded by Seth Skorkowsky, 9 May 2018, <https://youtu.be/KBymJBOjwEc>.

Robichaud, Christopher. *Dungeons & Dragons and Philosophy : Read and Gain Advantage on All Wisdom Checks*. J. Wiley & Sons, 2014.

“Seven Deadly Game Master Sins.” *YouTube*, uploaded by Seth Skorkowsky, 15 Dec 2017, https://youtu.be/qyB2-ZD_QAo.

“Seven More Deadly Game Master Sins.” *YouTube*, uploaded by Seth Skorkowsky, 16 Aug 2017, <https://youtu.be/NLB8GjRNMFE>.

Shaw, Adrienne. *Gaming at the Edge: Sexuality and Gender at the Margins of Gamer Culture*, 1st ed. University of Minnesota, 2015.

Tresca, Michael J. *The Evolution of Fantasy role-Playing Games*. McFarland & Company, Inc., Publishers, 2011.

Wizards of the Coast. *Dungeons & Dragons Dungeon Master’s Guide: Core Rulebook II v.3.5*. Wizards of the Coast, 2003.

Wizards of the Coast. *Dungeons & Dragons Player’s Handbook: Core Rulebook I v.3.5*. Wizards of the Coast, 2003.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	English
X New Course (Parts II, IV)	College	CLASS
Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 810
Hybrid Course ("S," "W")	*Course Title (full title±)	Advanced Grammar
New Minor (Part III)	*Program Title	
Program Suspension (Part III)		
Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	Date		Date
Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Create new course within the revised MA in English & Writing Professions program.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
 Fall 2021

B. The justification for this action:

This is part of a larger revision of the entire English graduate program. Since the focus of the new program will be on facilitating literacy and written communication, it was felt that a seminar-level (8xx) course on grammar and stylistics would be needed. This course will require students to think about grammar and style in terms of their rhetorical impact in online environments and their social and political ramifications.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: satisfactory.

Library Resources: satisfactory.

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 810 Advanced Grammar. (3) A. In-depth analysis of linguistic and grammatical theories informing contemporary style rules in academic and professional contexts.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	810	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**Eastern Kentucky University
Department of English
Syllabus for ENG 810
Advanced Grammar CRN: -----**

Professor's Name: Dr. Gerald Nachtwey

Office: Mattox 207

Email: gerald.nachtwey@eku.edu

Phone: (859) 622-3183

Student Hours: TBA

Catalog Course Description:

ENG 810 Advanced Grammar. (3) A. In-depth analysis of linguistic and grammatical theories informing contemporary style rules in academic and professional contexts.

Texts and Course Materials: Extensive use will be made of electronic files linked to on Blackboard. The following electronic texts and ebooks will comprise the core readings for the class:

Denham, Kristin E., and Anne C. Lobeck. *Language in the Schools: Integrating Linguistic Knowledge into K-12 Teaching*. L. Erlbaum Assoc., 2005.

Thornbury, Scott. *Uncovering Grammar*. MacMillan, 2005.

Student Learning Outcomes

At the end of this semester, students will be able to...

1) Synthesize texts produced in different discourses, modes and media	4) Analyze how concepts/theories in English and writing studies inform teaching and research methodologies
2) Demonstrate how to undertake such syntheses	5) Develop strategies through sustained practice and reflection that can be applied to teaching, research, and writing.
3) Apply theoretical concepts in practical settings of textual production	6) Analyze, evaluate, and create a variety of informational and/or creative texts.

Course Requirements

- Collaborate Meeting: Bi-Weekly Meetings with Instructor and Members of Workgroup
- Community Grammar Project: A project undertaken in the student's locale that studies or addresses language use and/or instruction. IRL Certification required.

- Online Reading Responses
- Annotated Bibliography
- Research Paper: A seminar research paper related to the Community Grammar Project with ten secondary sources and original research (surveys, observations, etc.).

Evaluation Methods

Evaluation Criteria

Collaborate Meeting:	(5%)
Community Grammar Project:	(40%)
Online Reading Responses	(5%)
Annotated Bibliography	(10%)
Research Paper:	(40%)

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned: 90–100% = A; 80–89% = B; 70–79% = C; 60–69% = D; and lower than 60% = F.

Student Progress:

Students can access their grades in real time through the grade center on blackboard.

Attendance Policy

Students should make every effort to attend every class meeting. In the case of an excused absence with proper documentation, extended deadlines or alternate activities will be provided for any graded activities. However, these accommodations do not always provide equivalent learning opportunities. An acceptable excuse is a doctor's excuse, a University excuse, or a catastrophic emergency resulting in unavoidable absence. Arrangements to complete alternate activities, such as another version of an exam, must be made within one week of returning to class; otherwise, a zero will be recorded.

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course

Last Day to Drop:	August 23, 2020
Last Day to Withdraw without a Fee:	October 12, 2020
Last Day to Withdraw with a Fee:	November 8, 2020

See dates at <http://colonelscompass.eku.edu>)

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may

email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Policy

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For current University policies and regulations, please go to EKU's [Policy Website](#).

Official Email

An official EKU email is established for each registered student, each faculty member and each staff member. All university communications sent via email will be sent to this EKU email address.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Policy Updates

For current University policies and regulations, please go to ECU's [Policy Website](#).

Course Outline:Written assignments are in **BOLD**.

Week Num	Topics	Readings (Linked articles are in <u>underlined</u>)	
Week 1 – 8/19 – 8/23	History of Grammar Instruction	Denham and Lobeck Chap. 1, <u>Schweiger, “Social History”</u> ; <u>Shheurweghs and Vorlat, “Problems of the History”</u>	
Week 2 – 8/26 – 8/30	Syntax and Structure: Review	Denham and Lobeck, Chap. 5; Thornbury Chap. 1; <u>Samko, “Syntax & Information”</u>	
Week 3 – 9/2 – 9/6	Syntax and Structure: Advanced Topics	Thornbury, Chap. 2; <u>Keizer, “English Proforms”</u>	
Week 4 – 9/10 – 9/14	Semantics	Thornbury, Chap. 3; <u>Kozikowski, “Reconstructing English Grammar”</u>	
Week 5 – 9/17 – 9/20	Grammar in Oral Communication: Syntax	Denham and Lobeck, Chap. 2; Thornbury Chap. 4	
Week 6 – 9/23 – 9/27	Grammar in Oral Communication: Discourse Analysis	Thornury, Chap. 6; <u>Dumas, “Morphophonological Practice”</u>	
Week 7 – 9/29 – 10/4	Regional Dialects		
Week 8 – 10/7 – 10/11	Socioloects: AAVE	Thornbury, Chap. 5; Denham and Lobeck, Chap. 3; <u>Tagliamonte, “Has It Ever Been Perfect?”</u>	
Week 9 – 10/14 – 10/18	FALL BREAK	No New Readings; Collaborate Meeting before end of week.	
Week 10 10/21 – 10/25	Grammar in Written Communication: Prescriptive	Denham and Lobeck, Chap. 6; <u>Bailey, “Grammars of English”</u>	
Week 11 10/28 – 11/1	Grammar in Written Communication: Descriptive	<u>Anderwald, “Language Between Description”</u> ; <u>Alzu’bi, “Inductive and Deductive Methods”</u>	
Week 12 11/4 – 11/8	Grammar Correction in Education	Denham and Lobeck Chap. 7; <u>Irmawati, “Communicative Approach”</u>	
Week 13 11/11 – 11/15	Grammar in Digital Contexts	Thronbury, Chap. 7 <u>Pareja-Lora, et al. “New Perspectives</u>	

Week 14 11/18 – 11/22	Grammar and L2 Learners	<u>Handoyo, “Implicit Grammar”</u> ; <u>Simon-Cereijido, “Bilingual Measures”</u> ; Omar, “ <u>Pedagogical Grammar</u> ”	
Week 15 11/25 – 11/29	Grammar in Society	<u>Gould, “Pop Grammar”</u> ; Rastogi, <u>“Unruly Grammar”</u>	
Week 16 12/2 – 12/6	Workgroups	Final Workgroup Meetings: Two Collaborate Sessions by end of week.	
Tuesday, December 10, by 6pm: Research Paper			

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	English
X New Course (Parts II, IV)	College	CLASS
Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 814
Hybrid Course ("S," "W")	*Course Title (full title±)	Writing Across the Curriculum
New Minor (Part III)	*Program Title	
Program Suspension (Part III)		
Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	Date		Date
Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Create new course for revised MA in English and Writing Professions

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 ENG 814 serves as a centerpiece for the revised English MA program by filling a career-readiness gap in the current curriculum. Before ENG 814, graduates were not prepared to negotiate the administrative, curricular demands of jobs in higher education, K-12 pedagogy, and community literacy and writing programs. This new course, in the context of the revised program, will provide greater flexibility to our graduates, so they will be competitive for a wider range of writing-focused administrative jobs.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: satisfactory

Library Resources: satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 814 Writing Across the Curriculum. (3) A. A study of how literacy and writing programs function at the institutional level in higher education. Special focus on first-year writing, writing center, and general education administration practices.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	814	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
Syllabus for ENG 814
Writing Across the Curriculum, CRN: XXXXXX**

Professor's Name: Firstname Lastname

Office: Mattox xxx

Email: firstname.lastname@eku.edu

Phone: (859) 622-XXXX

Student Hours: TBA

Catalog Course Description

ENG 814 Writing Across the Curriculum. (3) A. A study of how literacy and writing programs function at the institutional level in higher education. Special focus on first-year writing, writing center, and general education administration practices.

Texts and Course Materials

Mackiewicz, Jo, and Rebecca Day Babcock, Eds. *Theories and Methods of Writing Center Studies: A Practical Guide*, Routledge, 2019.

Malencyk, Rita, Ed. *A Rhetoric for Writing Program Administrators*, Parlor Press, 2016.

Zawacki, Terry Myers, and Paul Rogers, Ed. *Writing Across the Curriculum: A Critical Sourcebook*. Bedford/St. Martin's, 2011.

Other supplemental articles and excerpts provided via Blackboard.

Student Learning Outcomes

COMMON Student Learning Outcomes for all MA Program Courses

Upon graduation, students will be able to:

1. Demonstrate critical engagement with foundational primary texts within a recognized field of English studies.
2. Generate a research and writing agenda in which the student produces text(s) that synthesize and interpret major secondary sources within a specific area of the chosen field.
3. Recognize and employ the formal requirements of professional and academic contexts in which they can share the results of their research, including formal presentations, conferences and online and print publications.

COURSE SPECIFIC Student Learning Outcomes

In ENG 814, students will:

1. Identify and discuss major approaches to implementing and maintaining writing programs in higher education.

2. Analyze and evaluate the challenges for supporting a writing program.
3. Create meaningful documents relevant to professional development, including plans and philosophies for writing program administration.

Course Requirements & Evaluation Methods

Administrative Philosophy	15%
Administrative Interview	15%
Research Project & Presentation	20%
Weekly Reading Discussions	20%
Final Portfolio	30%

Administrative Philosophy: Students will create a philosophy statement in which they articulate their perspective on writing program administration, which will be informed by course readings and discussions.

Administrative Interview: Students will shadow and interview a current administrator in a writing-related program (e.g., writing center director, composition coordinator, etc.).

Research Project: Students will investigate a specific topic area within Writing Program Administration and Writing Across the Curriculum, synthesizing multiple sources and employing various research methodologies.

Weekly Reading Discussions: Students will exhibit critical reading activity for each week's readings and/or content through short (approximately 1-page) reading responses and discussion.

Final Portfolio: Students will complete a final ePortfolio--connected across program curriculum--exhibiting engagement with course outcomes through drafting and reflection.

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned: 90–100% = A; 80–89% = B; 70–79% = C; 60–69% = D; and lower than 60% = F.

Student Progress

Students will receive written feedback from the instructor on at least two of the major assignments by mid-point. The instructor will also be available for individual conferences before and after mid-point to discuss progress. Students are also encouraged to respond to instructor feedback by revising items that will be included in the final portfolio.

Attendance Policy

Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore,*

attendance is considered mandatory. **Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.**

Course Outline

Week #	Topic	Due
Week 1 (online)	Introductions to course policies, syllabus, assignments, and one another	Intro Videos
Week 2	<i>RWPA</i> , Part 1: Initial Questions	WRD
Week 3 (online)	<i>RWPA</i> , Parts 2 & 3: Complicating Questions & Personal Questions	WRD
Week 4 (online)	<i>RWPA</i> , Parts 4 & 5: Helpful Questions & Vexed Questions	WRD Administrative Interview Due
Week 5	<i>WACCS</i> : Parts 1 & 2, excerpts	WRD
Week 6 (online)	<i>WACCS</i> : Parts 3, 4, & 5, excerpts	WRD Lists of Recent Journal Articles
Week 7 (online) Mid-term	Student-Identified Recent Journal Articles	WRD Administrative Philosophy Due
Week 8	<i>TMWCS</i> : Part 1: Theory	WRD
Week 9 (online)	<i>TMWCS</i> : Part 1: Theory	WRD
Week 10 (online)	Research/Library Day	WRD

Week 11	TMWCS: Part 2: Methods	WRD Research Project Progress Report Due
Week 12 (online)	TMWCS: Part 2: Methods	WRD
Week 13	Peer Review	WRD Research Project DRAFT
Week 14 (online)	Individual Conferences	WRD
Week 15 (online)	Small Group Portfolio Workshops	WRD Research Project Due
Week 16 (online)	Online Presentations	WRD
Final Exam: Final Portfolio Due Online		

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course

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See dates at <http://colonelscompass.eku.edu>)

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Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

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**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	English
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Letters, Arts, and Social Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ENG 840
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Foundations in ProTech Writing
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	Date		Date
Departmental Committee	4/6/2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	11/02/2020		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Create new upper-level seminar in Professional and Technical (ProTech) Writing to reinforce overall program changes to MA in English Program.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 To expand job prospects for English M.A. graduates. This new course would create an 800-level graduate course in Professional and Technical writing that is essential for preparing MA graduates to fill entrepreneurial and leadership positions in business, community, and technical communication.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: satisfactory

Library Resources: satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ENG 840 Foundations in ProTech Writing. (3) A. Focuses on workplace writing in networked environments for technical, scientific, business, and other professional contexts. Emphasizes context and user analysis, data analysis and display, project planning, document management, usability, ethics, and research.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ENG	840	Fall 2021	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ENGL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3	Laboratory _____	Other _____	
CIP Code (first two digits only)				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**The Graduate School
Eastern Kentucky University
Department of English
Syllabus for ENG 840
Foundations in ProTech Writing, CRN: XXXXXX**

Professor's Name: Rick Mott
Office: Mattox 311
Email: rick.mott@eku.edu
Phone: (859) 622-3190
Student Hours: TBA

Catalog Course Description:

ENG 840 Foundations in ProTech Writing. (3) A. Focuses on workplace writing in networked environments for technical, scientific, business, and other professional contexts. Emphasizes context and user analysis, data analysis and display, project planning, document management, usability, ethics, and research.

Texts and Course Materials:

BOOK

Writing That Works: Communicating Effectively on the Job (Twelfth Edition)
Oliu, W., Brusaw, C., and Alred, G. (2016).

ARTICLES

- Ceccarelli, L. (2018) To Whom Do We Speak? The Audiences for Scholarship on the Rhetoric of Science and Technology. *Poroi* 9(1).
<http://dx.doi.org/10.13008/2151-2957.1151>
- Ding, H. (2013). Transcultural Risk Communication and Viral Discourses: Grassroots Movements to Manage Global Risks of H1N1 Flu Pandemic. *Technical Communication Quarterly* 22 (2) 126-149. doi:
10.1080/10572252.2013.746628
- Fraiberg, S. (2013). Reassembling technical communication: A framework for studying multilingual and multimodal practices in global contexts. *Technical Communication Quarterly*, 22(1), 10-27.
<http://doi.org/10.1080/10572252.2013.735635>
- Howell, E., Perez, S, and Abraham, W.T., (2020). Toward a Professional Development Model for Writing as a Digital, Participatory Process. *Reading Research Quarterly*. <https://doi.org/10.1002/rrq.294>
- McGurr, M. (2020). Writing centers, libraries, and medical and pharmacy schools. *Journal of the Medical Library Association* 108(1): 84-88.
doi: 10.5195/jmla.2020.714
- Miller, C. R. and Fahnestock, J. (2018) Genres in Scientific and Technical Rhetoric. *Poroi* 9(1). <http://dx.doi.org/10.13008/2151-2957.1161>

- McNely, B., Spinuzzi, C., & Teston, C. (2015). Contemporary Research Methodologies in Technical Communication. *Technical Communication Quarterly*, 24(1), 1–13. <http://doi.org/10.1080/10572252.2015.975958>
- McNely, B. (2015). Instagram, geocaching, and the *when* of rhetorical literacies. *Kairos* 19(3). Available at:
<http://kairos.technorhetoric.net/19.3/topoi/mcnely/index.html>
- Potts, L., & Jones, D. (2011). Contextualizing experiences: tracing the relationships between people and technologies in the social web. *Journal of Business and Technical Communication*, 25(3), 338–358.
<http://doi.org/10.1177/1050651911400839>
- Read, S., & Swarts, J. (2015). Visualizing and Tracing: Research Methodologies for the Study of Networked, Sociotechnical Activity, Otherwise Known as Knowledge Work. *Technical Communication Quarterly*, 24(1), 14–44.
<http://doi.org/10.1080/10572252.2015.975961>
- Wible, S. (2020). Using Design Thinking to Teach Creative Problem Solving in Writing Courses. *College Composition and Communication* 71(3), 399-425.

Student Learning Outcomes:

Students will:

- Develop effective strategies for close reading, analysis, and evaluation of a range of texts, including literary, scholarly, popular, and professional texts.
- Identify and explain writing administrative and/or teaching philosophies that reflect current research-backed best practices of writing studies.
- Analyze, evaluate, and incorporate emerging technologies that affect the professional and technical writing marketplace.
- Write documentation that is data-driven but people-centered.
- Evaluate the evolution of writing professions and analyze their roles in business, the sciences, and academic management.
- Write content useful for organizations (that cannot be outsourced to software).
- Write across the genres of professional and technical writing.

Course Requirements:

- Students are expected to complete all assigned reading (or viewing or listening) by class of the week indicated on the schedule. Because I reserve the right to change reading and assignment dates, it is students' responsibility to check the class Blackboard site for updates and to make sure they have the current schedule.
- Students will attend a mandatory weekly class meeting. To get the help they need and to take full advantage of the course, students must participate in all class meetings. If you know you are going to miss one of our classes, contact me by email at least one day ahead of time to let me know. Missing class meetings will seriously affect students' course grade (see Attendance Policy below).

- Students will write a Proposal that defines the topic, audience, schedule, and research methods for the White Paper.
- Students will create a Data Analysis designed to simplify a complex set of data for an uninformed audience.
- Students will write a Technical Report on on a topic aligned with their intended career goals in the writing professions.
- Students will complete an Ethics Exercise designed to accommodate groups of readers with competing priorities and objectives.
- Students will write a Progress Report explaining what they have accomplished on their White Paper, and what is yet left to complete.
- Students will explain in detail a step-by-step Process for an informed audience.
- Students will complete one larger, White Paper project. I will approve the White Paper in advance and will base the grade on the process used to complete it, the quality of the finished work, and the complexity of the project.
 - Rough draft due Week 12
 - Final draft due Finals week
 - Word Count: 4k-6k
 - Topic: interrogate and synthesize administrative and/or teaching philosophies that reflect current research-backed best practices of writing studies
- Students are expected to exhibit professional behavior. Assignments must be turned in on the day they are due. Late assignments will **not** be accepted unless the person has prior permission from the instructor in writing.

Evaluation Methods:

Proposal	10%
Data Analysis	10%
Technical Report	15%
Ethics Exercise	10%
Progress Report	5%
Process Report	20%
White Paper	30%

Final Course Grades:

Your final grade will be based on the *percentage* of total possible points you have earned:

90–100% = A; 80–89% = B; 70–79% = C; 60–69% = D; and lower than 60% = F.

Student Progress:

Within two weeks of submission, students will receive written feedback on their Proposal, their Data Analysis, their Technical Report, their Ethics Exercise, their Progress Report, their Process Paper, and White Paper project.

Course Outline:

Week Num	Topic	Notes
Week 1	<ul style="list-style-type: none"> ● Introductions ● Discuss syllabus and goals of class 	
Week 2	<ul style="list-style-type: none"> ● Understanding the Workplace ● Planning a Document ● Analyzing Audiences and Contexts 	<ul style="list-style-type: none"> ● Read Chapters 1 & 2 of <i>Writing That Works</i> Before Class ● Read Ceccarelli, Leah (2013), <i>To Whom Do We Speak? The Audiences for Scholarship on the Rhetoric of Science and Technology</i> Before Class
Week 3	<ul style="list-style-type: none"> ● Drafting a Document ● Writing Proposals ● Synthesizing Professional Writing Genres 	<ul style="list-style-type: none"> ● Read Chapters 3 & 13 of <i>Writing That Works</i> Before Class ● Read Miller, C. R. and Fahnestock, J. (2018), <i>Genres in Scientific and Technical Rhetoric</i> Before Class
Week 4	<ul style="list-style-type: none"> ● Revising a Document ● Conducting Research for a Document 	<ul style="list-style-type: none"> ● Proposal Due ● Read Chapters 4 & 6 of <i>Writing That Works</i> Before Class
Week 5	<ul style="list-style-type: none"> ● Designing Documents and Visuals ● Contemporary Research Methodologies 	<ul style="list-style-type: none"> ● Read Chapter 7 of <i>Writing That Works</i> Before Class ● Read McNely, B., Spinuzzi, C., & Teston, C. (2015), <i>Contemporary Research Methodologies in Technical Communication</i> Before Class
Week 6	<ul style="list-style-type: none"> ● Collaborating on a Document ● Writing Email, Letters, and Memos 	<ul style="list-style-type: none"> ● Data Analysis Due ● Read Chapters 5 & 8 of <i>Writing That Works</i> Before Class
Week 7	<ul style="list-style-type: none"> ● Writing Routing and Sensitive Messages ● Writing Informal Reports ● Using Design Thinking to Teach Creative Problem Solving 	<ul style="list-style-type: none"> ● Read Chapters 9 & 10 of <i>Writing That Works</i> Before Class ● Read Wible, S. (2020), <i>Using Design Thinking to Teach Creative Problem Solving in Writing Courses</i> Before Class
Week 8	<ul style="list-style-type: none"> ● Writing Formal Reports 	<ul style="list-style-type: none"> ● Technical Report Due ● Read Chapter 11 of <i>Writing That Works</i> Before Class

	<ul style="list-style-type: none"> Relationships and Interrelationships Among People and Technology 	<ul style="list-style-type: none"> Read Potts, L., & Jones, D. (2011), <i>Contextualizing experiences: tracing the relationships between people and technologies in the social web</i> Before Class
Week 9	<ul style="list-style-type: none"> Giving Presentations and Conducting Meetings Ethics of Community Responses to Pandemics 	<ul style="list-style-type: none"> Read Chapter 14 of <i>Writing That Works</i> Before Class Read Ding, H. (2013), <i>Transcultural Risk Communication and Viral Discourses: Grassroots Movements to Manage Global Risks of H1N1 Flu Pandemic</i>
Week 10	<ul style="list-style-type: none"> Writing Professionally Across Modalities in International Contexts 	<ul style="list-style-type: none"> Ethics Exercise Due Read Fraiberg, S. (2013), <i>Reassembling technical communication: A framework for studying multilingual and multimodal practices in global contexts</i> Before Class
Week 11	<ul style="list-style-type: none"> Writing Instructions 	<ul style="list-style-type: none"> Read Chapter 12 of <i>Writing That Works</i> Before Class
Week 12	<ul style="list-style-type: none"> Writing Résumés and Cover Letters 	<ul style="list-style-type: none"> Progress Report Due Read Chapter 15 of <i>Writing That Works</i> Before Class
Week 13	<ul style="list-style-type: none"> Researching Methodologies of Knowledge Work 	<ul style="list-style-type: none"> Read Read, S., & Swarts, J. (2015), <i>Visualizing and Tracing: Research Methodologies for the Study of Networked, Sociotechnical Activity, Otherwise Known as Knowledge Work</i> Before Class
Week 14	<ul style="list-style-type: none"> Managing Writing Centers in Medical and Pharmacy Schools 	<ul style="list-style-type: none"> Process Paper Due Read McGurr, M. (2020), <i>Writing centers, libraries, and medical and pharmacy schools</i> Before Class
Week 15	<ul style="list-style-type: none"> Writing as a Participatory Process 	<ul style="list-style-type: none"> Read Howell, E., Perez, S, and Abraham, W.T., (2020). <i>Toward a Professional Development Model for Writing as a Digital, Participatory Process</i> Before Class

Week 16	<ul style="list-style-type: none"> Deciding <i>when</i> to use <i>which</i> rhetorical literacies 	<ul style="list-style-type: none"> Read McNely, B. (2015). <i>Instagram, geocaching, and the when of rhetorical literacies</i> Before Class
Final Exam: White Paper Due		

Attendance Policy:

Attendance is mandatory. Email the professor before the class meets if you will miss class. Students are allowed two unexcused absences for a twice weekly class, and one unexcused absence for a class that meets once a week. Final grades will be lowered 1/3 grade (e.g., B+ \rightarrow B) for every unexcused absence beyond the numbers listed above.

Deadlines matter! But in the professional world, deadlines can sometimes change if all interested parties know of the change well in advance and agree to the change. Email the professor at least one week before the assignment is due if you need to ask for an extension. Assignment grades will be lowered 1/3 grade (e.g., B+ \rightarrow B) for every day they are late, unless the professor has agreed in writing to a change in the deadline.

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course

Last Day to Drop: August 23, 2020
 Last Day to Withdraw without a Fee: October 12, 2020
 Last Day to Withdraw with a Fee: November 8, 2020
 See dates at <http://colonelcompass.eku.edu>)

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's [Policy Website](#)

Official Email

An official EKU email is established for each registered student, each faculty member and each staff member. All university communications sent via email will be sent to this EKU email address.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Policy Updates

For current University policies and regulations, please go to EKU's [Policy Website](#).

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input checked="" type="checkbox"/> Program Revision (Part III)	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental) * Provide only the information relevant to the proposal.	History, Philosophy, and Religious Studies CLASS M. A. in History ± If Title is longer than 30 characters see Part IV to provide abbreviation																								
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:60%;">Proposal Approved by:</th> <th style="width:20%; text-align: center;"><u>Date</u></th> <th style="width:20%;"></th> <th style="width:20%; text-align: center;"><u>Date</u></th> </tr> </thead> <tbody> <tr> <td>Departmental Committee</td> <td style="text-align: center;">04/07/2020</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">09/30/2020</td> <td>Faculty Senate**</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>EFFECTIVE ACADEMIC TERM***</td> <td></td> </tr> <tr> <td>Graduate Council*</td> <td style="text-align: center;">10/23/20</td> <td></td> <td></td> </tr> </tbody> </table> <p>*If Applicable (Type NA if not applicable.) **Approval needed for program revisions or suspensions. ***To be added by the Registrar's Office after all approval is received.</p>			Proposal Approved by:	<u>Date</u>		<u>Date</u>	Departmental Committee	04/07/2020	Council on Academic Affairs		College Curriculum Committee	09/30/2020	Faculty Senate**		General Education Committee*	NA	Board of Regents**		Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***		Graduate Council*	10/23/20		
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Graduate Council*	10/23/20																									

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Adding an Applied History Plan to the M.A. in History.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Students who pursue an M.A. in History are often interested in obtaining work outside of academia. At present our Thesis and Non-Thesis Plans do not support a substantial introduction to Public or Applied History. By creating a plan in Applied History we will construct an M.A. path that will lead to graduates with more substantial experience in public areas and provide opportunities for job placement upon graduation.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: Satisfactory.</p> <p>Library Resources: Satisfactory.</p>

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text
 (*Use ~~strikethrough~~ for deletions and underlines for additions.)

MASTER OF ARTS (M.A.) History
CIP Code: 54.0101

I. GENERAL INFORMATION The department strongly recommends that students who plan to seek a doctoral degree choose the thesis plan. At least one-half of the course work leading to the degree must be in 800-level courses.

II. ADMISSION REQUIREMENTS Admission is determined by the Department of History, Philosophy, and Religious Studies in cooperation with the Office of Graduate Education and Research. To be considered for admission, applicants must meet the general admission requirements of the Graduate School. In addition, the following is required of each candidate: Completion of at least a satisfactory undergraduate minor in history or the equivalent. Applicants must arrange for submission of three letters of recommendation directly to the department. Applicants who do not meet the GPA requirement for admission must submit official GRE scores to be considered for Probationary Admission. Expected target scores on the GRE for Probationary Admission are 153 on the Verbal and 4.0 on the Analytical Writing sections of the exam.

III. PROGRAM REQUIREMENTS

Thesis Plan

Foundation Course.....	3 hours
HIS 800: Historiography and Criticism.	
American History	9 hours*
Choose from HIS 802A‡, 860, and/or, if topic is appropriate, 849, 864, or 865.	
European History.....	6 hours*
Choose from HIS 802B‡, 861, and/or, if topic is appropriate, 849, 864, or 865.	
Asian, African or Latin American History	3 hours*
Choose from HIS 802C‡, 862, 863, or, if topic is appropriate, 849, 864, or 865.	
Thesis	6 hours
HIS 899.	
History Electives	3 hours
(Choose from graduate courses in U.S., European, Asia/Africa or Latin American history.)	
Exit Requirements	
GRD 857g, 858h.	
Total Requirements	30 hours

*The department requires that at least one of the courses used to satisfy the eighteen credit hours represented by these three requirements cover in a substantial way a period before the year 1800.

‡ The department requires successful completion of at least one of the following research seminars: HIS 802A, 802B, or 802C.

Language — Though the department no longer maintains a language requirement, it strongly recommends that students who plan to seek a doctoral degree should acquire foreign language proficiency while completing the masters degree.

Non-Thesis Plan

Foundation Course.....	3 hours
HIS 800: Historiography and Criticism.	
American History	9 hours*
Choose from HIS 802A‡, 860, and/or, if topic is appropriate, 849, 864, or 865.	
European History	6 hours*
Choose from HIS 802B‡, 861, and/or, if topic is appropriate, 849, 864, or 865.	
Asian, African or Latin American History	6 hours*
Choose from HIS 802C‡, 862, 863, and/or, if topic is appropriate, 849, 864, or 865.	
History Electives	6 hours
Choose from graduate courses in U.S., European, Asia/Africa or Latin American history.	
Exit Requirements	
GRD 857g, 858h.	
Total Requirements.....	30 hours

*The department requires at least two of the courses used to satisfy the twenty-one credit hours represented by these three requirements cover in a substantial way a period before the year 1800.

‡ The department requires successful completion of at least one of the following research seminars: HIS 802A, 802B, or 802C.

Applied History Plan

<u>Foundation Course.....</u>	<u>3 hours</u>
<u>HIS 800: Historiography and Criticism.</u>	
<u>American History</u>	<u>9 hours*</u>
<u>Choose from HIS 802A‡, 860, and/or, if topic is appropriate, 849, 864, or 865.</u>	
<u>European History.....</u>	<u>6 hours*</u>
<u>Choose from HIS 802B‡, 861, and/or, if topic is appropriate, 849, 864, or 865.</u>	
<u>Asian, African or Latin American History</u>	<u>3 hours*</u>
<u>Choose from HIS 802C‡, 862, 863, or, if topic is appropriate, 849, 864, or 865.</u>	
<u>Applied History</u>	<u>9 hours</u>
<u>HIS 838 or HIS 839.</u>	
<u>Exit Requirements</u>	
<u>GRD 857g, 858h.</u>	
<u>Total Requirements</u>	<u>30 hours</u>

*The department requires that at least one of the courses used to satisfy the eighteen credit hours represented by these three requirements cover in a substantial way a period before the year 1800.

‡ The department requires successful completion of at least one of the following research seminars: HIS 802A, 802B, or 802C.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

(Check one)	Department Name	Honors Program	
<input type="checkbox"/> New Course (Parts II, IV)	College	CLASS	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number		
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)		
<input checked="" type="checkbox"/> New Program (Part III)	*Program Title	EKU e-Campus Honors Certificate	
<input type="checkbox"/> Program Suspension (Part III)		Certificate, Short-Term (Departmental)	
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	Date		Date
Departmental Committee	9-9-2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 Create a certificate program titled "EKU e-Campus Honors Certificate"

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

The e-Campus Honors Certificate provides an interdisciplinary and integrative liberal arts honors option to strengthen critical and creative thinking skills among high achieving degree-seekers enrolled in bachelor's degree programs via EKU e-Campus. Studies have repeatedly shown the long-term career benefits of strong liberal arts grounding and the critical and creative thinking that come with it. Whether first-time college attendees or—as is particularly common among e-Campus students—returning degree-completers who have been away from college for a number of years, the e-Campus Honors Certificate option will provide an energizing curricular path that actively integrates interdisciplinary liberal arts skills with the curriculum of the student's major(s).

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None
Operating Expenses Impact: None
Equipment/Physical Facility Needs: Satisfactory
Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program’s suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Certificate in e-Campus Honors

Requirements..... 10 hours*

HON 101, 301, 302, 391 and one three (3) credit hour Honors elective course.

Honors Elective.....3 hours**

CMS 375, EES 310, EES 450, HUM 300, or HUM 300W

Total Curriculum Requirements.....13 hours

*HON 302 is a zero-credit-hour course taken in conjunction with an e-Campus course of the student’s choosing (usually but not necessarily in the student’s major) at the 300-level or higher. Satisfying the HON 302 requirement involves completing an honors interdisciplinary research project related to materials in the corresponding non-honors course, explicitly relating them to themes and issues addressed in HON 101 and/or HON 301. The project for HON 302 must receive a grade of “B” or higher for Honors Certificate credit.

**Students completing one of these electives for e-Campus Honors Certificate Elective credit will be required to do an honors interdisciplinary assignment that links course material explicitly to lessons and/or themes from HON 101 and/or 301.

New Minor, Concentration, University Certificate or Department Certificate Proposal

Approval Form

When proposing a new minor, concentration, university or department certificate, the following factors should be considered:

- Minors and certificates often add time to degree.
- Minors can increase the number of credit hours that students have at graduation.
- Minors and certificates can potentially increase student debt because of the factors above.
- Minors, concentrations, university and department certificates can significantly add to faculty workloads.
- Minors, concentrations, university and department certificates increase the need for oversight and administration.

The following information should be provided in addition to the normal curriculum change forms. Before a new minor, concentration, university or department certificate is submitted to CAA, the Dean must approve the proposal based on the information on this form and any other information requested by the Dean.

From the Proposing Program

1. How will the new minor, concentration, university or department certificate attract new students to EKU? On what is this based? What is the marketing plan?

This is a proposal from the **EKU Honors Program for a new certificate** that will be called the “EKU E-campus Honors Track.” It has been requested by, discussed with, and planned alongside the Executive Director of EKU E-campus as well as the Dean of CLASS. The rationale for the request is to provide an enhancement that will help as part of a broader plan to distinguish EKU E-campus from competitors. A February-March 2020 survey of current E-campus students by EKU E-campus staff indicated significant interest in such an option. Marketing for the new EKU E-campus Honors Track will be included within general EKU E-campus marketing efforts.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

Online higher education is an extremely competitive market, yet online degree programs and institutions that offer an honors enhancement option are very rare. EKU E-campus has grown rapidly in recent years, and the E-campus leadership and staff have requested this certification initiative as a way of distinguishing their offerings within the increasingly competitive market that they face.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

Faculty teaching seminars that count toward the “EKU E-campus Honors Track” certificate will be terminal-degree, full-time faculty from various departments across the EKU campus. The program centers on two core courses that will each be taught once per semester. “HON 101: The Examined Life” will be taught each “A” term. Initially it will be covered by EKU Honors Associate Directors Dr. Randi Polk and Dr. Erik Liddell (each teaching one section per year). “HON 301: Self and Community” will be taught each “B” term. Current EKU faculty members Matt Winslow, Steffen Wilson, and Alison Buck have agreed to participate in the rotation of faculty covering it.

The other courses in the E-campus Honors Track (Honors Elective, Honors Option, and Honors Track E-portfolio) do not require additional formal instruction. The Honors Elective and Honors Option requirements are completed in conjunction with already existing ECU E-campus courses. Both will require coordination and oversight duties shared among the Executive Director and Associate Directors of ECU Honors, as will the one-hour HON 391: E-campus Honors Track Portfolio requirement.

Recruiting, advising, tracking, and auditing/graduation clearance will be handled by ECU E-campus staff (initially by Lindsey Greenwell).

4. What are the potential costs of the proposed curriculum addition, especially 3-5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

The E-campus Honors Track would be expanded if and only if demand were to grow in such a way as to make expansion financially profitable to the university

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

B. Reallocation of resources. Explain.

Current faculty will teach the courses in the track. This may involve occasional overload pay, covered by the revenue generated by the program as is typical with e-campus offerings.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.



9/2/20

Dean's Signature

Date

EKU Honors e-Campus Honors Certificate

Curriculum Overview

e-Campus Honors Certificate Core (6 credit hours)

The following courses are required as the e-Campus Honors Certificate Core:

HON 101: The Examined Life (3)

HON 301: Self and Community (3)

Once the certificate program is fully up and running, we expect that we will need to have HON 101 taught every “A” term and HON 301 every “B” term.

e-Campus Honors Elective (3 credit hours)

Choose one of the following:

HUM 300 or 300W: Humanity in the Postmodern Age (Fall A)

EES 310 – Applied Critical Thinking (3) (Fall B)

CMS 375 – Intercultural Communication (3) (Fall B)

EES 450 – Leaders without Titles (3) (Spring A)

Note: Students who wish to complete one of these courses for “e-Campus Honors Elective” credit must have completed HON 101, and they must either have completed or be simultaneously enrolled in HON 301. Students completing one of these electives for e-Campus Honors Certificate credit will be required to complete an honors interdisciplinary assignment that relates course material explicitly to philosophical, moral, ethical, political, social, and/or civic lessons and/or themes addressed in HON 101 and/or 301.

Sample:

For students taking CMS 375 and seeking to use it for HON elective credit, Dr. Jennifer Fairchild (who teaches the course for ECU e-Campus) has worked with ECU Honors to develop the following text for her syllabus, outlining what such an honors assignment would look like in her class:

e-Campus Honors Certificate Elective component for CMS 375: ECU e-Campus Honors Certificate students who are taking this course for their “Honors Elective” requirement will complete an honors interdisciplinary project. This creative research assignment integrates or intersects course material from CMS 375 with selected themes from HON 101 The Examined Life or HON 301 Self & Community. Pertinent themes from HON 101 to be applied in this project may involve issues ranging from cultural dislocation to seeing the world as best we can through the eyes and experiences of others. From HON 301, students might deepen questions for this project through recalling and adapting lessons concerning the types of communities in which we participate, and how our participation in them continually shapes and reshapes both us and the communities themselves. For this project, students will interview 2-4 family members (their own family members if possible, but if this is not possible the student may interview 2-4 people who are family to one another). In these interviews, they will analyze and discern features of the family culture narrative. Using information from the interviews, students will write a qualitative

research paper about the influence of family on cultural identity, how family beliefs affect the cultural narrative of those involved, and what they learned about cultural identity (their own or that of the family under consideration) by conducting this research. This assignment involves a proposal, draft, and final project development process and will culminate in a (live or recorded) video presentation, as well as a written report of at least 5 pages. Within the project, discussion of the link to issues examined in HON 101 and/or HON 301 must be explicit, specific, and well-developed. Students will share and discuss their projects online with other e-Campus Honors Certificate students enrolled in the class who are similarly taking the course for “Honors Elective” credit.

e-Campus Honors Option (3 credit hours for course in which the honors option is completed)

HON 302: e-Campus Honors Option (0 cr. hrs) Prerequisite: HON 101 and 301

HON 302 functions as a capstone research experience for the e-Campus Honors Certificate. It is a zero-credit-hour course taken in conjunction with an e-Campus course of the student’s choosing (usually but not necessarily in the student’s major) at the 300-level or higher. Satisfying the HON 302 requirement involves completing an honors interdisciplinary research project related to materials in the corresponding non-honors course, explicitly relating them to themes and issues addressed in HON 101 and/or HON 301. The project for HON 302 must receive a grade of “B” or higher for Honors Certificate credit.

Honors Certificate E-Portfolio (1 credit hour):

HON 391: e-Campus Honors Certificate Portfolio (1 cr. hr.) Prerequisite: HON 101 and 301; Prerequisite or Co-requisite: HON 302

HON 391 may be taken only after having completed at least 9 credit hours of e-Campus Honors Certificate work, and must be taken in the final semester of required coursework for completion of the e-Campus Honors Certificate requirements.

Learning Goals for ECU e-Campus Honors Certificate Program

(For internal programmatic assessment according to ECU Honors Program policy)

Students who complete the e-Campus Honors Certificate will demonstrate strength in:

1. Analyzing and articulating the ways in which core liberal arts themes and issues apply to advancement toward their professional and/or personal goals.
(to be assessed via portfolios)
2. Applying understandings and perspectives from one field of inquiry to other fields of inquiry.
(to be assessed via Honors Elective projects)

3. Developing research projects that creatively integrate interdisciplinary perspectives into work related to personal educational goals and/or future professional goals.
(to be assessed via Honors Option projects)

Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	Honors Program
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	CLASS
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HON 101
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	The Examined Life
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	9-9-2020	Council on Academic Affairs
College Curriculum Committee	9/30/2020	Faculty Senate**
General Education Committee*	10/20/2020	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	NA	
*If Applicable (Type NA if not applicable.)		
**Approval needed for program revisions or suspensions.		
***To be added by the Registrar's Office after all approval is received.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

Create a new course: HON 101 The Examined Life

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)

Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:

HON 101 will function as the first of two interdisciplinary "core" courses in the e-Campus Honors Certificate curriculum. It will strengthen foundational skills in critical and creative thinking through intensive engagement with a series of literary and philosophical works. Students will be expected to apply themes and issues from HON 101 and/or HON 301 explicitly in their honors interdisciplinary projects in the Honors Elective and HON 302: Honors Option elements of the e-Campus Honors Track certificate.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

HON 101 The Examined Life. (3) I, II. Prerequisite: ENG 101(C) or ENG 101R(A) and admission to the ECU e-Campus Honors Certificate program. Engagement with historical and recent memoirs, diaries, and philosophical reflections. Students develop fundamental skills in critical and creative thinking, research, and communication. Research project requires use of library resources and development of a cogent argument. Gen. Ed. 3B.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
HON	101	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	HON
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u> 0 </u>	
3	Lecture <u> 3 </u> Laboratory _____ Other _____	CIP Code (first two digits only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit) The Examined Life	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u> Check all applicable </u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____ ENG 101(C) or ENG 101R(A) and admission to the ECU e-Campus Honors Certificate program.

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3) <u> X </u>		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

General Education Course Application
ELEMENTS 1--6
 Revised: July 2016

Department: Honors Program

Course Prefix and Number: HON 101

Course Title: The Examined Life

For which GE Element is the course designed? 3b

Identify the General Education Goals addressed in this course: (See below.)

EKU General Education Goals addressed in this course:

2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.
6. Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works.
7. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.
8. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.

Course Abstract

1. Describe the course content

HON 101 is the foundational core course for the EKU e-Campus Honors Certificate curriculum. Students will develop and hone fundamental skills in critical reading, critical thinking, research, and communication. Students will engage a series of classic historical and recent memoirs, diaries, and other readings that model critical reflection on one's personal, lived experiences and values. Major themes of the class include carefully considered introspection as well as cultural dislocation and learning to see the world as best we can through the eyes and experiences of people from backgrounds other than our own. Skills and understandings developed in this course should inform students' projects and intellectual growth as they proceed into the subsequent elements of the EKU e-Campus Honors Certificate curriculum.

2. Describe the instructional methods (lecture, discussion, small groups, laboratory, or simulation), faculty qualifications, and course coordination.

Instruction will be online and asynchronous. Students will engage course materials through reading response questions and discussion boards, where they will interact with fellow students as well as the instructor. Faculty will be Ph.D. professors in Humanities disciplines. Course will be coordinated by the Honors Executive Director and/or Associate Director.

3. Describe any new resources needed to implement or to assess the course

None

4. Describe the assessment process.
 (a) What type of assessment instruments will be used to evaluate student learning?

Assessment will be based upon an annual review each May of final research project papers from HON 101 sections offered over the immediately preceding academic year

- (b) When will data be collected?

Each time the course is taught, the instructor will send all final project papers to the Honors Executive Director.

- (c) For how many students will assessments be scored?

Honors Executive Director will build a sample of 10 anonymous student final projects each year to be scored as part of the annual honors assessment process.

- (d) Who will score the assessment instruments?

Instrument will be scored by two honors faculty.

- (e) Who is the faculty person responsible for assessment data for this course?
 Honors Executive Director David Coleman

5. Provide the entire assessment instrument (e.g., *questions on exam; paper; assignment*) that will be used to assess student learning for each of the competencies on the relevant GE scoring rubric.

The assessment instrument for HON 101 is the final project assignment. Each instructor who teaches the course will develop their own specific, detailed instructions for the final project, but the basic expectations are summarized in this paragraph:

HON 101 Final Project Assignment:

The final project involves the production of a well-researched argumentative essay of 7-10 pp (no more than 1" margins, no more than 12-point font) on a topic emerging from course readings. Each student will choose a topic in consultation with the instructor. The project will require identification and engagement with at least three on-point scholarly journal articles and/or scholarly books. Explicit reference must be made in the paper to at least one of the common course readings as well as at least three scholarly secondary sources identified in the research process. For purposes of this assignment, all references should be cited properly using MLA format. Students are to take particular care to make a clear statement of the project's central argument, and to support that argument using specific evidence from the sources.

Rubric: We will use the existing, approved Element 3b rubric from the ECU General Education Assessment web page:

https://gened.ecu.edu/sites/gened.ecu.edu/files/files/GE_QEP_Rubric_3B.pdf

Eastern Kentucky University
Department of Honors
Syllabus for
Honors 101 The Examined Life
Fall 2021, CRN: _____
3 Credit Hourse
EKU e-Campus

Instructor: Dr. Randi Polk, EKU Honors Program

Email: _____

Office Hours: _____

“The unexamined life is not worth living”

--Socrates (in Plato’s *Apology*)

Course Catalog Description:

HON 101 The Examined Life. (3) I, II. Prerequisites: ENG 101(C) or ENG 101R(A) and admission to the EKU e-Campus Honors Certificate program. Engagement with historical and recent memoirs, diaries, and philosophical reflections. Students develop fundamental skills in critical and creative thinking, research, and communication. Research project requires use of library resources and development of a cogent argument. Gen. Ed. 3B.

Course Description: HON 101 is the foundational core course for the EKU e-Campus Honors Certificate program. Students will develop and hone fundamental skills in critical reading, critical thinking, research, and communication. Students will engage a series of classic historical and recent memoirs, diaries, and other readings that model critical reflection on one’s personal, lived experiences and values. Major themes of the class include carefully considered introspection as well as cultural dislocation and learning to see the world as best we can through the eyes and experiences of people from backgrounds other than our own. Skills and understandings developed in this course should inform students’ projects and intellectual growth as they proceed into the subsequent elements of the EKU e-Campus Honors Certificate curriculum.

Special Note: This may be a new type of course for many of you, and the work will be steady and challenging. At times you may feel confused or frustrated. If that happens, let us know! If you want to talk about the course, your performance, or receive guidance on a particular assignment, we encourage you to email, call, or set up a video chat with the instructor(s). We can help; that’s our job. EKU Honors is a community of intellectual colleagues, both students and faculty, who help each other and work together.

General Education Goals for Element 3B

Students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
2. Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works. (GE Goal 6)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (GE Goal 7)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)

Student Learning Outcomes for HON 101

At the end of the semester, students will be able to:

1. Gather, synthesize, and critically analyze information and present it in a well-written format.
2. Verbally articulate complex information in an interesting presentation.
3. Comprehend the major concepts of the course.
4. Express ideas about the humanities through sentences that are clearly formulated, grammatically correct, and stylistically competent.
5. Accurately locate particular works and/or cultural movements in relation to relevant contexts.
6. Understand the methods used in the humanities.
7. Integrate relevant information, concepts, perspectives, and principles.
8. Demonstrate a writing process that produces effective documents appropriate to course level.

Grading:

Weekly Discussion Board Posts and Responses (8 x 10)	80
Midterm Essay (4-5 pp, 1400-1800 words)	60
Oral Presentation (6-8 minute)	60
Final Research Essay (7-10 pp., 2500-3500 words)	100
Total	300

(A=270-300; B=240-270; C=210-240; D=180-210; ≤179=F)

Readings:

Instructor will choose 6-7 of the following (or similar)

Plato, *Apology*

Augustine of Hippo, *Confessions*

Margery Kempe, *The Book of Margery Kempe*

Thomas More, *Utopia*

Michel de Montaigne, *Essays* (select 4 or 5 of them)

Samuel Pepys, *Diary of Samuel Pepys*

Harriet Jacobs, *Incidents in the Life of a Slave Girl*

Frederick Douglass, *Narrative of the Life of Frederick Douglass*

Black Elk, *Black Elk Speaks: Life Story of a Holy Man of the Oglala Sioux*

Elie Wiesel, *Night*

Malcolm X, *Autobiography of Malcolm X*

Che Guevara, *The Motorcycle Diaries*

Malala Yousafzai, *I Am Malala*

Sample Schedule for 8-week e-Campus term

Week One

Course Introduction and Introductions of Students and Faculty

Reading and Discussion of Plato, *Apology*

Week Two

Reading and Discussion of Margery Kempe, *The Book of Margery Kempe*

Introduction to Use of EKU Library Databases

Discussion of citation

Week Three

Reading and Discussion of Thomas More, *Utopia*
 Discussion of Midterm Essay Assignment
 Discussion on avoiding plagiarism

Week Four

Reading and Discussion of selections from Montaigne's *Essays*
 Midterm Essay Due

Week Five

Reading and Discussion of Harriet Jacobs, *Incidents in the Life of a Slave Girl*
 Discussion of Final Research Paper Topic Choice

Week Six

Reading and Discussion of *Black Elk Speaks*
 Topic Choice and Initial Bibliography--at least 3 (very) on-point scholarly articles

Week Seven

Reading and Discussion of *The Autobiography of Malcolm X*

Week Eight

Final Research Paper Due
 Oral Presentations Posted
 Discussion Board Questions and Responses (to other students' oral presentations)

Student Progress:

Students will receive feedback via Discussion Board grades and comments before the midterm.

Participation/Attendance:

Because of the nature of an online course, participation will be measured by your active involvement in the activities on Blackboard (weekly discussions and completion of assignments).

Attendance Statement (COVID-19)

Students should make every effort to attend to all assignments on time every week. An acceptable excuse may be an illness (including self-isolation or quarantine), a University provided excuse, or an emergency resulting in unavoidable absence. Students will not receive a grade penalty for missing class due to self-isolation or quarantine, but should notify the instructor as soon as they are aware of the need to miss class. Students are expected to make up missed work.

Official E-mail

An official EKU e-mail is established for each registered student, each faculty member and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will

provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Academic Integrity Statement

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards. For current University policies and regulations, please go to EKU's [Policy Website](#).

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Add/Drop Withdraw

The last day to drop a full semester course without a "W" appearing on the university transcript is _____. The last day to drop a class without a drop fee is _____. The last day to drop a class (with the fee required by EKU drop policy) is _____. See all calendar details at <https://colonelcompass.eku.edu/>.

Note on Content and Pace of Course

This course is taught online at an accelerated pace over an eight-week term. This does not mean that the course is easier than classes that meet in a physical, in-class setting. To take the course, you must regularly check your EKU student email and be able to use Blackboard. You should check the Blackboard course site regularly for course-related announcements and resources.

Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	Honors Program CLASS HON 301 Self and Community ± If Title is longer than 30 characters see Part IV to provide abbreviation
* Provide only the information relevant to the proposal.		
Proposal Approved by:		
<u>Date</u>		<u>Date</u>
Departmental Committee	9-9-2020	Council on Academic Affairs
College Curriculum Committee	9/30/2020	Faculty Senate**
General Education Committee*	10/20/2020	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	NA	
*If Applicable (Type NA if not applicable.) **Approval needed for program revisions or suspensions. ***To be added by the Registrar's Office after all approval is received.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create a New Course: HON 301 Self and Community	
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: HON 301 will function as the second of two interdisciplinary "core" courses in the e-Campus Honors Certificate curriculum. It will strengthen foundational skills in critical thinking through intensive engagement with landmark studies in the social sciences and the nature of human communities. Students will be expected to integrate themes and issues from HON 301 and/or HON 101 explicitly in their honors interdisciplinary projects in the Honors Elective and HON 302: Honors Option requirements for the e-Campus Honors Certificate.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: Satisfactory Library Resources: Satisfactory	

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

HON 301 Self and Community. (3) I, II. Prerequisite: HON 101. Interdisciplinary examination of the meanings of participation in local, national, and global communities. Topics may include matters such as political engagement, leadership, compassion, empathy, inequality, stratification, race, and gender. Gen. Ed. 5B.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
HON	301	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	HON
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	HON 101
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3) X		
1C (3)		or 3A/B Integrated A&H(6)				

General Education Course Application
ELEMENTS 1--6
 Revised: July 2016

Department: Honors Program

Course Prefix and Number: HON 301

Course Title: Self and Community

For which GE Element is the course designed? 5b

Identify the General Education Goals addressed in this course: (See below.)

2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.
4. Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities.
7. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.
8. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.

Course Abstract

1. Describe the course content

HON 301 is the second of two foundational core courses for the ECU e-Campus Honors Certificate curriculum. In this course, students will build upon foundational critical thinking and analytical skills fostered in HON 101 “The Examined Life” by examining classic and contemporary debates concerning the relationship between the individual and the community. What are the sorts of “communities” (familial, ethnic, local, regional, national, transnational, virtual, etc.) in which we participate? How do we shape them, and how do they shape us? What is “power,” and how does it work within communities? What roles do issues such as race, class, and gender play in defining and redefining community? How and why do communities change (or not change)? In their creative and research projects, students will engage actively in some outreach to and investigation of some aspect, institution, or organization within a community of which they are a part and/or about which they hope to learn more.

2. Describe the instructional methods (lecture, discussion, small groups, laboratory, or simulation), faculty qualifications, and course coordination.

Instruction will be online and asynchronous. Students will engage course materials through reading response questions as well as discussion boards, where they will interact with fellow students as well as the instructor. Course also requires each student to reach out to a community organization as the basis of a “Creative Community Engagement Project” Faculty will be Ph.D. professors in Humanities disciplines. Course will be coordinated by the Honors Executive Director and/or Associate Director.

3. Describe any new resources needed to implement or to assess the course

None

4. Describe the assessment process.
 - (a) What type of assessment instruments will be used to evaluate student learning?

The Research Essay completed by each student will be the assessment instrument

- (b) When will data be collected?

Each instructor who teaches the course will save the Research Essays and send them at the end of the term to the Honors Executive Director

- (c) For how many students will assessments be scored?

The Honors Executive Director will create an anonymous sample of ten Research Essays to be evaluated by the Honors Assessment team each May

- (d) Who will score the assessment instruments?

Honors faculty will score the assessment instruments.

- (e) Who is the faculty person responsible for assessment data for this course?

EKU Honors Executive Director David Coleman

5. Provide the entire assessment instrument (e.g., *questions on exam; paper; assignment*) that will be used to assess student learning for each of the competencies on the relevant GE scoring rubric.

The assessment instrument for HON 301 is the Research Essay assignment. Each instructor who teaches the course will develop their own specific, detailed instructions for the final project, but the basic expectations are summarized in this paragraph:

HON 301 Research Assignment:

The research assignment involves the production of a well-researched argumentative project of 7-10 pp (no more than 1" margins, no more than 12-point font) on a topic emerging from course readings and discussions. Each student will choose a topic in consultation with the instructor. The project will require identification and engagement with at least five on-point scholarly journal articles and/or scholarly books. Explicit reference must be made in the paper to all five scholarly secondary sources identified in the research process. For purposes of this assignment, all references should be cited properly using APA format. Students are to take particular care to make a clear statement of the project's central argument, and to support that argument using specific evidence from the sources.

We will use the approved Element 5b Social Sciences rubric on the EKU General Education website:

https://gened.eku.edu/sites/gened.eku.edu/files/files/GE_QEP_Rubric_5B.pdf

Eastern Kentucky University
Department of Honors
Syllabus for
Honors 301 Self and Community
Fall 2021, CRN _____
3 Credit Hours
EKU e-Campus

Instructor: Steffen Wilson

Email: _____

Office Hours: _____

Course Catalog Description:

HON 301: Self and Community. (3) I, II. Prerequisite: HON 101. Interdisciplinary examination of the meanings of participation in local, national, and global communities. Topics may include matters such as political engagement, leadership, compassion, empathy, inequality, stratification, race, and gender. Gen. Ed. 5B.

Course Description: HON 301 is the second of two foundational core courses for the ECU e-Campus Honors Certificate curriculum. In this course, students will build upon foundational critical thinking and analytical skills fostered in HON 101 “The Examined Life” by examining classic and contemporary debates concerning the relationship between the individual and the community. What are the sorts of “communities” (familial, ethnic, local, regional, national, transnational, virtual, etc.) in which we participate? How do we shape them, and how do they shape us? What is “power,” and how does it work within communities? What roles do issues such as race, class, and gender play in defining and redefining community? How and why do communities change (or not change)? In their creative and research projects, students will engage actively in some outreach to and investigation of some aspect, institution, or organization within a community of which they are a part and/or about which they hope to learn more.

General Education Goals for Element 5B

After completing the General Education Program at ECU, students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
2. Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities. (GE Goal 4)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (GE Goal 7)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)

Student Learning Outcomes for HON 301

Students who successfully complete this course will be able to:

1. Gather, synthesize, and critically analyze information and present it in a well-written format.
2. Verbally articulate complex information in an interesting presentation.
3. Comprehend the major concepts of the course.
4. Apply relevant concepts and theories of the social and behavioral sciences in different contexts.

5. Establish a conclusive position regarding a topic in the social and behavioral sciences and identify consequences.
6. Understand the research methods used in the social and behavioral sciences.
7. Integrate relevant information, concepts, perspectives, and principles.
8. Demonstrate a writing process that produces effective documents appropriate to course level.

Grading:

Weekly Discussion Board Posts and Responses (8 x 10)	80
Creative Community Engagement Project	70
Oral Presentation (6-8 minute)	50
Research Essay (7-10 pp., 2500-3500 words)	100
Total	300

(A=270-300; B=240-270; C=210-240; D=180-210; ≤179=F)

Suggested Possible Readings:

Instructor will select a series of readings that represents perspectives from multiple social science disciplines. These might include “classic” statements as well as contemporary scholarly studies. The following list provides samples of the sorts of readings that instructors may choose to include:

Rousseau, *The Social Contract*

Alexis de Tocqueville, *Democracy in America*

George Herbert Mead, *Mind, Self, and Society*

Erving Goffman, *The Presentation of Self in Everyday Life*

Max Weber, *Sociology of Community*

Audre Lorde, “Age, Race, Class, and Sex”

Rick Della Fave, “The Meek Shall Not Inherit the Earth: Self-Evaluation and the Legitimacy of Self-Evaluation”

Herbert Blumer, “Race Prejudice as a Sense of Group Position”

W.E.B. DuBois, *The Souls of Black Folk*

Martin Luther King, “Letter from Birmingham Jail”

Margaret Meade, *Coming of Age in Samoa*

Wendell Berry, *A World Lost*

Kwame Appiah, *Cosmopolitanism: Ethics in a World of Strangers*

Barbara Ehrenreich, *Bait and Switch*

Ta-Nehisi Coates, *Between the World and Me*

Dorceta Taylor, *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*

Sample Schedule for 8-week e-Campus term

Week One: Course Introduction and Defining Communities

Rousseau, *The Social Contract*, Weber, *Sociology of Community* (excerpts from both)

Week Two: Drawing Lines: Self, Community, and “Other”

Goffman, *Presentation of Self in Everyday Life*, Lorde, “Age, Race, Class, and Sex”

Discussion of Research Project and research tools

Week Three: Blurring/Erasing Lines: Compassion, Empathy, and Community

Wendell Berry, *A World Lost*

Topic Choice Discussion for Research Project

Discussion of Creative Community Engagement Project

Week Four: Broadening Concepts of Community in a Global Age

Appiah, *Cosmopolitanism: Ethics in a World of Strangers*
Creative Community Engagement Project Topic Choice

Week Five: Environment, Race, and Class

Taylor, *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*
Prospectus due for Research Project

Week Six: Action in Community

Ehrenreich, *Bait and Switch*; King, "Letter from Birmingham Jail"

Week Seven: Creative Community Engagement Projects and Oral Presentations

Week Eight: Research Projects and Presentations

Student Progress:

Students will receive feedback via Discussion Board grades and comments before the midterm.

Participation/Attendance:

Because of the nature of an online course, participation will be measured by your active involvement in the activities on Blackboard (weekly discussions and completions of assignments, etc.).

Attendance Statement (COVID-19)

Students should make every effort to keep up with work every week. An acceptable excuse is an illness (including self-isolation or quarantine), a University provided excuse, or an emergency resulting in unavoidable absence. Students will not receive a grade penalty for missing class due to self-isolation or quarantine, but should notify the instructor as soon as they are aware of the need to miss class. Students are expected to make up missed work.

Official E-mail

An official EKU e-mail is established for each registered student, each faculty member and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Academic Integrity Statement

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to ECU's [Policy Website](#).

Discrimination and Harassment, Title IX, and Prevention Statement

ECU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

ECU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Add/Drop Withdraw

The last day to drop a full semester course without a "W" appearing on the university transcript is ____.

The last day to drop a class without a drop fee is _____. The last day to drop a class (with the fee required by ECU drop policy) is _____. See all calendar details at <https://colonelscompass.eku.edu/>.

Note on Content and Pace of Course

This course is taught online at an accelerated pace over an eight-week term. This does not mean that the course is easier than classes that meet in a physical, in-class setting. To take the course, you must regularly check your ECU student email and be able to use Blackboard. You should check the Blackboard course site regularly for course-related announcements and resources.

Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one)	Department Name	Honors Program
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	CLASS
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HON 302
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	e-Campus Honors Option
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9-9-2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course: HON 302: e-Campus Honors Option</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>HON 302 will provide a capstone research experience for the e-Campus Honors Track. Students will apply issues and themes from the e-Campus Honors Track "core" courses HON 101 and HON 301 to an interdisciplinary honors project. The topic of that project must relate to a chosen upper-division course (usually but not necessarily in the students major) in which the student is simultaneously enrolled. The object of HON 302 is to invite and encourage students to explore explicitly and critically the meanings of interdisciplinary liberal arts themes as they apply directly to the student's major and/or their professional and/or personal educational goals.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: Satisfactory</p> <p>Library Resources: Satisfactory</p>

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

HON 302 e-Campus Honors Option. (0) A. Prerequisites: HON101 and HON 301. Taken in conjunction with an e-Campus course at or above the 300-level in which the student is simultaneously enrolled. Student completes a substantial project that places lessons and meanings of the upper-division course in the context of a philosophical, ethical, social, and/or civic issue studied in HON 101 and HON 301.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strike through~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~strike through~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
HON	302	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	HON
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
0	Lecture 0	Laboratory _____	Other _____	
			CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	0	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	HON 101 and HON 301
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Syllabus for
HON 302 e-Campus Honors Option
0 Credit Hours
Fall 2021, CRN: _____
EKU e-Campus

Instructor: Dr. David Coleman
 Email: _____
 Office Hours: _____

Catalog Description

HON 302 e-Campus Honors Option. (0) A. Prerequisites: HON101 and HON 301. Taken in conjunction with an e-Campus course at or above the 300-level in which the student is simultaneously enrolled. Student completes a substantial project that places lessons and meanings of the upper-division course in the context of a philosophical, ethical, social, and/or civic issue studied in HON 101 and HON 301.

Course Description:

HON 302 will provide a capstone research experience for the e-Campus Honors Certificate. Students will apply issues and themes from the e-Campus Honors Track “core” courses HON 101 and HON 301 to an interdisciplinary honors project. The topic of that project must relate to a chosen upper-division course (usually but not necessarily in the students major) in which the student is simultaneously enrolled. The object of HON 302 is to invite and encourage students to explore explicitly and critically the meanings of interdisciplinary liberal arts themes as they apply directly to the student’s major and/or their professional and/or personal educational goals.

Student Learning Outcomes

Students who successfully complete this course will be able to:

1. Apply knowledge and understanding gained in a specific ECU e-Campus upper-division course (300-level or higher) in which they are simultaneously enrolled with HON 302 to issues of broader personal or civic significance.
2. Identify and evaluate peer-reviewed scholarship that addresses broader social, cultural, literary, philosophical, and/or political issues that are related to but go beyond the specific material covered in the upper-division course that the student is taking in conjunction with HON 302.
3. Complete a project that articulates and analyzes the personal and/or professional lessons and meanings of the selected issue or issues from the upper-division course in the context of a specific philosophical, moral, ethical, political, social, and/or civic issue or issues of the sort studied in HON 101 and HON 301.

Required Texts

There is no required common reading material. The student will identify specific scholarly readings that extend understanding of materials and issues from the chosen, linked upper-division class and help place that knowledge in a broader philosophical, moral, ethical, political, social, or civic context.

Grading

Prospectus: 25%

Final Project: 75%

Because this is a zero-credit hour course, the grade of the course will not impact the student's ECU GPA. Completion of this course with an overall grade of at least a "B" is required for earning the "Honors Track Distinction" on your transcript.

Project and Course Schedule

HON 302 centers on a project that students will complete in conjunction with an upper-division (300-level or higher) ECU e-Campus course in which they are simultaneously enrolled, including internships (which might provide particularly fruitful opportunities for HON 302 projects).

Week One

On the first day of the course, the instructor will send the syllabus and project assignment to the students. Students will be instructed to respond by Wednesday of the first week of class with an indication of the specific upper-division course with which they wish to link their HON 302 experience.

Weeks Two-Four: Students will be asked to bear this assignment in mind as they proceed through the first half of the linked course. They may consult with the instructor of HON 302 at any time for advice concerning formulating their projects. They are also encouraged to consult with the instructor of the linked upper-division course for advice concerning the issues that they are considering researching for their HON 401 project, but they are expected to do their own research in terms of identifying appropriate bibliography. The project for HON 302 may relate to, but may not be the same as, any research project that the student is completing as a requirement in the chosen associated upper-division course.

Week Five

On Friday of Week Five, students will turn in to the HON 302 instructor a Prospectus outlining the project that they envision for HON 302. The Prospectus will include a bibliography of at minimum six substantial, on-point scholarly (peer-reviewed) journal articles, or at least three substantial scholarly books, or at least one scholarly book and four scholarly journal articles, or two scholarly books and two scholarly journal articles

Week Six

Students will receive substantial feedback on the Prospectus from the HON 401 instructor.

Weeks Seven-Eight

Student will complete the Final Project and send the final version to the HON 302 instructor by Wednesday of Week Eight. The Final Project must be 7-10 pages in length, including bibliography (no more than 1" margins and no more than 12-point font).

Citations should conform to the expectations of the field of the linked course (e.g. APA for projects in Psychology and most social and health sciences, MLA for projects in the Arts and Humanities, Chicago Manual of Style for projects in History or Classics, etc.).

Students should carefully save the Final Project, which will subsequently become part of each student's final e-Campus Honors Track E-Portfolio in HON 391.

HON 302 Project Description and Expectations

Prospectus (due in Week Five):

The prospectus will be 2-3 pages in length (no more than 1" margins and 12-point font), not including bibliography. It must include a prospective project title—hopefully an interesting and engaging one (but bear in mind that you may change the title as your work progresses). The prospectus should reflect preliminary engagement with the scholarly works identified in the bibliography. It should explain the central question(s) that the project is addressing, and it must state at least at the level of a hypothesis or prospective thesis statement the central argument that you see yourself advancing in the final project (though, again, your thesis statement may evolve as you dig deeper into the research. The prospectus should make explicit reference to the specific arguments advanced in at least two of the items cited in the bibliography, explaining how your project relates to the work of scholars in the field.

Final Project (due Wednesday of Week Eight)

The final project will be 7-10 pages in length (no more than 1" margins and 12-point font), not including bibliography. The final project should have a title and a clear thesis statement. It must also engage explicitly the arguments of the items cited in the bibliography. In some fields, a short "literature review" section might be an appropriate way to do this. The thesis statement must be well supported by specific evidence.

Sample Project Topics

Projects will obviously vary considerably depending on the student's major, the class in which the project is completed, and each student's own personal, professional, or educational goals. Students should consider their options carefully, and choose a topic that helps them to advance toward future goals (whether those goals are personal, professional, or educational). A main point of emphasis for the HON 302 project is to encourage students to put interdisciplinary understandings into practice in a way that relates the critical thinking and/or civic engagement skills about which they learned in HON 101 and 301 to the material that they are studying in the chosen upper-division course within which they choose to complete their HON 302 projects.

A very limited sampling of the virtually infinite possible topics students might pursue for this assignment:

For an upper-division course in...

Business-Management:

"Ethical Dimensions of Sexual Discrimination Prevention Policies: A Comparative Study of Three Fortune 500 Companies."

Communications:

"Political Implications of Internet Access Limitations in Rural America"

Criminal Justice:

"Racial Disparities in Sentencing and the Black Lives Matter Protests of 2020"

Political Science:

“A Machiavellian Moment: Ironies of U.S. Trade Policies in Latin America”

Psychology:

“Shadows of the Mind-Body Debate in Contemporary Autism Research”

Social Work:

“Modeling Social Change: Leadership Debates within the American Clinical Social Work Association since 2009”

Sports Management:

“Dilemmas of Justice, Access, and Money in College Athletics: Examples from FCS Football Programs”

Student Progress:

Because work on the HON 302 project occurs almost entirely in the second half of the course, there will be no formal process of feedback to the students before the midterm.

Participation/Attendance:

Because of the nature of this course as an asynchronous, online, independent-study “capstone” research course, participation will be measured by your timely completion of assignments.

Attendance Statement (COVID-19)

Students should make every effort to attend every class, whether online or in person. An acceptable excuse is an illness (including self-isolation or quarantine), a University provided excuse, or an emergency resulting in unavoidable absence. Students will not receive a grade penalty for missing class due to self-isolation or quarantine, but should notify the instructor as soon as they are aware of the need to miss class. Students are expected to make up missed work.

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Academic Integrity Statement

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EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

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Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Add/Drop Withdraw

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The last day to drop a class without a drop fee is _____. The last day to drop a class (with the fee required by EKU drop policy) is _____. See all calendar details at <https://colonelscompass.eku.edu/>.

Note on Content and Pace of Course

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Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one)	Department Name	Honors Program
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	CLASS
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HON 391
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	e-Campus Honors Track E-Portfolio
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	9-9-2020	Council on Academic Affairs	
College Curriculum Committee	9/30/2020	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course: e-Campus Honors Track E-Portfolio</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>HON 391 will function as a one credit-hour culminating reflective experience for students in their final term of work toward the "e-Campus Honors Track" certificate distinction. It will include writings that tie together the students' interdisciplinary honors experiences in the program and make explicit the ways in which they will continue to apply as the students move into the next steps toward their professional and/or personal goals. It will also involve producing an effective résumé or curriculum vitae that highlights the critical and creative thinking skills developed through the honors track alongside evidence of the ways in which they have enhanced the students' experiences in their majors.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: Satisfactory</p> <p>Library Resources: Satisfactory</p>

Part II. Recording Data for New, Revised, or Dropped Course(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.
 (*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

HON 391 e-Campus Honors Track E-Portfolio. (1) A. Prerequisites: HON 101 and HON 301. Prerequisite or Co-requisite: HON 302. Production of an E-Portfolio that reflects and demonstrates the ways in which the student's experiences in higher education have met and corresponded with the specified learning goals of the EKU e-Campus Honors Track.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text
 (*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
HON	391	Fall 2021	BT _____ HS _____ CL X _____ JS _____ ED _____ SC _____	HON
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
1	Lecture 1 _____ Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	1	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. HON 101

Course Prefix and No. HON 301

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. HON 302

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
Syllabus for
HON 391 e-Campus Honors Track E-Portfolio
1 Credit Hour
Fall 2021, CRN: _____
EKU e-Campus

Instructor: Dr. David Coleman
 Email: _____
 Office Hours: _____

Catalog Description

HON 302 e-Campus Honors Track E-Portfolio. (1) A. Prerequisites: HON 101 and HON 301. Prerequisite or Co-requisite: HON 302. Production of an E-Portfolio that reflects and demonstrates the ways in which the student's experiences in higher education have met and corresponded with the specified learning goals of the EKU e-Campus Honors Certificate Track.

Student Learning Outcomes

Students who successfully complete this course will be able to:

1. Develop a portfolio that effectively integrates the student's honors certificate experiences with their broader personal, educational, and/or professional goals.
2. Articulate in a clear and sophisticated manner the ways in which their experiences in higher education have corresponded with the learning goals and objectives of EKU Honors Program's e-Campus Honors Certificate curriculum.

Required Texts

There is no required common reading material.

Grading

Portfolio Evaluation: 100%

Portfolio Description:

HON 391 is a one credit-hour culminating reflective experience for students in their final term of work toward the e-Campus Honors Certificate. It will include writings that tie together the students' interdisciplinary honors experiences in the program and make explicit the ways in which they will continue to apply as the students move into the next steps toward their professional and/or personal goals. It will also involve producing an effective résumé or curriculum vitae that highlights the critical and creative thinking skills developed through the honors track alongside evidence of the ways in which they have enhanced the students' experiences in their majors.

e-Campus Honors Certificate E-portfolios may take a variety of formats. Some students may be in majors or certificate programs that require sophisticated E-portfolios for other purposes. Students in such programs are encouraged not to feel as though they have to "reinvent the wheel" completely for their Honors Certificate portfolio, but rather to integrate the honors elements into their existing portfolio and be sure that all of the required honors elements are present.

Students are to develop their E-portfolios online on an accessible platform of their own choosing. It must be something that will be easily and openly accessible to be shared with the instructor. Some platforms commonly used for E-portfolios of this sort are Wix, Weebly, GitHub, and Word Press.

Portfolios will typically have a homepage with introductory material and possibly a brief biographical statement and (only if the student chooses) a professional-quality headshot or appropriate graphic or art work. Links from the homepage may be made to various sections. The following required elements must be included in some way:

A professional-quality résumé or curriculum vitae

An Honors Certificate “Reflective Essay”

Your “HON 302 Honors Option” project, with an essay reflecting on the process of its production and its relationship to your professional, personal, and/o educational goals.

Statement of personal, educational, and/or professional goals.

Detailed instructions on each of these elements will be provided by the instructor.

Participation/Attendance:

Because of the nature of this course as an online, asynchronous one-hour culminating reflective experience, participation will be measured by the completion of the portfolio with all of its required elements.

Attendance Statement (COVID-19)

Students should make every effort to attend every class, whether online or in person. An acceptable excuse is an illness (including self-isolation or quarantine), a University provided excuse, or an emergency resulting in unavoidable absence. Students will not receive a grade penalty for missing class due to self-isolation or quarantine, but should notify the instructor as soon as they are aware of the need to miss class. Students are expected to make up missed work.

Official E-mail

An official EKU e-mail is established for each registered student, each faculty member and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU’s Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Academic Integrity Statement

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards. For current University policies and regulations, please go to EKU's [Policy Website](#).

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Add/Drop Withdraw

The last day to drop a full semester course without a "W" appearing on the university transcript is ____.

The last day to drop a class without a drop fee is _____. The last day to drop a class (with the fee required by EKU drop policy) is _____. See all calendar details at <https://colonelcompass.eku.edu/>.

Eastern Kentucky University
CMS 375
Intercultural Communication
3.0 hours of credit; CRN XXXXX
Syllabus, Fall 2021

Instructor: Dr. Jennifer L. Fairchild

Office: Combs 314

Email: Jennifer.fairchild@eku.edu

Phone: 859-622-2876

Office Hours: Online. The fastest way to reach me will always be online.

Please note that I reserve the right to make adjustments in the assignments, format, and due dates of this class at any time during the course. Such adjustments will *only* be made to enhance the course and/or meet the unique learning needs of the students who are enrolled.

Course Description & Overview:

Intercultural Communication is designed to give students an overview of the problems, issues, and processes involved with communicating with people of different cultures and sub-cultural backgrounds. As such this course will not only investigate people from different countries and of different nationalities (*e.g., Africa, China, Iran, Iraq, Israel, Pakistan, Japan, Australia, etc.*), we will also explore different sub-cultures (*e.g., African Americans, Mexican Americans, the disabled, Native Americans, etc.*) seeking to understand their differences within our nation's borders and how these differences invite many unique questions, dilemmas, and insights.

As a group we will attempt to investigate the communication processes, be they productive or adversarial, across these different cultures and sub-cultures with an emphasis on intercultural perceptions, values, and language barriers among different groups/populations.

In general the study of *culture* within society means that we must do more than make ourselves aware of how we view different cultures and sub-cultures; it means that we must spend a great deal of time using a multi-disciplinary lens to analyze and critique the various ways that we see ourselves as well as the way we see others. The concepts and issues to be examined this semester are not concrete or factual. As a result it will be our task not only to learn specific information or concepts, but also to learn to think critically about the social determinants of culture and social behavior.

Each of us has been socialized in different ways over the course of our lives. We have been taught the correct behavior from our families, communities, and various other relational connections. This socialization has affected who we are and how we behave more than we realize. Furthermore, we have been taught to respond, often unconsciously, to one another with a pattern of attitudes, beliefs and behaviors (our personal schema). Overall, we have acquired the power to be sexist, homophobic, heterosexist, racist, classist, ageist, ableist, etc., even though we are often unaware that we hold these beliefs. To understand culture, we must as a group understand how these processes create inequality, indifference, and apathy for other cultures and sub-cultures. If you leave this semester with that sense of knowledge, humility and inner awareness/insight, then I will have accomplished my task as the facilitator of your intercultural education.

We must develop a foundation of respect so that all of us can fully participate. Your experience in this class will help to broaden and enrich your educational and social experiences this semester. Please keep in

mind that when discussing issues in this class, all ideas will be respected and accepted as long as they are argued critically, and I ask that you respect the ideas expressed by myself as well as your classmates. There will be times when we must agree to disagree, but we should never do at the compromise of others.

Please respect each other in and out of class –think before you speak or type! Make sure that your thoughts and expressions are pleasing, well-stated, and critically thought-out comments and observations – before they proceed out of your mouths. Our class discussion will not be an opportunity for anyone...myself included, to postulate our own worldviews on our unassuming classmates, nor will we/I use this class as a platform to bash any group's idiosyncratic ways.

STUDENT LEARNING OUTCOMES:

1. To analyze the concepts of Intercultural Communication, including but not limited to, general cultural norms, values and beliefs held among different cultural groups, sub-cultural norms, values and beliefs, the impact of racism, classism, sexism, etc. on cultural exchanges/communication.
2. To analyze perspectives about the influence of culture on the sending and interpreting of messages.
3. To describe the various complexities of communication in different cultural communication exchanges.
4. To explain the salient intercultural theories that drive intercultural communication and the functionality of sub-cultures in different cultural groups.
5. To analyze the influence of your own cultural situation upon the sending and interpreting of messages.

In addition, CMS 375 addresses the following competencies:

Writing: To communicate effectively using standard written English. (Students complete assigned written exercises designed for improved self-awareness of intercultural communication strengths and weaknesses.)

Reading: To understand, analyze, summarize, and interpret a variety of reading materials. (Class discussions and examinations cover assigned required reading.)

Integrated Learning: To think **critically** and make connections in learning across the disciplines.

Textbooks:

Communication Between Cultures (9th edition). By Larry Samovar, Richard Porter, Edwin McDaniel, and Carolyn S. Roy. Cengage. ISBN: 978-1-285-44462-8

BLACKBOARD—Online communication center. This site includes online syllabus, daily calendar, additional suggested links, class announcements, etc. You should get in the habit of checking Blackboard AND your ECU email account on the days we have class.

***Please note that additional reading material (articles, books and book chapters) will be assigned during the duration of the course.**

OVERALL COURSE EVALUATION:

GRADING SCALE

A	90-100
B	80-89
C	70-79
D	60-69
F	59 & below

Note: Your participation in this course is the equivalent of a professional commitment. Please treat it as such. By your enrollment/participation in this course, you agree to the policies stated in this syllabus.

REQUIRED TECHNOLOGY and SKILLS:

This course requires that you have DAILY access to a computer with up-to-date software and high-speed internet access that allows you to easily send and receive email and view streamed video.

Students enrolled in this course must also be able to:

1. *Quickly* learn to use Bb technology.
2. Participate in online discussion forums, as assigned by your instructor or course facilitator.
3. Take online exams via Bb.
4. KEEP back-up copies of EVERYTHING on your hard drive in the event that your instructor or course facilitator would ask you to resubmit a document or submit a document in hard-copy format.
5. Adhere to the "Web Course Guidelines" and technology requirements posted in the Introductory Module of our class Blackboard site.

POLICIES:

Responsibility and Accountability:

EKU considers students to be individuals who are responsible for their own behaviors. Students are expected to make decisions with an awareness of the consequences which will most likely result from these decisions. Decision-making without considering the resulting consequences **is not** justifiable behavior if the consequences put the student's academic efforts at risk. **In other words, if you enroll in a class, you are obligated to meet the responsibilities of this class, regardless of other commitments, including work, family, and other class obligations.**

Due dates and times will be clearly articulated ahead of time. Please refer to the course calendar in your Introductory Module to see how this course is scheduled to unfold. No late work is accepted, unless official university-approved excuse is submitted prior to due date.

Student Progress: Grades will be posted in the Bb online grade book and updated weekly. If at any time you are unsure about your academic status in this course, please contact your instructor directly by email.

Assignments/Due Dates:

All major assignments are designed for you to synthesize and apply gained knowledge from this course. They are important not only for learning assessment to take place, but to reinforce long-term retention and understanding of interpersonal processes and skills. Therefore, YOU MUST COMPLETE ALL ASSIGNMENTS in order to receive a passing grade for this course. **Failure to complete any major assignment (i.e., failure to complete any assigned major project, including the research paper and presentation) will result in failure of this course.**

Academic Integrity Policy: Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Netiquette: The foundation of effective communication is being "other-oriented." It is important that everyone has mutual respect for one another in interactions related to this course. Online discussions and emails should be free of racist, sexist, or other unethical language that might make your instructor and others in the online learning community uncomfortable. Refrain from using online discussion boards for

anything other than course-related exchanges. Please also refrain from sarcasm, crude or rude language, or insulting others in our learning environment. Netiquette should also be extended to your instructor and other course facilitators! **If online misbehaviors appear evident in this course, your instructor will contact you to discuss the matter and make suggestions for improved communication with others. If online misbehaviors occur again, your instructor reserves the right to remove any student from this course who creates an uncomfortable or hostile learning environment for others.**

Accessibility Accommodation Statement: Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA), should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference, may register online at accessibility.eku.edu/applying-services, or if you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact ECU's Office of Equity and Inclusion, (859) 622-8020 john.dixon@eku.edu. Upon individual request, this syllabus can be made available in an alternative format.

Discrimination, harassment, or violence will not be tolerated at ECU: ECU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. It also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you share information that indicates that you have witnessed or experienced such behavior, that information will have to be provided to University officials; consider this in choosing what information you post. If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://www.titleix.eku.edu> for resources.

Copyright: Copyright law protects this syllabus, my lectures, and all materials distributed and presented by me during this course. You are authorized to take notes in this class, but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized, and it is a violation of Eastern Kentucky University policy, to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

No extra credit assignments will be made available to students to compensate for inferior work early in the semester. High standards in performance and analysis are expected from the start.

“Proper Format” All written work for this class must be submitted in “proper format,” with no exceptions. Failure to adhere to this format will result in the loss of one full letter grade on any written assignment. While some assignments may require somewhat different emphases of the style, in general proper format means the following:

1. Typed in a 12-point, non-artistic, standard font, such as Times New Roman. All of your papers should have 1” margins all around.
2. Has a proper heading including your name, the class number (e.g. CMS 375), your CRN, and the assignment title (e.g. “Journal #1”). This heading should be single-spaced and placed in the upper right hand corner of the first page only. Do not use a separate title page!
3. Has a descriptive title (not simply “My Journal” for example) that gives your reader an idea of what your work is about—“How My Past Has Influenced My Cultural Perceptions.”
4. Body text (not heading text) is double spaced; heading text is single-spaced. Is always stapled (not paper-clipped or left loose.) You provide your own staple.

5. Meets but does not exceed the page requirements for the assignment. If, for example there is a two page minimum, you must at least have three quarters of page two of the assignment to receive full credit.
6. For assignments longer than 2 pages, appropriate page numbers are included on each page.
7. Document research sources effectively, both with in-text and bibliographic citations.
8. Your work must adhere to rules of good style and grammar. I deduct points based on your abuse of the English language. If you are unsure of your grammar usage, visit the Noel Studio for Academic Creativity for a consultation.

Important Dates:

This course begins on: Wednesday, October 16th.

Last day to withdraw from full semester course without incurring a fee is October 19th.

Midterm grades will be issued no later than November 18th.

Last day to withdraw from the B term/semester course (no fee) is November 22nd.

Last day to withdraw from the B term/ semester course (fee assessed) is November 26th.

You are required to have an active email account. You should get in the habit of checking your email daily for messages regarding class work, grades, etc. An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All University communication sent via e-mail will be sent to this ECU e-mail address. It is important that you check your official ECU email daily, as I may send class updates by email.

You are required to have an active Blackboard account and to check it daily.

Plagiarism means that you have used any material composed by someone else (or work composed by yourself for another class that you then submit to my class as original work) or quoted material without attributing the original source of the information, a practice that violates the ECU honor code. Please review your college catalog and the honor code penalties that apply to such actions. If you have any questions as to whether you may be plagiarizing your work for CMS 375, please be sure to contact me well in advance of the due date of your assignment. I also consider “double dipping” (submitting the same work to me that you submitted for another class assignment) to be plagiarism.

Unethical Behavior includes, but is not limited to, lying, cheating on an exam or a report, or allowing someone else to copy your work. Behavior deemed as unethical will result in punishment ranging from no credit to dismissal from the class.

GRADING INFORMATION:

There will be a variety of learning activities for you to complete, all of which must be fulfilled in order to receive a passing grade for this course. The following serves as a synopsis of such activities and the criteria on which each will be evaluated. Your instructor MAY supply more specific criteria as the semester progresses. Use the following information, however, as a general guide.

Midterm & Final (2 exams worth 50 points each=100 points):

A large part of your grade will come from exams given to understand your comprehension of the reading material. The exams will be taken around mid-term week and during finals week. Exams will be in class, closed book and will incorporate a combination of various components such as, true-false, multiple choice, short answers, essays, and fill in the blank questions.

Personal Interview with an international student/person(s) (worth 25 points): First develop a set of interview questions. (Please feel comfortable sending questions to me so I can review them and make sure they are culturally appropriate.) Potential areas for discussion include religion, gender roles, childhood,

government, popular culture, the press, health care/issues, death, social classes, education, the family, and many more. In your paper describe the culture of your respondent. In what ways does it differ from American culture? Where is your respondent from and when did they come to America and Kentucky? What was his/her peak experience in the cultural dynamics of this region? (i.e., being in Kentucky, being in the South, etc). Did your respondent experience cultural shock? Finally, use the questions from your interview to provide depth to your writing. In your concluding statements it would be appropriate to discuss your own cognitive dissonance with the interviewee. What new things did you learn about yourself as they related to the other individual's cultural difference? Limit your paper to no fewer than three and no more than four pages. Please feel comfortable inserting quotes in your writing that were stated by your respondent; however, be careful of using the entire paper to quote everything that transpired in the interview. Your paper should represent an accurate depiction of that individual's cultural perspectives and their insights as a member of the USA. **Their quotes should only be used to provide more depth to your work.** Please do not include a cover page.

Cultural Encounter – 20 points

You are required to attend **one** cultural event/outing during this semester. You will attend the event on your own. Afterward, you will compose a one-page, typed (double-spaced, Times New Roman, 1" margins all around) reaction paper detailing the event itself and your perspective/response after attending. You will provide proof of attendance for the experience. You will have to email me the proof of attendance to my email address. Be sure to tell me what you learned from the experience. The paper is worth 10 points, and the last day I will accept this paper is the Friday of M7. You have a variety of activities to choose from to complete the cultural encounter assignment. Some options include: public lectures focusing on intercultural issues (the Chautauqua series is a great place to start!); foreign film or intercultural documentary screenings-not watching a movie on Netflix, you must attend a screening; cultural festivals; attending a religious service outside of your own house of worship; or performing arts events that highlight cultural diversity.

Intercultural Communication Competence Paper (25 points): Using the guidelines provided by your professor, assess your own intercultural communication competence. You will examine the cultures to which you belong, the co-cultures, and you will determine how motivated you are meeting people who are different from you. More details about this assignment will be distributed at a later date.

Mass Media Assignment (25 points): Locate a news article on an event or situation in a different culture. First, tell me what you would conclude about this culture, if it were your **ONLY** information about this society. Second, tell me what you think other cultures could conclude about the United States (or your culture), based on your knowledge of our media output (for example, what would someone from another country think about our country if his/her only observation of America was watching *The Bachelor?*). **Give careful consideration to all the media messages and exposure throughout your life. What do these messages say about our cultural values?**

Research Paper and Presentation (125 points total):

You will select a great topic that relates to **intercultural communication**, with a minimum of six quality sources, demonstrate excellent upper-division writing skills, and typed (6-7 pages in length), using APA format. You will deliver a presentation about the research you conducted for this paper. Your presentation is worth up to 25 points, while the paper is worth up to 100 points total.

Discussion Boards (90 Points total): You will participate in several online discussions (via Bb assigned threaded discussion groups) that will require that you answer specific questions from your instructor, related to textbook readings and/or assignments. You should also expect to read and respond to others in your group in these discussions.

Annotated Bibliography (15 points total): Students will submit an annotated bibliography with a minimum of three sources that they will use for their research paper. Annotations should follow APA style.

E-campus Honors Certificate Elective component for CMS 375: EKV E-campus Honors Certificate students who are taking this course for their “Honors Elective” requirement will complete an honors interdisciplinary project. This creative research assignment integrates or intersects course material from CMS 375 with selected themes from HON 101 The Examined Life or HON 301 Self & Community. Pertinent themes from HON 101 to be applied in this project may involve issues ranging from cultural dislocation to seeing the world as best we can through the eyes and experiences of others. From HON 301, students might deepen questions for this project through recalling and adapting lessons concerning the types of communities in which we participate, and how our participation in them continually shapes and reshapes both us and the communities themselves. For this project, students will interview 2-4 family members (their own family members if possible, but if this is not possible the student may interview 2-4 people who are family to one another). In these interviews, they will analyze and discern features of the family culture narrative. Using information from the interviews, students will write a qualitative research paper about the influence of family on cultural identity, how family beliefs affect the cultural narrative of those involved, and what they learned about cultural identity (their own or that of the family under consideration) by conducting this research. This assignment involves a proposal, draft, and final project development process and will culminate in a (live or recorded) video presentation, as well as a written report of at least 5 pages. Within the project, discussion of the link to issues examined in HON 101 and/or HON 301 must be explicit, specific, and well-developed. Students will share and discuss their projects online with other E-campus Honors Certificate students enrolled in the class who are similarly taking the course for “Honors Elective” credit.

This class is worth a total of ~ 425 points. The accurate and final point total will appear in Blackboard, so refer to Blackboard for the point total.

GRADING PROFILES:

These are the ways I view particular grades:

- ✓ When I assign a “D,” I intend to communicate that the minimum standards for the assignment have been met, and also that *significant deficiencies exist*.
- ✓ When I assign a “C,” I intend to communicate that the *basic expectations of the assignment have been met*; this is not a “bad” grade, nor a “punitive” grade, and it is one that I frequently assign. It’s a grade that, theoretically, most work should receive. You have simply done what I have asked of you on any given assignment.
- ✓ When I assign a “B,” I intend to communicate that the *quality of work is distinctly above that which the assignment required*. A grade of “B” does not indicate a deficiency—it means “above average,” that is, “more than sufficient, even for a major in the discipline.” You have done a bit *more than asked* on any given assignment.
- ✓ I assign an “A” to work that I *consider innovative, creative, intellectually rigorous, and demanding*. “A” work typically **integrates your reading** and almost always *goes well beyond (but still includes) the basic requirements of the assignment*.

Finally, please note—I do not give you a grade, you earn a grade!!!

CMS 375 Online Course Calendar
(subject to adjustment as needed)

Week 1: Introduction to the Class/Module 1

Wednesday, October 16 – Purchase the textbook. Read Ch. 1; Read everything in the intro. module and M1. Note: You won't be able to see M1 until you make at least a 75% on the syllabus quiz, found in the intro. module.

Thursday, October 17– Your response to the original post in Week One DB is due tonight by 11:59 p.m. EST (Self-Introduction post)

Friday, October 18 – Work on the replies to at least two classmates for this week's self-introduction DB. Review the Intercultural Communication Competence Paper assignment (due in M2)

Saturday, October 19– Replies to at least two classmates in your DB group are due by 11:59 p.m. EST; Module 2 opens; read Chapters 2 & 3

Week 2: Module 2 (Module 2 Covers Chapter 2 & Chapter 3 in your textbook)

Monday, October 21 – Read Chapter 2, work in Module 2

Tuesday, October 22– Read Chapter 3, work in Module 2

Wednesday, October 23—Continue to read and work on Ch. 2 & Ch. 3

Thursday, October 24 – Your response for the original posts in Week Two DB is due by 11:59 p.m. EST

Friday, October 25 – Work on the replies to at least two classmates for this week's DB

Saturday, October 26 – Module 3 opens; Replies to at least two classmates in your DB group are due by 11:59 p.m. EST. Your Intercultural Communication Competence paper is due in the Safe Assignment link in M2 by 11:59 p.m. EST. Late work is not accepted.

Week 3: Module 3 (Module 3 Covers Chapter 4 & Your First Exam)

Monday, Oct. 28 – Read Chapter 4, Study for your exam. Review the cultural interview assignment (due in M4) as well as the cultural encounter assignment (due in M7)

Tuesday, Oct. 29 – Module 3, Study for your exam, find someone to interview for your cultural interview assignment

Wednesday, Oct. 30– Module 3

Thursday, Oct. 31-- Your response for the original post in Week Three DB is due by 11:59 p.m. EST

Friday, Nov. 1 – EXAM # 1, covering Chs. 1 - 4 opens at 6 a.m. EST.

Saturday, Nov. 2- Replies to at least two classmates in your DB group are due by 11:59 p.m. EST; Module 4 opens.

Sunday, Nov. 3- EXAM # 1 remains open until Sunday at 11:59 p.m. EST; Module 4 opens

Week 4: Module 4 (Module 4 Covers Chapters 6 , 7 & Library instruction on finding a topic for your paper and finding resources for the paper topic)

Monday, Nov. 4– Read Chapter 6

Tuesday, Nov. 5– Read Chapter 7, review the library instruction in M4

Wednesday, Nov. 6– Continue to work on M4, work on your cultural interview paper

Thursday, Nov. 7 – Your response for the original post in Week Four DB is due by 11: 59 p.m. EST; Review your CMS 375 paper assignment (due Wednesday, Dec. 4th)

Saturday, Nov. 9 – Replies to at least two classmates in your DB group are due by 11:59 p.m. EST; Module 5 opens; Read Chapters 8-9, Submit your cultural interview assignment to the safe assignment link in M4 by 11:59 PM ET

Sunday, November 10—Email Jennifer.Fairchild@eku.edu the topic of your research paper, so she can give you feedback on your chosen topic. Email no later than 11:59 PM ET.

Week 5: Module 5 (Module 5 Covers Chapters 8-9 & Annotated Bibliographies)

Monday, Nov. 11 – Read Chapter 8 ; review the material in the module about annotated bibliographies

Tuesday, Nov. 12 –Read Chapter 9, review the Mass Media paper prompt (due in M6)

Wednesday, Nov. 13 –Continue to read and work on M5; Work on your CMS 375 paper

Thursday, Nov. 14– Work on your mass media paper; Your response to the original post for the W5 DB is due by 11:59 pm EST.

Friday, Nov. 15 – Work on your CMS 375 research paper

Saturday, Nov. 16– Module 6 opens. Replies to at least two classmates in your DB group are due by 11:59 p.m. EST

Sunday, Nov. 17 – Submit an annotated bibliography with at least three sources that you will use for your research paper. Submit using the safe assignment link in M5.

Week 6: Module 6 (Module 6 Covers Chapter 10 & Exam Two)

Monday, Nov. 18– Read Chapter 10; Work on M6

Tuesday, Nov. 19–Study for Exam Two

Wednesday, Nov. 20 –Write the first page of your research paper (not including the title page or abstract, just the first written page of text.) You will submit the first written page of your paper for this week’s DB, so do not procrastinate.

Thursday, Nov. 21-Your reply to the W6 DB is due today.

Friday, Nov. 22—Exam Two, covering Chapters 6-10, opens at 6 a.m.; Exam Two remains open through Sunday at 11:59 PM ET.

Saturday, Nov. 23 – Submit the Mass Media Paper no later than 11:59 PM ET, using the safe assignment link in M6; your replies to at least two classmates in your DB group are due by 11:59 PM ET.

Sunday, Nov. 24—Exam Two closes at 11:59 PM ET.

Week 7 Module 7 (Module 7 Covers Review of Library Instruction, APA style, & academic research):

Monday, Nov. 25– Module 7

Tuesday, Nov. 26– Module 7

Wednesday, Nov. 27 – Work on your research paper

Thursday, Nov. 28– No DB due today. Happy Thanksgiving! Enjoy the holiday!

Friday, Nov. 29 – Watch for rehearsal tips info to help you deliver your research !

Saturday, Nov. 30– Your cultural encounter is due no later than 11:59 PM ET today.

Submit your paper, as well as give me documentation from the event you attended. If you cannot submit the documentation in the safe assignment link, you can scan it and email it to me.

Sunday, Dec. 1—Your collaborate practice/bonus point opportunity is due no later than 11:59 PM ET.

Week 8: Research paper and presentation WEEK

Monday, Dec. 2—Edit your research paper for clarity before submission

Tuesday, Dec. 3—Rehearse your research presentation

Wednesday, Dec. 4—Practice your presentation a minimum of 5 times using your speaking notes; Your research paper is due to the safe assignment link in M8 by 11:59 PM ET.

Thursday, Dec. 5—Rehearse your presentation

Friday, Dec. 6--Submit the link to your recorded session in Blackboard Collaborate to this assignment no later than 5:00 pm today. Be sure I can see you on camera in Collaborate when you are speaking-enable your webcam!

This course is VERY fast-paced and is likely to require you to be online most days of the week and sometimes weekends. Most weeks, you will engage in small group discussions related to chapter readings & other materials provided in modules. Discussion Board assignments (also referred to as DBs—your reply to the original post) need to be finished by 11:59 p.m. EST **each Thursday**, and your reply to at least two classmates' original posts will need to be finished by 11:59 p.m. EST **each Saturday**. Students are required to submit two types of responses each week: (1) your responses to posted questions—due Thursday **AND** (2) your responses to your group mates' posts—due Saturday. During some weeks, you will also be working on written assignments and/or preparing for exams.

**Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)**

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Languages, Cultures, and Humanities
<input type="checkbox"/> Course Revision (Parts II, IV)	College	College of Letters, Arts, and Social Sciences
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)	
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	B.A. Spanish Teaching
<input checked="" type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	1/27/2020	Council on Academic Affairs
College Curriculum Committee	09/21/2020	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	11/02/2020	EFFECTIVE ACADEMIC TERM***
Graduate Council*	NA	

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Change program description for our B.A. in Spanish Teaching</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p>
<p>B. The justification for this action: Since we dropped a lower level course and replaced it with an upper level course, the credit requirements changed for both upper and lower division. The new catalog description reflects those changes; the total credit requirement remains the same.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: Satisfactory.</p> <p>Library Resources: Satisfactory.</p>

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text
 (*Use ~~strikethrough~~ for deletions and underlines for additions.)

**BACHELOR OF ARTS (B.A.)
 SPANISH/TEACHING
 CIP CODE: 13.1330**

UNIVERSITY GRADUATION REQUIREMENTS

- General Education36 hours
- Student Success Seminar (ASO 100; waived for transfers with 30+ hrs.).....1 hour
- Writing Intensive Course (Hrs. incorporated into Major/Supporting/Gen Ed/Free Electives category)
- Upper division courses (42 hrs. distributed throughout Major/Supporting/Gen Ed/Free Electives categories)
- ACCT - Spanish Teaching majors will fulfill ACCT with SPA 321S or a program-approved study abroad experience.
(Credit hours are incorporated into program requirements below.)

Total Hours University Graduation Requirements37 hours

MAJOR REQUIREMENTS

Core Courses30 hours

A student may major in Spanish by completing a minimum of 30 hours in courses numbered 200 and above; ~~21~~ 24 of these hours must be at the 300 level or above. The following courses are required: ~~SPA 206 (waived in case of demonstrable oral proficiency)~~ SPA 300, 301 and 360; 380 or 381; three hours from 405, 406, or 407; 492. A grade of "C" or higher is required in each course for credit toward the major. Students must attain a 2.75 GPA in their teaching major.

Professional Education Requirements40 hours

EDC 300, EDF 203, 204(2), 219, 413, EMS 300W, 474, 490, EME 442, ESE 543, SED 104 (GEelement 6), and 11 credit hours of Clinical Experiences: CED 100(0), 200(0), 300(0.5), 400(0.5), 450(1), 499(9).

G = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.

Exit Requirement:

SPA 492

Free Electives.....13 hours

EXIT REQUIREMENT.....0 hours

PRAXIS EXAMINATION

Students must register for and take the PRAXIS exam which correlates to their degree program, per College of Education requirements. Refer to Degree Works for exam details. The PRAXIS exam must be taken prior to student teaching.

TOTAL HOURS TO COMPLETE DEGREE120 hours

Council on Academic Affairs

Registered Student Organization (RSO) / Academic Program

Graduation Regalia Request

Effective Fall 2016: All RSOs, even those with previously approved regalia, must complete this form and be recertified before wearing organization specific regalia at Fall 2016 Commencement.

All regalia worn at University Commencement and/or College Convocations must be approved by the Council on Academic Affairs (CAA) prior to graduation. Special regalia worn at Commencement/Convocation is a privilege afforded to those individuals/groups who have met a distinctive academic expectation.

An RSO requesting to have members wear organization specific regalia (stoles, cords, etc.) must complete this form and submit to the Office of EKU Student Life. Student Life will present the request at the next available CAA meeting. The wearing of sashes may not be proposed as it is exclusively reserved for those students earning Latin Honors. A request by an academic program should be submitted to the Dean's Office of their relevant college. The request will then be brought forward to CAA by the Associate Dean of the college.

Forms should be submitted no later than the 2nd week in October to request an item be approved for a December ceremony, or the 2nd week in March for a May ceremony.

RSOs must complete the form and attach a color picture of the regalia for which they are proposing approval. Failure to receive approval will result in any unapproved regalia being confiscated at graduation.

SUBMITTED BY:

NAME Rachel Harrington PHONE CONTACT _____ Type text here DATE 9/17/2020
EMAIL: rachel.harrington@eku.edu

RSO/Academic Program Graduation Regalia Request

- [Required] Name of RSO/Program: **Student Dietetic Association (SDA)**
- [Required] Contact Name: **Rachel Harrington (faculty advisor)** [Required] Contact Email: **rachel.harrington@eku.edu** [Required] Contact Phone Number: **859-622-1914**

1. Organizations can apply to CAA to have Commencement regalia approved in one of the following ways:

- A. The RSO may request approval for all members to wear Commencement regalia because the organization has an academic membership requirement of a GPA of 2.5 or higher.
- B. The RSO may request approval for those individual members who have attained a 2.5 GPA or higher to be allowed to wear the approved regalia.
- C. A college may submit a request for regalia indicating completion of an academic minor; students who are Veterans may wear regalia as determined by the ECU Office of Military and Veteran Affairs; International Students may wear regalia approved and designated by the Office of International Student and Scholar Services.

2. [Required] Does your organization have a minimum grade point requirement for membership? If so, what is it?
Please attach copies of official organization communications that relay these expectation to organization members.

Students must have 2.5 overall GPA to graduate from our program. Student members who are non-majors must have a 2.5 or higher GPA to wear the designated regalia.

3. [Required] Are you proposing that only those members who meet the 2.5 GPA academic threshold wear the regalia?

Any student with an interest in nutrition can be a part of the organization. Only those students with a qualifying GPA (2.5 or higher) may wear the organization's commencement regalia.

4. [Required] Please describe the significance of wearing the stole at graduation. Why should your members wear graduation regalia?

The Student Dietetic Association is formed by committed students, dedicated to the study of nutrition and health and its effect on well-being. Student members volunteer numerous hours every semester to promote health, prevent hunger, and educate the ECU and surrounding community. They maintain high standards in order to encourage the continuance of this service even after graduation. They deserve the honor of wearing the cords.

5. [Required] Please provide a brief description of the stole or cords you are requesting to be worn (and attach a color photo).

Blue and green braided cords. Picture attached.



EASTERN KENTUCKY UNIVERSITY
521 Lancaster Avenue; Roark 103
Richmond, KY 40475-3102

Jeremy Mulholland, Associate Dean
Phone: (859) 622-6765
Email: Jeremy.mulholland@eku.edu

DATE: October 26, 2020

TO: Jennifer Wies, Associate Provost

FROM: Jeremy Mulholland, Associate Dean

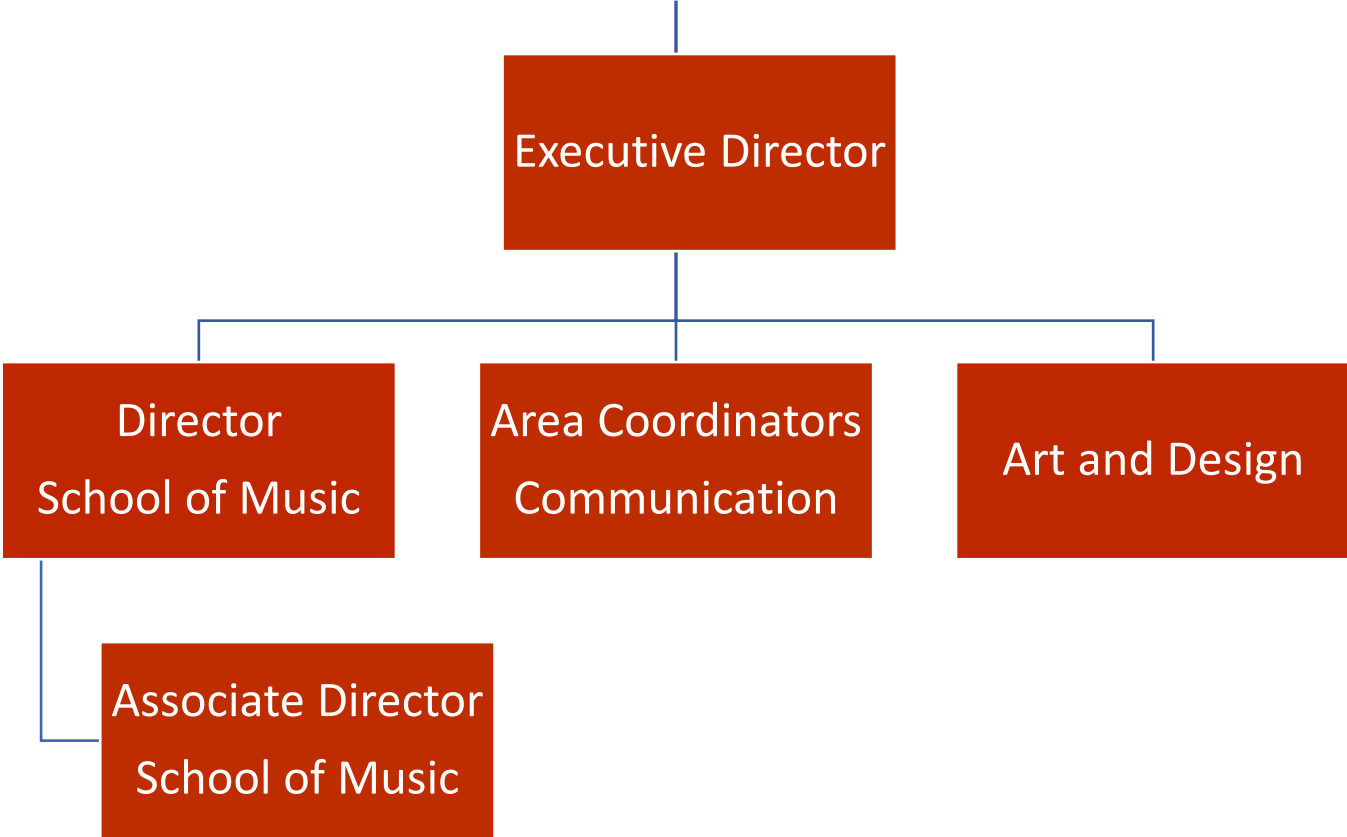
RE: Merging Art & Design, Communication, and the School of Music



The College of Letters, Arts, & Social Sciences is requesting an organizational change, merging the Department of Art & Design, the Department of Communication, and the School of Music. This merger will be known as **The Institute for Creative and Collaborative Arts: Art, Communication, Music, and Design (ICCA)**, and managed by an Executive Director. The proposed reorganization will provide efficiencies in the design, delivery and assessment of undergraduate and graduate creative and collaborative arts programs, in the development and delivery of e-Campus creative and collaborative arts degrees, and in the maintenance of program accreditations. This merger will also provide budget savings. The organizational chart for the proposed Institute is attached.

Please review this request and contact me should you need further information or clarification on any point. Please move this proposal forward for final approval and implementation.

The Institute for Creative and Collaborative Arts:
Art, Communication, Music and Design



Council for Academic Affairs

Clarification of prerequisite language

For Writing Intensive courses:

All Writing Intensive Courses require, at minimum, successful completion of ENG 102, ENG 102R, HON 105 (B), or HON 102.

Academic Readiness

- Academic Readiness Indicators are listed as both College Readiness Indicators and Kentucky Academic Readiness Indicators by CPE.
- The wording College Readiness is how you locate both the legislation as well as the indicator chart (<http://cpe.ky.gov/policies/academicaaffairs/collegereadinessindicators2020.pdf>).

Suggested language:

Students must meet all (current?) Kentucky College Readiness Benchmarks in order to enroll in course.

Students must meet the Kentucky College Readiness Benchmark in English to enroll in course.

Students must meet the Kentucky College Readiness Benchmarks in both English and Reading to enroll in course.

Etc.

New Academic Program Approval Policy

The combination of core courses within any major or area and core courses within a track or concentration should equal at least half of the credit hours required by the major or area at the undergraduate and master's levels. Exceptions to this policy will be made for individualized programs that vary depending on a student's previous education, training, and experience and in limited other circumstances upon Council staff approval. Exceptions will also be made when curriculum requirements are mandated by a specialized accrediting agency or necessitated by Council strategic initiatives or state or federal law.

University and Departmental Certificates

1. We have recently clarified that departmental certificates:
 - a. Are filed as components of ECU's academic inventory with CPE.
 - b. Do not need to undergo a "new program" approval process.