

University of Louisville

New Academic Program Proposal Template

Undergraduate, Graduate, and Professional Programs

After approval of the Letter of Intent, programs are to complete the New Academic Program Proposal template. There is a separate template for certificate credentials.

All forms are available at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Please ensure all questions are addressed clearly and completely to avoid unnecessary delays. Questions can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account (PROGAPPR@louisville.edu).

**Send the following materials to the
Program Approval Service Account (PROGAPPR@louisville.edu):**

- This Completed Proposal Template
- Proposed Program Curriculum
- Course syllabi for any new course offerings
- ~~Faculty Roster Form~~
- CV for Program Director/Coordinator
- Course Template Form
- Proposal Budget Form
- Letter of Support from the UofL Libraries
- Letter of Support from the unit Dean
- Letter(s) of Support from any units, departments, or internal or external entities that have indicated their support for the program

The program approval process will not begin until all of the above documents are received. Please submit all materials listed above at the same time.

General Program Information	
Program Name:	General Studies BS
Degree Level:	BS
Date:	20 March 2021
Department and Department Chair:	Arts & Sciences Dean's Office
School/College:	Arts & Sciences
Program Director and Contact (if different); (please also include title):	Dr. Ann Hall (tentative), Director

CIP Code:	
Program Type (collaborative, joint, or single institution):	single
Is this program an advanced practice doctorate:	no
Number of Credit Hours required:	120
Accreditation or Licensure Requirements (if applicable):	none
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	no
(Tentative) Institutional Board Approval Date:	
Proposed Implementation Date (semester and year):	Fall 2022
Anticipated Date for Granting First Degree:	Spring 2025

A. Centrality to the Institution’s Mission and Consistency with State Goals

The program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution’s strategic plan.

1. Provide a brief description of the program. (copy the abstract provided in the program’s Letter of Intent here).

We are proposing a BS in General Studies degree program that will be entirely online and designed for returning adult learners who have earned college credits but stopped-out of college and do not have a bachelor’s degree. Admission to the program will be limited to adults with credits who stopped-out of school thus, the program will not be competing with existing programs for first time freshmen nor will it be appropriate for current students who have accumulated credits but have not completed a degree program. The program will be housed in the A&S Dean’s Office (similar to the Liberal Studies program), and students admitted to this program will have the opportunity to earn credits through a Prior Learning Assessment (PLA; refer to the GEN 305 syllabus for more details) analysis and review. Following the strategy of successful existing online programs at UL that offer PLA, a program committee will work with students to determine the extent of PLA credit hours awarded. The program will leverage existing online courses and recruiting and advertisement through the Delphi Center. The proposed program aligns with state adult learner initiatives as well as the mission of the College and the University strategic plan. The program is designed for maximum flexibility and affordability. Through a combination of targeted online coursework, already accrued undergraduate credits, and credit-worthy experiential learning, adult learners will be able to complete their bachelor’s degrees. Adding a General Studies degree to UofL’s portfolio will help the university signal to the community the institution’s commitment to adult learning and degree completion across the state.

2. Explain how the proposed program relates to the institutional mission and academic strategic

plan.

CPE Instructions: Describe how the program will address the institution's mission and strategic goals. Highlight which areas of the institutional plan will be furthered through implementation of this program.

The General Studies Degree Completion Program supports the University strategic plan, A&S mission and aligns with CPE interests in substantive ways:

L1.A1: Attract and enroll capable diverse students responsive to workforce needs. Students in the completion program will be in tune with workforce needs and the program is designed to benefit students already in the workforce.

L1.A1.T5: Online and adult learners prioritized in the development of course and program offerings.

The strategic plan calls for 814 online undergraduate students by Fall 2022 and 1,908 adult students enrolled. This degree can help achieve those goals. Since at least Fall 2017, online enrollment has been driving overall enrollment growth at UofL. In Fall 2020, online program enrollment grew 41% compared to Fall 2019, whereas on-campus program enrollment dropped and had a 0% growth rate. Prior to COVID-19, the growth rate in online program enrollment was 27% from Fall 2018 to Fall 2019, and the on-campus growth rate was -1%. Looking at just the undergraduate online programs, enrollment grew 28% in Fall 2020 compared to Fall 2019 (up from 650 to 830), and within just A&S, online program enrollment grew 26% in the same time frame (up from 202 to 255).

The “non-traditional” enrollment trends (defined as degree-seeking, undergraduate students aged 25 years or older) has declined over the last 4 years. This program, which is geared towards adults, can help the university reach its adult enrollment goal.

L1.A2: Improve persistence to graduation equally for all sub populations. Adult learners seeking degree completion tend to be first generation students from challenging socioeconomic conditions. The General Studies Degree will produce graduates from a diversity of demographics. PLA is key to this success because PLA increases graduation rate and pace to graduation among students and students (achievingthedream.org)

3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.

<http://cpe.ky.gov/ourwork/strongerbydegrees.html>

CPE Instructions: The state's strategic plan for postsecondary education focuses on the areas of opportunity, success, and impact. Identify which areas and specific policy objectives your program will address.

This program aligns with the Council on Postsecondary Education's emphasis on the role of adult learners in achieving their goal “to raise the percentage of Kentuckians with a high-quality postsecondary degree or certificate to 60 percent by the year 2030.” Specifically, the General Studies program will contribute to opportunity, the first element of Kentucky's “Stronger by Degrees” agenda. U of L's commitment to becoming the nation's premier anti-racist urban university meets Objective 1 by creating a learning community that welcomes all. More directly, the General Studies program meets the criteria of Objective 3 by serving traditionally underserved populations, in this case strategy 3.2 “to support working age adults in the pursuit of job-enhancing postsecondary credentials” and Objective 4 which focuses on improving Kentucky Adult Education and “prepare them for careers and/or post-

secondary education.” The General Studies Program also meets Objective 5 by offering students the opportunity to apply for Prior Learning Assessment (refer to the GEN 305 syllabus for more details), which will lower the tuition and program costs of an undergraduate degree. The online delivery method of the program will also make degree completion easier on working adults.

The General Studies Program also supports the second element of the “Stronger by Degrees” agenda, **Success**. U of L’s Delphi Center for Teaching and Learning prepares faculty to teach online effectively using the “gold standard” for instructor training, Quality Matters. By working with instructors and the Delphi Center, the General Studies program will promote Objective 8, and “promote academic excellence through improvements in teaching and learning.”

The General Studies Program will also have great impact, the third element of the “Stronger by Degrees” agenda. Providing Kentuckians who have some college credit the opportunity to complete their undergraduate degrees in a short period of time will improve “career readiness and employability,” Objective 9. The General Studies Program also has the potential to be a means by which employers and the university work together to meet the overall goal of 60% by 2030. Given the online format, the General Studies Program fits into working adults’ lives and employers could incentivize employee participation through financial support and rewards.

4. Explain how the proposed program furthers the statewide implementation plan.

<http://cpe.ky.gov/ourwork/strongerbydegrees.html> (click on “Publication”; the implementation plan begins on p. 19 of the document)

According to the Council on Post-Secondary Education (CPE)’s 2016-2021 agenda for postsecondary and adult education, the statewide implementation plan emphasizes the following components:

Adequate Funding: The General Studies Program will be tuition driven (see budget and revenue estimates in the appendix). We plan to begin the program slowly and modestly. As indicated in Marketing and Student Demand, Section C.2.f.table 2, we expect 4 Full-time, 11 Part-time students in the first year, with gradual growth to 30 Full-time students and 110 Part-time students by year 5. The program should be profitable within the first year.

Accountability: The program will undergo extensive assessment particularly during the first five year to insure student satisfaction and academic excellence. The program will adhere to the assessment requirements of the College of Arts and Sciences.

Outcomes-Based Funding: The College of Arts and Sciences is fully participating in U of L’s performance-based funding model and associated requirements to support retention, completion, and degree production. The General Studies Program will work to meet its enrollment and retention goals. The General Studies Program Director and a member of the Arts and Sciences advising staff will work with every student to insure degree completion in a timely manner.

Measures of Progress: The General Studies Program will contribute to the 60% by 2030 and increase the percentage of Kentuckians ages 25-64 enrolled in a Kentucky postsecondary institution, and increase the number of working professionals with an undergraduate degree.

Progress Reports: The General Studies Program will utilize program enrollment, retention, and graduation rates and numbers to document and report progress through the established processes in the College of Arts and Sciences.

Campus Strategic Plans: The proposed General Studies program is consistent with the objectives and outcomes articulated in the University of Louisville's 2019-22 strategic plan as well as the statewide agenda. The program is designed to attract new students to U of L and meet the employment needs of local and state communities now and in the future.

5. List the objectives of the proposed program.

- a. Explain how the objectives deal with the specific institutional and societal needs that this program will address.
- b. Explain how the proposed program relates to the institutional mission and academic strategic plan.

CPE Instructions: These objectives should deal with the specific institutional and societal needs that this program will address. Societal needs encompass social, economic, environmental, and other needs at the local through global levels. Please note that "program objectives" are not synonymous with "student learning outcomes."

Describe how the program will address the institution's mission and strategic goals. Highlight which areas of the institutional plan will be furthered through implementation of this program. The state's strategic plan for postsecondary education focuses on the areas of opportunity, success, and impact. Identify which areas and specific policy objectives your program will address.

The purpose of the General Studies Degree Program is to provide adult (24-65) Kentuckians who have some college credits with the opportunity to complete their undergraduate degrees in a timely and fiscally responsible manner. This addresses the needs of the state for competent and well-trained citizens. The program goals are to

- educate adult learners in various fields in Arts and Sciences such as communication, criminal justice, psychology, sociology, women and gender and sexuality studies, arts and humanities
- educate students in the skills associated with General Studies/Education: communication skills, teamwork, research methods, problem-solving skills, and a commitment to lifelong learning.
- facilitate degree completion for adult learners
- prepare students for promotion in the workforce
- educate students on various diversity initiatives and skills to succeed in a diverse workforce

The objectives of the program are to:

- 1) enhance the skills of adult learners, and thus contribute to workforce development in the Commonwealth, by providing adults with the means to complete an undergraduate degree in a timely and affordable manner. Because, on average, persons with bachelor's degrees earn significantly higher salaries, the General Studies Degree Program will enhance participating

students' capacity to progress in their careers. It will also satisfy many adult learners' desire to return to school and complete an academic program.

- 2) facilitate degree completion for adult learners through an online curriculum that balances general education with the students' chosen focus areas. It will provide course and program offerings that permit the adult learner both to concentrate on one or more areas of study and to benefit from the College's and University's disciplinary riches.
- 3) provide opportunities for adult students to gain credentials that are valued in the workforce and to integrate their career and academic skills such that students can understand the intersections/cross-fertilization of their academic and experiential learning and their workplace experience.
- 4) promote proficiency in the ability to access and appropriately use information technology, demonstrate effective oral and written communication strategies, and work collaboratively.
- 5) provide educational and advising support tailored to enabling adult learners' retention and academic success.

The program supports both the institutional mission and the strategic plan in several ways:

- It epitomizes the College's and the University's commitment to a holistic education synthesizing traditional academics with experiential learning and preparation for the workforce.
 - The program's students are already active participants in the workforce and will be able bring this experience into the classroom.
- It demonstrates the College's and the University's efforts to nurture a diverse community of learners and to be responsive to this diversity.
 - Through the optional PLA, General Studies students will be able gain credit for relevant experience.
- It demonstrates the College's commitment to student success through an advising system tailored to the particular needs of adult learners.
 - The advisors will work closely with each General Studies student to develop a viable plan for completing the degree and to support the student in their progress.
- The General Studies Degree Completion Program shows the College's commitment to nurturing faculty's ability to be attuned to the instructional needs of adult learners.
- In enhancing the skills of adult learners, the program will address UofL's mission as a university dedicated to serving the region's diverse population, including adult learners who have yet to complete their undergraduate degrees. The program will thus contribute to workforce development in the Commonwealth, by providing adults with the means to complete an undergraduate degree in a timely and affordable manner. This objective complements the strategic plan's focus on empowering local and regional communities and fostering economic development. Because, on average, persons with bachelor's degrees earn significantly higher salaries, the General Studies Degree Program will enhance participating students' capacity to progress in their careers, which not only benefits them but also may provide positive economic and other societal benefits.
- In facilitating degree completion, the program will enhance UofL's ability to serve adult learners through an online curriculum that balances general education with the students' chosen areas of focus. It will provide course and program offerings that permit the adult

learner both to concentrate on one or more areas of study and to benefit from the College's and University's disciplinary riches.

- Providing opportunities for adult students to gain credentials that are valued in the workplace, the program will address the institutional mission to foster growth in students' intellectual and practical knowledge. The program will provide opportunities for students to integrate their career and academic skills and understand the cross-fertilization of their academic and experiential learning and their workplace experience.
- In promoting proficiency in accessing and appropriately using information technology, effective oral and written communication strategies, and in working collaboratively, the program will address the institutional mission to train students to meet the needs of today's workplace. Through this set of objectives, the program addresses UofL's mission to enhance students' knowledge and skills in ways that promote social engagement, leadership, and continued learning.
- Providing educational and advising support tailored to enabling adult learners' retention and academic success, the program reflects the institutional strategic plan's commitment to a student-centered culture enabling student success.

6. Clearly state the admission, retention, and degree completion standards designed to encourage high quality.

This information will be viewed by an external audience, so please be clear and specific.

CPE Instructions: Be as detailed as possible and address all three components – admission, retention, and completion.

Admission – First, participants must be admitted to the University; to be admitted to the program, students must have a 2.0 or above GPA, at least 40 institutionally-accredited college credits completed followed by a break from college for at least 2 years (or four semesters, excluding summer terms).

Retention – remain in good standing

Degree Completion standards – GPA of 2.0, successful completion of courses in curriculum and requirements of the degree.

7. Clearly state the degree completion requirements for the program.

This information will be viewed by an external audience, so please be specific.

CPE Instructions: Include all completion requirements, including any capstone courses, practicum experiences, etc.

Students must meet online program graduation requirements of the University (25% of credit hours from UofL), complete 120 credit hours and fulfill the requirements of the General Studies Degree program, which are outlined below.

B. Program Quality and Student Success

1. Required credit hours. Provide the information below.	
Provide a copy of the proposed program curriculum.	
University General Education (Cardinal Core) requirements	31
<u>College of Arts & Sciences Requirements:</u>	
Foreign Language (completion of the second semester of a single foreign language; hours will vary depending on language taken)	6
Electives in Natural and/or Social Sciences OR electives in Humanities (depending on the areas of focus) at 300 level or above	6
WR Courses (two, 300 level or above; met by completing other required courses designated WR.)	
Total A&S requirements = 12	
Subtotal: University + A&S = 43 credits)	
<u>Degree-specific requirements:</u>	
GEN 305: PLA and Orientation to General Studies Degree Program (variable credit; 3cr for students seeking portfolio construction and PLA)	1 or 3
GEN 401 or other CUE-designated course	3
*Minor or certificate Requirements Area 1	9 - 33
*Minor or certificate Requirements Area 2	9 - 33
Total degree requirements = 22 - 72	
Subtotal: university (31) + A&S (12) + degree (22 – 72) = 65 – 115 cr	
Minimum Electives (note that up to 27 cr could be earned from PLA and applied to elective credits)	5 - 55
Total minimum credit hours	120

Existing Online Degrees:

There are 12 entirely online undergraduate degree programs at UL, five of which are in A&S. All five of the A&S online programs (bold) also offer minors. All of these degree programs require completion of the 31 credits of Cardinal Core (general education) courses. Thus, there are sufficient Cardinal Core courses available to complete the university requirement online.

1. Accountancy BS BA
2. Business Administration BBA
3. **Communication BS BA**
4. **Criminal Justice BS**
5. Nursing RN to BSN
6. Organizational Leadership and Learning BS

7. **Psychology BA**
8. **Political Science BA**
9. Social Work BSW
10. **Sociology BA**
11. Sport Administration BS
12. **Women's Gender Sexuality Studies BA**

Minors:

There are 81 minors at UofL; among these, eight are minors within programs that offer entirely online degrees (this makes it possible to earn the minor entirely online.) Five of these are in A&S (bold). Total credits required for these minors range from 12 – 33. Most minors require below 24 credits but, because one of the minors available online requires 33 credits, we use this as the maximum number of credits for each focus area.

Minor Program	Credit hours
1. Business Administration	33
2. Communication	18-21
3. Criminal Justice	21
4. Healthcare Leadership	12
5. Psychology	21
6. Sociology	21
7. Sport Administration	18
8. Women's, Gender and Sexuality Studies	18
9. Political Science	21

Certificates

There are four existing online undergraduate certificates, one in A&S (bold), that can be completed entirely online and the total credits required for these range from 12-21:

Certificate Program	Credit hours
1. Accounting (post-bacc)	21 cr
2. Geospatial Technologies, applied	15 cr
3. Human Resource Leadership	12 cr
4. Healthcare Leadership	12 cr

It may be possible for other minors and certificates to be completed entirely online, but these are not listed as such in the catalog. For example, required courses for a program may be offered online, but ability to complete the program entirely online depends on the particular elective courses the student chooses to take.

Although, in the future, new certificate programs may be developed, the minimum number of credit hours for an undergraduate certificate is nine. This is lower than the minimum for minors so, we use this as the low end of the credit calculation for degree requirements.

2. Briefly describe any proposed tracks, concentrations, or specializations the program will have.

List them in the table below and provided the requested information.

All students are expected to pursue completion of two focus areas in the program by completing two minors, two certificates or the combination of a minor and a certificate. This is an undergraduate program and normally, the degree would be divided into tracks. This degree is different, however. We use the term “focus areas” because students will choose two focus areas to meet the degree completion requirements. Thus, focus areas are not Tracks because all students must choose two focus areas and these may be in a wide variety of disciplines (hence, General Studies). Students will choose their focus areas from among programs that already exist (e.g., certificate in Geospatial Technologies and minor in WGST); one must be in the College of Arts & Sciences but the second can be in any unit. The specific courses completed will depend on the particular minor or certificate chosen. The most likely minors and certificates are listed above and reiterated here:

Minors:

- Business Administration
- Communication
- Criminal Justice
- Healthcare Leadership
- Psychology
- Political Science
- Sociology
- Sport Administration
- Women’s, Gender and Sexuality Studies

Certificates

- Accounting
- Geospatial Technologies, applied
- Human Resource Leadership
- Healthcare Leadership

3. Provide the following information for the program and for each track, concentration, or specialization (some categories may not apply to all programs).

CPE Instructions: A guided elective is any elective that is part of a major. A free elective is an elective from any academic area not required for a major or minor.

Students in the General Studies program can choose from among many different areas of focus in a myriad of combinations. We provide some examples in this table but emphasize that these are not the only existing programs that may be leveraged by students to complete the degree. In the table below, we use programs that exemplify the minimum and maximum number of credits for the focus area. Focus areas (minors and certificates) are programs that already exist at the university in either the College of Arts and Sciences or other units. The examples below show a certificate and two minors that are possibilities for focus areas in the General Studies degree program; the certificate has the lowest number of credit hours in the focus area whereas the minor in business administration has the highest. Below this table is a table illustrating an example curriculum for a student whose focus areas are the Certificate in Human Resource Leadership and minor in Criminal Justice.

Program/Track, Concentration, or Specialization	Total number of hours	Number of hours in degree	Number of hours in track (MINOR or CERTIFICATE)	Number of hours in guided electives	Number of hours in free electives
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	required for degree	program core			
Certificate in Human Resource Leadership	120	4 - 6 + 2(9-33)	12	9 - 33	52 - 26
Minor in Criminal Justice	120	4 - 6 + 2(9 - 33)	21	9 - 33	43 - 17
Minor in Business Administration	120	4- 6 + 2(9 - 33)	33	9 - 33	31- 5

Below is an illustration of a “typical” degree with two areas of focus (one minor, one certificate):

Example curriculum for a student in General Studies.	
Requirements	Credit Hours
University + College requirements =	43
GEN 305: PLA and Orientation to General Studies Degree Program	3
GEN 401 or other CUE-designated course	3
*Minor or certificate Requirements Area 1 (Certificate in Human Resource Leadership)	12
*Minor or certificate Requirements Area 2 (minor in Criminal Justice)	21
Total degree requirements =	39
Subtotal: university (31) + A&S (12) + degree (39) =	82
Minimum Electives (120 - 82) =	38
Total minimum credit hours	120

4. What are the intended student learning outcomes of the proposed program? Will any of these outcomes differ by track?

We have overarching program objectives and outcomes but learning outcomes may differ by focus area. Students will complete minors and/or certificate programs as part of the degree, but the Student Learning Outcomes of minors and certificates are not assessed as are SLO’s for majors. Thus, although we expect students to meet outcomes designed for their chosen certificate or minor, the disciplinary specificity of the SLO’s may differ widely.

5. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program. Complete the table below and provide a brief description here.

CPE Instructions: *You may provide a narrative and/or copy and paste a visual (chart, table, graphic) into the text box to demonstrate the relationships between course-level student learning outcomes and program-level student learning outcomes.*

The program will encompass a variety of degree-completion trajectories, depending on the focal disciplines in the individual student participant’s academic plan. Given this variety, however, central to each plan will be students’ achievement of a general education foundation and skills related to the job market. Our program goals are met by courses in the Cardinal Core curriculum and the courses proposed as new to this program, GEN 305 and 401. The table below shows how these articulate and indicates (in bold) which specific SLOs will be assessed.

The list that follows includes many classes that could be taken as part of this curriculum but it is not exhaustive. There are likely additional classes that would be appropriate and it is likely that new courses will be created after this program is implemented.

Program level SLO’s in bold font are those identified for assessment (section E.) This list of courses is exemplary, not exhaustive.

Program Goal/Objective	Program-level Student Learning Outcome	Outcome Addressed in Courses or Curricular Components These are some of several example courses for each objective.
<p><u>Enhance the skills of adult learners</u> through an online curriculum that balances general education with the students’ chosen areas of focus.</p>	<p><u>Written Communication:</u> demonstrate the ability to develop and express ideas, opinions, and information in appropriate forms</p> <p><u>Oral Communication:</u> demonstrate the ability to convey ideas, emotions, and information through speech</p> <p><u>Quantitative Reasoning:</u> demonstrate ability to solve real-world problems through mathematical method</p> <p><u>Arts & Humanities:</u> Employ critical thinking processes to create an understanding of knowledge as existing within a broader context</p>	<p>ENGL 101 Introduction to College Writing ENGL 102 Intermediate College Writing WGST 199 -Writing in Women's and Gender Studies</p> <p>COMM 111 Intro to Public Speaking COMM 112 Business and Professional Speaking COMM 115 Interpersonal Skills POLS 111 Political Discourse WGST 203 Gender Issues in Public Dialogue</p> <p>CJ 326 Quantitative Analysis MATH 105 –Quantitative Reasoning MATH 109 -Elementary Statistics MATH 111-College Algebra MATH 180 -Elements of Calculus</p> <p>ARTH 203 -Introduction to Art ARTH 250 -Ancient Through Medieval Art ARTH 270 -Renaissance Through Modern Art ARTH 290/AST 290 Survey of Asian Art</p>

	<p>and to incorporate an awareness of multiple points of view.</p> <p><u>Social & Behavioral Sciences:</u> demonstrate ability to analyze human behavior, human interactions, human environment, and the related social structures and forms</p>	<p>ENGL 202 -Introduction to Creative Writing ENGL 250 -Exploring Literature ENGL 373 Women & Global Lit ENGL 374 Gender & Children’s Lit (GEN 401 CUE for General Studies) HUM 105 Intro Comp Humanities HUM 151 -Creativity and the Arts HUM 152 Cultures of America HUM 216 Intro to World Religions HUM 224 Intro to Film HUM 308 -Studies of Religion HUM 320 -Research and Writing in the Humanities-WR HUM 331 Humanities & Gender MUH 204 -Music in Western Civilization MUH 212 History of Rock & Roll MUH 214 African American Music MUH 218 Survey of American Jazz MUH 220 American Soul Music MUH 309 -Music in the Theatre PAS 317 Afr-American Religion PAS 341 Black Film & Literature PHIL 205 -Introduction to Philosophy PHIL 206 -Introduction to Philosophy through Literature and Film PHIL 208 -Science Fiction and Philosophy PHIL 209 -The Good Life PHIL 211 -Critical Thinking PHIL 318 Philosophy & Feminism PHIL 222 -Contemporary Moral Problems PHIL 360 -Humanizing Technology TA 207 -Enjoyment of Theatre TA 243 -Design Aesthetics TA 326 Cult Divers in Perf WGST 201 Women American Cult</p> <p>ANTH 203 Archeology of Human History* ANTH 304 -Prehistoric Archaeology of Europe ANTH 322 -Archaeology of North America HIST 101 -History of Civilizations* HIST 102 -History of Civilizations II* HIST 104-American History I* HIST 105-American History II* WGST 332/HIST 326-History of American Childhood –WR*</p>
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	<p><u>Natural Sciences</u>: demonstrate ability to explain the laws of nature and the physical world</p> <p>Diversity: demonstrate ability to analyze the effects of social differences within a national and a global framework</p>	<p>(* Satisfies the Historical Perspective requirement)</p> <p>*These courses also fulfill the Diversity requirement and would be means for developing competency in diversity.</p> <p>ANTH 202 – Biological Anthropology BIOL 102 -Biology: Current Issues and Applications BIOL 257 -Introduction to Microbiology CHEM 101 -Introduction to Chemistry CHEM 105 -Chemistry for Health Professionals CHEM 201 -General Chemistry I CHEM 202 -General Chemistry II GEOS 200 -The Global Environment PHYS 107-Elementary Astronomy PHYS 221 -Fundamentals of Physics I PHYS 222 -Fundamentals of Physics II PHYS 298 -Introductory Mechanics, Heat and Sound –</p> <p>CJ 300 -Career Development and Cultural Intelligence COMM 222 -American Media History COMM 275 -African American Communication HIST 104 American History I HIST 105 American History II PAS 200 -Introduction to Pan-African Studies PAS 227 -Survey of American Diversity SOC 202 -Social Problems SOC 210 -Race in the U.S. SW 201 -Introduction to Social Work TA 326/PAS 355 Cultural Diversity in Performance TA 357 Introduction of Hip-Hop Theatre WGST 201 Women in American Culture</p> <p>ANTH 201 -Introduction to Cultural Anthropology ANTH 204 –Archaeology AST 290 – Survey of Asian Art COMM 350 -Introduction to Intercultural Communication ENGL 373/WGST 325 Women & Global Literature HIST 101 – History Civilizations I</p>
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	<p><u>Language</u>: demonstrate competency with a language other than English</p> <p><u>Writing</u>: show competency in discipline-specific written expression</p>	<p>HIST 102 – History Civilizations II HUM 105 – Introduction to Comparative Humanities HUM 216 Introduction to World Religions HUM 224 Introduction to Film JPST 312/ML 312 Japanese Popular Culture LALS 200 Exploring Latin American Culture ML 280/Germ 280 Culture of the German-Speaking World NURS 388 -Global Health: Disparities and Social Determinants PAS 207/PHIL 207/WGST 207 Introduction to Philosophy through Cultural Diversity POLS 202 -Introduction to Comparative Politics WGST 207/PHIL 207 Philosophy and Cultural Diversity</p> <p>ASL 101 American Sign Language 1 ASL 201 American Sign Language 3 FREN 121 Basic French 1 FREN 122 Basic French 2 GERM 121 Basic German 1 GERM 122 Basic German 2 SPAN 121 Spanish Lang & Culture 1 SPAN 122 Spanish Lang & Culture 2</p> <p>CJ 485 Seminar in Criminal Justice CJ 597 Ethics in Criminal Justice COMM 320 Newswriting COMM 321 Digital Journalism COMM 324 Strategic Communication Writing COMM 430 Health Writing COMM 434 Global Media COMM 436 Health Communication Campaign Planning COMM 438 Intimate Communication COMM 450 Advanced Intercultural Communication COMM 463 Special Topics in Communications Studies ENGL 300 Introduction to Literature ENGL 303 Science and Technical Writing ENGL 306 Business Writing ENGL 599 Advanced Studies in English HIST 326/WGST 332 History of Childhood in America</p>
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		<p>HUM 363 Special Topics in Humanities PAS 332 African American Women PAS 392 Faces of Global Poverty SCHG 305 Hip-Hop and Social Change Movements SOC 303 Introduction to Research Methods SOC 320 Social Theory SOC 464 Race and Ethnicity WGST 393 Topics in Women’s, Gender & Sexuality Studies: Humanities</p>
<p><u>Provide opportunities for adult students to gain credentials that are valued in the workforce and to integrate their career and academic skills</u> such that students can understand the intersections/cross-fertilization of their academic and experiential learning and their workplace experience.</p>	<p><u>Digital Competency:</u> demonstrate ability to use particular technical programs</p> <p><u>Academic Certificate in Geospatial Technologies, Applied:</u> Demonstrate competency in an area of focus</p>	<p>Courses in IBM, Mathworks MATLAB, and Adobe Creative through UofL’s Center for Digital Transformation</p> <p>GEOG 350 Introduction to Mapping and Geospatial Technologies GEOG 558 Introduction to GIS GEOG 355 Introduction to Remote Sensing GEOG 356 Introduction to Spatial Statistics GEOG 385 Introduction to Programming for GIS and Spatial Data Analysis GEOG 531 GIS and Urban Demographic Analysis GEOG 571 GIS and Water Resources GEOG 590 Spatial and Non-Spatial Database Management</p>
<p>Promote proficiency in the ability to access and appropriately use information technology, demonstrate effective oral and written communication strategies, and work collaboratively.</p>	<p><u>Prior Learning Assessment Orientation:</u> Develop an awareness, through self-assessment, of prior learning in their workplace and potential for advancement</p> <p><u>Culminating Experience:</u> * show ability to synthesize the various disciplines studied * show ability to access and appropriately use</p>	<p>GEN 305 Prior Learning Assessment and Orientation</p> <p>GEN 401-CUE General Studies Capstone Course</p>

	information technology and oral and written communication strategies * show ability to work collaboratively	
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6. Complete the New Program Course Form and submit it with this proposal.

Found at: <http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

- Include full course names and course descriptions.
- List courses under the appropriate curricular headings.
- Where they exist, report actual course numbers, titles, and descriptions in the course template. If the program has no specific course numbers required under a particular heading, provide a description of the type(s) of course(s) required in the “course title” column and the number or range of credit hours required in the “credit hours” column.

Find attached the course form. Because there is a wide range of courses available and a variety of ways to structure the curriculum around focus areas, many different existing courses could potentially fill many of the requirements. Students will have choices and this is a hallmark of the program. There will be only two new courses created (approximately 5% of courses).

7. Specify/highlight any distinctive qualities of the proposed program.

CPE Instructions: Note any factors that make the program unique (e.g. whether any faculty are nationally or internationally recognized for expertise in this field; the program builds on the expertise of an existing locally, nationally or internationally recognized program at your institution; etc).

The program is distinctive in that it is designed for adult learners who have stopped-out of college and permits earning credits through prior learning assessment (PLA; refer to the GEN 305 syllabus for more details). Additionally, the program offers a wide range of appropriate courses to provide flexibility for these adult learners who will be using the program as a “completion degree”.

The PLA will be assessed as a part of the new GEN 305 course in which students will create several products that will scaffold the assessment of their prior learning and determine amount of credit hours awarded, if any. More information about this process is found in the GEN 305 syllabus; all of which is modeled after the existing online program (OLL) in the College of Education and Human Development. Students will have the opportunity to earn up to 27 college credits in their PLA that can be applied toward their elective credits.

8. Please answer the following:

- a) Will this be a 100% distance learning program? Yes No

CPE Instructions: *This is defined as an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.*

- b) Is an approval letter from the Education Professional Standards Board (EPSB) required?
Yes No

CPE Instructions: *If this program leads to teacher, principal, or superintendent certification, rank change, etc., EPSB approval should be sought after CPE approval. Upon CPE approval, the program will be entered into the statewide program inventory. You should upload a pdf of the EPSB approval letter to the program's entry in the program inventory.*

- c) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes No

If yes, please check all that apply below.

- Distance Learning
- 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

9. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes No

CPE Instructions: *If so, please explain which programs will be enhanced or eliminated as a result of the proposed program.*

Not applicable

10. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

CPE Instructions: *Explain any shared faculty, shared courses, collaborative research, etc.*

Students must complete at least one area of focus in A&S but they are free to pursue a focus in another UofL academic unit. The academic advisor will work with each student to develop a viable plan for combining focus areas across the University in a substantive and expeditious way.

11. Are new or additional faculty needed? Yes No

- a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if part-time faculty or graduate assistants are included in the additional faculty resources needed.

CPE Instructions: If new faculty are indicated, please ensure that related expenses are noted in the proposed budget.

- b) If yes, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

CPE Instructions: Faculty resources should be adequate and appropriate for the proposed program. The qualifications of faculty should support the objectives and curriculum of the proposed program.

- c) What is the projected faculty/student ratio for the program?

CPE Instructions: Provide an estimate based on expected enrollment.

- a) We proposed in the budget to support one part time lecturer in year four and two in year five. They will teach the GEN 305 course in year 4 and potentially the GEN 305 and 401 courses in year 5.
- b) Faculty will meet SACS standards for teaching in GEN courses and will have terminal degrees in an appropriate field of study. Part time faculty will work with the Director in their home department and the Director will ensure that these faculty have access to all resources normally available to faculty to support their teaching excellence.
- c) Expected enrollment is between 15 to 126 students and students will be in classes that fulfill requirements for existing certificates or minors. The class faculty-student ratio on average will be approximately 14:1 in classes.

12. Complete the SACS Faculty Roster Form found at the link below and submit it with this proposal.

Found at: <http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Also submit a copy of the program director's CV.

According to institutional planning, the faculty roster form is no longer required. We attached a copy of the potential Director's CV.

13. Is there a specialized accrediting agency related to this program? Yes No

- a. If yes, please identify the agency.
- b. If yes, will the program seek accreditation?

Not applicable.

14.a. Describe the library resources available to support this program.

Please also submit a letter of support from the UofL Libraries.

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

Existing facilities, including computer labs, are appropriate for supporting this program. Because the program relies on existing certificate and/or minors already approved at the university, library resources are already in place for supporting General Studies. We attached a letter of support from the Dean of Libraries.

b. Describe the physical facilities and instructional equipment available to support this program.

Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

The General Studies degree does not require new facilities or instructional equipment beyond what is already available and in-use at UL. Courses in the program are those that are already available and taught online; the new courses will use the same equipment. Computers and internet access are the only required instructional equipment. The university uses Blackboard as an LMS and online courses are taught using this platform.

C. Program Demand/Unnecessary Duplication

Market Demand

1. Explain why this program is needed. Note if it replaces another program on campus.

This is an open-ended response that will be used in CPE agenda items. Remember that your audience is CPE, not higher education administrators, faculty, or staff.

Over 65% of jobs in the U.S. will require a college degree by 2025 (Lumina 2017). Opportunities for adult degree completion is both a significant opportunity as well as a civic responsibility for the University of Louisville. There are over 81,000 adults with some college and no degree in Louisville as of 2018¹ and 557,000 in Kentucky.² “Workforce transitions may be larger in scale than we estimated before the pandemic, and the share of employment in low-wage job categories may decline... Workers without a college degree, women, ethnic minorities, and young people may be

¹ <http://www.55000degrees.org/some-college-no-degree-helping-adults-finish-what-they-started/> Accessed on 4/27/2020.

² Shapiro, D., Ryu, M., Huie, F., & Liu, Q. (October 2019), Some College, No Degree, A 2019 Snapshot for the Nation and 50 States, Signature Report No. 17, Herndon, VA: National Student Clearinghouse Research Center.

most affected.”³ These adult learners present a significant opportunity for enrollment growth at UL and a significant opportunity for the University of Louisville to emerge as a leader in adult education in the community.

In February 2021, Metropolitan College (the partnership between UPS and UofL where the UPS pays the tuition for their employees to earn a degree at UofL) identified approximately 1,700 students who started in the Metro College program and never earned their degree, so the employees have not progressed in their careers and are still working hourly wage, night-shift jobs after years of work. This is a prime audience for this degree to allow these employees the opportunity to increase their earning potential.

Student Demand

2. a. Provide evidence of student demand at the regional, state, and national levels.

Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

CPE Instructions: Explain how faculty and staff systematically gathered data, studied the data and estimated student demand for the program. Anecdotal evidence is not sufficient. If student surveys have been collected, provide information regarding sample size, sampling methodology, and response rate.

Student demand for undergraduate online programs is evident in the trend at UofL and in A&S of increasing undergraduate enrollments in entirely online programs (Table 1 below). In addition, the demand among Kentuckians for online learning is evident by looking at national data. According to the Fall 2019 Distance Education enrollment report from the National Council of the State Authorization Reciprocity Agreement (“NC-SARA”)⁴, there were over 18,000 Kentuckians earning their degrees online in states other than Kentucky. Of this list, the five universities with the highest Kentucky enrollment were Western Governors University, Southern New Hampshire University, Indiana Wesleyan University, Liberty University, and University of Phoenix. Purdue Global was 7th, Austin Peay was 8th, and University of Cincinnati was 13th, indicating that there are Kentucky residents living near neighboring states’ borders seeking online education options but choosing institutions outside Kentucky. (The data is not parsed by level or degree). Further, interest in certificate and other credentials earned online increased during the pandemic and is predicted to continue to rise. A study reviewed in the *Chronicle of Higher Education* showed that before the pandemic struck, 42% of adult learners who wanted to earn college-level credentials said they favored online classes and, importantly, that proportion increased when learners were asked about their longer-term preferences for online learning. Although trends show a preference for skills training over bachelor’s degrees among returning adult learners, we are in the position to offer both. (<https://www-chronicle-com.echo.louisville.edu/article/displaced-workers-havent-turned-to-college-for-a-fresh-start-heres-what-might-bring-them-back>)

³ <https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-after-covid-19>

⁴ <https://www.nc-sara.org/nc-sara-reports>

Table 1. Percentage growth in undergraduate enrollment in fully online programs

UofL Online Program Enrollments	Fall 2018	Fall 2019	Fall 2020
UofL – All online undergraduate enrollment	14%	45%	21%
A&S Only - Online undergraduate enrollment	17%	41%	21%

Source: Cards Analytics

National Competition and Demand

At the national level, there are 1,082 institutions offering an undergraduate “Liberal Arts and Sciences, General Studies and Humanities (CIP = 24.01).” Of the top 500 institutions awarding the most degrees, 199 are available online and of these, 133 are from public institutions. The chart below shows the top 20 public universities (in terms of degree conferrals) offering undergraduate liberal and/or general studies or humanities degrees that have an online option in the United States. While there are already six existing similar online programs in Kentucky and the bordering states (highlighted in green below), the number of adults with some college and no degree in Louisville *alone* suggests that there is still a large pool of prospective students to enroll in this program (81,000 in 2018 as noted earlier). Further, the recession will require many people who lost their jobs to increase their employability by earning a bachelor’s degree.

Table 3. Degree Completions in online programs over the last five years suggesting that enrollments remain strong. (Universities in our region are highlighted in green.)

Institution	Type	Distance Learning	2019	2018	2017	2016	2015
University of North Texas	Public	Yes	697	762	617	560	412
Northern Arizona University	Public	Yes	546	574	628	592	560
Thomas Edison State University	Public	Yes	501	502	505	543	534
Middle Tennessee State University	Public	Yes	372	465	493	490	405
California State University-Northridge	Public	Yes	361	301	343	332	349
University of Oklahoma-Norman Campus	Public	Yes	356	360	346	377	359
The University of Texas at Arlington	Public	Yes	345	361	446	405	393
George Mason University	Public	Yes	329	307	267	237	198
Arizona State University-Skysong	Public	Yes	311	277	232	191	182
University of Nebraska at Omaha	Public	Yes	305	329	343	92	78
University of Louisiana at Lafayette	Public	Yes	303	283	293	287	260
East Carolina University	Public	Yes	301	280	269	168	81
Fort Hays State University	Public	Yes	283	278	269	254	247
Oklahoma State University-Main Campus	Public	Yes	254	220	236	163	171
Charter Oak State College	Public	Yes	251	280	315	421	425
Indiana University-Purdue University-Indianapolis	Public	Yes	248	257	251	307	367
Western Kentucky University	Public	Yes	239	268	252	274	276
James Madison University	Public	Yes	237	252	263	239	271
Eastern Kentucky University	Public	Yes	234	215	214	256	255
Ohio University-Main Campus	Public	Yes	229	252	295	269	235

Data pulled from Burning Glass Labor Insight on 3/1/21. According to Burning Glass, "this report uses data from the National Center for Education Statistics (NCES) IPEDS database from 2015-2019."

b. Identify the applicant pool and how students will be reached.

CPE Instructions: If an undergraduate program, please provide information regarding plans to reach first-time freshman and other native students, as well as transfer students.

The applicant pool for this degree is any adult who has earned 40 hours of prior college credit but no bachelor's degree. This degree will not admit first-time freshman as it is intended for degree completion. For this degree, there will be four main priority pools of prospective students:

1. Local Louisville-area residents and the surrounding regions who have some college and no degree;
2. Prior UofL students who left UofL without earning their degree and have earned at least 60 hours;
3. KCTCS students who have 40+ hours in any degree.
4. Metropolitan College/UPS

Louisville Area

To reach potential students in the Louisville region, the College of Arts and Sciences will partner with the Delphi Center for Teaching and Learning at the University of Louisville, which is the central unit on campus charged with marketing and recruiting for online programs at UofL. The Delphi Center plans to invest in paid advertising campaigns using standard marketing outlets such as

pay-per-click and paid social media ads on Google, Bing, Facebook and LinkedIn, pending approval of their requested budget. This degree will be included on the UofL Online website and in all materials used at recruiting events.

Prior UofL Students Without a Degree

The University of Louisville's Comeback Cards initiative is an outreach program where former UofL students who left without earning a degree and have at least 90 credit hours are recruited to return. The Assistant Provost for Adult Learning and Degree Completion at UofL heads up this initiative and is the lead outreach contact, connecting former students with advisors to identify the best path for completion toward degree. This degree will be a perfect option for these students. For those students with fewer than 90 but more than 60, the Delphi Center will conduct an email campaign to announce the degree and help prospective students understand more about it.

KCTCS Students

Each semester, the Delphi Center sends an email to KCTCS student who have 40+ hours informing them about the online bachelor's degrees available for those who want to pursue their degree after completing their associate's degree. These emails will include information about the General Studies degree option.

Metropolitan College

The Delphi Center is working with Metropolitan College (the partnership between UPS and UofL where the UPS pays the tuition for their employees to earn a degree at UofL) to re-engage over 1,700 students who started in the Metro College program and never earned their degree. This degree will be an ideal fit for those employees who need a degree to increase their earning potential.

c. Describe the student recruitment and selection process.

CPE Instructions: Describe the processes for recruitment and the admission criteria for both native and transfer students.

Using the recruiting tactics identified in section C.2.b. above indicating how prospective students will be reached, the Delphi Center will follow up with each individual who asks a question or requests more information. Each prospective student's name and contact information will be housed in a secure database and a team of enrollment counselors in the Delphi Center will attempt to reach each prospect either via email, phone, text or chat to answer their questions and help them understand the application process. Once students are admitted, the Delphi Center will help students follow the process to enroll in their courses.

The Bachelor of Science in General Studies will not be a selective admissions program. Provided students meet the admissions criteria identified in section A.6. above, they will be admitted into the program by the Office of Admissions at the University of Louisville.

d. Identify the primary feeders for the program.

CPE Instructions: List the colleges, schools, programs from which students for this program will be recruited.

The program is focused on and designed for adult learners that are not currently enrolled in college but are most likely in the workforce. UofL's Comeback Cards initiative aimed at former UofL

students who left without earning a degree will also be a feeder. It is possible that there will be some adult students enrolled at KCTCS in the General Studies program that would be interested in transferring. For example, KCTCS has a Transfer Pathway identified for their A.S. in General Education to the B.A. in General Studies online program at Southern New Hampshire University. UofL will design a similar pathway for KCTCS students interested in completing their bachelor's degree at UofL.

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

CPE Instructions: Explain how the program is designed to increase the overall institutional enrollment.

This degree is not designed to allow currently enrolled UofL undergraduates to transfer into this major. Admission to the program will be limited to adults with credits who stopped-out of school thus, the program will not be competing with existing programs for first time freshmen, nor will it be appropriate for current students who have college credits but have not completed a degree program. It is for adults who need a pathway toward graduation. As noted earlier, there are approximately 81,000 adults with some college and no degree in the Louisville area who would be ideal for this program. Further, offering this program in an online delivery format is a deliberate choice to attract adults who are not currently enrolled in college, resulting in new student enrollments to UofL. The average age of online undergraduate students at UofL is 34 years old, indicating that online degree programs are not geared toward traditional campus students at UofL.

f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred*	Majors (Headcount) Fall Semester**
2022-2023	0	15
2023-2024	0	38
2024-2025	2	65
2025-2026	8	94
2026-2027	17	126

*Degree completions projections were based on the average online undergraduate completion rate at UofL with consideration and adjustment based on when the first students enter the program and increasing from there. The first year a program is offered online will not generate any degrees. The following rates were used to calculate the degrees completed:

- First year program is offered: 0% completion
- 2nd year: 5.9%
- 3rd year: 15.5%
- 4th year: 22.5%

These rates were calculated by the Delphi Center for Teaching and Learning based on official IRP data.

**Majors were calculated by applying the growth rate of a similar online A&S undergraduate program at UofL but adjusted to be conservative given the market needs to be gauged once the program is launched. The online BA in Psychology saw first enrollments in Spring 2018. The overall growth rates are as follows:

Academic Year	Fall Enrollment***	Growth Rate [^]
---------------	--------------------	--------------------------

AY 17/18	0 (launched spring '18)	n/a
AY 18/19	7	n/a
AY 19/20	45	543%
AY 20/21	92	104%
AY 21/22	112 (projected)^	22%

***Official data from Cards Analytics/Institutional Research and Planning; pulled 3/6/21.

^Growth is starting to stabilize.

Employer Demand

3.a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job at the regional, state and national levels.

CPE Instructions: If the program is being proposed to meet employer demand, provide evidence of this within your area of geographic responsibility as well as the state and national levels. The following are links to helpful resources on employer demand statistics.

- [Kentucky Center for Education and Workforce Statistics](#)
- [Bureau of Labor Statistics: Employment Projections](#)
- [Bureau of Labor Statistics: Occupational Outlook Handbook](#)

This degree will draw students who are already in the workforce and need a bachelor's degree for a promotion or career change. The degree does not train the individual on a hard skill related to jobs such as nursing or accounting. This degree will round out the individuals with skills in the ability to plan, successfully access and appropriately use information technology, demonstrate effective oral and written communication strategies, and work collaboratively.

According to the Bureau of Labor Statistics,⁵ individuals with a liberal arts major are in fields such as management, sales, and business and financial operations. Projected job openings and wages are identified in Appendix A.

Employer Demand

3.b. If the program is designed for students to enter the workforce immediately, please complete the table below.

- Indicate source of market demand information and timeframe for growth projections.
- Add more rows to the table as needed.

Most of the current Bureau of Labor Statistics projections are for 2016-2026. Other sources include; but are not limited to:

- [Georgetown University Center on Education and the Workforce](#)
- [Bureau of Labor Statistics' Occupational Outlook Handbook](#)
- [Kentucky Center for Statistics](#)
- KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018

⁵ <https://www.bls.gov/ooh/field-of-degree/liberal-arts/liberal-arts-field-of-degree.htm>

- <https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>
- Kentucky, Bridging the Talent Gap
- Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>
- Interactive website: <https://bridgingthetalentgap.org/dashboards/>

This table is included in the Letter of Intent as Appendix A.

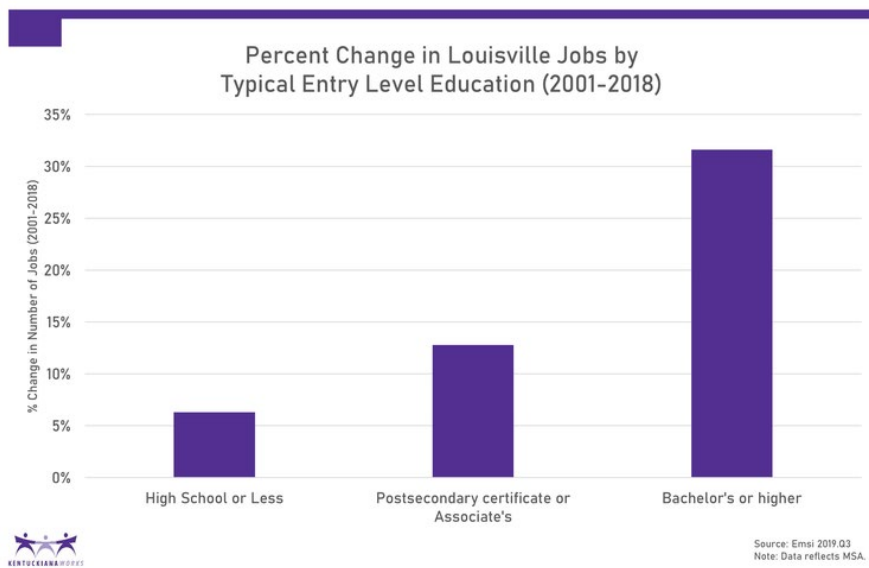
In addition to the fields identified above, many other jobs in the workplace require a “bachelor’s degree” not in a specific field. The table in Appendix A indicates the projected number of jobs in various fields and related salary. The jobs listed in Appendix A often require at least a bachelor’s degree. Many adults working in these industries have on-the-job training and need a bachelor’s for career advancement (to a manger level for example).

Employer Demand

3.c. Clearly describe evidence of employer demand.

Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program.

The program is designed for adult learners who are already a part of the workforce and are intent on adding to their education or credentialing. According to the U.S. Bureau of Labor Statistics, people with a bachelor’s degree earn 50% more weekly than workers who have completed some college but do not have a degree. Bachelor’s degree holders also had lower rates of unemployment (2.2%) than workers with some college but no degree (3.3%) in 2019.⁴ In addition, jobs that require a 4-year degree are projected to grow 10% between 2016 and 2026 – faster than the national average (7%). From September 2019 – September 2020, there were over 39,000 job postings that required a bachelor’s degree out of 44,000 postings in the Louisville Metropolitan Statistical Area (MSA). In Kentucky, there were 75,000 postings of 87,000 that required a bachelors. Further, according to a report from Kentuckiana Works, the fastest growing jobs in the Louisville region are those that typically require at least a bachelor's degree, which has been the case since 2001 as shown in the chart below.



In addition to these figures, a vital element of attracting potential employers to Louisville is having a strong labor force as indicated by Louisville Forward, Metro Louisville’s economic and community development branch. These data are presented by the education level held by the residents in Louisville. Compared to our regional competitors for economic development as shown in the table below, Louisville needs to increase the number of bachelor’s degree residents to remain competitive for more companies to seek Louisville to house their businesses and keep Louisville’s economic development growing.

City	Number of Residents with a Bachelor’s Degree or Higher (percent of persons age 25+, 2014-2018)
Louisville	29.2%
Cincinnati	36.1%
Nashville	39.7%
Indianapolis	30.4%
St. Louis	35.0%

American Community Survey, US Census, Quick Facts
<https://www.census.gov/quickfacts/fact/table/US/PST045219>

Case in point, Louisville did not make the top 20 list for Amazon’s HQ2 location although Nashville and Indianapolis did. According to Louisville Forward leader Mary Ellen Wiederwohl and Kent Oyler, president and CEO of Greater Louisville Inc., the metro chamber of commerce, Amazon's feedback “indicated that the biggest drawback for Louisville was its need for more skilled talent, specifically young technology talent.” Although this example specifies the technology talent, the need for skilled talent is clear.

Academic Demand

4. If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

The program is designed for adults who are currently a part of the workforce so, this does not apply.

5. Academic Disciplinary Needs:

If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

CPE Instructions: If the program is being proposed to meet changes in the academic discipline, please outline those changes and explain why they necessitate development of a new program.

The program is not in response to changes in disciplinary needs.

6. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

This does not apply.

Unnecessary Duplication (Similar Programs)

7. a. Are there similar programs in other Southern Regional Education Board (SREB) (<https://www.sreb.org/states>) or in the nation? If so, please identify the similar programs.

CPE isn't looking for an exhaustive list here. They just want an idea of how prevalent the program is in the nation and the SREB.

A procedure for addressing this: type the degree into a search engine and make a list of institutions offering the degree. If there were many institutions, choose a representative sample of major institutions (and label the list as representative). Sort the list into two categories: SREB and national. If the institution is in one of the states listed below it falls under the SREB category. You may have to use a few different/similar search terms/program names to locate programs at other institutions.

CPE Instructions: SREB states include Alabama, Arkansas, Delaware, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

There are 176 institutions in the SREB region with a bachelor’s in general studies (CIP = 24.0102). In 2019, these 176 institutions conferred a total of 8,759 degrees, an 11.6% increase since 2015. Of these 176 institutions, 90.6% of them are public and 61 offer the degree online. Of the schools that offer this degree online, the top 10 schools with the highest number of degree completions in 2019 are listed below.

Institution	Degrees Conferred 2019
University of North Texas	697
The University of Texas at Arlington	345
University of Louisiana at Lafayette	303
Western Kentucky University	239
Oklahoma State University-Main Campus	237
East Carolina University	235
Eastern Kentucky University	232
Marshall University	217
Georgia Southern University	213
Arkansas State University-Main Campus	183

Data pulled from Burning Glass Labor Insight on 3/7/21. According to Burning Glass, “this report uses data from the National Center for Education Statistics (NCES) IPEDS database from 2015-2019.”

b. Are there similar programs that exist at public institutions in Kentucky? If so, please identify them.

A new program may serve the same potential student population. The proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.

According to the Council on Postsecondary Education’s [Interactive Data Center](#), there are six similar programs at public institutions in Kentucky (CIP = 24.0102).

Program ID	Program Name	Institution	Degree Level	Degree Designation	CIP	Status
1412	General Studies	Eastern Kentucky University	Baccalaureate	BA	24.0102	Active
2103	University Studies	Morehead State University	Baccalaureate	BIS	24.0102	Active
2302	Integrated Studies	Murray State University	Baccalaureate	BIS	24.0102	Active
4865	Interdisciplinary Studies	Western Kentucky University	Baccalaureate	BIS	24.0102	Active
11377	General Studies	University of Kentucky	Baccalaureate	BIS	24.0102	Active
15062	Bachelor of General Studies	Murray State University	Baccalaureate	BS	24.0102	Active

When the search is expanded to include Liberal Studies degrees (CIP = 24.0101) in addition to the General Studies degree, there are 10 similar programs.

Program ID	Program Name	Institution	Degree Level	Degree Designation	CIP	Status
1412	General Studies	Eastern Kentucky University	Baccalaureate	BA	24.0102	Active
1725	Liberal Studies	Kentucky State University	Baccalaureate	BA	24.0101	Active
2103	University Studies	Morehead State University	Baccalaureate	BIS	24.0102	Active
2301	Liberal Arts	Murray State University	Baccalaureate	BA,BS	24.0101	Active
2302	Integrated Studies	Murray State University	Baccalaureate	BIS	24.0102	Active
4865	Interdisciplinary Studies	Western Kentucky University	Baccalaureate	BIS	24.0102	Active
6520	Integrative Studies	Northern Kentucky University	Baccalaureate	BA	24.0101	Active
11377	General Studies	University of Kentucky	Baccalaureate	BIS	24.0102	Active
11740	Liberal Studies	University of Kentucky	Baccalaureate	BIS	24.0101	Active
15062	Bachelor of General Studies	Murray State University	Baccalaureate	BS	24.0102	Active

c. Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.?

CPE Instructions: If yes, explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe the collaborative arrangements being pursued with institutions that offer similar programs. Briefly describe the written and/or verbal conversations you have had with faculty and administrators at institutions with similar programs.

The key difference in UofL’s program is that this degree will award prior learning credit through a portfolio that will award up to 27 credit hours, tuition-free. Additionally, our proposed program will use existing minors and certificates to create two focus areas plus an orientation course (focused on PLA documentation and careers) and a culminating undergraduate experience course and the program will be entirely online. The only other general studies-like program in the state that offers PLA is at Murray State, but the process that they use to propose PLA is not made clear on their website and there is no required course related to building a portfolio and proposing PLA; also, students may follow a track in that program that provides much less flexibility than our proposed program of study.

We solicited input from program directors at the following institutions: Murray State, Morehead, EKU, NKU, UK, and WKU.

We have attached email correspondence from UK, Murray State, Morehead State and EKU, institutions who responded to our query for input about the new program.

On March 12, 2021, A&S' Associate Dean for Undergraduate Education (and faculty in Biology) discussed the proposal with a committee of Directors of UG Studies in the college. The feedback received from this group led us to broaden the committee working on the proposal and seek additional feedback specifically from departments who stand to benefit from increased enrollment in their online programs. On March 22, 2021, the Associate Dean for Undergraduate Education discussed the proposal with the Leadership Team of the College which consists of Department Chairs and Program Directors. The discussion focused on use of existing minors and assessment of prior learning. The entire proposal was sent to the Chairs of six departments (SOC, PSYC, CJ, COMM, WGST, GEO) on March 18 with a request to discuss it with their faculty and provide input by March 30. The proposal in its entirety was discussed and approved at the Arts & Sciences Faculty Assembly and by the University Planning & Budget Committee in April 2021.

- d. **Does the proposed program serve a different student population (e.g., students in a different geographic area, non-traditional students, etc.) from existing programs?**

CPE Instructions: If yes, describe the differences in the targeted student population and explain how your program reaches this new population.

This program will mainly target adults in the Louisville region or former UofL students who did not finish their degree. The program requires 40 credit hours for admission; most other similar degrees in the state do not have a minimum number of credit hours needed for admission. Of the Kentucky residents enrolled in UofL's undergraduate online programs, 80% are from Jefferson County, the 7 surrounding counties and Hardin County (Ft. Knox) meaning that UofL's online programs mostly draw from its base.

- e. **Is access to existing programs limited? Please explain.**

CPE Instructions: If yes, explain why existing programs cannot reach this population.

The program at University of Kentucky is the most competitive with UofL's given both schools are R1 schools. The UK degree is more expensive than UofL's program and does not award prior learning credit, making the UK less affordable and less accessible.

The Delphi Center for Teaching and Learning at UofL hired the University Continuing and Professional Education Association (UPCEA) in Fall 2019 to conduct an assessment of its online marketing and enrollment operations for UofL Online. The assessment included a survey to 388 inquirers, 201 current students, and 111 recent graduates (all three categories for online programs). When asked what other schools the online students were considering, the University of Kentucky was the most common college/university that was considered. Cost was the top reason that inquirers chose other universities or chose not to enroll at all.

- f. **Is there excess demand for existing similar programs? Please explain.**

CPE Instructions: If yes, provide evidence that existing programs do not have the capacity to meet current student demand.

As noted earlier, Louisville alone has 81,000 adults with some college and no degree and the state of Kentucky has 557,000. There are 18,000 Kentuckians seeking their online education in universities outside Kentucky. While there is no data indicating whether programs are at capacity, these data indicate there is more demand than supply.

<p>g. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.</p> <p>Attach all draft articulation agreements related to this program.</p> <p><i>CPE Instructions: Include a summary of initial discussions with other institutions (both community and technical colleges and universities) about pathways for student transfer. If none have occurred, please explain.</i></p>
<p>There are no articulation agreements related to this program. However, UofL will work with KCTCS to design Transfer Pathways and post to the UofL site. UofL currently has 75 Transfer Pathways with KCTCS.</p>
<p>h. Will there be collaboration between the proposed program and existing state programs? If there will be collaboration, please explain what it will entail.</p> <p>If there will not be collaboration, please explain why there is no proposed collaboration with existing programs.</p>
<p>There are no formal collaborations.</p>

8. In the table(s) below, provide information about similar programs based on CIP codes. Include trend data on enrollment and degrees conferred for these programs.

Institutions may list other programs that are similar but may be classified in a different CIP code.

A search for similar programs or by CIP can be conducted at <https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx>.

If assistance is needed to identify similar programs in Kentucky contact OAPA at PROGAPPR@louisville.edu.

Copy the table below as needed to address all similar programs.

<u>Similar Program 1:</u>	
Institution:	University of Kentucky
Program Name:	Bachelor of Liberal Studies
Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then</i>	UK's program requires students to complete an individualized program with tracks in humanities, social sciences, and natural and mathematical sciences. UofL's program is broader, allowing students to choose areas of focus from across the university but requires one focus in A&S.

<p><u>describe potential collaborations with other institutions.</u></p>	<p>At UofL, students will also have the ability to earn up to approximately 27 credit hours for free in a Prior Learning Assessment via a portfolio class, where they can earn credit for work experience and prior training (refer to the GEN 305 syllabus for more details). UK does not offer PLA.</p>
<p>Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i></p>	<p>UofL’s program requires adults to have only 40 credit hours but UK requires 45. Both are offered online.</p> <p>The majority of prospective students are likely to be former UofL adult students or other students from the Louisville area. Of the Kentucky residents enrolled in UofL’s undergraduate online programs, 80% are from Jefferson County, the 7 surrounding counties and Hardin County (Ft. Knox). Only 3% of the Kentucky residents (16 students) are from Fayette County.</p>
<p>Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i></p>	<p>UofL requires students to have only 40 credit hours, and the tuition is more affordable. Further, the PLA will award students up to ~27 credit hours tuition-free, which would make UofL’s degree more accessible for those who need a more affordable degree. The UofL program will also have some 8-week courses, but UK’s is 15-week courses.</p>
<p>Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i></p>	

<p><u>Similar Program 2:</u></p>	
<p>Institution:</p>	<p>Western Kentucky University</p>
<p>Program Name:</p>	<p>Bachelor of Interdisciplinary Studies</p>
<p>Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then <u>describe potential collaborations with other institutions.</u></i></p>	<p>WKU’s program allows students to choose from 12 areas of emphasis but only 4 are online (not clear which ones). The WKU program does not award PLA credit.</p> <p>UofL’s program will be a mix of 8- and 15-week terms, but WKU’s consists of 15-week courses.</p>
<p>Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how</i></p>	<p>WKU’s degree does not require prior credit for admission.</p>

<p><i>your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i></p>	<p>The majority of UofL’s prospective students are likely to be former UofL adult students or other students from the Louisville area. Of the Kentucky residents enrolled in UofL’s undergraduate online programs, 80% are from Jefferson County, the 7 surrounding counties and Hardin County (Ft. Knox). Of the 557 Kentucky residents enrolled in UofL’s undergraduate online programs, only 3 were from Warren County. (Fall 2020 data)</p>
<p>Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i></p>	<p>UofL requires students to have 40 credit hours for admission. UofL’s tuition is also more affordable at \$499/ch for online students. The PLA will award students up to ~27 credit hours tuition-free, which would make UofL’s degree more accessible for those who need a more affordable degree. Further, UofL is an R1 Carnegie Classification university, which serves a different audience than WKU.</p>
<p>Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i></p>	

<p><u>Similar Program 3:</u></p>	
<p>Institution:</p>	<p>Morehead State University</p>
<p>Program Name:</p>	<p>Bachelor of University Studies</p>
<p>Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.</i></p>	<p>Liberal arts education with students completing at least one area of focus in A&S but they are free to pursue a focus in another UofL academic unit. The BUS degree at Morehead does not require a major, minor or focus areas. Students may take a wide variety of subjects or concentrate all studies beyond the general education requirements in a single discipline.</p> <p>Morehead’s program does not award PLA.</p>
<p>Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i></p>	<p>Morehead targets both traditional and “professional track students” but no minimum credit hours required.</p> <p>The majority of prospective students are likely to be former UofL adult students or other students from the Louisville area. Of the Kentucky residents enrolled in UofL’s undergraduate online programs, 80% are from Jefferson County, the 7 surrounding counties and Hardin County (Ft. Knox). Of the 557 Kentucky residents enrolled in UofL’s</p>

	undergraduate online programs, only 4 students were from Rowan County and 2 from a surrounding county (Carter). (Fall 2020 data)
Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i>	UofL requires students to have 40 credit hours for admission. UofL's tuition is also more affordable at \$499/ch for online students. The PLA will award students up to ~27 credit hours tuition-free, which would make UofL's degree more accessible for those who need a more affordable degree. Further, UofL is an R1 Carnegie Classification university, which serves a different audience than WKU. UofL's program will be a mix of 8- and 15-week terms.
Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i>	

<u>Similar Program 4:</u>	
Institution:	Northern Kentucky University
Program Name:	Bachelor of Arts in Integrative Studies
Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.</i>	At NKU, students combine three areas for an integrated experience selecting from 13 professional pathways: Business, Communication Studies, Criminal Justice, English, Health Communication, Health Science, History, Management, Marketing, Organizational Leadership, Psychology, Sociology, Women and Gender Studies. At UofL, the tracks are not laid out as professional pathways and will be selected according to the student's interest and credit earned to date. NKU is not awarding PLA. Their classes are also 7 weeks.
Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i>	The majority of prospective students are likely to be former UofL adult students or other students from the Louisville area. Of the Kentucky residents enrolled in UofL's undergraduate online programs, 80% are from Jefferson County, the 7 surrounding counties and Hardin County (Ft. Knox). Of the 557 Kentucky residents enrolled in UofL's undergraduate online programs, only 2% (10 students) were from counties near Campbell County (0 were from Campbell). (Fall 2020 data)

	NKU's degree does not have a restriction on needed credit hours for admission.
Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i>	NKU's service region includes the counties surrounding Campbell County. Also, NKU's Carnegie Classification is "Doctoral/Professional Universities," which serves a different population than UofL. At UofL, the PLA will award students up to ~27 credit hours tuition-free, which would make UofL's degree more accessible for those who need a more affordable degree. Further, UofL is an R1 Carnegie Classification university, which serves a different audience than NKU.
Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i>	

<u>Similar Program 5:</u>	
Institution:	Eastern Kentucky University
Program Name:	Bachelor of Arts in General Studies
Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.</i>	<p>Students in the General Studies program at ECU will graduate from and be considered alumni of a specific college based on either (a) the student's preference (If a student has at least 18 credits in a college, excluding General Education credits, then he/she may request to be affiliated with that college); OR (b) if the student has no preference, then affiliation is based on the college in which the greatest number of credits are earned (excluding General Education credits). At UofL, the students will have an academic home.</p> <p>EKU does not award PLA credit.</p> <p>EKU's program consists of 7-week terms.</p>
Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i>	The majority of prospective students are likely to be former UofL adult students or other students from the Louisville area. Of the Kentucky residents enrolled in UofL's undergraduate online programs, 80% are from Jefferson County, the 7 surrounding counties and Hardin County (Ft. Knox). Of the 557 Kentucky residents enrolled in UofL's undergraduate online programs, only 2 were from Madison County. (Fall 2020 data).

	No minimum credit at ECU for admission. UofL requires students to have 40 credit hours for admission.
Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i>	The PLA will award students up to ~27 credit hours tuition-free, which would make UofL's degree more accessible for those who need a more affordable degree. Further, UofL is an R1 Carnegie Classification university, which serves a different audience than ECU.
Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i>	

<u>Similar Program 6:</u>	
Institution:	Murray State University
Program Name:	Bachelor of Integrated Studies
Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.</i>	Tailored field of study ranging from commerce and leadership, communications and educational studies to health care administration, human services, manufacturing systems and beyond. UofL does not offer commerce, educational studies, healthcare administration, human services or manufacturing systems at the undergraduate level. It is not clear if Murray awards prior learning.
Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i>	Murray does not require a minimum amount of credit hours for admission. The majority of prospective students are likely to be former UofL adult students or other students from the Louisville area. Of the Kentucky residents enrolled in UofL's undergraduate online programs, 80% are from Jefferson County, the 7 surrounding counties and Hardin County (Ft. Knox). Of the 557 Kentucky residents enrolled in UofL's undergraduate online programs, only 2 students were from Calloway County. (Fall 2020 data)
Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i>	The PLA will award students up to ~27 credit hours tuition-free, which would make UofL's degree more accessible for those who need a more affordable degree. Further, UofL is an R1 Carnegie Classification university, which serves a different audience than Murray State.

<p>Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i></p>	
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D. Cost

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution’s overall need for funds.

1. Will this program require additional resources? Yes No

If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years. Document the expected cost/expenditures in the table below.

The program will require a Director who will be a current faculty member who receives a release from teaching plus 1/9 on base to fulfill the role of Director. In years 4 and 5, the program will require a Part Time Lecturer (PTL) to teach in the GEN 305 and 401 courses (one course in year 4 and the other in year 5). The Director will teach these courses the first three years of the program with help from the Advisory Board (GEN 305). In year three of the program and onwards, the program will require a part-time advisor in our A&S Advising Center and starting in year 4, a PTL to teach the GEN 305 and GEN 401 courses. These costs are documented in the attached budget spreadsheet.

2. Will this program impact existing programs and/or organizational units within your institution? Yes No

If so, please describe the impact. (Examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings or other programs, reduction or increase in students served, any other possible impact.)

CPE Instructions: If yes, describe the programs that will be closed or reorganized or what resources will be impacted by the proposed program.

This program may positively impact programs by adding students and earned student credit hours to departments offering minors and/or certificate programs that General Studies students pursue as part of their degree program.

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

CPE Instructions: Note whether the program is predicted to increase retention rates, and, therefore, generate tuition dollars; increase revenue by attracting a new pool of students; meet employment needs in the state; feed into graduate that have been shown to be beneficial to the economic needs of the state, etc. If no new costs are anticipated, please explain.

The program is predicted to generate tuition dollars by attracting a new pool of students. Because the program uses mainly existing resources there is high return on investment. If the predictions for student enrollment are correct, the program will be creating over \$600,000.00 in annual revenue in five years. The pool of students that this program will serve is predicted to be beneficial to the local and state economic needs.

- **Complete the New Program Budget Spreadsheet.**

Found at: <http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Notes for completing the Budget Spreadsheet:

- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an “internal reallocation” in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as an internal “allocation” in the Funding Sources section of the budget.
- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the “cost” of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won’t let us submit the proposal without explanations for the budget numbers.
- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

Undergraduate*

Approximately 68% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar’s website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

Graduate/Professional*

Graduate: 75% (net of mandatory student fees) of tuition revenue allocated according to a student’s home academic program.

Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine), doctoral, and DNP programs allocated to the student’s home academic program. For purposes of the budget model, doctoral programs fall in the Professional category.

*These definitions of the Budget Model are as of 10/7/19 and are subject to change.

- Note that there are three tabs to the Budget spreadsheet.

Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of “existing” funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.
- Any expenses identified as “existing” funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The program must have more funding than expenses.

See the funding spreadsheet attached.

E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

1. Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program.

Complete the table below and add a description here, including how assessment results will be used to improve the program.

CPE Instructions: Explain which student learning outcome(s) will be assessed by each assessment method and how frequently each assessment method is administered. Include both direct and indirect methods. Explain how assessment results will be used to make improvements to the

program. Note that this item refers to a program-level, not course-level, assessment and thus course grades are not an appropriate source of data for program-level assessment.

The point of assessment will be in specific courses in the curriculum with culminating/integrative assignments using direct measures. Rubrics will be used to analyze student work. These assessments will be performed once a year at the end of the course in the semester in which the course is offered. The results will be compared with the benchmarks set for each student learning outcome and presented to the Gen Studies faculty.

When benchmark targets are not met, contributing factors for not meeting benchmarks will be identified and a plan will be devised by the Gen Studies faculty to address them. Where benchmarks are met, the benchmarks themselves will be reviewed as whether to set new benchmarks. The plan may include a number of strategies including instituting changes in curriculum content, changes in method of instruction, and providing additional tutorial support and resources to students among others depending on contributing factors identified. The implementation of the plan will be monitored and evaluated by the Gen Studies program director so as to ensure that program improvements are being implemented. Findings will be shared at faculty meetings to engage in ongoing continuous quality assessment.

Additionally, student feedback regarding program effectiveness will be sought annually through an online survey at the end of the academic year by asking students to evaluate the Gen Studies program regarding its progress toward meeting the Gen Study Program Goals, on a 5-point scale, with 1 = “did not meet at all” and 5 “met completely.” The findings will be distributed to faculty teaching in the Gen Studies program at the last Gen Studies faculty meeting of the year where achievement of benchmark (4 on 5-point scale), and plans for making any needed improvements to the program will be discussed.

Overall program effectiveness will be evaluated by surveying key stakeholders in addition to students (e.g., faculty and staff, school administrators, community partners) each academic year. Findings will be discussed with program faculty as well as the Dean, and improvements in the program will be discussed and a plan for their implementation will be developed and implemented.

Program-level Student Learning Outcome	Point of assessment (course, assignment, etc.)	Assessment Method (include direct and indirect assessments) NOTE: these are program-level assessments, thus course grades are not appropriate assessments	Frequency of the assessment method
Develop an awareness, through self-assessment, of prior learning in their workplace and potential for advancement	Assignment in GEN 305 Skills Identification: students collect and assemble the various workplace documents to validate career-related courses and learning, certificates of training, and a resume of their work history. These documents are used in conjunction with the Reflective Essays narratives as source documents of	Direct assessment using rubric (provided in the course syllabus)	Once during beginning of the program

	training and experiential learning.		
Employ critical thinking processes to create an understanding of knowledge as existing within a broader context and to incorporate an awareness of multiple points of view.	Course writing assignment; from CUE course	Direct assessment using a rubric to rate students' ability to analyze arguments, build evidence from multiple sources, and recognize points of view and ways of knowing beyond their own experience. We will use the VALUE rubric from AAC&U for Critical Thinking.	Once at the end of the program
Students will learn skills for effective written communication .	Course writing assignment that demonstrates the ability to develop and express ideas, opinions, and information in appropriate forms; from CUE course	Direct assessment using the AAC&U VALUE rubric for Written Communication	Once at the end of the program
Diversity: demonstrate ability to analyze the effects of social differences within a national and a global framework	Course completion by end of program; students will successfully complete courses designated as D1 and D2	Indirect assessment	Once at the end of the program.

2. For each assessment method, please provide direct indicator(s) of achievement of program-level student learning outcomes and frequency of data collection.

Also provide indirect indicators of achievement where possible.

The skills identification assessment is part of the required GEN 305 class in which students will be required to produce a skills identification portfolio. This will be assessed at the end of the first semester or end of GEN 305. We will use the rubric:
Rubric for Skills Identification Assignment:

	Target	Acceptable	Needs Improvement
Quality of Completion of Documents or Certificates	Documents contain accurate and complete information	Documents/Certificates contain minor errors of accuracy and/or completeness	Documents/Certificates contain significant errors of accuracy/completeness

(6 pts)	Certificates contain training hours and completion dates		
Quality and Completeness of Documentation (2 pts)	Documentation validates credit-worthiness of learning experiences	Documentation lacks some features of appropriateness or adequacy	Appropriate or adequate documentation is not included
Professional Appearance (2 pts)	Appearance is highly professional.	Appearance is acceptable.	Appearance is not professional, lacks sufficient information, or not legible

a. Which components will be evaluated?

CPE Instructions: Identify each student learning outcome to be assessed and in which courses it is covered in the curriculum. Note whether employers, students/alumni, and/or faculty outside the program were involved in the development of student learning outcomes.

Skills identification – in GEN 305
 Critical thinking – CUE course
 Effective communication – written assignment from CUE or other course
 Diversity – completion of required D1 and D2 courses

b. When will the components be evaluated?

CPE Instructions: Identify the review cycle for each student learning outcome. For example, data may be collected every semester but results analyzed every third year.

Skills identification – in GEN 305; collected every semester and analyzed every third year until year 4 when it will be analyzed annually.
 Critical thinking – CUE course; collected every semester and analyzed every third year until year 4 when it will be analyzed annually..
 Effective communication – at the end of the semester after taking a CUE course
 Diversity – at the end of the student’s final semester.

c. When will the data be collected?

CPE Instructions: Note when the data will be collected (which may be different than when the assessment is conducted).

Skills identification – in GEN 305 – data collected at the end of the semester the course is taught

Critical thinking – CUE course – data collected at the end of the semester in which the course is taught
Effective communication - data collected at the end of the semester in which the course is taught
Diversity – data collected before graduation, one time

d. How will the data be collected?

CPE Instructions: Describe the methods and software used to collect the assessment data.

Skills identification – in GEN 305 – the instructor will collect skills identification portfolios and submit them to the Director. All of the portfolios will be submitted electronically and either Blackboard or Teams will be used to gather portfolios for assessment.
Critical thinking – CUE course – the Director will contact the instructor of the student’s CUE course and request the assignment; either Blackboard or Teams will be used to gather assignments for assessment.
Effective communication – the Director will contact the instructor of the student’s CUE course to request an assignment to use for this assessment; either Blackboard or Teams will be used to gather assignments for assessment.
Diversity is an indirect measure that will be met by the students successfully completing D1 and D2 designated courses; ULink and peopleSoft will be used to confirm completion and grade

e. What will be the benchmarks and/or targets to be achieved?

CPE Instructions: Indicate the type of benchmark used (local standards, external peer benchmarks, best practices benchmarks, etc.) and the specific performance standards to be achieved for each student learning outcome.

Explain the process by which the benchmarks and targets were determined. Note whether employers, students/alumni, and/or faculty outside the program were involved in the benchmarking process.

Skills identification – 70% of students will perform at the “acceptable” level of the rubric for assessing the portfolio
Critical thinking – 70% of students will perform at the “milestone 3” level of the VALUE rubric or higher
Effective communication – 70% of students will perform “milestone 3” level of the VALUE rubric or higher
Diversity – 100% of students will earn a 2.0 or higher in D1 and D2 courses (or their equivalent)

f. What individuals or groups will be responsible for data collection?

CPE Instructions: Specify whether the assessment process will be led by one person, whether that person is faculty or staff, or whether this effort will be led by a group of faculty and/or staff.

The program Director will be responsible for data collection through year three and then, both the Director and board of advisors will be responsible. Starting in year 4, a PTL teaching GEN 305 will also contribute to data collection.

g. How will the data and findings be shared with faculty?

CPE Instructions: Explain the elements of the data reports and the process by which it is shared with faculty.

Data will be shared with any faculty or instructors who have taught the course and the members of the Advisory committee. The Advisory committee will consist of up to five members plus the Director. Members will be faculty from programs that students have chosen as focus areas in A&S. The composition of the committee may change from year to year as student options for focus areas expand. The Director will assemble a final SLO program report each year, similar to the process we have in place to meet SACS requirements. The report will be shared during an Advisory meeting and sent to faculty involved in the program.

h. How will the data be used for making programmatic improvements?

CPE Instructions: Explain the process by which faculty will discuss the assessment results and make curricular changes.

Data will be compared to benchmarks to determine where improvement is needed in the program. When benchmark targets are not met, contributing factors for not meeting benchmarks will be identified and a plan will be devised by the Gen Studies faculty to address them. Where benchmarks are met, the benchmarks themselves will be reviewed as whether to set new benchmarks. The plan may include a number of strategies including instituting changes in curriculum content, changes in method of instruction, and providing additional tutorial support and resources to students among others depending on contributing factors identified. The implementation of the plan will be monitored and evaluated by the Gen Studies program director to ensure that program improvements are being implemented. Findings will be shared at faculty meetings to engage in ongoing continuous quality assessment.

3. What are the measures of teaching effectiveness?

CPE Instructions: Explain how the program will evaluate instructional quality.

The General Studies Program will use Arts and Sciences' existing process to measure teaching effectiveness in its existing programs. At the end of every semester, students anonymously complete online course evaluations consisting of open-and closed-ended questions for each instructor. The instructor receives a summary report with specific comments by students. These reports are reviewed by Department Chairs and the Dean of Arts and Sciences as part of the instructor's annual review. Performance improvement plans will be developed if needed. Instructors will also be encouraged to participate in Delphi Center's Teaching and Learning activities periodically as part of their annual work plans. Periodic teaching observations will be made and become part of the instructor's file.

4. What efforts to improve teaching effectiveness will be pursued based on these measures?

CPE Instructions: Explain how the information about teaching effectiveness will be used to make pedagogical changes in the program.

All course evaluations are reviewed by the Department Chair and the Dean. Should teaching evaluations fall below a 3.5 out of 5 scale over several semesters, a performance improvement plan will be developed. Participation in the University's Delphi Center for Teaching and Learning will

also be recommended. Periodic teaching evaluations by peers using the Quality Matters rubric for online learning, the gold standard for online learning, will also be used.

5. What are the plans to evaluate students' post-graduate success?

New Academic programs undergo an interim program review after five years for undergraduate programs, four years for masters programs, and three years for doctoral programs. After the interim review, all programs are placed on the university's regular program review schedule.

The program review template requires that programs provide feedback from graduates, alumni, and employers. In your response to this question consider how you will collect satisfaction feedback from these groups.

CPE Instructions: Explain how the program will identify graduate schools and employers and what questions will be asked in order to assess graduate school and/or workforce success.

Using the resources available through the University of Louisville's Institutional Research and Planning Office, the General Studies Program will conduct annual online surveys of graduates, alumni, and employers. Examples of questions include the following:

What aspects of the program contributed to your present position/employment?

What aspects of the program were the most effective for your present position/employment?

How well did mentoring and advising prepare you for success in the program? In the workforce?

What should be added to the program to ensure future success? What should be eliminated?

UofL's Institutional Effectiveness Office conducts several surveys to graduating students and recent graduates.

1. The Graduating Student Survey (GSS) is administered each semester to all students who have submitted a degree application. The goal of this survey is to gather exit information from graduating students about their experiences at the university. Respondents are asked about their perception of and satisfaction with their time at UofL, including academic preparation, experience in their unit and their major/program, academic support services and facilities, other student services and programs, advising, faculty, and their plans following graduation. These reports are distributed in aggregate annually to the respective academic deans, associate deans, department chairs, and program directors to help them make important decisions about the future of the university.
2. The Graduation Card Survey is administered to all graduating students in attendance at the commencement ceremony each semester. All students carry a name card during commencement, which is used to ensure that the students stand in correct order and guide the announcer in the pronunciation of the graduate's name. A brief survey, asking only about post-graduate employment and educational plans, is printed on the reverse side of the card. Institutional Effectiveness collects and analyzes the data and shares with the academic units.
3. The Recent Graduate Survey is administered every three years during the Spring semester to all students who graduated from the university during the previous three academic years. The goal of this survey is to gather information from our recent graduates about their experiences at the university. Respondents are asked about their perception of and satisfaction with their time at UofL, including academic preparation, experience in their major/program, and their current employment information. These reports are distributed in aggregate annually to the respective academic deans,

associate deans, department chairs, and program directors to help them make important decisions about the future of the university.

NOTE: All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy. For more information on the program review process see <http://louisville.edu/oapa/academic-program-review-process>.

Appendix A. Employer Demand.

1. If the program is designed for students to enter the workforce immediately, please complete the following table (see resources below the table)
2. Please provide source of employer demand information and time frame for the projections:

The jobs listed below typically require at least a bachelor's degree. Many adults working in these industries have on-the-job training and need a bachelor's for career advancement (to a manger level for example).

Type of Job	Regional Avg Wage	Regional # of openings	Regional Growth Projections (%)	State Avg Wage	State # of openings	State Growth Projections (%)	National Avg Wage	National # of openings	National Growth Projections (%)
General and Operations Managers	\$80,450	8911	10.16	\$71,200	31353	8.42	\$100,780 (from O*Net Online)	2,486,400	5.8
Software Developers, Applications	\$87,610	3486	30.55	\$83,270	5836	29.99	\$107,510	1,469,200	22
Financial Managers	\$106,690	2277	20.33	\$96,050	6438	18.00	\$129,890	697,900	15
Management Analyst	\$74,950	2136	18.68	\$69,370	5486	11	\$85,260	876,300	11
Sales Managers	\$112,140	1374	10.19	\$102,110	3474	7.17	\$126,640	433,800	4
Medical and Health Services Managers	\$76,970	1283	20.34	\$81,660	5328	16.25	\$100,980	422,300	32
Training and Development Specialists	\$54,770	1283	13.02	\$51,720	3161	8.6	\$61,210	327,900	9
Computer Occupations, All Other	\$72,440	1184	14.61	\$76,910	2637	9.56	\$88,550 (from O*Net Online)	431,100	5.7
Administrative Services and Facilities Managers	\$72,010	1036	11	\$70,060	3079	6	\$96,940	325,900	6
Purchasing Managers	\$118,490	260	8.46	\$108,680	863	2.6	\$121,110	76,900	3
Advertising, Promotions, and Marketing Managers	\$71,130	62	8.06	\$66,280	209	6	\$135,900	314,900	6
Compensation and Benefits Managers	\$92,160	32	0	\$87,320	100	8	\$122,270	18,000	3

Sources Used:

1. National Source Data: [Bureau of Labor Statistics' Occupational Outlook Handbook \(2019 data\)](#)
2. State and Regional Employment Data: Kentucky Center for Statistics (<https://kystats.ky.gov/KYLM/>)
3. State and Regional Wage Data: O*Net Online (<https://www.onetonline.org/>)

Employer Demand Resources:

Most of the current Bureau of Labor Statistics projections are for 2016-2026. If additional sources are used, please note the time frame for the projections. Other sources include:

- [Georgetown University Center on Education and the Workforce](#)
- [Bureau of Labor Statistics' Occupational Outlook Handbook](#)
- [Kentucky Center for Statistics](#)
- KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018
<https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>
- Kentucky, Bridging the Talent Gap
Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>
Interactive website: <https://bridgingthetalentgap.org/dashboards/>

UNIVERSITY OF LOUISVILLE

GS 305: Prior Learning Assessment (3.0 credit hours) Semester 20XX University of Louisville

Instructor for this Course:

Office Hours:

Phone:

Prerequisites: None

Catalogue Description

Introduces students to the process/product of documentation of workplace learning and assessment of their mastery of the program standards.

Purpose of the Course & Course Objectives

To provide students with knowledge and understanding to successfully complete the General Studies Program. And, if applicable to provide students with knowledge and skills to document learning of a work specialization from job-related college credit, job training, and/or work experience.

Documentation and reflection writing are combined in a Prior Learning Assessment Document (PLAD) which is evaluated for award of college credit. Students complete a self-assessment of professional competencies. Writing, thinking and technology skills are emphasized. Learning is assessed at the **introductory** level in this **initial program** course.

As a result of this course, students will:

1. Understand the student services and resources provided by the University and College.
2. Understand the requirements of the General Studies Program.
3. Understand what it means to return to the University for degree completion.
4. And, if applicable, develop **Prior Learning Assessment Documents (PLAD)** to request college credit for prior education and work-learning related to a work specialization.
5. Develop an awareness, through self-assessment, of prior learning in their workplace learning.

Course Format:

This course is developed as one in which the student works independently on the course requirements and, if applicable, the PLAD, using the deadlines outlined in the syllabus. There will be no regular class sessions. However, students are welcomed to contact the instructor when they need guidance or To provide students with knowledge and skills to document learning of a work specialization from job-related college credit, job training, and/or work experience. Documentation and reflection writing are combined in a Prior Learning Assessment Document (PLAD) which is evaluated for award of college credit. Students complete a self-assessment of professional competencies. Writing, thinking and technology skills are emphasized. Learning is assessed at the **introductory** level in this **initial program** course.

As a result of this course, students will:

6. Develop **Prior Learning Assessment Documents (PLAD)** to request college credit for prior education and work-learning related to a work specialization.
7. Develop an awareness, through self-assessment, of prior learning in their workplace learning.

Course Format:

This course is developed as one in which the student works independently on the PLAD, using the deadlines outlined in the syllabus. There will be no regular class sessions. However, students are welcomed to contact the instructor when they need guidance or to meet, face-to-face, with the instructor as needed. Students may use the “Course Messages” or “Send Email” functions (located at the “Tools” tab on Blackboard) to communicate with other students. A discussion board has been established for students to introduce themselves to other students. It can be found under the “Discussion Board” tab on Blackboard.

Information for this class will be maintained on the course Blackboard site so please pay attention to the **Technology Requirements** listed in the syllabus.

Textbooks: No texts are required for this course.

Minimum Technical Skills Required:

There is a working presumption that students have basic computer literacy skills. Such computer literacy skills include: navigating an internet browser, navigating Blackboard, creating a word document, and attaching files to emails or through assignment submission. If a student has any issue with these minimum technical skills requirements, they are encouraged to seek appropriate help prior to the beginning of this course.

Technology Requirements

Participation in this course will require the basic technology necessary for all online classes at the University of Louisville:

1. A computer with reliable Internet access
2. A web browser (e.g., Google Chrome)
3. Acrobat Reader (lets you view and print PDF files [<https://get.adobe.com/reader/>])
4. Microsoft Word (is the ONLY acceptable word processor for the present course
<https://products.office.com/en-us/word>)
5. If you want to be able to view Office, Word, Excel, or PowerPoint files, you will need to download the Microsoft Office Compatibility Pack https://products.office.com/en-us/compare-all-microsoft-office-products-b?&ef_id=EAIAIQobChMIrt_78_SD6AIVh7zAC1SiQXKEAAYASAAEgIp-D_BwE:G:s&OCID=AID2000750_SEM_AScrADhc&MarinID=sAScrADhc|340719547601%2Bmicrosoft%20%2Boffice|b|c|50814084959|kwd-1309826907&lnkd=Google_O365SMB_Brand&gclid=EAIAIQobChMIrt_78_SD6AIVh7zAC1SiQXKEAAYASAAEgIp-D_BwE&activetab=tab:primaryr1

Blackboard is the only way students can access and complete the required coursework. Therefore, students must have a stable Internet connection.

Logging in to Blackboard: Access Blackboard by typing in <http://blackboard.louisville.edu> or by

navigating to <http://louisville.edu> and clicking on the Blackboard link. You will use the same User ID and password you use for e-mail and other University of Louisville services to access Blackboard. If you are having issues/difficulties with your User ID and password or other computer difficulties, the HelpDesk is available 7 days a week (check the HelpDesk Website <https://louisville.edu/its/get-help/its-helpdesk> for hours of operation) by phone at 502-852-7997, by email (helpdesk@louisville.edu), and via LiveChat (<https://apps.louisville.edu/it/livechat/phplive.php?&>).

Blackboard Accessibility: The University of Louisville performs weekly maintenance on their servers each Friday between 10:00 PM – 2:00 AM (EST). During these times Blackboard, ULink, and Email may be unavailable. If you suspect a system is down at another time you may call the HelpDesk at 502-852-7997 for a status update. Pay attention to this schedule so that you are not inadvertently forced to submit assignments after the deadline.

Technical Difficulties: If you experience any problems with Blackboard while completing an assignment, please first check the **Blackboard Help Site**. You access this site by clicking on the “Help” tab at the top of your Blackboard site for this class. This site gives information regarding internet browser compatibility, needed plug-ins, and other useful information for taking an online course. It also provides contact information with a help desk that can assist students in resolving a wide array of Blackboard and technology-related difficulties. If you have problems getting on to the Blackboard site or your problems have not been resolved through your use of the Blackboard Help Site, you may also contact Linda Leake in the Delphi Center at linda.leake@louisville.edu or (502)852-4332. Keep in mind that Blackboard is closed for maintenance every Friday from 10:00 PM - 2:00 AM.

Communication:

E-mail Communication with the Instructor: E-mail is the primary and best method of contacting the instructor for this course. I may also be reached via office phone but, again, email is the preferred manner. When communicating with me (the instructor) via email, please use your University of Louisville email account. Given all the issues with hacking, I may not respond to a non-university email account that is not familiar to me. Additionally, your email may end up in my “junk” file 😊 if you use an account other than a U of L account. Please follow the 48-hour (**work days**) rule. A response will generally be forthcoming within 48 work day hours (and not necessarily immediately). If you have not received a reply within this timeframe, then please send a follow-up, and continue to send a follow-up every 48 hours until you receive a response.

Announcements: Announcements will be posted to Blackboard on a regular basis. They will appear on your Blackboard course menu (“Announcements” tab) when you log in and/or will be sent to you via e-mail from Blackboard. Please make sure that you check Blackboard and your email regularly since they will contain pertinent information about upcoming class materials or issues.

Discussion Board: The discussion board is intended for students to be able to introduce themselves to one another during the first few days of the semester. Students can access the Discussion Board by clicking on the “Discussion Board” tab found on the Blackboard course menu (on the left side). Please take the time to introduce yourself to other students in the class.

Individual Meetings: Individual meetings with the professor may be conducted via Teams. Such meetings can be scheduled through an appointment with the faculty member.

Assignments:

All assignments are contained in the “Assignments” tab on the left-side of the Blackboard course shell. All assignments have specified due dates and are due by 11:59 PM on the due date.

Assignment Submission Instructions:

Go to the “Assignments” section on Blackboard. Click on the appropriate assignment. It will allow you to use a link to upload a digital version of your assignment that can be graded. They will be graded and returned electronically. **If there are problems with Blackboard, submit the assignments as email attachments. DO NOT SUBMIT YOUR ASSIGNMENTS AS PDFs. Submit them as Word documents.**

Policies & Resources

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Any changes will be discussed and posted to the Announcements section of Blackboard.

Title IX/Clery Act Notification

Sexual misconduct (sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

Plagiarism Statement

Representing the words or ideas of someone else as one’s own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Academic Integrity and Dishonesty

All contributions, assignments and assessments in this course will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission, unless otherwise noted through explicit and appropriate citations.

Academic dishonesty is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to, the following:

- **Cheating:** Using or attempting to use unauthorized materials during any academic exercise, copying or attempting to copy another person’s work during any academic exercise, preparing work for another student, procuring or using tests or examinations, etc.
- **Fabrication:** Inventing or making up data, research results, information, or procedures
- **Falsification:** Altering or falsifying information
- **Multiple Submission:** The same assignment should not be submitted for more than one course
- **Plagiarism:** Representing the words or ideas of someone else as one’s own in any academic exercise
- **Complicity in Academic Dishonesty:** Helping or attempting to commit an academically dishonest act (UofL Code of Conduct, Section 5)

Policy on Late Assignments and Incompletes

Late assignments will not be accepted for credit, barring extenuating circumstances as determined by the professor. In addition, incompletes will not be issued for this class unless there are major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying a timeline for completion of all required work. Incompletes will not be offered for the class simply because the student desires more time to complete course requirements. Finally, as a matter of sound pedagogical practice, there will be no extra credit assignments.

Assignment	Due Date	Point Value
1. Syllabus Quiz (completed the first day of classes)	Day 1	5
2. Overview of University Services and Resources for Students - Online Quiz 3. Skills Identification: Documents used to identify type, level, and basic information associated with workplace learning - Joint Service Transcript [JST] - Training Certificates - Resume (Military, workplace and position history) - UofL Advising Worksheet and Student Transfer Evaluation (STE)	Week 1	20 (10 per Assignment)
4. Overview of University Services and Resources for Students - Online Quiz 5. Self-Assessment Surveys - OLL Program Self-Assessment (First column completed first day of class) - GS 305 Self-Assessment (Pre and Post class survey)	Week 2	20 (10 per Assignment)

6. Returning to the University - Read the article on “Adult Learners”. - In a short essay, identify your concerns about returning to complete your degree. Describe at least 3 concerns you have, in detail. 7. Develop strategies to address these concerns including a description of individuals you might seek out for support	Week 3	10
8. Work Specialization Proposal (details focus on Specialization Credit)	Week 4-6	10
9. Prior Learning Assessment Documents (PLAD) - Occupational Training Learning Worksheet - Occupational Training Reflection Essay (submit only one) - Occupational Experience Learning Worksheet - Occupational Experience Reflection Essay (submit only one) - Specialization Credit Request Worksheet - Letter to PLA Committee	Week 8-13	35
10. Life Learning Narrative (HAT)	Week 14	30
TOTAL		130

NOTES:

- All assignments will be submitted to Blackboard.
- Extra credit is not possible and will not be considered.
- All work will be graded based upon the initial submission. Although revisions may be necessary for inclusion in the PLAD, earned grades will not be changed after revisions are made.
- The final grade for this course is not dependent upon the awarding of Specialization Credit by the PLA Review Committee. However, a grade of C (79%) or better cannot be earned until a satisfactory PLAD has been submitted to the PLA Review Committee. Conversely, a satisfactory PLAD will not be submitted to the PLA Review Committee if a grade of C (79%) or better is not earned in this course.

Grading Scale (Percentage of Total Points)				
	B+ 91-92	C+ 83-84	D+ 75-76	
A 100-95	B 87-90	C 79-82	D 71-74	
A- 93-94	B- 85-86	C- 77-78	D- 69-70	F below 69

Assignments

1. Skills Identification and General Writing Assignments:

For this assignment, students collect and assemble the various workplace documents to validate career-related courses and learning (JST), certificates of training, and a resume of their work history. These documents are used in conjunction with the Reflective Essays narratives as source documents of training and experiential learning.

Rubric for Skills Identification Assignment:

	Target	Acceptable	Needs Improvement
Quality of Completion of Documents or Certificates (6 pts)	Documents contain accurate and complete information Certificates contain training hours and completion dates	Documents/Certificates contain minor errors of accuracy and/or completeness	Documents/Certificates contain significant errors of accuracy/completeness
Quality and Completeness of Documentation (2 pts)	Documentation validates credit-worthiness of learning experiences	Documentation lacks some features of appropriateness or adequacy	Appropriate or adequate documentation is not included
Professional Appearance (2 pts)	Appearance is highly professional.	Appearance is acceptable.	Appearance is not professional, lacks sufficient information, or not legible

2. Self-Assessment Surveys

Students complete two self-assessment surveys which are provided in Blackboard in the Assignments Section. The first survey is the Online Learning Program Self-Assessment. Students complete the first column the first day of the semester and will be asked to complete the second column at the end of the program, before graduation. The second survey is the GS XXX Self-Assessment Survey. Students complete this survey on the first and last days of the class. It is facilitated by the instructor.

3. Work Specialization

The Work Specialization Proposal assignment is designed to help students identify areas of professional competencies they have developed over their work career. Using information from their Skills Identification assignment, O*Net, and other related documents, they prepare an overview of two to three key workplace competencies they believe are credit-worthy experiential learning events in their work history. From this, the student will prepare a 3 to 5-page paper identifying these competencies and linking them to their Skills Identification documents.

Product

The Work Specialization Proposal provides a brief description of two or three identified workplace competencies. Using their Skills Identification documents (JST, ACE Guide, NCOERs, annual performance evaluations, promotional evaluations) as supporting evidence of the workplace learning and the O*Net information as a guide to identifying areas of competencies, students produce a 3 to 5-page paper outlining workplace specialized training and how it enabled them to acquire a level of competency with the area. This assignment must be submitted via Blackboard.

Links to documents and sources:

O*Net - <https://www.onetonline.org/>

ACE Guide - <https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Military-Guide-Online.aspx>

Rubric for Work Specialization Proposal

	Target	Acceptable	Needs Improvement
Quality of Completion of Proposal (6 pts)	Proposal contains accurate and complete information	Proposal contains minor errors of accuracy and/or completeness	Proposal contains significant errors of accuracy/completeness
Quality of Writing in the Proposal (2 pts)	Proposal writing identifies competencies descriptively. Writing demonstrates critical thinking about learning in work specialty	Proposal writing identifies competencies factually. Writing lacks some features of critical thinking	Proposal writing does not adequately address question of competency. Writing lacks features of critical thinking
Professional Appearance (2 pts)	Appearance is highly professional. Writing style is college-level with no errors	Appearance is acceptable. Writing style contains some errors	Appearance is not professional. Writing style contains multiple errors

3. Prior Learning Assessment Documents (PLAD)

Each student may request 6 to 48 hours of college credit based on prior learning. This request is validated and supported through the PLAD. Near the end of the GS 305 course, each student will submit his/her PLAD to the instructor; changes may be requested. *(NOTE: You must have access to a scanner for some of the documentation in your PLAD. Make arrangements early in the semester to ensure this is not a limiting factor for you.)* After evaluation and approval by the instructor, each PLAD will be submitted to the PLA Review Committee, where credits will be awarded; students will be notified of the results via mail from the GS Program Director.

Final decision regarding Specialization Credit will not be made until well after the end of the semester. The PLAD is worth 35 points of the final grade; the grade is awarded based on the first submission of the PLAD. However, revisions to your PLAD may be required before it can be submitted to the PLA Committee. The grade for the PLAD is not dependent upon acceptance of Specialization Credit by the PLA Committee.

Credits requested in the PLAD can come from two primary sources:

- I. Occupational Training: Courses taken at accredited institutions, but not accepted for transfer credit at UofL; courses taken at unaccredited institutions; or, courses taken through the student’s employer (current or former), such as military training or continuing education.
- II. Occupational Experiential Learning (including licenses or certifications), as validated through reflection essays and supporting documentation.

Each student may earn at least 6 and no more than 48 hours of Specialization Credit. These credits may come from any combination of the above-mentioned sources or may come from a single source. One amendment to the PLAD may be submitted prior to graduation, in the event that the student is unable to document sufficient Specialization Credit during this course.

Product

The Prior Learning Assessment Documents (PLAD) consists of forms, reflective essays, and documentation assembled in a professional format. The course syllabus states the requirements for the PLAD and the limitations on award of college credit.

Description

The purpose of the PLAD is to document college-level learning in a work specialization gained from college courses, workplace training and work experience. It makes the case for the “mastery level”, “credit-worthiness” and “college-level” of documented learning. More information on the process will be provided. (Note: find attached information on the process and potential appeal process; this would be provided to students as a policy for the course once it is finalized and approved by the Director and Advisory Board.)

The role of the PLA Review Committee is to evaluate the portfolio and to recommend the award of college credit.

Rubric for PLAD

	Target	Acceptable	Needs Improvement
Quality of Completion of Worksheets (10 pts)	Worksheets contain accurate and complete information	Worksheets contain minor errors of accuracy and/or completeness	Worksheets contain significant errors of accuracy/completeness
Quality of Writing in Resume and Essays (10pts)	Reflective Essay writing answers the guiding questions descriptively. Writing demonstrates critical thinking about learning in work specialty	Reflective Essay writing answers the guiding questions factually. Writing lacks some features of critical thinking	Reflective Essay writing does not answer guiding questions. Writing lacks features of critical thinking
Quality and Completeness of Supporting Documentation (4 pts)	Documentation validates credit-worthiness of learning experiences	Documentation lacks some features of appropriateness or adequacy	Appropriate or adequate documentation is not included
Professional Appearance (6 pts)	Appearance is highly professional. Writing style is college-level with no errors	Appearance is acceptable. Writing style contains some errors	Appearance is not professional. Writing style contains multiple errors

4. Life Learning Narrative (HAT)

Purpose

The purpose of the Life Learning Narrative is to identify, describe, reflect on the experiential learning you have engaged in and how you have been able to translate it into credit-worthy specialization credit within the program.

Process

The primary task is to write a learning narrative about how you developed your work specialization. Apply Kolb's Learning Cycle and the information taken from Paul and Elders *Guide to Critical Thinking* booklet to operationalize:

- What? - Demonstrated competencies resulting in areas of specialization
- So What? - Specialization facilitating understanding of workplace learning
- Now What? – Workplace learning concepts integrated in future assignments

Additionally, use the O*Net and ACE Guide materials to identify the knowledge, skills, and abilities (KSA Inventory) to identify competencies. Use your resume and performance appraisals as source documents for workplace learning. The combination of these documents should give you a good understanding of your learning, enabling you to demonstrate the Elements of Thought, especially purpose and point of view/perspective, and the intellectual standards of clarity, accuracy, relevance and logic.

Links to resources listed:

Kolb's Learning Cycle - <https://www.simplypsychology.org/learning-kolb.html> AND <https://experientiallearninginstitute.org/resources/what-is-experiential-learning/>

Paul and Elder's *Guide to Critical Thinking* - <https://www.designorate.com/critical-thinking-paul-elder-framework/>

KSA Inventory - <https://www.thebalancecareers.com/understanding-knowledge-skills-and-abilities-ksa-2275329>

Product

The Life Learning Narrative must be no less than three and no more than six pages in length. In addition, a Title Page, running header, and Reference Page (if references are used). It must be word processed, double-spaced, utilizing APA style.

Rubric for HAT

	Target	Acceptable	Needs Improvement
KSA Inventory (5 pts)	Chronological listing and description of education and work learning to develop major expertise. Well organized, Clear, precise, and accurate with good inferences between KSAs	Listing and description of learning lacks some organization / clarity / precision. Some inferences are made, but not as good.	No inferences are given. Gaps in listing / description. Lack of organization / clarity / precision.
Technology and Research - O*NET (4 pts)	Result of O*NET research is incorporated into the narrative with examples	Result of research is mentioned, though examples and details may	Result of research not discussed or referenced correctly.

	Target	Acceptable	Needs Improvement
	and details. Site(s) correctly referenced.	be lacking. Site(s) referenced.	
Work Learning Autobiography Narrative (5 pts)	Work specialization is clearly identified. Discussion is sequential, clear, coherent, detailed. Writing applies critical thinking and reflection.	Work specialization / discussion lack some aspects of sequence, clarity, coherence, detail. Writing lacks some features of critical thinking / reflection.	Work specialization / discussion misses aspects of sequence, clarity, coherence, detail. Writing misses application of critical thinking / reflection.
Elements of thought (5 pts)	Elements of thought, especially purpose and point of view/perspective are expressly given, and their roles explained.	Elements of thought, purpose and point of view/perspective are mentioned although not explained	Elements of thought, purpose and point of view/perspective are not mentioned.
Critical Writing (5 pts)	Writing clearly demonstrates clarity, accuracy, relevance and logically sound principles.	Writing demonstrates clarity, accuracy, relevance and logically sound principles in the majority of the work.	Writing lacks clarity, accuracy, relevance or logically sound principles.
Writing and APA Style (6 pts)	Overall appearance is professional. Paper is free from errors of format / spelling / grammar / punctuation / usage.	Overall appearance is acceptable. Few errors of format / spelling / grammar / punctuation / usage.	Overall appearance is poor. Multiple / persistent errors of format / spelling / grammar / punctuation / usage.

GEN401: General Studies Capstone

CUE/WR

3 Credit Hours

Online

University of Louisville

Fall Semester 2022

Created by Ann C. Hall

Instructor: Ann C. Hall

Email: ann.hall@louisville.edu

Office: 303 Bingham Humanities

Office Hours: TBD.

GEN 501 (3 cr, WR, CUE)

Prerequisites: completed at least 90 credit hours of college

Description: A capstone experience designed for adult learners in General Studies to polish career skills, practice effective communication and iterative writing and produce a research product related to their curriculum focus areas.

Course Goals & Summary

In this General Studies capstone project, students will reflect on their studies, as well as prepare for the future. Students will polish their career skills and materials. Students will work together to produce a project that integrates the various disciplines they have studied, displays their ability to access and use information technology, demonstrates effective oral and written communication strategies, and shows students' abilities to work collaboratively. As a CUE and WR course, students will be expected to write and complete a major project that addresses a real life problem using the disciplines and skills they have learned and developed throughout their general studies degree program.

Course Materials (all are available through Follet, but many may be available through used bookstores and libraries)

Zakaria, Fareed. *In Defense of a Liberal Education*. New York: Simon and Schuster, 2015.

Other readings and research provided by the instructor and posted on Blackboard or available via library databases.

Suggested.

Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. 978-0393631678.

Student Learning Objectives

Students will

- Identify a real-life problem, research solutions, and create a project that offers solutions to that problem.
- Demonstrate effective oral and written communication.
- Analyze modern and contemporary issues.
- Create a project that has grown out of the course.
- Discuss the history and influence of the theatre of the absurd.
- Analyze specific modern and contemporary theories and criticism.
- Generate a professional packet which will include a resume or curriculum vita, a LinkedIn page, and a letter of reference.

This course meets the requirements for a **WR designation**:

Criteria	How criterion is met
Written assignments shall reflect the discipline's forms and methods of inquiry.	Required assignments include reflection papers and a longer research paper both related broadly to a liberal studies education and will include deep reading and critical analysis.
Every WR course shall require a minimum of 2400 words of writing in response to several written assignments (papers, essays, tests, reviews, or reports).	These will be met through the reflection and research paper assignments.
Faculty assessment shall include recommendations for improvement.	Students will submit drafts of their research paper for feedback and will write iteratively as they respond to feedback and produce new drafts ultimately, working toward a final draft.
Upper-division WR courses shall include a discipline-based research component as a significant part of at least one of the graded writing assignments.	The final research paper will be based in the student's chosen discipline and will be a significant part of their grade in the course. (Students will be completing courses in two focus areas thus, the discipline upon which the final paper will be based will vary among students.)

Course Policies:

1. This course will adhere to the University Policies indicated on the following page: <http://louisville.edu/delphi/resources/syllabus/samples>
These include the Clery Act, the Disabilities Statement, the Diversity Statement, and the Academic Dishonesty Statement.
2. **Plagiarism Policy** U of L's Student Handbook, Code of Student Rights and Responsibilities, Section 5E, defines plagiarism as representing the words or ideas of someone else as one's own in any academic exercise, such as:
 - a. Submitting as one's own a paper written by another person or by a commercial "ghost writing" service.

- b. Exactly reproducing someone else's words without identifying the words with quotation marks or by appropriate indentation, or without properly citing the quotation in a footnote or reference.
 - c. Paraphrasing or summarizing someone else's work without acknowledging the source with a footnote or reference.
 - d. Using facts, data, graphs, charts, or other information without acknowledging the source with a footnote or reference. Borrowed facts or information obtained in one's research or reading must be acknowledged unless they are "common knowledge". Clear examples of "common knowledge" include the names of leaders of prominent nations, basic scientific laws, and the meaning of fundamental concepts and principles in a discipline. The specific audience for which a paper is written may determine what can be viewed as "Common knowledge": for example, the facts commonly known by a group of chemists will differ radically from those known by a more general audience.
 - e. Students should check with their teachers regarding what can be viewed as "common knowledge" within a specific field or assignment, but often the student will have to make the final judgment. When in doubt, footnotes or references should be used. **Students who plagiarize will fail the course and will be reported to the College of Arts and Sciences. Students who "regift" papers (who use papers that have been turned in to other classes) will fail the assignment.**
 - f. We will review MLA documentation in class. The U of L Writing Center is a useful resource when in doubt about citations: (<http://breeze.louisville.edu/plagiarism09/>) . The Purdue Online Writing Lab is also useful: <https://owl.english.purdue.edu/owl/resource/589/01/>
3. **Engagement** is strongly encouraged. The online environment offers many options including discussion boards, group presentations, blogs, etc. Frequent interaction is expected.
 4. **Deadlines** are part of life and the writing process. No late papers, assignments will be accepted. Assignments are due on the day that they appear on the calendar. Exceptions will be made for emergencies, but contact me either prior to or immediately following the delay. Incompletes will revert to failing grades if the work is not completed by the end of the semester following the course semester.
 5. **MLA**. All papers must be typed according to the MLA method of citation as well as the page set up. See this link for an example: https://owl.english.purdue.edu/owl/resource/747/01/?_ga=2.19623804.558179429.1522454400-1709346682.1522454400
 6. **Every assignment must be completed in order to pass the class.**
 7. **Civility**. Issues discussed in this class may be controversial. Students must treat the instructor, one another, the subject matter, and the assignments with respect. Arguments are part of the academic life, the life of the mind, but insults, name-calling, and gossiping are inappropriate.

8 .Feedback on Coursework: If you would like me to review an assignment before the due date, you will need to get it to me 48 hours before it is due. I will do my best to offer suggestions, but I will not be able to correct every error or guarantee a particular grade.

Minimum Technical Skills Required:

There is a working presumption that students have basic computer literacy skills. Such computer literacy skills include: navigating an internet browser, navigating Blackboard, creating a word document, and attaching files to emails or through assignment submission. If a student has any issue with these minimum technical skills requirements, they are encouraged to seek appropriate help prior to the beginning of this course.

Technology Requirements

Participation in this course will require the basic technology necessary for all online classes at the University of Louisville:

1. A computer with reliable Internet access
2. A web browser (e.g., Google Chrome)
3. Acrobat Reader (lets you view and print PDF files [<https://get.adobe.com/reader/>])
4. Microsoft Word (is the ONLY acceptable word processor for the present course <https://products.office.com/en-us/word>)
5. If you want to be able to view Office, Word, Excel, or PowerPoint files, you will need to download the Microsoft Office Compatibility Pack https://products.office.com/en-us/compare-all-microsoft-office-products-b?&ef_id=EAIAIQobChMIrt_78_SD6AIVh7zACh1SiQXKEAAYASAAEgIp-_D_BwE:G:s&OCID=AID2000750_SEM_AScrADhc&MarinID=sASCrADhc|340719547601|%2Bmicrosoft%20%2Boffice|b|c|50814084959|kwd-1309826907&lnkd=Google_O365SMB_Brand&gclid=EAIAIQobChMIrt_78_SD6AIVh7zACh1SiQXKEAAYASAAEgIp-_D_BwE&activetab=tab:primaryr1)

Blackboard is the only way students can access and complete the required coursework. Therefore, students must have a stable Internet connection.

Assignment Point Values

Reflection Paper	50 points	
Discussion Boards	100 points	
Professional Packet: Career Plan, CV, LinkedIn page, letter of reference		100 points
Project Proposal/Promissory Abstract and Working Bibliography		50 points
Draft of Final Project and remote meeting attendance		50 points
Final Project	100 points	
Oral Presentation/Group Performance	50 points	
Total 500 points		

Grading

Grades	Points
A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59-0

Assignments**Discussion Boards**

Students will respond to prompts thoughtfully and thoroughly.

Reflection Paper

As we will discuss in class, Fareed Zakaria's book offers a look at his educational journey. For this 2-3 page paper, reflect upon and then discuss your own educational journey. How would you describe it? For Zakaria, his reflection led him to conclude that the liberal arts, the humanities, and the fine arts influenced him far more than he realized. What will you conclude?

Final Project

A long research paper with extensive secondary sources that addresses a contemporary problem. This is a group project, so you will need to meet with your group. You will also need to meet with your instructor.

Promissory Abstract and Working Bibliography

As part of the long project, you will need to submit preliminary work such as the promissory abstract and a working bibliography.

Meetings and Draft Submission

Each instructor will determine how often to meet with group members throughout the group project development process, but one full draft and a meeting following the submission of that draft with the group members and the instructor is required.

Professional Packet

Students will be asked to create or revise a CV, LinkedIn page, write a short career plan, and solicit a Letter of Recommendation. More details to follow.

Group Presentations

Students will be asked to create a presentation discussing their final project. Each group member must participate and be seen on the video presentation. Presentations should run about 10-15 minutes. Posters are suggested but not required.

Calendar**Week I**

Introduction to Class

Week II

Discussion of Zakaria's book

Week III

Discussion of Zakaria's book

Reflection Paper Due**Week IV****Reflection Paper Due**

Discussion of Reflections

Reading TBD

Week V

Career Center and Professionalizing Class

Reading TBD

Week VI

Professional Packet Due

Discussion

Reading TBD

Week VII

Discussion of the Final Project

Library Resources Presentation

Effective Communication Discussion

Groups Created

Reading TBD

Week VIII

Getting Started

Generating a Topic

Week IX

More on library research and notetaking

Week X

Promissory Abstract and Working Bibliography
Meetings with Instructor

Week XI

Organizing
Prioritizing

Week XII

Drafting

Week XIII

Draft are due.
Meetings with Instructor

Week XIV

Writing and Revision

Week XV

Presentations

Week XVI

Final Projects Due

This syllabus is subject to and welcomes change.

Title IX/Clery Act Notification

Sexual misconduct (sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

Culminating Undergraduate Experience (CUE) Course Proposal

This form contains interactive fields. COPY THIS FORM TO YOUR OWN COMPUTER PRIOR TO COMPLETING IT. You may then save it and print it to generate a copy for submission to the Arts & Sciences Curriculum Committee.

This form should be submitted with a completed Course Inventory File (CIF) form. If the course proposed is already in the department's inventory, the CIF action is a CHANGE (addition of CUE designation); if the course being submitted is a new course, the CIF action is an ADD. A syllabus for the course must be included.

Department: College of Arts & Sciences

Course Number and Title: GEN 401 General Studies Capstone Experience

Describe the way in which the course proposed will meet each of the following criteria.

1. The course will be taken after sufficient academic preparation (for example, at least 90 credit hours or the completion of key prerequisite courses).

The course will be taken after completion of 90 credits of course work.

2. Specify nature of the course proposed: 500-level course in the major, with significant research project; capstone course; fieldwork, honors thesis; laboratory research project; service learning project; internship; other(explain).

A 500-level course that is the capstone experience for adult learners in an online General Studies program. The course involves deep reading, reflection and a research paper and project.

3. The course must provide opportunity for students to demonstrate a mastery of content in the major and to apply critical thinking skills to accumulated content and experience.

The writing assignments and research project provide students the opportunity to use their research skills and apply critical thinking to an issue of interest.

4. The course must address current issues, problems, or concerns relevant to the field or discipline.

The course readings and reflection assignments address the philosophy and significance of liberal arts in the USA and a liberal arts education in general.

5. The course must produce materials that can be assessed by internal or external reviewers using evaluation criteria relevant to the discipline (eg, papers, reports, portfolios, performances).

Students will produce research papers that can be used in assessments.

6. The department will engage in on-going evaluation and review of the course design. Specify and explain (more than one method may be used; check all that apply):

a. student evaluations:

b. periodic departmental review:

c. feedback from internship or practicum sites:

d. other:

84 Percentile 24.0102 General Studies [2 Score]

Student Demand [29 Score]

Category	Pctl	Criterion	Value	Score
Size	97	Inquiry Volume (12 Months)	91	8
	0	Intr Page Views (12 Months)	0	NS
	99	Google Search Volume (3 Months)*	NA	NS
	99	On-ground Completions at In-Market Institutions	324	12
	99	Online Completions by In-Market Students	122	4
Growth	99	Sum of On-ground and Online Completions	448	NS
	88	Inquiry Volume YoY Change (Units)	23	2
	98	Google Search YoY Change (Units)*	NA	NS
	98	Completion Volume YoY Change (Units)	23	2
	89	Inquiry Volume YoY Change (%)	34%	1
	57	Completion Volume YoY Change (%)	8%	0

Competitive Intensity [0 Score]

Category	Pctl	Criterion	Value	Score
Volume of Competition	97	Campuses with Graduates**	6	-1
	99	National Online Institutions (Units)**	95	NS
	99	Institutions with Online In-Market Students**	95	NS
	4	Institutions YoY Change (Units)**	-1	1
	92	Average Completions by Local Institution	54	2
	25	Median Completions by Local Institution	4	-1
	51	YoY Median Program Change (Units)	-1	0
	32	YoY Median Program Change (%)	-22%	0
	91	Natl Online % of Institutions	18%	NS
	90	Natl Online % of Completions	28%	NS
Market Saturation	60	Average Cost per Inquiry**	\$41	-1
		Google Search * Cost per Click**	NA	NS
		Google Competition Index**	NA	NS

Employment* [-7 Score]

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	0	Job Postings Total (12 Months)*	0	-3
		BLS Current Employment*	NA	NS
		BLS Annual Job Openings*	NA	NS
Size (Generalist)	89	BLS Share of Generalist Employment*	130	0
	89	BLS Share of Generalist Openings*	12	0
Growth (Direct Prep)		BLS 1-Year Historical Growth*	NA	NS
		BLS 3-Year Historic Growth (CAGR)*	NA	NS
		BLS 10-Year Future Growth (CAGR)*	NA	NS
Saturation (Direct Prep)	0	Job Postings per Graduate*	0	-2
		BLS Job Openings per Graduate*	NA	NS
		BLS 10th-Percentile Wages*	NA	NS
National Outcomes	7	Natl ACS Wages (Age < 30)	\$34,345	-2
	32	Natl ACS Wages (Age 30-60)	\$77,465	0
	49	Natl ACS % with Any Graduate Degree	40%	NS
	58	Natl ACS % with Masters	29%	NS
	61	Natl ACS % with Doct/Prof Degree	11%	NS
	19	Natl ACS % Unemp. (Age <30)**	2%	2
	98	Natl ACS % Unemp. (Age 30-60)**	4%	-2
	55	Natl ACS % in Direct Prep Jobs	3%	NS

CIP Description

An undifferentiated program that includes instruction in the general arts, general science, or unstructured studies.

Degree Fit [-20 Score]

Category	Pctl	Criterion	Value	Score
NHESI Natl 2 Year	93	Cost Index**	1.72	NS
	5	Student: Faculty Index	0.85	NS

National Completions by Level [-20 Score]

Award Level	Completions (National)	Completions (Market)	Inquiries (Blinded)
Certificate	7%	0%	3%
Associates	81%	27%	8%
Bachelors	12%	73%	83%
Postbaccalaureate Certificate	0%	0%	0%
Masters	0%	0%	0%
Postmasters Certificate	0%	0%	0%
Doctoral	0%	0%	0%
Unknown	0%	0%	6%

National Workforce Ed. Attainment [0 Score]

Award Level	BLS Educational Attainment
No College	0%
Some College	3%
Associates	2%
Bachelors	43%
Masters	47%
Doctoral	5%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 NS - Not Scored in Rubrics (values = 0).
 2yr - Associates & certificate programs only.
 PCTL - Percentile

Percentile	0	20+	40+	70+	90+	95+	98+	100
Overall Score	61	25	19	3	7	11	19	89

Percentile (Reverse)	40	40+	70+	90+	95+	98+

ANN C. HALL

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EDUCATION

Ph.D.	Ohio State University	English
M.A.	Ohio State University	English
B.A.	John Carroll University	English

ACADEMIC APPOINTMENTS

University of Louisville Department of Comparative Humanities Chair	August 2016-2021
Ohio Dominican University Online Master of English Director	January 2014-2016
Ohio Dominican University Master of Liberal Studies Director	July 2013-2016
Ohio Dominican University CORE (Humanities) Director	January 2013-2016
Ohio Dominican University Full Professor	July 2005-2016
Ohio Dominican University Dean of Graduate Studies	July 2004-2005
Ohio Dominican University Associate Dean of Graduate Studies Full Professor	July 2003-2004
Ohio Dominican University Co-Director of the Honors Program	June 2001-2003
Ohio Dominican College Associate Professor	June 1998-2003
Ohio Dominican College Division Chair	June 1997 - 2003
Ohio Dominican College Assistant Professor of English	September 1994 - June 1997

Ohio Dominican College English Department Lecturer	September 1991 - December 1991
Ohio State University Comparative Studies Lecturer	June 1991 - September 1992
Marquette University Assistant Professor of English	August 1989 - August 1991
Ohio State University Lecturer in English	September 1988 - June 1989
Ohio State University Graduate Teaching Associate in English	September 1982 - June 1988
John Carroll University Mathematics Lab Tutor	

BOOKS

"Art Has a lot to Answer For": Ronald Harwood's Tragic Vision. (Under Consideration, Palgrave-Macmillan)

Phantom Phenomena: The Remarkable Variations of Gaston Leroux's "Phantom of the Opera." New York: McFarland P, 2009.

"A Kind of Alaska": Women in the Plays of O'Neill, Pinter, and Shepard. Southern Illinois UP, 1993.

EDITIONS

Series Editor. *What is Theatre?* New York: Palgrave-MacMillan. 2010-present.

Editor, *The Harold Pinter Review.* Penn State Press. 2016-present.

Co-Editor, *Mommy Angst: Motherhood in American Popular Culture.* Westport, CT: ABC-Clio/Praeger P, 2009.

Editor, *Making the Stage: Essays on the Changing Concept of Theatre, Drama, and Performance.* London: Cambridge Scholars P, 2008.

Co-Editor, *Pop-Porn: Pornography in American Culture,* Westport, CT: Praeger P, 2007.

Editor, *MMLA Journal: Special Conference Edition, Performance.* Iowa City: MMLA, 2005.

Editor, *Delights, Desires, and Dilemmas: Essays on Women and the Media.* Westport, CT: Praeger P, 1998.

In Progress

Co-Editor, *Dramatic Apparitions and Theatrical Ghosts: Essays on Ghosts in Theatre*

ARTICLES

- “Making the Call: Art and Politics in Ronald Harwood’s *Taking Sides*.” *Humanities: Special Issue on Contemporary British-Jewish Literature: 1970-2020*. 9(4). 2020. 118. <https://doi.org/10.3390/h9040118>
- “‘It’s my Metier’: The Failed Hero in *Chinatown*.” *Heroism and Science: Special Issue: The Downside of Heroism*. 5.2 (2020). Article 4. 1-16.
- “‘What sound was that?’: Harold Pinter, Sound, Media, and Other Transmissions.” *Historical Journal of Film, Radio and Television*. June 2020.
- “Pornography and Pornification.” *Cambridge History of American Popular Culture*. Accepted. Forthcoming.
- “Drowning in Your Own Blood: Embodiment in Pinter’s *The Homecoming*.” *The Harold Pinter Review*. 2 (May 2018). 22-26.
- “Arthur Miller Writer: Writer, A Symposium on Rebecca Miller’s HBO Documentary.” *The Arthur Miller Journal*. 13.2 (Autumn 2018): 109-112.
- “The Terror of Time: Harold Pinter’s *A Kind of Alaska*.” *The Harold Pinter Review*. 1 (May 2017). 95-105.
- “The Times, They are A-Changin’: Time and Politics in Arthur Miller’s *Broken Glass* (1994) and Harold Pinter’s *Ashes to Ashes* (1996). *Arthur Miller’s Century*. Ed. Stephen Marino. Newcastle upon Tyne, Scotland: Cambridge Scholars P (2017). 135-144.
- “Revisiting Pinter’s Women: *One for the Road* (1984), *Mountain Language* (1988), and *Party Time* (1991). In *The Theatre of Harold Pinter* by Mark Taylor-Batty. London: Bloomsbury Methuen, 2014. 232-249.
- “From Mathematics to an English Degree Thanks to Harold Pinter.” *The Pinter Review: Memorial Volume 2009-2011*. Ed. Francis Gillen. U of Tampa P, 2011. 85-87.
- “Making Monsters: The Philosophy of Reproduction in Mary Shelley’s *Frankenstein*, and the Universal Films *Frankenstein* and *The Bride of Frankenstein*. *The Philosophy of Horror*. Ed. Thomas Fahy. Lexington, KY: U of Kentucky P, 2010. 212-229.
- “Adaptations as Art.” *Seasons Electronic Journal*. July 2010.
- “Criticizing the Void: Theatre Criticism and the Changing Nature of Theatre in the Twenty-First Century.” *Critic in Drama/Drama as Critic*. Ed. Judith Roof. Cambridge Scholars P, 2009. 151-162.
- “Talking Drama: Critics on Theatre, Critics, and Criticism, a printed roundtable discussion.” *Critic in Drama/Drama as Critic*. Ed. Judith Roof. Cambridge Scholars P, 2009. 163-165.
- Running the House, the Senate, and the Home: Political Moms Nancy Pelosi, Hilary Rodham Clinton and Sarah Palin.” *Mommy Angst: Motherhood in Popular Culture*. Eds. Ann C. Hall and Mardia Bishop. Santa Barbara, California: Praeger/ABC-Clio, 2009. 113-129
- Co-author. “Introduction.” *Mommy Angst: Motherhood in Popular Culture*. Eds. Ann C. Hall and Mardia Bishop. *Mommy Angst: Motherhood in Popular Culture*. Eds. Ann C. Hall and Mardia Bishop. Santa Barbara, California: Praeger/ABC-Clio, 2009. ix-xvii.
- “‘I’ll Have to Hoover That in the Morning’: Moving Lenny Around in *The Homecoming*.” *Hacneđe: A Serbian Journal of Language, Literature, Art, and Culture*. 12 (2009). 67-73.

- “Spacing Out: Theatrical Space in Beckett’s *Eluetheria* and Pinter’s *Dumb Waiter*.” *Making the Stage: Essays on the Changing Concept of Theatre, Drama, and Performance*. Ed. Ann C. Hall. London: Cambridge Scholars P, 2008. 37-48.
- “Introduction.” *Making the Stage: Essays on the Changing Concept of Theatre, Drama, and Performance*. Ed. Ann C. Hall. London: Cambridge Scholars P, 2008. 1-8.
- “Crooked Reading: Postmodernism and David Chase’s *The Sopranos*.” *Considering David Chase: Essays on The Rockford Files, Northern Exposure, and The Sopranos*. Ed. Thomas Fahy. New York: McFarland, 2007. 131-140.
- “Freakshows in Jesus Land: Howard Stern in George Bush’s America.” *Pop-Porn: Pornography in American Culture*. Eds. Ann C. Hall and Mardia J. Bishop. Westport, CT: Praeger P, 2007. 111-121.
- Co-author. “Introduction.” *Pop-Porn: Pornography in American Culture*. . Eds. Ann C. Hall and Mardia J. Bishop. Westport, CT: Praeger P, 2007. 1-7.
- “Marilyn Monroe.” *Encyclopedia of Twentieth Century Popular Culture*. Eds. Dennis and Susan Hall. Westport, CT: Greenwood Press, 2006. 486-493.
- “Good Mourning America: Alan Ball’s *American Beauty*.” *Considering Alan Ball: Essays on Sexuality, Death, and America in the Television and Film Writings*. Ed. by Thomas Fahy. New York: McFarland, 2006.
- Introduction. *MMLA Journal: Special Conference Edition, Performance*. Iowa City: MMLA, 2005.
- “Giving Propaganda a Good Name: Aaron Sorkin’s *West Wing*.” *Considering Aaron Sorkin: Essays on Politics, Poetics, and Sleight of Hand in the Films and Television Series*. Ed. Thomas Fahy. New York: McFarland, 2004. 115-127.
- “Lost in the Funhouse: Crime and Spectacle in Pinter’s Screenplay of Kafka’s *The Trial*.” *The Art of Crime: The Plays and Films of Harold Pinter and David Mamet*. New York: Routledge, 2004. 105-119.
- “Harold Pinter’s Prison House: The Screenplay of Kafka’s *The Trial*.” Eds. Kimball King and Thomas Fahy. New York: Routledge, 2003. 69-81.
- “Writing and Driving: Sam Shepard’s Non-Dramatic Works.” *The Cambridge Companion to Sam Shepard*. New York: Cambridge UP, 2002: 247-57.
- “‘You’re Speaking to Someone and You Suddenly Become Another Person’: Storytelling in Pinter’s *Moonlight and Ashes to Ashes*.” *Pinter at 70: A Casebook*. Ed. Lois Gordon. New York: Routledge, 2001: 263-278.
- “Daddy Dearest: Harold Pinter’s *The Comfort of Strangers*.” *The Films of Harold Pinter*. Ed. Steven H. Gale. Albany, NY: SUNY, 2001:87-98.
- "Joining the Circus: Leaving a Tenure-Track Position." *ADE Bulletin*. 123 (Fall 1999): 25-27.
- "Looking for Mr. Goldberg: Spectacle and Speculation in Harold Pinter's *The Birthday Party*." *The Pinter Review: Collected Essays 1997-1998*. Eds. Francis Gillen and Steven H. Gale. Tampa: University of Tampa Press, 1999. 48-56.
- "'Gawd, you'd think I was a piece of furniture': O'Neill's *Anna Christie*." *Staging the Rage: The Web of Misogyny in Modern Drama*. Eds. Katherine Burkman and Judith Roof. Cranbury, NJ: Farleigh Dickinson Press, 1998. 171-185.

- "Introduction." *Delights, Dilemmas, and Desires: Essays on Women and the Media*. Ed. Ann C. Hall. Westport, CT: Praeger, 1998. xi-xxi.
- "Maternity and the Masses: Theatre, the Media, and Jane Martin's *Keely and Du*." *Delights, Dilemmas, and Desires: Essays on Women and the Media*. Ed. Ann C. Hall. Westport, CT: Praeger, 1998. 99-110.
- "Machismo in Massachusetts: Israel Horovitz's Unpublished Screenplays *The Deuce* and *Strong Men*." Ed. Leslie Kane. Westport, CT: Greenwood Press, 1994. 125-141.
- "'Though Women all Above . . . Beneath is all the fiend's': Female Trouble in Shakespeare's *King Lear* and Samuel Beckett's *Happy Days*." *Past Crimson, Past Woe: The Shakespeare-Beckett Connection*. Ed. Anne Marie Drew. New York: Garland, 1993. 31-40.
- "'Speaking Without Words': The Myth of Masculine Autonomy in Sam Shepard's *Fool for Love*." *Rereading Shepard: Contemporary Essays on the Drama of Sam Shepard*. Ed. Leonard Wilcox. New York: St. Martin's, 1992. 150-167.
- "Deceit, Desire, and Simon Gray's *Otherwise Engaged*." *Simon Gray: A Casebook*. Ed. Katherine Burkman. New York: Garland, 1992. 109-122.
- "Playing to Win: Sexual Politics in David Mamet's *House of Games* and *Speed-the-Plow*." *David Mamet: A Casebook*. Ed. Leslie Kane. New York: Garland, 1992. 137-160.
- "Voices in the Dark: The Disembodied Voice in Harold Pinter's *Mountain Language*." *The Pinter Review: Annual Essays 1991*. Eds. Francis Gillen and Steven H. Gale. Tampa: U of Tampa Press, 1991. 17-22.
- "High Anxiety: Women in *The Iceman Cometh*." *The Recorder: A Journal of The American Irish Society*. Ed. Terrence P. Moran and Lowell Swortzell. III (1989): 45-51.
- "'The Beat Goes On': Sexual Politics in Harold Pinter's *The Lover*." *The Pinter Review: Annual Essays 1988*. Eds. Francis Gillen and Steven Gale. 2 (1988). 54-59.
- "Educating Reader: Chaucer's Use of Proverbs in *Troilus and Criseyde*." *Proverbium* 3 (1986): 47-58.

RECIPES

"Hungarian Kiflis." *MLA Members Cook*. New York: MLA, 2018.

POEMS

"Visiting My Father" and "Crows" in *Swords and Cyclamens*, Winter 2014.

PLAYS (PRODUCTIONS AND PUBLICATIONS)

Teacher's Lounge: A Play. *The Harold Pinter Review*. 4 (2020). 103-114.

Eighth Grade Girls. Mother-Daughter Monologues. Vol. 3: Midlife Catharsis. Columbus, Ohio: ICWP P, 2009. 73-76.

Mary and Tom. The Limbo Project. Columbus, Ohio, April 2008.

Yoga Warriors, co-author. Produced by Women and Play and Japa Yoga, Columbus, Ohio, April 2007.

Voices Out of the Darkness, Produced by the Davis Discovery Center, Columbus, Ohio,

January 1993.

My Grandmother's Vampires, Produced by the Contemporary American Theatre Company,
Columbus, Ohio, May 1992.

Breasts and Fortune Teller, Produced by the Women's Playwriting Group at CATCO, Columbus, Ohio, May 1989.

Excerpt from *Sacred Hearts in Summer: The Ohio Journal* (1985): 42-61.

SCREENPLAY

Co-author. *Pinter Meets Duras and Varda on the Beach: A Screenplay*. *The Harold Pinter Review*. 4 (2020). 73-85.

REVIEWS

Theatre Review of Harold Pinter's *The Birthday Party*. Dir. Ian Rickson. *The Harold Pinter Review*. 3 (2019). 90-92.

Rev. of Lady Antonia Fraser's *My History: A Memoir of Growing Up*. London: Weidenfeld and Nicholson, 2015. *The Harold Pinter Review*. 3(2019). 86-90.

Rev. of David Kazanjian's *The Brink of Freedom: Improvising Life in the Nineteenth-Century Atlantic World*. Duke University Press, 2016. *MMLA Journal*. Spring 2018. 122-125.

Rev. of Lady Antonia Fraser's *Our Israeli Diary, 1978: Of That Time, Of That Place*. London: Oneworld, 2017. *The Harold Pinter Review*. 2 (2018). 119-121

"A Tonic for Electronics." Rev. of Harold Pinter's *The Disappeared and Other Poems. With Images by Tony Bevan*. Enitharmon Press, 2002. *The Harold Pinter Review*. 1 (2017): 149-152.

Rev. of Harold Pinter's *The Caretaker*. "Jonathan Pryce in Harold Pinter." *The Harold Pinter Review: Collected Essays 2008-2011*. Eds. Frank Gillen and Steven Gale. Tampa: U of Tampa P, 2011. 178-180.

Rev. of *Harold Pinter's Politics: A Silence Beyond Echo* by Charles Grimes. *The Harold Pinter Review: Collected Essays: 2005-2008*. Eds. Frank Gillen and Steven Gale. Tampa: U of Tampa P, 2009. 256-57.

Rev. of *The Room and Celebration* by Harold Pinter. *The Harold Pinter Review: Collected Essays 2001-2002*. Eds. Frank Gillen and Steven Gale. Tampa: U of Tampa P. 2004.

Rev. of *Betrayal* by Harold Pinter. *The Harold Pinter Review: Collected Essays 2001-2002*. Eds. Frank Gillen and Steven Gale. Tampa: U of Tampa P. 2004.

Rev. of *The Lover* by Harold Pinter. *Theatre Journal*. 53 (2001): 659-661.

"Women at Play Stage Beckett Shorts (*Play, Come and Go, Not I*). *The Beckett Circle*. Spring 2001 (24).

"Finding Themselves: The Mandrake Theatre Company's Production of Harold Pinter's *The Dwarfs*." *The Pinter Review: Collected Essays 1999 and 2000*. Eds. Frank Gillen and Steven Gale. Tampa: U of Tampa P, 2000: 152-153.

Rev. of *The Old Religion* by David Mamet. *The David Mamet Review*. 5 (Fall 1998): 14.

Theatre Review of Samuel Beckett's *Happy Days*. *Beckett Circle*. Spring 1997.

Life Notes: Personal Writings By Contemporary Black Women. Edited by Patricia Bell-Scott. And *Writing Women's Lives: An Anthology of Autobiographical Narratives By Twentieth Century American Women Writers*. Ed. By Susan Cahill. *The Columbus Dispatch*. May 1994.

Theatre Review of the London production of Simon Gray's *Hidden Laughter*. *Simon Gray: A Casebook*. Ed. Katherine Burkman. New York: Garland, 1992: 179-184.

Theatre Review of Stuart Pimslers's *Alaskan Perspectives*. *The Pinter Review: Annual Essays 1991*: 50-52.

Theatre Review of Actor's Theatre of Louisville's Classics in Contexts Festival: The Moscow Art Theatre. *Theatre Journal* 4 [2] (May 1990): 262-266.

New British Drama in Performance on the London Stage: 1970-1985 by Richard Allen Cave. *The Pinter Review: Annual Essays 1989*: 110-111.

Flywheel, Shyster, and Flywheel: The Marx Brothers Lost Radio Show. Ed. Michael Barson. *The Columbus Dispatch*. February 19, 1989.

A Raisin in the Sun and The Sign in Sydney Brustein's Window (25th Anniversary Edition) by Lorraine Hansberry. *Feminisms*. 1 (1988): 8-9.

Playbook by Maxine Klein, Lydia Sargent, and Howard Zinn. *Women Studies Review*. 9 [2] (Spring 1987): 17.

Adam's Task: Calling Animals by Name by Vicki Hearne. *The Columbus Dispatch*. October 12, 1986.

The Lover of Horses by Tess Gallagher. *The Columbus Dispatch*. September 14, 1986.

Naked to Naked Goes by Robert Flanagan. *The Morning Edition*. WOSU Radio 820 AM. July 1986.

Stones of the Abbey by Ferdinand Pouillon. Trans. Edward Gillott. *The Ohio Journal*. 10 [1] (Spring 1986): 30.

NON-ACADEMIC DRAMATURGICAL WORK AND PROGRAM NOTES

During the three years I worked as a Dramaturg for The Contemporary American Theatre Company (CATCO), I wrote over 40 study guides and program notes for the theatre's productions. Plays ranged from classics such as Tennessee Williams' *The Glass Menagerie* to more unusual pieces such as Harold Pinter's *The Homecoming*. I continue to write program notes and serve as a dramaturg for several productions per year. While teaching at Ohio Dominican College I served as a dramaturg for John Steinbeck's *Of Mice and Men* (1995), Harold Pinter's *The Birthday Party* (1996), Alan Ball's *Five Women Wearing the Same Dress* (1996), Jeffrey Hatcher's adaptation of Henry James's *Turn of the Screw* (1997), Paula Vogel's *How I Learned to Drive* (1998), Edward Albee's *Three Tall Women* (1999), Douglas Post's *Murder in Green Meadows* (2001), *The Exonerated* (2005), *Bad Dates* (2005), *The Pillowman* (2008), *Almost Maine* (2009) and *The Seafarer* (2009).

WORKSHOPS

During my three years as Educational Director/Dramaturg at The Contemporary American Theatre Company, I offered over 100 workshops in playwriting to nearly 1000 area teachers and students.

PRESENTATIONS

Invited/ Keynote

Hanna Coulter Book Discussion. Kentucky Humanities Kentucky Reads Project. Louisville PageTurners. June 22, 2020.

Hanna Coulter Book Discussion. Kentucky Humanities Kentucky Reads Project. Bullitt County Public Library. September, 2020.

“Drama in the Fifties.” Rice University, Graduate Student Workshop. April 2017.

“Tea and Company.” Center for Dominican Studies. Ohio Dominican University. September 2015.

“The Common Good in Arts and the Media.” Center for Dominican Studies. Ohio Dominican University. November 2014.

“Better in Hot Water: A History of Tea With a Splash of Literature.” Martin DePorres Fundraiser. August 2014.

“Texting Truth, Posting Prayer, and Skype-ing the Spirit: Justice and the Media.” Spirituality Speaker Series. Dominican Center. October 2014.

“Talking Dirty: The Politics of Political Discourse.” MEGGA Symposium. Miami U. 16 March 2012.

“Catherine of Sienna and the Question of Mysticism.” Dominican Center. Ohio Dominican University, Spring 2009.

A series of three lectures on the Elderquest and two films, *Wild Strawberries* and *A Trip to Bountiful*. LifeLong Learning Institute. Columbus, Ohio. Spring 2006.

“Breaking the Silence in Our Everyday Preaching.” Voices of Hope Conference. Detroit, MI, Fall, 2005.

Ohio Women on Stage, coordinator and speaker, CATCO, March 2005.

“Choosing Administration.” Midwest Modern Language Association, Fall 2004.

Moderator, “The National Endowment for the Arts: Reading at Risk.” Midwest Modern Language Association, Fall 2004.

Presentations

Co-author and performer. "From Haymarket to Holland Park: The Pinterian Enactments of Talking About Walking." New Poetics of Space: Literary Walks in the Time of Pandemic and Climate Change Conference. Mid-Sweden U. 7 December 2020.

“Of Outlaws and Spirits: Sam Shepard’s *Fool for Love* and David Mamet’s *The Shawl* and *Prairie du Chien*.” Louisville Conference on Literature and Culture. 18-21 February 2020.

Panel Proposal, Actor, and Chair. “A Reading and Discussion of Edward Albee’s *Counting the Ways*.” Louisville Conference on Literature and Culture. 18-21 February 2020.

Panel Proposal, Co-Author, and Chair. “Playing on the Beach with Pinter, Duras, and Vardas: A Screenplay.” Louisville Conference on Literature and Culture. 18-21 February 2020.

“Teachers’ Lounge: A Short Play.” MMLA. Chicago, IL. November 14-17, 2019.

“Art and Politics / Politics and Art: Harold Pinter’s and Arthur Miller’s Grand Experiment.” 13th International Arthur Miller Conference. Ashland University. 18-20 October 2019.

“Containers and Containment: The Pinter Trade in America.” Harold Pinter: Histories and Legacies. University of

- Leeds. 19-21 September 2019.
- Panel Proposal, Actor, and Chair. "A Reading of Pinter's *Ashes to Ashes*." Louisville Conference on Literature and Culture. 21-23 February 2019.
- Panel Proposal and Chair. "Triangulations: Beckett, Pinter, McDonagh." Louisville Conference on Literature and Culture. 21-23 February 2019.
- Panel Proposal and Chair. "A Reading of Sam Shepard's *Stages of the Moon*." Louisville Conference on Literature and Culture. 21-23 February 2019.
- "Brows, Bones, and Breasts: [Graphic Representations of] Early Female Film Stars." Modernist Studies Association, Columbus, OH, November 8-11, 2018.
- "Transmissions: Voice, Media, and Harold Pinter." Pinter on Film, Television, and Radio: An International Conference at the University of Reading and the British Library, UK, 19-20 September 2018.
- Panel Proposal and Chair. "Who Clears Up After We're Gone? Order, Performance, and Harold Pinter's *The Dumb Waiter*." Louisville Conference on Literature and Culture, 2018. Two Panels.
- "Drowning in Your Own Blood: Embodiment in Harold Pinter." MMLA. Cincinnati, OH. November 2017.
- "Theatre and Laboratories." Association for the Study of Arts of the Present (ASAP). Berkeley, CA. October 2017.
- "Arthur Miller, Art, Politics, and the American Presidency." Comparative Drama Conference, Orlando, FL. April 2017.
- "Harold Pinter, Robin Williams, Somnabulants, and Galloping Horses." Meet the Professor. University of Louisville, March 2017.
- Chair, Roundtable, "Drama Drama: The Demise or Future of Drama in the Academy." MLA, Philadelphia, January 2017.
- Chair, Panel. "Blurring Boundaries: Pinter and Beckett" MLA (Presidential Theme), Philadelphia, January 2017.
- "Terror and Time: Harold Pinter's *A Kind of Alaska*." Midwest Modern Language Association, St. Louis, MO, November 2016.
- "Pinter or Miller Time?: Miller's *Playing for Time* and Pinter's *The French Lieutenant's Woman*." Modern Language Association. Austin, TX. January 2016.
- "Online Instruction: The New MA in English Roundtable Discussion." Midwest Modern Language Association. Columbus, OH. November 2015.
- "Playtime: Arthur Miller and Harold Pinter." Midwest Modern Language Association. Columbus, OH. November 2015.
- "The Times They are A Changin': Time in Arthur Miller and Harold Pinter." Arthur Miller Centennial Conference. St. Francis College, Brooklyn. October 2015.
- "Buckeye Road: Selections from a Collection of Short Stories." College English Association of Ohio. April 2015.

- “Spawn of SamL Children in and of Samuel Beckett.” Louisville Conference on Literature and Culture Since 1900. February 2015.
- “Experimentation in the Suburbs: Breaking Bad.” Louisville Conference on Literature and Culture Since 1900. February 2014.
- “Pinter and Newspapers.” Modern Language Association. Chicago, January 2014.
- “What Would You Do if You Weren’t Afraid? Now Go and Do It.” ACE Women’s Network—Ohio Conference. November, 2014.
- “Texting Truth, Posting Prayer, and Skype-ing the Spirit: Justice and the Media.” Spirituality Speaker Series. Dominican Center. October 2014.
- “The Sounds and the Fury of America’s Big Boxes, Malls, and Grocery Stores.” Louisville Conference on Literature and Culture Since 1900. February 2013
- “Pinter and Booze.” Modern Language Association. Boston, January 2013.
- “Ghosts and Machines: Estevez’s *The Way* and Cline’s *Ready Player One*.” Midwest Modern Language Association. November 2012.
- “Let’s Hear it for the Boys: Lucy Prebble’s *Enron*.” Midwest Modern Language Association. November 2012.
- “Ronald Harwood’s Tragic Vision: *Taking Sides*.” The Louisville Conference on Literature and Culture Since 1900. February 2012.
- “The C-Word: Women in Comedy.” Midwest Modern Language Association. November 2011.
- “*In Bruges*: Martin McDonagh’s Revision of Harold Pinter’s *The Dumb Waiter*.” Midwest Modern Language Association. November 2011.
- “Deconstructing Realism: Pinter’s Kitchen Counters.” MLA. Los Angeles, January 2011.
- “Pinter’s Theatre of Desire.” MMLA. Chicago, November 2010.
- “Catherine of Sienna and the Question of Mysticism.” Dominican Center. St. Christopher’s Church. Fall 2010.
- “Misperceiving Pinter” (with Andrew S. Paul and Alan Stanford). Pittsburgh Irish and Classical Theatre. 14 August 2010.
- “Don’t Let Them Tell You What to Do: The Life and Work of Harold Pinter.” English Speaking Union, Ohio State University, Spring 2009.
- “Moving Lenny Around in Harold Pinter’s *The Homecoming*.” Modern Language Association. San Francisco, CA, December 2008.
- “Spacing Out: Theatrical Space in Beckett’s *Eluetheria* and Pinter’s *Dumb Waiter*.” Midwest Modern Language Association. Cleveland, Ohio, Fall 2007.
- “Staging the Pen: Incorporating Creative Writing and Drama into the Freshman Composition Curriculum.” College English Association of Ohio, Spring 2007.

- “A Pornographic Version of Car Talk: Howard Stern and Conservative America.” Popular Culture Association. Boston, Massachusetts. Spring 2007.
- “What is Going On Under That Opera House? Film Versions of Gaston Leroux’s *Phantom of the Opera*.” Popular Culture Association. Atlanta, Georgia. Spring 2006.
- A series of three lectures on the Elderquest and two films, *Wild Strawberries* and *A Trip to Bountiful*. LifeLong Learning Institute. Columbus, Ohio. Spring 2006.
- “Freakshows in Jesus Land: Howard Stern in George Bush’s America.” Midwest Modern Language Association, Milwaukee, WI, Fall 2005.
- Panel Organizer and Respondent. “The Roving Eye: Women in Reality Television.” Midwest Modern Language Association, St. Louis, MO, 2004.
- "Ethics and Theatre, Parts I and II." CATCO, April 2004. Received Ohio Humanities Council Funding for the project as project co-director.
- “Voicing Desire: The Representation of Women and Voice in Variations of Phantom of the Opera.” Midwest Modern Language Association, Fall 2004.
- “Herding Cats: On Service Learning, Playwriting, and Women’s Studies.” MMLA, Chicago, November 2003.
- Panel Proposal and Respondent to “Born Astride a Grave: The Plays of Samuel Beckett and Harold Pinter.” MMLA, Chicago, November 2003.
- “Is there a Self in this Class: Pam Gems and the Question of Biography.” International Comparative Literature Conference. Columbus, Ohio, April 2003.
- “‘A Bit of a Tick’: Harold Pinter in American Popular Culture.” Modern Language Association. New York, New York. December 2002.
- “Like his Schoolmates”: Alienation, Identity, and Totalitarianism in Peter Weiss’s Drama *The Investigation*. Midwest Modern Language Association. Minneapolis, MN, November 2002.
- “Raising Successful Children.” Grandview Heights Public Library, September 2002.
- “Drama Across the Curriculum,” CATCO Educator’s Workshop. August 2002.
- “‘A Bit of a Tick’: Pinter in American Popular Culture.” MLA, New York, December 2002.
- “Alienation in Peter Weiss’s *The Investigation*.” MMLA, Minneapolis, MN, November 2002.
- “My Three Moms: Edward Albee’s *Three Tall Women*.” Comparative Drama Conference, Columbus, OH, April 2002.
- “Lost in the Funhouse: Harold Pinter’s Screenplay of Kafka’s *The Trial*.” MLA, New Orleans, LA, 29 December 2001.
- “Staging the Brain: John Mighton’s *Possible Worlds*.” MMLA, Cleveland, Ohio, 2 November 2001.
- “How Well are We Teaching Writing.” Roundtable Discussion. College English Association of Ohio. 26 October, 2001.

- Presentation, Program Notes, and Study Guide for The Contemporary American Theatre Company's Production of Douglas Post's *Murder in Green Meadows*. September 2001.
- "Interconnections: Technology, Teaching, and Transformations." Ohio Dominican College Faculty Development Conference. Fall 2000.
- Presentation, Program Notes, and Study Guide for The Contemporary American Theatre Company's Production of Edward Albee's *Three Tall Women*. October 2000.
- "Joining the Circus: Leaving a Tenure-Track Position." The Modern Language Association Convention, San Francisco, December 27-December 29, 1998.
- "Great Gossip: The Question of Authority in Pinter Scholarship." The Modern Language Association Convention, San Francisco, December 27-December 29, 1998.
- Presentation, Program Notes, and Study Guide for The Contemporary American Theatre Company's production of *How I Learned to Drive* by Paula Vogel. January 1999.
- Television Appearance on *How I Learned to Drive. Connections*. January 1999.
- "Great Gossip: The Question of Authority in the work of Harold Pinter." Modern Language Association Conference, San Francisco, December 1998.
- "Joining the Circus: Why I Left a Tenure-Track Position." Modern Language Association Conference, San Francisco, December 1998.
- "Beating the Odds: American Romance in Shepard's *Fool for Love* and Mamet's *House of Games*." MLA Convention, Toronto, December 1997.
- "Daddy Dearest: Harold Pinter's *The Comfort of Strangers*." MLA Convention, Toronto, December 1997.
- "All Others Pay Cash: Men and Money in David Mamet's *American Buffalo*." David Mamet Conference, Las Vegas, Nevada, November 1997.
- "Jeffrey Hatcher's *Turn of the Screw*." CATCO. Fall 1997.
- "On Dramaturg." Ohio Theatre Alliance Regional Conference. Dayton, Ohio. Spring 1997.
- "Five Women Wearing the Same Dress." CATCO Summer 1996.
- "On Playwriting." ACTV21. To be aired Spring 1996.
- "Sam Shepard's *A Lie of the Mind*." Wilmington College, March 1996.
- "Making Sense of *The Birthday Party*." The Contemporary American Theatre Company, March 1996.
- "Team Teaching: Collaborative Paradise or Pedagogical Nightmare," Association for General and Liberal Studies Conference, October 1995, San Antonio, Texas.
- "David Mamet: Poet of the Profane," Wexner Center for the Arts, January 1995.
- "Shattered Glass: The Media and Williams' *Menagerie*," Midwest Modern Language Association, Drama Session, Minneapolis, Minnesota, November 1993.
- Discussant for the Women and Media Panel, Midwest Modern Language Association, Women and Media Panel, Minneapolis, Minnesota, November 1993.

- "Playwriting." The Columbus Writer's Conference, Columbus, Ohio, October 1993.
- "Teaching Playwriting to High School Students," Ohio Drama Education Exchange, Columbus, Ohio, March 1993.
- Discussant for the Women and Drama Panel, Midwest Modern Language Association, Drama Session, Chicago, Illinois, November, 1991.
- "Speaking Without Words: The Disembodied Voice in Harold Pinter's Later Plays." International Pinter Festival, Ohio State University, Columbus, OH, April, 1991.
- "On Shakespeare's *Romeo and Juliet*." Muskego High School, Milwaukee, Wisconsin, March 1991.
- "*A Kind of Alaska*: Pinter's Politics on Femininity." Pinter Session. Modern Language Association Meeting, Chicago, IL, December, 1990.
- "Missing Women, Missing the Point: The Media Coverage of the Boston and Montreal Murders." Midwest Modern Language Association, Kansas City, MO, November 1990.
- "Fighting for Our Wives: The Domestic Dramas of Maria Irene Fornes." Association for Theatre in Higher Education Conference, Chicago, IL, August 1990.
- "Politics in the Parlour: Strategies for Domestic Revolutions in Wendy Kesselman's *My Sister in This House*, Marsha Norman's *'night Mother*, and Maria Irene Fornes' *Abingdon Square*." Midwest Modern Language Association, Minneapolis, MN, November 1989.
- Discussant on Eugene O'Neill Panel at Midwest Modern Language Association, St. Louis, MO, November 1988.
- "Food for Love: Culinary Rituals in the Domestic Dramas of Sam Shepard." Midwest Popular Culture Conference, Bowling Green, Ohio, November 1988.
- "'A Tick in the Night': Pinter's *The Homecoming* from An (Other) Direction." New Languages for the Stage, Lawrence Kansas, October 1988.
- "'Dancing in Narrow Spaces': Psychoanalytic Glimpses at Harold Pinter's *A Kind of Alaska*." Lacan and Literature Conference, Kent, Ohio, May 1988.
- "De-icing Deborah: Pinter's *A Kind of Alaska*." Ohio Theatre Alliance Conference, Columbus, Ohio, October 1987.
- "High Anxiety: Women in Eugene O'Neill's *The Iceman Cometh*." The Ohio State University Graduate Student Conference, Columbus, Ohio, October 1987.
- "Roll With the Punches: Heinrich Boll's *Group Portrait With Lady*." Popular Culture Conference, Montreal, Canada, March 1987.
- "Tess's Silent Voice: Hardy's Narrative Stance in *Tess of the D'Urbervilles*." National Women's Studies Association Conference, Champaign-Urbana, Illinois, June 1986.
- "'Educating Reader': Chaucer's Use of Proverb's in *Troilus and Criseyde*." American Folklore Society Conference, Cincinnati, Ohio, October 1985.
- "I'm Not Sleeping, I'm Writing Literary Criticism: Chaucer's Commentary of the *Somnium Scipionis* in The Parliament of Fowles." Patristic, Medieval, and Renaissance Studies Conference, Villanova, PA, September 1984.

"A Jungian Interpretation of *Lord Randal*, or 'What Is Worse Than a Woman Was?'" American Folklore Society Conference, Nashville, Tennessee, October 1983.

"The Sacred Images of Edvard Munch." The Ohio Area Student Symposium, Cincinnati, Ohio, April 1981.

University of Louisville Presentations

Panelist on the Leadership Summit. Graduate Student Research Conference. 27-28 February 2019.

Panelist on the Ekstrom Library Learning Commons Publishing Academy. February 2019.

COURSES TAUGHT

University of Louisville

Modern Drama

Approaches to Film Interpretation

Film and Mental Illness

Studies in Film and Culture: Film Noir

The Acquisition of Knowledge: The Theatre of the Absurd

Ph.D. Dissertations

Reader, Lyndsey Okorafo (2016)

Director, Tiffany Huttabarot (2016)

Director, Lydia Kowalski (2016)

Reader, Darrell Johnson (2017-2020)

Director, Carol Stewart (2018-2019)

Director, Aaron Nunz (2020-present)

Reader, Derek Carpenter (2020-present)

M.A. Thesis

Hayley Salo, M.A, English (2021)

Caisey Janice Cole, MFA, Theatre (2021)

Kayla Sweeney, English MA (2021)

Danielle Smart, MFA, Theatre (2016)

Lauren Dobbs, MFA, Theatre (2019)

Terry Tocantins, MFA, Theatre (2019)

M.A. Directed Studies

Lee Ann Speck (2018)

Rebecca Pierce (2018)

Joel Adams (2018)

Ohio Dominican University

British Lit Surveys

Chaucer

College Writing I and II (Freshman comp)

Drama

Film and Literature

Great Chain of Being

Humanities / Interdisciplinary Surveys

Professional Writing

Playwriting

Theatre Course on the history of Tragedy

Victorian Literature

Graduate Research Course
 Graduate Drama Course
 Graduate Film Course

Thesis director for many undergraduate Honors projects and MA Theses:

Honors Thesis on Derrida and Richard Rorty
 Honors Thesis on Irish Literature: Yeats, Joyce, and Beckett
 Honors Thesis on Beauty and the Beast Fairy Tales
 Honors Thesis on Women and Literature
 Masters Theses in Creative Writing: Playwriting and Short Stories
 Masters Thesis in Film and Literature
 Masters Capstone Projects on Arthur Miller
 Masters Capstone Project on Eugene O'Neill
 Masters Thesis on Disability in Film
 Numerous Independent Studies on modern and contemporary drama

Marquette University

Freshman Composition
 American Drama
 British Drama
 Drama Survey
 Graduate Drama Course

Ohio State University

Comparative Studies Courses
 Love in the Western Tradition
 Politics in Literature
 English Courses
 Freshman Composition
 Advanced Composition
 Introduction to Drama
 Introduction to Shakespeare
 Introduction to Literature and Composition

NON-ACADEMIC EMPLOYMENT

Dramaturg and Education Director for July 1991 - July 1994
 The Contemporary American Theatre Company, Columbus, Ohio

Duties included researching as many as fourteen different plays per year for directors and other staff members, interviewing contemporary playwrights, working with area teachers (K-post-graduate) and their students, offering workshops in playwriting, teaching classes in theatre and playwriting, coordinating the CATCO touring program, writing various grants, and arranging for guest speakers. In essence, my role at the theatre was to assist greater understanding of CATCO's productions for audiences, actors, directors, students, and teachers. During my three years at CATCO, educational outreach, touring programs, and partnerships among teachers, corporations and CATCO tripled.

ACADEMIC COMMITTEES

University of Louisville

A/S Faculty Assembly Chair 2020-present
 University Faculty Senate At-Large Representative 2020-present
 Invest 3: Community Engagement Strategic Plan Subcommittee 2020-present
 Invest 1: Non-traditional Learners Strategic Plan Subcommittee 2020-present
 School of Medicine Well Being Initiative 2016-2018

Tenure Track Teaching Ad Hoc Committee 2018-2020
 Senior Honors Thesis Committee, 2016-present
 Committee on Committees, 2017-2020
 International Affairs Advisory Committee Subcommittee on Curriculum, 2018-2019
 International Affairs Advisory Committee Subcommittee on Faculty Affairs, 2018-2019
 SARS Committee, 2018-2020

Ohio Dominican University

Admissions
 Rank, Tenure, and Promotion
 Faculty Policy and Research
 Graduate Council
 Theatre Fundraising Committee
 Faculty Senate
 Curriculum and Policy—Undergraduate and Graduate
 Institutional Research Board
 Quality Initiative Project
 Honors Committee
 Numerous Search Committees

AWARDS AND HONORS

ACE Ohio Women's Network Institutional Rep of the Year	2015
Dave Erwin Student Advisor of the Year Award	2015
Conley Teaching Award (Ohio Dominican College)	1999
Comparative Studies Teaching Award (Ohio State University)	1993
Summer Faculty Fellowship (Marquette University)	1990
Research Fellowship (Marquette University)	1990
MMLA Book Award Nominee	1988
John Muste Award for Best Dissertation (OSU)	1988
Graduate Teaching Award (OSU)	1988
Graduate Leadership Award (Ohio State University)	1986

PROFESSIONAL OFFICES

Executive Committee Member of the University Club	2019-present
Board Member of the Hocking Tech Theatre Advisory Board	2020-present
Kentucky Playwrights Workshop Board	2019-2020
President, International Harold Pinter Society	1998-2004; 2007-present
Editorial Board, <i>The Pinter Review</i>	1998-present
ACE Ohio Women's Network Board	2015-2016
Martin DePorres Center Board, Vice-President	2012-2016
A Portable Theatre Board, Past-President	2014-2015
A Portable Theatre Board, President	2013-2014
MMLA Board President	2003-2004
MMLA Board Member	2002-2005
Editorial Board, <i>Perspectives</i>	1995-2002
Dramatist Guild Society Associate Member	1999-present
The Harold Pinter Society, Treasurer	1991-1995
Ohio Theatre Alliance Representative--State	
Department of Education Arts Advisory Committee	1993-1994

Ohio Arts Council--Literature Panel
Greater Columbus Arts Council--
Artists-in-Schools panel

1992-1995

1992-1994

REVIEWER*Pacific Coast Philology**Law, Culture, and the Humanities*

Bloomsbury Publishing

Palgrave MacMillan, Series Editor

PROFESSIONAL AFFILIATIONS

Arthur Miller Society

International Harold Pinter Society

Modern Language Association

Midwest Modern Language Association

January 2021

Course Title (CIP)						
Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)						
Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or pre-major/ pre-professional	Credit Hours	Existing (E) or New (N) Course
various	various	Written Communication	Written communication - two courses selected from approved list to fulfill university general education requirement	C	6	E
various	various	Oral communication	Oral communication - one course selected from approved list to fulfill university general education requirement	C	3	E
various	various	Quantitative Reasoning	Quantitative Reasoning - one course selected from approved list to fulfill university general education requirement	C	3	E
various	various	Arts and Humanities	two courses from two different disciplines selected from approved list to fulfill university general education requirement	C	6	E
various	various	Social Behavioral Sciences and Historical Perspective	two courses from different disciplines, one of which must be in Historical Perspective, selected from approved list to fulfill university general education requirement	C	6	E
various	various	Natural Sciences	lecture and lab in a single discipline; an additional 3 hours in a second discipline	C	7	E
various	various	Diversity	The Diversity requirements will be met by taking courses in other Cardinal Core categories that also carry the D1 or D2 designation. This requirement, therefore, does not add hours to the total Cardinal Core program.	C	0	E
various	various	Language	Foreign Language or Modern Language Cultural Competency (including Area Studies courses), two courses from an approved list to meet College requirements	C	6	E
various	various	Writing	WR Courses (two, 300 or above; met by completing other required courses designated WR chosen from a list of approved courses; to meet college requirement	C	0	E
GEN	305	PLA and orientation	Orientation to program and creation of portfolio for prior learning assessment (PLA)	C	3	N
GEN	501	culminating experience	Culminating Undergraduate Experience (CUE) course required by the college	C	3	N
Total Credit hours Required for Program Core (i.e., # of hours in degree program core) Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table					43	NA
Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)						
Course Prefix	Course #	Course Title	Course Description	Required for Track (T), Concentration	Credit Hours	Existing (E) or New (N) Course
various	various	Focus area 1	of courses depends on the particular program chosen. Minors and certificates range in credits from 9 - 33.	C	9 - 33	E
various	various	Focus area 2	courses depends on the particular program chosen. Minors and certificates range in credits from 9 - 33.	C	9 - 33	E
Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable) Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table					18 - 66	NA
GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)						

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration	Credit Hours	Existing (E) or New (N) Course
various	various	Restricted electives	Electives in Natural and/or Social Sciences OR electives in Humanities (depending on the area of concentration) at 300 level or above; to meet college requirement.	C	6	E

of REQUIRED Credit hours in **Guided Electives** (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required)
Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table

6 NA

FREE Elective Courses (i.e, general program electives, open to the students to choose) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
various	various	Open Electives	various courses depending on student interest; total number of courses depends on the two focus areas chosen (above) and will range from 5 - 53 credit hours	C	5 - 53	E

Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable) **5-53** NA

Summary of Total Program Hours	Required Core Hours (i.e., # of hours in degree program core)	43	NA
	Required Program Options - Track/Concentration/Specialty Hours (if applicable)	18 - 66	NA
	Guided Elective Hours (e.g., focused or track/concentration/speciality area specific electives) (if applicable)	6	NA
	Free Elective Hours (i.e., general program electives) (if applicable)	5 - 53	NA
	Total # of credit hours required for Program	120	NA
Information to be completed by PIE Office			
	# of new courses	2	NA
	Total # of Courses (includes new and existing)	41	NA
	Percentage of new courses (more than 25% may require SACS Substantive Change)	5%	NA

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for 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					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Other Non-State Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
State Resources					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Funding Sources, by year of program <i>(continued)</i>	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Internal Allocation					
Internal Reallocation					

Narrative Explanation/Justification: *The sources 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.*

Funding Sources, by year of program <i>(continued)</i>	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Student Tuition					
~ New	59040	149568	255840	369984	495936
~ Existing					

Narrative Explanation/Justification: *Describe the impact of this program on enrollment, tuition, and fees.*

Cost/Funding Explanation

	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
A. TOTAL - Funding Sources (REVENUES) -	\$ 59,040.00	\$ 149,568.00	\$ 255,840.00	\$ 369,984.00	\$ 495,936.00

	1st Year	2nd Year	3rd Year	4th Year	5th Year
B. Breakdown of Budget Expenses/Requirements					
Staff:					

<u>Executive, Administrative, Managerial</u>	Cost/Funding	Explanation			
New					
Existing					
<u>Other Professional</u>					
New					
Existing					
<u>Faculty</u>					
New					
Existing					
<u>Graduate Assistants</u>					
New					
Existing					
Student Employees					
New					
Existing					
Narrative Explanation/Justification: <i>Includes salaries of all listed above. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.</i>					
Equipment and Instructional Materials					
New					
Existing					
Narrative Explanation/Justification:					
Library					
New					
Existing					
Narrative Explanation/Justification:					
Contractual Services					
New					
Existing					
Narrative Explanation/Justification					
Academic and/or Student Support Services					

New Existing	Cost/Funding Explanation				
Narrative Explanation/Justification					
Other Support Services New Existing					
Narrative Explanation/Justification					
Faculty Development New Existing					
Narrative Explanation/Justification					
Assessment New Existing					
Narrative Explanation/Justification					
Other New Existing					
Narrative Explanation/Justification:					
TOTAL New Existing					

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. For any existing dollar amounts and department allocation for new dollar amounts reported in the Expenses spreadsheet, also add the dollar amounts to the Funding Sources spreadsheet under Internal allocation or reallocation.

You must add an explanation/justification for any dollar amount reported in this table.

*The FundingSource Expenses-Combined spreadsheet will pre-populate from the numbers entered into the Funding Sources and Expenses spreadsheets. The total funding and expenses shown in the Combined spreadsheet should be the same (i.e., there should be enough funding to cover the proposed expenses). Provide an explanation for any excess funding beyond those needed to cover expenses.

A. Funding Sources, by year of program:	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Other Non-State Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Funding Sources, by year of program (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
State Resources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Internal					
Internal Allocation					
Internal Reallocation					
Narrative Explanation/Justification: <i>The sources 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. Internal reallocation are those estimated dollars that will be dedicated to fund the start-up and support of the new academic program – typically defined as faculty, administrative/staff and operational expenses.</i>					
Funding Sources, by year of program (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Student Tuition					
~ New	59040	149568	255840	369984	495936
~ Existing					

Cost/Funding Explanation

<p>Narrative Explanation/Justification: <i>Describe the impact of this program on enrollment, tuition, and fees.</i></p> <p>All revenue is from student tuition. Tuition for online students is charged at the in-state rate regardless of residency but they do not get the benefit of full-time load, so they will pay per-credit-hour for all credits. Tuition projections were calculated using the online undergraduate tuition rate of \$328 per SCH; this accounts for the 68% of revenue that goes to the unit. Based on trends in other similar programs, the following assumptions were made:</p> <p style="padding-left: 40px;">A. Students are all part time, taking an average of 12 credit hours per academic year. With 15, 38, 65, 94, 126 students per year, respectively.</p> <p style="padding-left: 40px;">B. No summer tuition was included in the calculation.</p>						
	Total					
	~ New	\$ 59,040.00	\$ 149,568.00	\$ 255,840.00	\$ 369,984.00	\$ 495,936.00
	~ Existing	\$ -	\$ -	\$ -	\$ -	\$ -
A.	TOTAL - Funding Sources (REVENUES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
		\$ 59,040.00	\$ 149,568.00	\$ 255,840.00	\$ 369,984.00	\$ 495,936.00

\$	1,330,368.00	Funding Total over 5 Years (will pre-populate)
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Cost/Funding Explanation

Complete the following expense spreadsheet for the first five years of the proposed program

Provide a detailed explanation wherever dollar amounts are reported, including how the numbers were calculated.

You should also add any existing dollar amounts and department allocation for new dollar amounts reported in this Expenses spreadsheet to the Funding Sources spreadsheet (under Internal allocation or reallocation).

*The FundingSource Expenses-Combined spreadsheet will pre-populate from the numbers entered into the Funding Sources and Expenses spreadsheets. The total funding and expenses shown in the Combined spreadsheet should be the same or show an excess in funding (provide an explanation for any excess funding).

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff					
<u>Executive, Administrative, Managerial</u>					
~ New					
~ Existing		\$ 3,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
<u>Other Professional</u>					
~ New					
~ Existing			\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
<u>Faculty</u>					
~ New				\$ 6,000.00	\$ 12,000.00
~ Existing	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
<u>Graduate Assistants</u>					
~ New					
~ Existing					
<u>Student Employees</u>					
~ New					
~ Existing					
Narrative Explanation/Justification: <i>Includes salaries for all listed above and explain how they were calculated. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.</i>					

Cost/Funding Explanation

Faculty: A course release, one per semester, for the Director of the program = \$10K per course, \$20K per year plus 1/9 on base salary assuming a base of 100,000.00 this added 10K for a total of 30K per year. In years 4 and 5, funding to support a PTL at \$6000/course for one course in year 4 and two courses in year 5; to teach GEN 305 and 501 after the program grows. Other: Starting in year 3 the program will require a dedicated Advisor in the A&S advising office; 50K is what a part-time advisor would cost but most likely this would not be a new hire. The program will be small in year 1 but in years 2-5 we included a proportion (5% in year 2, and 10% in subsequent years) of the salary for office staff in the A&S Dean's Office based on a salary of \$60,000.00. This staff person will provide basic support to the Director.

Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Equipment and Instructional Materials					
~ New					
~ Existing					
Narrative Explanation/Justification:					
No new instructional materials or equipment is needed.					
Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Library					
~ New		\$ 3,650.00			
~ Existing					
Narrative Explanation/Justification:					
The Library wants to add a SAGE database to their collection to support online minors at the university. This is the amount that they					
Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Contractual Services					
~ New					
~ Existing					
Narrative Explanation/Justification:					
not applicable					
Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>

Cost/Funding Explanation

Budget Expenses/Requirements

Academic and/or Student Support Services					
~ New					
~ Existing					
Narrative Explanation/Justification:					
not applicable					
Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Other Support Services					
~ New	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
~ Existing					
Narrative Explanation/Justification:					
Although the Delphi Center planned to support this program through marketing it on the online program website, at this time, they do not know if their FY22 budget will include such funds. It is possible that we will not be required to use this but it is in the budget in the event that the Delphi Center is not going to be able to do the marketing for the program.					
Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Faculty Development					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Assessment					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Budget Expenses/Requirements

Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Student Space and Equipment (if doctorate)					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Faculty Space and Equipment (if doctorate)					
~ New					
~ Existing					

Cost/Funding Explanation

Budget Expenses/Requirements

Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Other					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Total					
~ New	\$ 25,000.00	\$ 28,650.00		\$ 31,000.00	\$ 37,000.00
~ Existing	\$ 30,000.00	\$ 33,000.00	\$ 86,000.00	\$ 86,000.00	\$ 86,000.00

Cost/Funding Explanation

Budget Expenses/Requirements

		<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
B.	TOTAL - Expenses/Requirements (EXPENDITURES)	\$ 55,000.00	\$ 61,650.00	\$ 111,000.00	\$ 117,000.00	\$ 123,000.00

\$	467,650.00	Expenses Total over 5 Years (will pre-populate)				
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	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
A. TOTAL - Funding Sources (REVENUES)	\$ 59,040.00	\$ 149,568.00	\$ 255,840.00	\$ 369,984.00	\$ 495,936.00
B. TOTAL - Expenses/Requirements (EXPENDITURES)	<i>(55,000.00)</i>	<i>(61,650.00)</i>	<i>(111,000.00)</i>	<i>(117,000.00)</i>	<i>(123,000.00)</i>
BALANCE - (SURPLUS/DEFICIT)	\$4,040.00	\$87,918.00	\$144,840.00	\$252,984.00	\$372,936.00

March 19, 2021

Robert Goldstein
Office of the Provost
University of Louisville
Louisville, KY 40292

Bob,

We have been asked to provide a letter of support for the proposed Bachelor of Science in General Studies. We have completed a review of our available resources. Given the interdisciplinary nature of the program and that it will be offered solely online, we will need to expand our resources to support it. Accordingly, we request \$3,650 from the program in its first year to purchase the SAGE Research Methods Cases noted in our review, a copy of which is attached.

Please contact us if you have any questions or need additional information.

Sincerely,



Robert E. Fox, Jr.
Dean, University Libraries

CC: Rob Detmering
Linda Fuselier
Bruce Keisling
Claudene Sproles

13 May 2021

Re: Letter of support for the General Studies B.S. program proposal

Dear Committee Members:

I am writing in support of the proposal for a new Bachelor of Science program in General Studies to be housed in the A&S Dean's Office. The program is designed to provide a pathway to degree completion for adult learners who have some college credit hours accrued and are interested in workplace advancement and continued high quality liberal arts education. The new B.S. is novel in A&S because it incorporates prior learning assessment and leverages existing online programs and classes, including new skills-based certificates, offered throughout the university. This proposal was crafted by an experienced group of faculty and staff that have thoroughly explored the costs and benefits of such a program. Both the College and University will benefit from this program through increased tuition revenue from new students and through an enhanced relationship with our local community. The costs, including Dean's Office staff time and a program Director, are small relative to the tuition revenue predicted to be generated.

The proposed program is strategically aligned with our university mission to improve life in the Commonwealth, especially in the greater Louisville area. I look forward to its inception.



David Owen, Ph.D.
Interim Dean
College of Arts & Sciences
University of Louisville

We sent a request to seven institutions for feedback on our proposed curriculum. The email message we sent follows and subsequent pages show feedback received via email.

Dear _____,

As part of the Council on Postsecondary Education's proposal approval process for new degrees, I am writing to solicit your **feedback on the possibility of University of Louisville starting an online Bachelor of Science in General Studies**. Below is a table that compares our programs. While they are similar, UofL's does have some unique features that would make it a distinct offering. Further, we feel that given there are 81,000 adults with some college in the Louisville area, we will be mostly focused on the Louisville market. We also know there are 557,000 Kentuckians with some college and no degree, so our entry into the market with this degree should be an overall enhancement to the portfolio of degrees offered by the various institutions across the state and help the Council on Postsecondary Education achieve their goal "to raise the percentage of Kentuckians with a high-quality postsecondary degree or certificate to 60 percent by the year 2030."

After reviewing the program comparisons, **please let me know if you would agree with my assessment of the differentiators and whether you have any concerns.**

Could I request your feedback by **Friday, March 19**? Thank you in advance for your time and please let me know what questions you have.

Sincerely,

Dr. Linda Fuselier
Associate Dean, College of Arts & Sciences
Associate Professor of Biology

Wies, Jennifer <jennifer.wies@eku.edu>
Wed 3/10/2021 7:01 AM
To:

• Fuselier,Linda Catherine

CAUTION: This email originated from outside of our organization. Do not click links, open attachments, or respond unless you recognize the sender's email address and know the contents are safe.

Dear Linda,

Thank you so much for reaching out. EKU supports your efforts to begin this new degree program and offer new ways to degree attainment for Kentuckians.

Sincerely,
Jennifer

Interested in learning more about water insecurity in the global north? See my new article, "[As long as we have the mine, we'll have water](#)": [Exploring water insecurity in Appalachia](#) in the *Annals of Anthropological Practice*.

Jennifer R. Wies
Professor of Anthropology and Associate Provost
Eastern Kentucky University
Coates 111, 521 Lancaster Avenue
Richmond KY 40475
1-859-622-6208
[Jennifer.wies@eku.edu](mailto:jennifer.wies@eku.edu)

Treasurer and Executive Board Member | Society for Applied Anthropology

President | Association for Feminist Anthropology

Joshua Abboud <j.abboud@uky.edu>
Thu 3/11/2021 10:50 AM



To:

- Fuselier,Linda Catherine

CAUTION: This email originated from outside of our organization. Do not click links, open attachments, or respond unless you recognize the sender's email address and know the contents are safe.

Dear Dr. Fuselier,

Thank you for letting me know about your exciting plans. I reached out to the Associate Deans of A&S here at UK to find out what their thoughts on the matter were. The sense is that we are all in favor of seeing this degree move forward for you all. I am not concerned about any potential overlap; it seems there would be very little anyway, especially in terms of target populations. Most of our applicants come from students wanting to return to UK, with a few coming from other states. I think the pool is large enough to accommodate two programs like this anyway. We have had a surge of interest ever since we started this a few years ago, and it has grown into a sizable program. I wish you all the luck as you build your own program up. Please let me know if you have any other questions or concerns, or if there is something I can help you with.

Best,

Josh

Joshua Abboud, PhD
Assistant Professor | Writing, Rhetoric, and Digital Studies
Director of Bachelor of Liberal Studies
University of Kentucky

Dr. Fuselier,

Your summary seems accurate to us, and we have no concerns. Good luck,

Scott

Scott A. Davison

Interim Dean

[College of Arts, Humanities, and Social Sciences](#)

[Professor of Philosophy](#)

[Morehead State University](#)

[Associate Editor, Faith and Philosophy](#)

[Petitionary Prayer: A Philosophical Investigation](#)

[On the Intrinsic Value of Everything](#)

[More Information](#)

The General Studies group received comments from Sociology. Below, we respond (in blue) to those comments.

Here are some comments and questions raised by our Director of Undergraduate Studies, Bob Carini, and Undergraduate Advisor, Jonetta Weber:

First, while this proposed program clearly has the potential to benefit us as some students may decide to use the sociology minor as one of their focus areas (or take some of their electives from our online offerings), we do question how attractive this will actually be in practice. It seems complicated as a degree program, and we wonder if it would be difficult to describe/"sell" to a potential student.

Response from Committee: We understand that given all of these details it might be hard to imagine that the program will appeal to potential students. However, similar programs across the state (and nation) are large and growing. In fact, we designed it to be as flexible as possible so, the committee does not see it as complicated but rather, flexible. It is certainly not as complicated as some of our degree programs.

Second, regarding the target audience, we think clarification is needed to distinguish "returning adult learners who have earned college credits but stopped-out of college and do not have a bachelor's degree" with "current students who have accumulated credits but have not completed a structured degree program." Is this simply a distinction between prospective students and currently enrolled students; if so, what is meant by "completed a structured degree program"? Is the latter regarding those who had declared a major at some point?

Response from committee:

The admissions criteria as presented in the proposal state that participants: *"must be admitted to the University; to be admitted to the program, students must have a 2.0 or above GPA, at least 40 institutionally-accredited college credits completed followed by a break from college for at least 2 years (or four semesters, excluding summer terms)."*

This excludes students who have accumulated credits but did not finish a degree program and did not stop attending college for 2 years. The stipulation of having stopped out for 2 years excludes current students who have accumulated credits but did not find a path to degree. We do not expect that a General Studies degree student will have completed all of the credits toward a degree (that's the point of this program). The language was meant to distinguish between prospective students and current students and does not rest on having declared a major at any point. We removed the word "structured" to clarify the language in the proposal.

Third, at first glance, this program seemed like a diluted interdisciplinary program (where students choose two or three areas of concentration), but, upon further review, it appears to be more of a buffet-style approach and, ultimately, a degree that is granted after accumulating a rather wide variety of credits. Perhaps that is agreeable, particularly in light of budgetary problems, but (at the risk of sounding outdated) does this merit the awarding of the same bachelor's degree given to other students who have concentrated in at least one area and who have undergone more rigorous curriculum requirements (as mandated by their

major(s)? Minors and certificates are less rigorous and certainly do not allow for much reinforcement in the area of focus.

Response from committee: The intention of the program design is to appeal to adult learners who have some credits and need only complete additional credits to earn a degree. It is a General Studies program because completion does not represent a deep disciplinary dive but rather, a broad liberal arts education. The degree is meant to be especially flexible but also fulfill requirements that enable students to strengthen important workplace skills including communication, analysis, cultural diversity literacy, and critical thinking. The flexibility will appeal to those who could advance in their jobs by completing a degree but do not need the depth of a single disciplinary focused program. This is a different way to think of a college education and it fits the target population.

Also, apart from the 43 Cardinal Core (31) and A&S (12) hours, the remaining 77 credits do seem very “general.” A student potentially could take the two required General Studies courses (the 1-credit hour orientation course and the 3-credit CUE course), up to 27 Prior Learning Assessment (PLA) credits, two certificate programs at 9 credits each, and then up to 28 hours of general electives. Why not require students to focus one or two majors or two of the three divisions (social or natural sciences, or humanities) in addition to the completion of two minors – as opposed to taking so many general electives? (There are likely plenty of online courses available in each major and/or division.)

The committee considered several curriculum options and found several barriers to the one that is suggested here. We wanted to ensure that students would have access to online courses and be able to complete the program entirely online so, we focused on minors that are online. In fact, there are not enough online courses for any major in any division in A&S, especially at the 300+ level. Forcing students to complete all requirements for a major would likely be less appealing to adults with over 40 college credits already because they would likely have to take many lower level pre-requisite courses and ultimately add to the time and expense in college. Yes, students will be able to take a wide variety of elective courses, especially if they are awarded all of the possible PLA. But, again, that is part of the flexibility of the program and it’s “general studies” nature.

Fourth, perhaps this was included and we overlooked it, but will these students also be required to earn at least 50 hours at the 300+ level? A good portion of the 300+-level coursework is often built into the major (and, perhaps, supporting courses); will earning those 50 hours be more difficult to achieve given the nature of this program (without perhaps an advisor very closely monitoring the students’ coursework)?

General Studies students are expected to meet the same 300+ level requirement.

Fifth, regarding the CUE course, why use a 500-level designation – as opposed to a 400-level? The course would not also be considered for graduate credit (as a 500-level course would) and 400-level suggests senior-level, which seems appropriate. (Also, a 500-level course could be a deterrent for prospective students.) Further, why were we not provided a copy of

the CUE course syllabus? How does it compare to other CUE courses? Finally, if the students do have the option of taking a CUE other than the General Studies one, how well we would expect them to perform in a 400-level course designed for majors in that particular discipline as those students are leaving the program? Perhaps students are expected to take a CUE in one of the minor or certificate areas they have chosen, but that is not clear in the proposal. Even then, how well would a student perform in a CUE course in a discipline in which they have only taken 9 credit hours for a certificate?

We could use a 400-level CUE and can agree to change that in the proposal. All CUE courses must meet certain standards and ultimately, the A&S curriculum committee will make a decision about whether the proposed class meets those standards. Many minors have a CUE course as part of the required curriculum so, for some cases, Gen Studies students will complete a CUE in a particular discipline. One of the defining features of a CUE is that it *“Is undertaken after sufficient academic preparation e.g., after completion of at least 90 credits of coursework or key prerequisite courses.”* and the proposed CUE will require that student have completed 90 hrs.

Noles, Nicholas S
Wed 3/31/2021 9:38 PM

To:

- Fuselier, Linda Catherine

Hi Linda,

I presented the proposal in brief to our department. We have been working on a new hire and other time-intensive departmental issues, so the proposal did not receive much time (it was in a list of items that all ended up at the end of the meeting). No substantive comments were offered for or against the proposal.

Best,
-Nick

Nicholaus S. Noles, Ph.D.
Interim Undergraduate Psychology Program Director
Associate Professor
Department of Psychological & Brain Sciences
306 Life Sciences Building
University of Louisville
Office: 502-852-5955

Al Futrell <al@louisville.edu>
Wed 3/31/2021 9:45 PM

To:

- Fuselier, Linda Catherine

Cc:

- Heinecken, Dawn;
- Theriot, Nancy M.;
- Walker, Kandi L.;
- Mast, Benjamin T.

+3 others

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Linda: I am not sure I would make that assumption. We just today had a faculty meeting, and I asked them to think it over before they rushed to any decisions.

Al Futrell <al@louisville.edu>
Chair, Dept of Communication
University of Louisville
Louisville, KY USA
502 852 6976

Theriot,Nancy M.
Thu 4/1/2021 5:43 PM



To:

- Fuselier,Linda Catherine

Hi Linda,

After reviewing the actual proposal, I have no objections and have told Dawn I have none. I also said it would be important to have reps of the committee deciding how to count work/life experiences.

Just wanted you to know. /n.

Nancy M. Theriot
Professor and Undergraduate Director
Department of Women's, Gender & Sexuality Studies
University of Louisville
www.louisville.edu/wgs
502.852.8160

Song,Wei
Fri 4/2/2021 9:52 AM
Linda, Our faculty haven't had a chance to discuss the General Studies proposal yet. We will have a faculty meeting next Thursday. Wei

Fuselier,Linda Catherine
Fri 4/2/2021 8:41 AM



To:

- Futrell,Al;
- Heinecken,Dawn

Cc:

- Theriot,Nancy M.;
- Walker,Kandi L.;
- Mast,Benjamin T.;
- Noles,Nicholaus S.;
- Song,Wei;
- Gaughan,Andrea Elizabeth

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The "General Studies Program" that will go to faculty assembly is a new major in Gen Studies. What already exists is the GEN prefix for courses like GEN 101. Courses with the GEN prefix are not in any academic department but rather are in the Dean's office. Most of these are GEN 101 taught by A&S advisors but there are others such as an internship course, that are hardly ever offered (never, since I've been in the office??). What we didn't want to do was create many more GEN courses because we wanted the gen studies students to be generating SCH in departments rather than the dean's office (simultaneously, "rewarding" departments that have invested in online minors).

Linda Fuselier, Ph.D.
Associate Dean, Undergraduate Education
Associate Professor of Biology
College of Arts & Sciences
University of Louisville
Louisville, KY 40292



Al Futrell <al@louisville.edu>
Thu 4/1/2021 6:30 PM



To:

● Heinecken,Dawn

Cc:

- Fuselier,Linda Catherine;
- Theriot,Nancy M.;
- Walker,Kandi L;
- Mast,Benjamin T.;
- Noles,Nicholaus S;
- Song,Wei;
- Gaughan,Andrea Elizabeth

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I am a little curious about the "initiative" part of this -- but maybe I do not understand the term. When we received our SCH target figures I noticed that the General Studies program had generated over 5000 SCHs this year. So I guess we already have the program, so what it is that the Faculty Assembly will approve?

Al Futrell <al@louisville.edu>
Chair, Dept of Communication
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