

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

c

Course Number COMM 225 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

The Department of Communication and Sociology would like to add COMM 225 to all of our degree plans. ePortfolios are being implemented throughout the communication major. This is the foundational course in which students will learn how to design ePortfolios. Additionally, because communication studies does not provide a clear path to a career, many communication majors struggle to identify and develop career goals. This course seeks to fill this gap by providing a platform for students to discover, articulate, and connect their interests and passions to a variety of communication-related careers. This course also provides majors with a platform to develop essential employment-related skills related to personal branding, interviewing, and resume and cover letter writing. Not only do communication majors need these skills for post-graduation employment, but they also need them to be competitive applicants for professional internships, a requirement of COMM 499 (Communication Internship). Note that this course replaces COMM 230 (Interview Communication) as the career portion of the interviewing course was not extensive enough for our needs, and there was no room to add an ePortfolio component to COMM 230.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 _____ <i>Signature</i>	_____ 9-11-2020 <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
 _____ <i>Signature</i>	_____ 09/18/2020 <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
 _____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	COMM 225
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Lynette Sharp Peña
2	Course Instructor	Lynette Sharp Peña
3	Course Title	Communicating Professional Identity and ePortfolios
4	Course Abbreviation for Banner if title is more than 30 characters	Pro Identity and ePortfolios
5	College	Arts and Sciences
6	Department or School	Communication and Sociology
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	45
8b.	Number of contact hours – lab/activity	n/a
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	20
17	Catalog Description (50 words or less)	Students explore communication career paths while learning how to create a professional identity and use written and oral communication to persuasively promote their brand through social media, interviews, and ePortfolios. There are no prerequisites.
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-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes all If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	2021
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 circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
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: COMM 240.01, Fall 2020, 24 students
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-D.</i>	Note from chair: Résumé and cover letter writing are a small part of COMM 499, the internship course. However, students learn the basics in the proposed course. There is also some overlap with COMM 343. However, COMM 343 is only required in one concentration, and the instructor is working on adapting the course to either extend or replace employment interviewing content taught in the new course.

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.

COMM 225 is required in the communication core under “Career Preparation” and takes the place of COMM 230, Interview Communication.

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

ePortfolios are being implemented throughout the communication major. This is the foundational course in which students will learn how to design ePortfolios. Additionally, because communication studies does not provide a clear path to a career, many communication majors struggle to identify and develop career goals. This course seeks to fill this gap by providing a platform for students to discover, articulate, and connect their interests and passions to a variety of communication-related careers. This course also provides majors with a platform to develop essential employment-related skills related to personal branding, interviewing, and resume and cover letter writing. Not only do communication majors need these skills for post-graduation employment, but they also need them to be competitive applicants for professional internships, a requirement of COMM 499 (Communication Internship). Note that this course replaces COMM 230 (Interview Communication) as the career portion of the interviewing course was not extensive enough for our needs, and there was no room to add an ePortfolio component to COMM 230.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Sophomore communication majors, no prerequisites

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

Students will explore a variety of communication careers, create a professional development plan for the career of their choice, and develop an array of applied communication skills to assist them in landing an entry-level job in their preferred career.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Discover, articulate, and connect interests and passions to career through a series of exploration exercises.	Daily grade assignments
2	Create a possible communication-related career path that will assist students in reaching post-graduation goals.	1. Professional development plan 2. Professional internship report 3. Information-gathering interview
3	Demonstrate professional oral and written communication skills by creating and promoting your personal brand through a variety of communication channels.	1. LinkedIn profile 2. Traditional resume, cover letter & thank-you letter 3. Mock employment interview 4. Professional ePortfolio & presentation
4	Demonstrate ability to perform career-related skills through written reflection.	1. STAR skill reflection #1 2. STAR skill reflection #2 (peer review) 3. STAR skill reflection #3

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:

Required Books (for purchase):

Gebhard, N., McAllister, B., & Marriner, M. (2020). *Roadmap: The get-it-together guide for figuring out what to do with your life* (2nd ed.). Chronicle Books.

Williams, R. (2015). *The non-designer's design book: Design and typographic principles for the visual novice* (4th ed.). Peachpit Press.

Additional Resources (free articles and podcasts):

Chaudhry, A. (2020, March 19). The do's and don'ts of videoconferencing: How not to embarrass yourself on Zoom. *The Verge*. <https://www.theverge.com/2020/3/19/21185472/video-confere-call-tips-zoom-skype-hangouts-facetime-remote-work>

Forbes Agency Council. (2016, August 31). 10 personal brand tips for college grads entering the workforce. *Forbes*. <https://www.forbes.com/sites/forbesagencycouncil/2016/08/31/10-personal-brand-tips-for-college-grads-entering-the-workforce/#3c44d8853b0e>

Jolda, L. (2019, October). Rock your LinkedIn profile. *LinkedIn Learning*. <https://www.linkedin.com/learning/rock-your-linkedin-profile/connect-to-opportunity-with-linkedin?u=41907252>

O' Brien, S. (2018, August 10). Employers check your social media before hiring. Many then find reasons not to offer you a job. *CNBC*. <https://www.cnn.com/2018/08/10/digital-dirt-may-nix-that-job-you-were-counting-on-getting.html>

Roberts, A. & Robbins, J. (Hosts). (2016, May 29). Resumes (No. 2) [Audio podcast episode]. In *Level up*. Dialogue FM. <https://soundcloud.com/user-975608875-213211814/episode-02-cover-letters?in=user-975608875-213211814/sets/level-up-podcast-from-dialog-fm>

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	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental 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.
8	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.
9	Justification — Attach any documents to which you refer in Section II-B.

Communicating Professional Identity and ePortfolios, COMM 225.01

Abilene Christian University

Dr. Lynette Sharp Penny

Fall 2020, TR 1:50-3:10 p.m., BSB 121

Office: Sherrod 128

Telephone: 674-2136 (office)

E-mail: sharp.penny@acu.edu

Mailing Address: ACU Box 28156

Office Hours: MWF 9:30-11:00 a.m., MW 1:30-2:30 p.m., & by appointment (see office hours policy below)

Masking & Social Distancing Policy

Abilene Christian University is committed to providing a safe educational environment for all students, faculty, and staff. In order to create the healthiest environment possible, students and instructors must properly wear face coverings over their mouths and noses while in ACU buildings and while in the classroom. In addition, social distancing should be maintained within all classroom environments. **Eating and drinking are not allowed in the classroom. Please note that a face shield may be worn with a mask, but it is not an acceptable substitute for a mask.**

Any student who does not bring a face covering or refuses to wear one will be dismissed from class and be considered absent. If a student who is not wearing a face covering refuses to leave class, the instructor may dismiss in-person class for that day. A student who refuses to wear a face covering will be subject to disciplinary action through the Student Handbook.

Mission Statements:

ACU Mission: "To educate students for Christian service and leadership throughout the world."

College of Arts and Sciences Mission: "The mission of the College of Arts and Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers."

Department of Communication & Sociology, Division of Communication Mission: "To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing, and advocating ideas, people, organizations, and cultures."

About the Course:

Unique Christian Perspective: Various places in scripture use the potter metaphor – God is the potter and we are the clay. God constantly molds us throughout our lives. In this course, I will ask you to consider how God has made you and who God has made you to become. I will encourage you to let go of the constraints those around you have placed on you, the doubts you have about yourself, and the fears you find inside of you. I will ask you to answer the question, "How will I make a living that is

consistent with my identity?”¹ I will ask you to seek wisdom from those who encourage and inspire you to use your talents to flourish. I will ask you to answer this question: “How will you see your future work not just as a career but as a vocation – a calling that brings your life meaning, purpose, and significance?”

Catalog Description, Audience, and Pre-requisites: COMM 225 (3-0-3) is offered each Fall and is a lower-division, undergraduate course that is part of the career preparation portion of the communication core required for all communication majors. As indicated in the course catalog, students explore communication career paths while learning how to create a professional identity and use written and oral communication to persuasively promote their brand through social media, interviews, and ePortfolios. There are no prerequisites.

Course Rationale & Goal: The purpose of this course, along with those in the career portion of the communication core, is to develop skills to prepare you for success in your career. In this course, you will explore a variety of communication careers, create a professional development plan, and develop an array of applied communication skills to assist you landing an entry-level job in your preferred career. An important aspect of this course is creating a preliminary professional ePortfolio. You will use the tools you learn in this course to continue to develop your ePortfolio throughout the communication curriculum. Ultimately, you will use your ePortfolio to showcase your skills and knowledge to potential employers. **Career-related skills you will develop in this course include oral and written communication, critical thinking, and digital technology.**

The course goal will be satisfied by meeting the following competencies:

Course Competencies	Measurement Instruments
Discover, articulate, and connect interests and passions to career through a series of exploration exercises.	Daily grade assignments
Create a possible communication-related career path that will assist students in reaching post-graduation goals.	Professional development plan Professional internship report Information-gathering interview
Demonstrate professional oral and written communication skills by creating and promoting your personal brand through a variety of communication channels.	LinkedIn profile Traditional resume, cover letter & thank-you letter Mock employment interview Professional ePortfolio & presentation
Demonstrate ability to perform career-related skills through written reflection.	STAR skill reflection #1 STAR skill reflection #2 (peer review) STAR skill reflection #3

Format of the Course:

This is a hybrid course that uses a flipped classroom model. This means that some of our class meetings will be virtual through Zoom and others will be face-to-face in the classroom. Regardless of our meeting location, you will be responsible for preparing for class (completing readings, watching videos, doing

¹Schwehn, M. R. & Bass, D. C. (Eds.). (2006). *Leading lives that matter: What we should do and who we should be*. Wm. B Eerdmans Publishing Co.

daily grade assignments) so that we can use class time to reflect on your experiences, develop your skills through workshops, and interact with speakers. The daily grade assignments you work on throughout the semester both outside and inside of class will be the building blocks for major course projects. Please reference the weekly modules in Canvas to learn when we will meet virtually through Zoom and when we will meet in the classroom.

Required Books (for purchase):

Gebhard, N., McAllister, B., & Marriner, M. (2015). *Roadmap: The get-it-together guide for figuring out what to do with your life* (2nd ed.). Chronicle Books.

Williams, R. (2020). *The non-designer's design book: Design and typographic principles for the visual novice* (4th ed.). Peachpit Press.

Additional Resources (free articles and podcasts):

Chaudhry, A. (2020, March 19). The do's and don'ts of videoconferencing: How not to embarrass yourself on Zoom. *The Verge*. <https://www.theverge.com/2020/3/19/21185472/video-confere-call-tips-zoom-skype-hangouts-facetime-remote-work>

Forbes Agency Council. (2016, August 31). 10 personal brand tips for college grads entering the workforce. *Forbes*. <https://www.forbes.com/sites/forbesagencycouncil/2016/08/31/10-personal-brand-tips-for-college-grads-entering-the-workforce/#3c44d8853b0e>

Jolda, L. (2019, October). Rock your LinkedIn profile. *LinkedIn Learning*. <https://www.linkedin.com/learning/rock-your-linkedin-profile/connect-to-opportunity-with-linkedin?u=41907252>

O' Brien, S. (2018, August 10). Employers check your social media before hiring. Many then find reasons not to offer you a job. *CNBC*. <https://www.cnbc.com/2018/08/10/digital-dirt-may-nix-that-job-you-were-counting-on-getting.html>

Roberts, A. & Robbins, J. (Hosts). (2016, May 29). Resumes (No. 2) [Audio podcast episode]. In *Level up*. Dialogue FM. <https://soundcloud.com/user-975608875-213211814/episode-02-cover-letters?in=user-975608875-213211814/sets/level-up-podcast-from-dialog-fm>

Course Requirements and Policies:

1. **Preferred method of contact:** The best way to contact me is through email. I will generally reply to email sent on a weekday within 24 hours. I will respond to email sent on the weekend on the following Monday.
2. **Office hours:** I look forward to meeting with you virtually or outside this semester. You can request a meeting with me during my office hours (MWF 9:30-11:00 a.m. and MW 1:30-2:30 p.m.). If you would like to meet with me outdoors or at another time, please contact me by email. To reserve a 30-minute time slot, scan the QR code below.



3. **Course Communication:** All written course documentation (e.g., syllabus, assignments, etc.) will be available on Canvas. Additionally, you will be able to communicate with me and other students through Canvas. You will receive email from me and other students periodically. Therefore, you should check your ACU email account on a regular basis. If you do not use your ACU email account, you need to forward your ACU email to whatever account you use. If you need help in forwarding your email, please contact Team55.
4. **Virtual Meeting Conduct:** All communication that occurs during Zoom meetings should be **professional** and contribute to a good learning environment. This includes the following:
 - Be attentive and on-task during all virtual meetings,
 - Focus on the person speaking by selecting “Active Speaker View” rather than “Gallery View,”
 - Be ready to contribute when called on,
 - Raise your hand and/or identify yourself by name when you want to comment or ask a question,
 - Call on people by name when you want them to comment or participate,
 - Wear appropriate clothing for the day’s activities (casual or business casual, never pajamas),
 - Join Zoom before class starts and remain in Zoom for the entire class meeting,
 - Sit in a quiet, distraction-free environment (not your bed) throughout the meeting,
 - Have your video camera on during the entire class meeting, and
 - Actively contribute to group daily grade assignments in breakout rooms and on shared Google docs.
5. **Participation:** You demonstrate your **professionalism** and **commitment to learning** by fully participating in this course. Full participation means engaging all course content – whether through readings, videos, class lectures/discussions, assignments, or in-class activities. These items will not only provide you with information about major concepts but will also allow you the opportunity to experience these concepts.

In addition to the items I’ve already listed, **it is imperative that you ask questions when information is not clear.** When we meet through Zoom or you watch a video I’ve created, I will not know if information is unclear unless you ask a question.

If you are absent from class meetings, your absence will have a significant negative effect on your ability to learn course content and develop career-related skills. Therefore, you should attend all class meetings (through Zoom or in person) and be on time. You are responsible for any information you miss if you are absent. If you are unable to attend an in-person

class meeting, due to COVID-19, another illness, or family emergency, you may participate via Zoom (see policy below for due dates).

6. **Due Dates and Wellness:** When you submit work on or before the deadline, you demonstrate **professionalism**, an important attribute for career success. To that end, you should submit all work by the deadline. In addition, you will receive feedback from me when you submit your work. Because many of the assignments build upon each other, my feedback will give you the tools you need to improve your work product as you progress throughout the course. Submitting your work on time is an essential part of your learning experience and an important part of your success. If you are required to quarantine or isolate due to COVID-19, you should contact Wildcat Care or the MACCC. This will result in me being notified by SOAR regarding your status (quarantine or isolation), a requirement in order for me to consider extending an assignment deadline.

You should submit your work through Canvas by the original deadline if a) you need to quarantine or b) you are required to isolate and are either asymptomatic or experiencing mild to moderate symptoms. **You may submit work late only under the following circumstances:**

- a) You are isolating and experiencing severe COVID-19 symptoms,
- b) You are having a medical emergency or have been directed by a physician not to attend class due to illness (medical documentation required), or
- c) You have a documented family emergency.

All assignments missed for one of these three reasons will be due within one week of your return to class. Otherwise, it will not be accepted for credit. If you will be absent for a university-sponsored activity on the day an assignment is due, you must turn in the assignment before you leave, or it will not be accepted for a grade.

7. **Assignments:** The following is a short synopsis of each type of assignment. These assignments will be used to assess course competencies. Complete descriptions of each assignment are on Canvas. To view a day-by-day schedule of topics and assignments, click on the “Syllabus” link in Canvas.

- **Daily Grade Assignments**

Your participation is a vital aspect of this course as you engage in self-reflection, practice various career-related skills, and network with alumni during classroom discussions. To that end, your participation will be graded with daily grade assignments both inside and outside of the classroom throughout the course. Throughout the semester, we will meet through Zoom or in person during our regularly scheduled class time. It is important that you complete all assigned work (readings, videos, assignments) prior to each class meeting so you can discuss and apply concepts during our class meetings.

- **Professional Development Plan**

In the professional development plan assignment, you will create your personal brand by answering three questions: 1) Who are you, 2) Who would you like to become, and 3) How will you get there? To answer these questions, you will engage in self-reflection (e.g., Roadmap exercises, Clifton Strengths, Sokanu career test, survey friends and colleagues, etc.), explore various communication-related careers (e.g., create roadmaps and view

Leader videos, Bureau of Labor Statistics data, Sokanu information, etc.), assess your fit for these careers, and identify specific steps you will take to prepare yourself to be a competitive applicant for a job you would like to have in the next five years in one of these career fields (e.g., courses, co-curricular activities, work/internship, volunteer, etc.).

- **LinkedIn Profile (STAR: written communication skills; digital technology skills)**
LinkedIn is the primary social media platform professionals use to network today. Therefore, it is important for you to learn how to create and promote your personal brand through LinkedIn.
- **Information-Gathering Interview (STAR: oral and written communication skills, critical thinking skills)**
To network and gain insight into a possible future communication-related career, you will interview an ACU alum about their career and what you can do to prepare for success in a similar career.
- **Professional Internship Report**
Internships are valuable tools for career preparation. Based on your professional development plan, you will identify and explore several internships that will help prepare you for a future communication-related career of interest.
- **Employment Interview (STAR: oral and written communication skills; critical thinking skills)**
To develop your skill in promoting your personal brand, you will participate in a mock interview from both the applicant and recruiter perspectives. In this assignment, you will also create a resume, cover letter, and thank-you letter. In addition, you'll evaluate the applicant's interview performance.
- **Professional ePortfolio Project (STAR: digital technology skills)**
To develop your skills in networking and promoting your personal brand, you will create and disseminate an ePortfolio through WIX or another free website builder. You will work on this project throughout the semester, including creating STAR reflections in which you reflect on career-related skills. This project will culminate in a presentation at the end of the semester.

8. Grading:

<u>Assignment</u>	<u>Weight</u>	<u>Grading Scale</u>
Daily Grade Assignments	10%	90%-100% = A
Professional Development Plan	10%	80%-89% = B
LinkedIn Profile	10%	70%-79% = C
Information-Gathering Interview	10%	60%-69% = D
Professional Internship Report	10%	Below 60% = F
Employment Interview	20%	
Professional ePortfolio Project	30%	

9. **Group Work:** High-quality group participation and work is a mark of **professionalism** and will enhance your **reputation** – both in your career and in the classroom. Similar to expectations in a professional work environment, you are expected to equitably contribute

to any group assignments throughout this course. Any work you produce for a group assignment should be your best work as your work affects your reputation, and the rest of the team is relying on you. Any student who contributes low-quality work or does not fairly contribute to a group assignment will receive a grade reduction (up to a zero) for the assignment. You must be present and actively participate during group discussions and complete any work you have been assigned by the group to receive credit for any work produced by the group. Accepting credit for group work that you did not complete or to which you did not equitably contribute is a violation of the academic integrity policy (see below).

10. **Academic Integrity:** A zero-tolerance policy is in force regarding academic dishonesty. “Violations of academic integrity and other forms of cheating,” as defined in ACU’s Academic Integrity Policy, “involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying.”

More specifically, the Policy defines academic integrity 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, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.”

According to the Policy, “Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.” The full Academic Integrity Document is available for review [here](#).

Specific examples of academic dishonesty in this course include, but are not limited to, the following:

- ✓ Using others' ideas and words without proper documentation (i.e., failing to cite original sources of information);
- ✓ Using other students' work as your own (e.g., a previous student's work);
- ✓ Accepting credit for a group project in which you did not participate or to which you did not contribute equitably.
- ✓ Falsifying information (e.g., fabricating information about yourself or an interview you’ve conducted outside of class);
- ✓ Sharing, giving, and/or showing any written work you have completed to another student when it is an individual assignment (e.g., STAR reflections, interview questions or answers, etc.);
- ✓ Working with another person on an assignment when it is an individual assignment; and

- ✓ Allowing another person to copy your work in part or in whole.

Any degree of academic dishonesty will result (at the least) in an automatic zero for the assignment. Any subsequent academic dishonesty will result in a failing grade for the course. All instances of academic dishonesty will be reported. See the full university policy, including how to appeal a decision, by following this [link](#).

11. **ACU ADA 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 the Alpha Scholars Program office directly at 325-674-2667."
12. **ACU anti-harassment policy:** "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 of 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. See the full university policy by following [this link](#)."

The instructor reserves the right to make necessary changes in the syllabus as the semester progresses.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: September 15, 2020
TO: Dr. Lynette Sharp Penya
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Syllabus for COMM 225 – Communicating Professional Identities and ePortfolios

After reviewing the course syllabus, the library should be able to adequately support the proposed course. If additional resources that are needed for the course. Please contact our Library Acquisitions Coordinator Holly Dameron at hxd16b@acu.edu .

Thank you for letting us examine the course syllabus.

Dr. Lynette Sharp Penya
ACU Box28156
Sharp.penya@acu.edu

September 2, 2020

Re: Review of COMM225

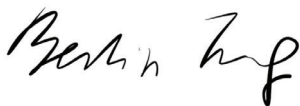
Dear Dr. Penya,

Thank you for submitting the application for course COMM225: *Communicating Professional Identity and ePortfolios*. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements except that you may need to add credit hours and the intended audience. You can make the changes yourself. There is no need to bring the syllabus back for another review.

I also find the syllabus to be exemplary in addressing concerns related to learning during the pandemic. For instance, you put a lot of thought to requirements about Zoom, participation, assignment deadline, and mask requirements.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Bernice Sharp". The signature is fluid and cursive, with the first name "Bernice" and the last name "Sharp" clearly distinguishable.

Director of Instructional Design
Adams Center