# 1. General Information

1a. Submitted by the College of:   AGRICULTURE, FOOD AND ENVIRONMENT

   Date Submitted: 4/8/2014

1b. Department/Division:   Retailing &Tourism Management

1c. Contact Person

   Name:   Scarlett Wesley

   Email:   scarlett.wesley@uky.edu

   Phone:   859-257-7778

   Responsible Faculty ID (if different from Contact)

   Name:

   Email:

   Phone:

1d. Requested Effective Date:   Semester following approval

1e. Should this course be a UK Core Course?   No

# 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   No

2b. Prefix and Number:   HMT 785

2c. Full Title:   Independent Study in Hospitality Management and Tourism

2d. Transcript Title:   Indpt. Study in Hospitality Mgt and Tourism

2e. Cross-listing:

2f. Meeting Patterns

   INDEPSTUDY:  1-6

2g. Grading System:   Graduate School Grade Scale

2h. Number of credit hours:   1-6

2i. Is this course repeatable for additional credit?   Yes

   If Yes: Maximum number of credit hours:   6

   If Yes: Will this course allow multiple registrations during the same semester?   Yes

2j. Course Description for Bulletin:   Problems involving independent library, studio, and/or laboratory study conforming to the student's special interest under the direction of an appropriate faculty member having proficiency in the selected area selected. May be repeated up to a maximum of six credits under different subtitles.

2k. Prerequisites, if any:   Nine credit hours of graduate study, consent of instructor, contractual agreement.

2l. Supplementary Teaching Component:

3.  Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering:   Spring,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6.  What enrollment (per section per semester) may reasonably be expected?:  1

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain:   [var7InterestExplain]

8.  Check the category most applicable to this course:   Traditional – Offered in Corresponding Departments at Universities Elsewhere,

   If No, explain:

9.  Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?:   No

   If YES, list affected programs:

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached:   No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based:  No

Interactive Video:   No                                       3

Hybrid:   No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

   Instructor Name:

   SIGNATURE|VPWICK0|Vanessa P Jackson|HMT 785 NEW Dept Review|20140124

   SIGNATURE|LGRABAU|Larry J Grabau|HMT 785 NEW College Review|20140302

   SIGNATURE|ZNNIKO0|Roshan N Nikou|HMT 785 NEW Graduate Council Review|20140304

   SIGNATURE|VPWICK0|Vanessa P Jackson|HMT 785 NEW Dept Review|20140306

   SIGNATURE|LGRABAU|Larry J Grabau|HMT 785 NEW College Review|20140307

   SIGNATURE|ZNNIKO0|Roshan N Nikou|HMT 785 NEW Graduate Council Review|20140312

   SIGNATURE|JEL224|Janie S Ellis|HMT 785 NEW Senate Council Review|20140326

   SIGNATURE|VPWICK0|Vanessa P Jackson|HMT 785 NEW Approval Returned to Dept|20140402

# HMT 785
# Independent Study

Information will be added to this syllabus on an individual basis.  Independent studies are between an individual faculty and an individual student.  Each experience is unique.

**Instructor:**          TBD
**Office Address:**      TBD
**Email:**               TBD
**Office Phone:**        TBD

**Office hours:**        TBD

## Course Description:

> Problems involving independent library, studio, and/or laboratory study conforming to the student's special interest under the direction of an appropriate faculty member having proficiency in the selected area selected.  May be repeated up to a maximum of six credits.

## Prerequisites:
Nine credit hours of graduate study, consent of instructor, contractual agreement.

## Student Learning Outcomes:  (See the end of syllabus for an example)
These will be generated depending on the topic of study.  They will follow the below guidelines:
> After completing this course, the student will be able to:
> 1.  Describe something
> 2.  Analyze an issue and develop a solution
> 3. Prepare a document for…

## Required Materials:
Textbooks, lab materials, other things the student needs to acquire will be listed here and will depend on the topic of study.

## Description of Course Activities and Assignments
Will depend on topic of study.

## Course Assignments
Will depend on topic of study.

## Summary Description of Course Assignments
> Provide a short summary of the different components of your assignments.  For example, a short description of exams, assignments, etc… Students should be able to determine what they will be required to do from this.

Also, if this is a 400G or 500 level course, please describe what will be required differently for Graduate Students from Undergraduate Students.

**Course Grading  (if 4xxG or 5xx, must have a grade scale for grad and ugrad students.  There must also be differentiated expectations for UG and Grad, in addition to a differentiated grading scale, such as a longer research paper, an independent project, etc)**

Expectations for graduate students beyond the expectations for undergraduates (400G and 500 courses only)

Grading scale for graduate students (no D for Grad Students):
90-100% = A
80 – 89% = B
70 – 79% = C
Below 70% = E

**Final Exam Information**
Date, time, location, other information

**Course Policies:**

**Submission of Assignments:**
Describe expectations for assignment submissions.  Paper vs online.  Late penalties, other requirements.

**Attendance Policy.**
Clearly spell out attendance policies for the course, <u>in accordance with Senate Policy</u> on excused absences.

**Excused Absences (boilerplate):**
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences (boilerplate)**
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity (boilerplate):**
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how

he/she employed them.  If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic.  However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:**  Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability  (boilerplate):**
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**Classroom Behavior Policies (optional)**
Describe any policies that you enforce in your classroom, e.g., no cellphones, guidelines for respectful dialogue, etc..

**Other Policies (optional)**
You may wish to list College or major specific information here.

**Tentative Course Schedule**
A linear listing of topics, assignment due dates, and examination dates.

**Other Information (optional)**
Faculty may wish to list required readings or other information here that is referenced in earlier sections.

APPENDIX

Bloom's Taxonomy of Cognitive Learning

As instructors, we should strive to push students from Knowledge to Synthesis and Evaluation.  It is not enough for students to demonstrate Knowledge or Comprehension. They should also be able to demonstrate that they can use this knowledge in higher order thinking and problem solving.

As you construct Student Learning Outcomes, think about the active verbs you are using. What do you expect your students to be able to do?  Do you want them to be able to **list** or **describe** some facts?  Or do you want them to be able to **design** an experiment or critically **analyze** data and make a **recommendation** utilizing those facts?

| Competence | Skills Demonstrated and Action Verbs for Learning Outcomes |
| --- | --- |
| Knowledge | ***Skills:*** observation and recall of information; knowledge of dates, events, places; knowledge of major ideas; mastery of subject matter<br><br>***Action Verbs:*** list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc… |
| Comprehension | ***Skills:*** understanding information; grasp meaning; translate knowledge into new context; interpret facts, compare, contrast; order, group, infer causes; predict consequences<br><br>***Action Verbs:*** summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend |
| Application | ***Skills:*** use information; use methods, concepts, theories in new situations; solve problems using required skills or knowledge<br><br>***Action Verbs:*** apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover |
| Analysis | ***Skills:*** seeing patterns; organization of parts; recognition of hidden meanings; identification of components<br><br>***Action Verbs:*** analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer |
| Synthesis | ***Skills:*** use old ideas to create new ones; generalize from given facts; relate knowledge from several areas; predict, draw conclusions<br><br>***Action Verbs:*** combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite |
| Evaluation | ***Skills:*** compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned argument; verify value of evidence; recognize subjectivity<br><br>***Action Verbs:*** assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize |

Bloom B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.

Example of Student learning Outcomes for Independent Study Topic: **Rural Retail Development in Kentucky**

**Course Objectives**:

1. Increased students understanding and awareness of economic conditions for rural areas and communities in the United States and in Kentucky.
2. Introduce students to rural retail development, concepts, trends, and changes in the composition of rural population and rural workforce.
3. Introduce student to factors that influence firm location decisions as related to rural areas and communities.
4. Provide students with practical experience with resilient and non-resilient rural communities who have experienced changes in the retail environment.
5. Develop student familiarity with computer based analytical techniques and software.

**Course Outcomes:**
1. Assess and demonstrate an understanding of the economic conditions of the rural communities in the United States and Kentucky through research methodology.
2. Demonstrate an understanding of the rural retail development, concepts, trends, and changes in the composition of rural populations and rural workforce through research methodology.
3. Ability to formulate strategies for firm location decisions in rural communities.
4. The ability to construct an assessment of resilient and non-resilient retail communities who have experienced changes in the retail environment using qualitative data.