Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Human Sciences
   Department: College of Human Sciences

2. Course Prefix and Number: HUSC 5940
   3. Effective Term: Fall 2012

4. Course Title: Study and Travel in Human Sciences
   Abbreviated Title: Study Travel

5. Requested Action:
   - [ ] Renumber a Course
   - [X] Add a Course
   - [ ] Revise a Course

6. Course Credit:

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/cr</td>
<td>Lecture/Study Travel</td>
<td>term</td>
<td>1-6</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Credit Hours: 1-6

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [X] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   P: Junior or senior standing
   P: Application required, additional requirements may apply.

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [X] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Provide students with opportunities to reach beyond the classroom to study topics that are relevant to human sciences and quality of life issues.

11. May Count Either: or
    (Indicate if this particular course cannot be counted for credit in addition to another)
    - Program Type
    - Program Title
    - Requirement or Elective?

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    - Program Type
    - Program Title
    - Requirement or Elective?

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - [ ] Applicable
   - [ ] Not Applicable
14. Justification:

The College of Human Sciences (CHS) is a vibrant, engaging, intellectual environment where the best and the brightest study with outstanding faculty who demonstrate the caring concern so important to the human sciences. The focus of CHS is "students first" with the goal of producing socially responsible leaders for the ever-changing world. The CHS faculty and staff are committed to providing world-class education that requires each student to reach beyond the classroom to gain practical experiences and a realistic perspective of one's place in the world. Our goal is to help every student become more tolerant, value all people as individuals, and recognize the unique strengths of diverse cultures in existence around the globe.

To further the mission of the College of Human Sciences, this course has been designed to offer our students the opportunity to reach both beyond the classroom to study topics on site that have relevance to human sciences and quality of life issues.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

No additional resources are needed.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

NOTE: Study and travel experiences will vary. One example is provided for curriculum committee purposes.

After taking this course, students should have:

- deeper understanding of quality of life issues;
- increased ability to function effectively in a professional setting;
- increased understanding of the history and importance of the place they have visited;
- increased awareness of how one’s area of study functions in the context of related disciplines;
- increased recognition of how the above goals (and related skills) are necessary to a quality 21st century education.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Below is one example of a 2 credit hour course that would fit under this course number. Specifically, this is a New York study tour with an on-campus preparation portion and an intensive week in New York. The course will include five 2-hour meeting times during Fall semester and a six-day intensive experiential field trip in which students are exposed to a wide variety of sites in Manhattan that support their understanding of quality of life issues. The total number of contact hours for this course is at least 30, consistent with a 2 credit hour class on campus.

On Campus Class Schedule

Classes will be held on Mondays from 6-8 pm. Attendance at all classes is required.

Class 1 - Introduction to the course; review of the syllabus and requirements; research topics assigned.

Class 2 - Oral presentations - Set 1

Class 3 - Oral Presentations - Set 2

Class 4 - History of the IQLA and other important need-to-know information; papers due.

Class 5 - Professional and IQLA etiquette seminar and dinner at AUHCC.

New York Schedule (Thursday, December 1 to Tuesday, December 6, 2011)

Day 1

All students and faculty leaders arrive in New York, check in at hotel and are ready to begin the tour on Friday morning at 7:30 am sharp.
<table>
<thead>
<tr>
<th>Day 2</th>
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<tbody>
<tr>
<td>7:30 am</td>
<td>Meet in the hotel lobby</td>
</tr>
<tr>
<td>8:00 am</td>
<td>Wall Street and the New York Stock Exchange Insider Tour</td>
</tr>
<tr>
<td>10:30-noon</td>
<td>Exclusive tour with Kay Unger, fashion designer</td>
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<tr>
<td>12:30-1:30 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:00-3:30 pm</td>
<td>Clinton Global Initiative Briefing</td>
</tr>
<tr>
<td>4:00-6:00 pm</td>
<td>Audubon Society Sustainability Briefing</td>
</tr>
<tr>
<td>8:00 pm</td>
<td>Broadway Theater</td>
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Day 3
8:30 am | Meet in the hotel lobby
9:00-11:30 am | Exclusive behind the scenes tour of three boutique design hotels
Noon to 1:00 pm | Lunch and discussion at one of the design hotels sponsored by Alumna, Katy Law
1:30-3:00 pm | A Feast for the Senses Tour of Eataly
3:30-6:00 pm | Metropolitan Museum of Art Tour

Day 4
8:00 am | Meet in the hotel lobby
8:30 am to 2:30 pm | Harlem Historical Tour
3:00-5:00 pm | NYC Scavenger Hunt – A self-guided tour of the major sites: Grand Central Station, Chrysler Building, St. Patrick's Cathedral, Rockefeller Center, Radio City Music Hall, Carnegie Hall, Central Park, etc.
6:00-8 pm | College of Human Sciences Reception

Day 5
9:00 am | Meet in the hotel lobby
9:30 am – noon | United Nations Behind the Scenes Tour and Briefing
5:00 pm | International Quality of Life Awards

Day 6
Return to Auburn.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

1. Individual paper (20 points) – Each student will be assigned one venue (below) to study in-depth.
   Wall Street and the New York Stock Exchange
   Kay Unger: The designer and the label
   Clinton Global Initiative
   Audubon Society and LEED Architecture in the Audubon Building
   Time Square and Broadway Past and Present
   Americano, Gramercy Park and Crosby Street Hotels
   Eataly: The Concept and the Place
   Metropolitan Museum of Art
   Harlem: Past and Present
   United Nations and the Auburn Connection
   Fred Smith and Federal Express
   Olivia Boulter and the Birds
   Grand Central Station: History, Architecture, and Significance
   Central Park and Frederick Law Olmstead
   Each student should research his/her topic and write a 5-6 page paper that includes history/background on the topic, significant facts about the venue, and why the topic is relevant to the College of Human Sciences and its mission to study quality of life issues (that is, why do you think we included it in this tour?). The paper must be in narrative form (not simply bulleted items), typed and submitted in hard copy on 8.5 x 11” paper with 1 inch margins using a 12-point font. At least 6 sources of information should be used. An additional page of references should be included. Papers will be graded on accuracy and relevance of the information, as well as correct spelling, grammar, and punctuation. The paper will be due on XX.

2. Paper Presentation (20 points) – Each student will make an 8-10 minute PowerPoint presentation on his/her topic (above). Students A to G will present during Class 2 [date], Students H - N will present on Class 3 [date].
Presentations should include the information listed above under the paper presentation. However, for the PowerPoint presentation, bulleted lists are permitted. You will be graded on accuracy and relevance of the information, correct grammar, spelling and punctuation, and whether your presentation is at least 8 minutes long. Additionally, you may use the bulleted points in your presentation to assist you in covering your topic; however, you will be graded on your ability to speak to and maintain eye-contact with the audience.

3. Assigned Readings, Participation, Attendance, Appropriate Behavior on Campus and in New York (20 points) – You are required to read the following chapters from Nevius M. & Nevius S. (2009) Inside the Apple: A Streetwise History of New York City (paperback): 6, 19, 25, 29, 41, 55, 60, 61, 68, 71, 80, 83, 106, 107, 111, 114, 124, 125, 126, 127, 131, 145, 152, 153, 156, 170, 173, 180, 182. These chapters are only 1-2 pages long, so the readings should not be overwhelming. You might find it interesting to explore this book further, there are many other interesting chapters. Further, you are expected to attend all five on-campus sessions (including the 11/26 etiquette dinner (at a cost of $29) and to participate in each discussion.

In New York, you are expected to attend, be on time, and participate fully in all scheduled visits—that is, you should be prepared to ask questions at each venue. Also, in New York, students are expected to wear business professional clothing for each visit, and formal dress at the International Quality of Life Awards ceremony. In all instances, (on campus and off), students are expected to be quiet and attentive when a speaker is presenting and to represent Auburn University in a professional manner. Students are asked to turn cell phones and other electronic devices off during classes and visits AND to refrain from taking photographs when a speaker is presenting information.

4. New York Scavenger Hunt (10 points) – When you are in New York you will be given two hours to conduct a self-paced walking tour to find, photograph, and identify several tourist sites. Specific instructions and directions for the scavenger hunt will be provided in class. You will need to use your New York map to complete this assignment. The due date for this assignment will be determined by the class as a whole but will be due no later than [date].

5. Photo Journal (20 points) – When you return to Auburn (exact date and time TBD by the class, but no later than [date]) each student will submit a photo journal that includes both photos and a narrative related to New York and a specified quality of life topic. As a group we will decide on the format in which each journal will be submitted (for example, we might use a site such as Word Press or BlogSpot, or we might decide to submit in PowerPoint). In any case, the photo journal must include at least 20 original photos illustrating the theme of your journal, as well as relevant narrative to demonstrate what you have learned in New York about quality of life issues.

Broad topics can include: food, restaurants, people, families, cultural diversity, architecture, interior spaces, parks and public spaces, art, graffiti, fashion, sustainability, Wall Street and the economic crisis, Broadway theater culture, or the holiday season. Each person should select a different topic. If you think of other, more interesting or relevant topics, please feel free to propose them to me (though I want to pre-approve them). The criteria for grading photo journals includes proper spelling, grammar, punctuation, integration of photos and supporting narrative (do photos tell a coherent story), as well as how the narrative relates to the quality of life issue you selected.

6. Thank you letters (10 points) – Each student should write an individual thank you note to each sponsor and donor for this tour. I will provide a list
of addresses; you will provide me with a copy of each thank you note to be used for grading purposes.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Attendance at all class meetings is a requirement unless a University-approved excuse is provided. If you miss a class, you are still responsible for all information presented during that class.

90-100 = A
80-89 = B
79-79 = C
60-69 = D
<60 = F

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

n/a

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 128B Haley Center, 844-2096 (V/TT).