

Application for a New Course v10.7

Consult with the program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	DMED 385
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Chad Abel
2	Course Instructor	TBD
3	Course Title	Digital Media Ethics and Regulations
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	College of Graduate and Professional Studies
6	Department or School	School of Undergraduate Studies
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)

16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	Addresses the ethical dilemmas and regulations that confront professionals in digital media such as copyright and regulations. The course also analyzes the intersection of personal faith and stories. Writing-intensive course.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	none
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	none
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? all
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? all
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years? all
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	SP1 2022
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating</i>	☒ No ☐ Yes If yes, provide rationale:

	<i>circumstances.</i>	
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	n/a

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course is a required course in the Bachelor of Science in Digital Media degree program that went through the CGPS Academic Council in June, 2020.

This is a new course in a new program proposal and therefore effects no programmatic changes.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

This course will be a singular course offering in the new Bachelor of Science in Digital Media program. Digital media topics involving ethical and moral choices will be taught. This course serves as an important source of law and regulation rules and will potentially affect all subsequent courses.

III. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.

This course is designed for students earning an online degree in the Bachelor of Science in Digital Media program. It is an essential writing intensive course that also addresses the ethical dilemmas and regulations faced in the media design industry . These students may be new to the field, or already working in the professional world, but have a responsibility to expand their new media skill-set ethically and lawfully. No prerequisites are required.

2. State the overarching course goal(s) in performance terms.

The goals of this course are to equip students, and future digital media designers, with an ethical framework and

morale underpinnings to draw upon when facing ethical dilemmas in relation to the digital media profession. Also, to develop a respectful knowledge of media related laws and regulations, and to develop industry standard writing for content and media production.

B. Student Learning Outcomes and Measurements

PO1 - Students will demonstrate understanding of theories and practices in the field of film & digital media productions.

- SLO 1.1 Students will articulate foundational concepts relating to the communicative practice of creating still and moving imagery for the purpose of delivering a story or message.

- SLO 1.3 Students will analyze and evaluate the theories and rationale behind content decisions in digital media productions.

PO2 - Students will exhibit prowess in the practice and art of story creation through the skills of filmmaking, photography, and graphic design.

- SLO 2.3 Students will analyze the impact of digital media creations on an audience and on society.

PO3 - Students will demonstrate respect and knowledge of the ethics and legal responsibilities involved in digital media creation.

- SLO 3.1 Students will gather or create media messages and stories in an ethical manner.
- SLO 3.2 Students will understand the law that governs creative endeavors and the use and creation of copyrights.

PO4 - Students will comprehend and eloquently articulate and critique their creative perspectives and creations.

- SLO 4.1 Students will comprehend the compelling influence of film or digital media to affect an audience's perception.
- SLO 4.4 Students will be confident in their interpersonal relationships and teamwork skills.

	Student Learning Outcome	Measurement
1	To discuss traditional ethics frameworks and regulations from history including the freedoms protected by the First Amendment to the Constitution of the U.S.A..	Discussion Questions and Assignments
2	To demonstrate understanding of ethical standards, and their application to digital media production, distribution, and consumption.	Discussion Questions and Assignments
3	To make informed judgments on ethical dilemmas based on ethics frameworks, personal faith traditions, and moral responsibility..	Discussion Questions and Assignments

4	To understand and abide by digital media regulations such as copyright laws.	Discussion Questions and Assignments
5	To present ethical dilemmas, and defend moral judgements through industry standard writing assignments for digital media formats.	Discussion Questions and Assignments

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Danto A. (2017) *Think/Point/Shoot: Media Ethics, Technology and Global Change*. Routledge.

eText ISBN: 9781317536390, 1317536398

Resources for the course will be determined by the Subject Matter Expert (in consultation with the Program Director) when the course is under development with the instructional design team.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a

	complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

If this course fulfills the Capstone requirement for ACU majors, please submit the Capstone Course Application as a supplement to your new course materials.

If this course is intended to fulfill Writing Intensive requirements, a syllabus must be reviewed by Cole Bennett before the council date. Include his supporting memo in the council folder.

DMED 385: Digital Media Ethics and Regulations

2020 Section DMED 385 3 Credits 07/10/2020 to 10/14/2020 Modified 09/10/2020

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the Bachelor of Science in Digital Media is to provide students with the knowledge, confidence, and technical skill to create world-changing stories that can take many forms: film, graphic design, marketing, and social media. Through a Christian perspective, these students will learn how stories can be impactful and will be prepared for several fields in the multifaceted industry of digital media.

Integration of Christian Faith

Within the College of Graduate and Professional Studies, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

Course Description

Addresses the ethical dilemmas and regulations that confront professionals in digital media such as copyright and regulations. The course also analyzes the intersection of personal faith and stories. Writing-intensive course.

Program and Student Learning Outcomes

Program Learning Outcome #1 - Students will demonstrate understanding of theories and practices in the field of film & digital media productions.

- SLO 1.1 Students will articulate foundational concepts relating to the communicative practice of creating still and moving imagery for the purpose of delivering a story or message.
- SLO 1.3 Students will analyze and evaluate the theories and rationale behind content decisions in digital media productions.

Program Learning Outcome #2 - Students will exhibit prowess in the practice and art of story creation through the skills of filmmaking, photography, and graphic design.

- SLO 2.3 Students will analyze the impact of digital media creations on an audience and on society.

Program Learning Outcome #3 - Students will demonstrate respect and knowledge of the ethics and legal responsibilities involved in digital media creation.

- SLO 3.1 Students will gather or create media messages and stories in an ethical manner.
- SLO 3.2 Students will understand the law that governs creative endeavors and the use and creation of copyrights.

Program Learning Outcome #4 - Students will comprehend and eloquently articulate and critique their creative perspectives and creations.

- SLO 4.1 Students will comprehend the compelling influence of film or digital media to affect an audience's perception.
- SLO 4.4 Students will be confident in their interpersonal relationships and teamwork skills.

	Student Learning Outcome	Measurement
1	To discuss traditional ethics frameworks and regulations from history including the freedoms protected by the First Amendment to the Constitution of the U.S.A..	Discussion Questions and Assignments
2	To demonstrate understanding of ethical standards, and their application to digital media production, distribution, and consumption.	Discussion Questions and Assignments
3	To make informed judgments on ethical dilemmas based on ethics frameworks, personal faith traditions, and moral responsibility..	Discussion Questions and Assignments
4	To understand and abide by digital media regulations such as copyright laws.	Discussion Questions and Assignments
5	To present ethical dilemmas, and defend moral judgements through industry standard writing assignments for digital media formats.	Discussion Questions and Assignments

☰ Course Requirements

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.

- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred at ACU. Students may speak to someone confidentially by contacting the ACU Counseling Center.

ACU Online Student Handbook

The current version can be found [here](https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY) (https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for

students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment.

Letter grades correspond to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
89.5% - 100%	A
79.5% to <89.5%	B
69.5% to <79.5%	C
59.5% to <69.5%	D
0% to <59.5%	F

📅 Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: September 9, 2020
TO: Dr. Joe Feliciano
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for DMED 385 – Digital Media Ethics and Regulations

After reviewing the course application, the Library can support the proposed course. Please contact Dr. Melissa Atkinson, Online Learning Librarian, if additional resources are needed to support the course.

Application for Writing Intensive Course for Existing Course

Course Subject and Number ____DMED 385_____

Course Name _____Digital Media Ethics and Regulations_____

Contact Person _____Dr. Joe Feliciano_____

For WI courses:

Explain the writing intensive nature of the course, addressing (1) types of writing students do (expository, analytical, scientific, etc.) and (2) opportunities for students to develop their writing skills (feedback, revisions, sequenced assignments, etc.)

Writing Intense Assignments

1. Each week you will complete a writing assignment that will serve as the text of a industry standard digital media piece that you will then produce. The topic of each writing assignment will be a selected ethical, moral, or law and regulation related issue.
2. Your rough draft will be read by the instructor who will provide feedback for improvement.

Your final product for each week will be presented to the class for critique through that week's discussion board.

Each writing assignment must use at least 3 outside sources for information, and they must be cited correctly.

All written assignments will be submitted using APA formatting and writing style.

Type of Writing	Format of Writing	Topic of Writing	Digital Media Piece to Produce	Minimum Number of Words
W1. Argumentative	Article with illustrations	Censorship on the web.	Digitally created magazine for print.	500
W2. Expository	Essay with illustrations	A current digital media ethical dilemma of your choice.	Publish on an online blog site of your choice (Wordpress, Wix, etc.)	500
W3. Expository	Script	Loss or privacy and mass surveillance.	3 minute, short form documentary	500

			video.	
W4. Persuasive	Script	Cancel culture online.	90 Second public service commercial video	500
W5.- W7. Expository and/or Argumentative (3 week project)	Research paper/script	A media related ethical or moral dilemma of your choice. You must show both sides of the dilemma.	6-12 minute short form documentary video.	1500
“	“	“	“	“
“	“	“	“	“

- b) select critical sources (not every source should justify the conclusion)
- c) use proper citation style
- d) cite sources when necessary
- e) properly paraphrase
- f) critically synthesize sources to develop your argument
- g) make connections between the chosen topic and former learning experiences
- h) connect the topic with past experiences or future trends (in society or digital media).

Explain how your course or courses will meet these assignments:

- Has writing assignments as at least 30% of the course grade

Deliverable	Week	Type	Points
Getting to Know Your Class	1	Discussion	5
Writing Workshop	1	Discussion	20
Argumentative Article for digital magazine: Censorship on the web.	1	Assignment	100
Class Writing Workshop: Critique	2	Discussion	25
Expository Essay for Online Blog: A current digital	2	Assignment	100

media ethical dilemma of your choice.			
Class Writing Workshop: Critique	3	Discussion	25
Expository Script for Short Video: Loss or privacy and mass surveillance.	3	Assignment	100
Class Writing Workshop: Critique	4	Discussion	25
Persuasive Script for short video commercial: Cancel culture online.	4	Assignment	100
Class Writing Workshop: Critique	5	Discussion	25
Expository and/or Argumentative Research Paper/Script: A media related ethical or moral dilemma of your choice. You must show both sides of the dilemma. Documentary Video	5	Assignment	100
Class Writing Workshop: Critique	6	Discussion	25
(continued) Expository and/or Argumentative Research Paper/Script: A media related ethical or moral dilemma of your choice. You must show both sides of the dilemma. Documentary Video (Rough Draft)	6	Assignment	150
Class Writing Workshop: Critique	7	Discussion	25
(continued) Expository and/or Argumentative Research Paper/Script: A media related ethical or moral dilemma of your choice. You must show both sides of the dilemma. Documentary Video (Final Dra)	7	Assignment	175
		Total Points	1000

Guidelines for Writing-Intensive Courses

Definition of WI Courses

Writing-Intensive courses integrate instruction and practice in writing into upper-level content courses to assist students in becoming effective writers in a specific discipline. They provide a variety of contexts for writing, both formal (for example, research papers, laboratory reports, and book reviews) and informal (for example, journals, in-class responses to readings, and writing-to-learn activities). They help students to understand the writing process, expectations of writers in diverse settings, and key concepts about written discourse in their discipline.

Nature of the WI Course

In recognizing the diversity of the various disciplines that offer Writing Intensive (WI) courses, we do not believe we can formalize a required number of papers or words written in one semester. Instead, we wish to emphasize that a WI course needs to include writing in the overall course philosophy. Thus, we make the following recommendations:

- The class should be capped at 25 students to allow for the commitment of time and energy that an instructor must make to ensure that a class is truly writing intensive.
- The class should be a junior/senior level course, required by all majors, and be taught within the major.
- The syllabus should indicate that this course is designated as a WI course and writing should be listed as a course competency.
- Each program should identify its WI course in the University catalog.
- The instructor needs to use multiple approaches to writing in a course, such as writing to communicate, writing to learn, or writing to evaluate student progress.
- The instructor should include instruction about the writing process, such as finding sources (if research paper), drafting, peer or instructor review, revision, and regular feedback about writing.
- Writing should be included as a percentage of the course grade (at least 30%). Most disciplines would be expected to do more. This means that writing is used in the evaluation of students (out-of-class written assignments, in-class essay exams, daily grades/informal writing, etc.)

Expectations of WI Instructors

- Instructors should be full-time faculty with appropriate terminal degree or comparable experience. This recommendation recognizes that one goal of WI courses is to teach students the disciplinary expectations of writing in their field.
- Instructors should seek to be informed about the writing abilities of students that are relevant to potential employers. This means that instructors should ask “what kinds of writing will students be asked to do in their jobs?” and “how can instructors incorporate these writing tasks in their classes?”

- Instructors should seek to be informed about writing instruction by attending campus workshops, reading about WAC, or learning about writing instruction within their own disciplines.
- Instructors should identify and refer students who need additional help with writing to the LEC or Writing Center.
- Instructors should self publish their syllabus on the web or send a copy to WAC committee for publication on the WAC web page.

Approved 4-21-99
laura.carroll@acu.edu



Joe Feliciano Jr. <jlf19a@acu.edu>

Writing Intensive application for council

Joe Feliciano Jr. <jlf19a@acu.edu>
To: Cole Bennett <cole.bennett@acu.edu>

Thu, Sep 10, 2020 at 2:42 PM

That is great, thank you!
Have a great day!
Thank you again for your speedy response. I'm working with the assistant dean on these now so it helps a lot.

Thanks again!
Joe

On Thu, Sep 10, 2020 at 2:40 PM Cole Bennett <cole.bennett@acu.edu> wrote:

Yes, that makes sense. The application for a Writing Intensive course has the details I need, and I approve the course under those specifics.

CB

On Thu, Sep 10, 2020 at 1:28 PM Joe Feliciano Jr. <jlf19a@acu.edu> wrote:

Hi Cole,
Thank you for looking at this so quickly.
I don't see what you mean. Can you be more specific? Since the course has not been developed yet we usually don't require the SME's to map the assignments to SLO's at this point because when they actually create the course they will map directly to the course outcomes which ultimately will map back to the SLO's. The SME that created this application will more than likely be the SME that creates the course so he provided a little more specifics than usual but some of those may change a bit once the course has been fully developed.
Does that make sense?
Let me know what you think.
Thanks,
Joe

On Thu, Sep 10, 2020 at 2:07 PM Cole Bennett <cole.bennett@acu.edu> wrote:

Hi Joe,

Your WI application is sound, but I'm a bit confused that none of the writing assignments are attached to the SLOs in the course application; each SLO is met by discussion questions only. Am I misreading it?

Also, attached is an updated Memo for WAC courses that has better language.

Cheers,

CB

On Thu, Sep 10, 2020 at 12:51 PM Joe Feliciano Jr. <jlf19a@acu.edu> wrote:

Dear Cole,

Joe Feliciano here again. This time I am the acting Program Director for the Digital Design program or I'm acting like a program director. One of those :)

In the design program DMED 385 is the writing intensive course. Attached are the documents that we have created to support that.

Please review them at your earliest convenience. We are compiling the documentation for the council meeting. Please let me know if there is anything else I can provide.

Thank you very much.
Have a great day.
Joe



Dr. Joe Feliciano

Program Director for Online IT Programs - College of Graduate and Professional Studies

JLF19a@acu.edu | M 214.305.9437

Abilene Christian University

16633 Dallas Parkway, Suite 800
Addison, Texas 75001

B. Cole Bennett, Ph.D.
Professor and [Writing Center Director](#)
Dept. of Language and Literature
Abilene Christian University
325.674.2406



Dr. Joe Feliciano

Program Director for Online IT Programs - College of Graduate and Professional Studies

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B. Cole Bennett, Ph.D.
Professor and [Writing Center Director](#)
Dept. of Language and Literature
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Dr. Joe Feliciano

Program Director for Online IT Programs - College of Graduate and Professional Studies

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Abilene Christian University

16633 Dallas Parkway, Suite 800
Addison, Texas 75001

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: DMED 385

or Degree Plan(s):

Circle the number that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G or G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--

4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	A	A	A	A
2.	Admission requirements	--	--	A	--	A	A	A	A

Program Director/Department Chair

Dr. Joe Feliciano

Sep 10, 2020

Joe Feliciano, Jr.

Date

Dean(s)

Joe L. Cope

Sep 10, 2020

Joe L. Cope

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes, Provost

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date