As our curricula moves more toward web-enhanced design, course mapping will take on a much more significant role in how we design and develop our online and face-to-face courses. In the traditional sense, course mapping is a visual representation of a course of instruction (Hay, Kinchin, & Lygo-Baker, 2008). It links program learning outcomes and course description, as specified in the course catalog, to the specific student learning outcomes (SLOs) that will be covered in the course. It also links each SLO to the specified instruction and to an assessment method that will be used to evaluate students actual learning of the targeted SLOs. In short, course mapping will help you develop quality courses that focus on targeted student learning outcomes.

Fink (2013) noted that college courses should be adhere to five key design principles. Specifically, a well-designed and crafted course should guide the student learning experience in a structured way; scaffolding student thinking and performance learning experiences toward specified outcome.
Specifically, a well-designed course should challenge student learning at a college level (e.g., use of Bloom’s taxonomy of learning). It should also use active forms of learning (e.g., engage student directly in the learning process). The course should also provide frequent and immediate feedback on the student’s learning experience (e.g., interactions that keep students focused on specified learning outcomes). The course should be constructed in a logical or sequenced way to facilitate learning. Lastly, a well-designed course assesses student learning for each targeted learning outcomes being targeted by the course (e.g., quiz, examination, presentation, etc.).

Course mapping provides for each of these key principles for well-crafted courses. The course mapping process employs a concept of backwards design (Wiggins & McTighe, 2005). Backwards design means you start with the end in mind, or what you want the students to learn from the course; once identified, you then work backwards to design the actual course. This will ensure that your course content clearly addresses all of the targeted SLOs, provides for a more structured learning experience for your students, and prepare students for an assessment of the courses targeted learning outcomes.

Over the coming months, we will be rolling out training on the course mapping process. Sullivan Online has developed a variety of helpful aids that you will be trained to use to help you understand the course mapping process so you can design high quality online and face-to-face courses. The training will also help you learn how to design high quality web-enhanced courses, too, which will offer greater learning flexibility to our students.

Author: Ken Moran, Vice Provost

References:


Congratulations to all Spencerian College and Sullivan College of Technology & Design faculty members who received a new academic title.
Academic Accolades

In this column of the Academic Illuminator, we highlight faculty accomplishments and current events for all Sullivan University locations, both physical and virtual, as well as information of interest to readers from our many locations.

Lexington Campus

Here are the latest happenings at the Lexington campus:

- **The American Bar Association (ABA)** visited Sullivan Lexington as a part of the process to reapprove the three paralegal programs offered on this campus. The visiting team was impressed with the leadership of **Mr. Mike Wilson**, program chair, and the care and attention he and the university staff show the students. They will submit the recommendation of re-approval to the ABA’s standing committee when it meets later this year.

- Three Sullivan Lexington instructors, **Dr. Antoinette Davis, Mr. Tom Merrick, and Mr. Mike Wilson** will be participating in the fifth annual Bluegrass Higher Education Consortium’s **Academic Leadership Academy** when it kicks off on April 13 at Kentucky State University. **David Tudor** and **Kandace Rogers** are serving as co-chairs for the this year’s Academy.

- Sullivan Lexington co-sponsored the **USA Cares American Proud Dinner** at the Signature Club in Lexington on March 2, 2018. This event was designed to thank Lexington area vets for their service and to raise some money for the outreach efforts of USA Cares, an organization that provides short-term financial assistants to veterans and their families. Sullivan students and staff who had served in the military attended, along with some of the Lexington campus leadership team. Chefs **Hallman, Armstrong, Hester, and Allen**, and a sizeable group of culinary students from the Lexington culinary program cooked dinner for the 250 attendees.
Center for Learning in Northern Kentucky

From the Center for Learning in Northern Kentucky:

- We are working on “3+1” articulation agreements with Gateway Community College that would allow students to complete three years of classroom at the community college and transfer to Sullivan University for the major coursework in their fourth year of studies. This will help keep the total cost of a bachelor degree affordable while keeping students on track to achieve a bachelor degree.
- We have also reached out to Cincinnati State Community College to begin discussions about transfer articulations with programs in the Division of Business Technologies.
- We recently teamed up with Dale Carnegie to provide a free breakfast for people who work in the public sector on the topic of effective communication.
- On April 16, as part of our continuing education series, we will host a workshop about having difficult conversations, featuring a local expert, Beth Silvers. All current students, staff and alumni are welcome to attend! Reach out at nkyadmissions@sullivan.edu for more info.

Sullivan University Online

- Dr. Anthony Piña was invited to serve on the 2018 SACSCOC Annual Meeting and Conference Planning Committee. This is his third year serving on the Committee.
- Online adjunct instructor Dr. Tom Javarinis has recently earned Lean Sigma Black Belt Professional and Certified Manager certifications.
Louisville Campus

- Dean of University Libraries Charles Brown has had several publishing opportunities recently:
  - Kentucky Libraries will be publishing his article “With Twofold Vigor: An intergenerational library diversity study” in its Spring 2018 issue.
  - His chapter-length “Theodore Roosevelt: Conflict Management Exempla from a Constructivist Private Life, Part One” to the Journal of Conflict Management is undergoing a second peer-review.
  - Based on his research, his Theodore Roosevelt Bibliographic Essay proposal essay was accepted by Choice, the premier academic library book review source. To coincident with the centennial of the death of Theodore Roosevelt on January 6, 1919, his essay will focus on undergraduate sources for a study of Theodore Roosevelt's public and private lives. The essay’s publication will coincide with the centennial of Theodore Roosevelt’s death, January 2019.

- Dr. Tuan Tran has had a paper he coauthored, entitled "Sentiment Analysis of Marijuana Content via Facebook Emoji-based Reactions," accepted and will be presented at the IEEE ICC conference in May 2018.

University-Wide

- Dr. Heather Merrifield has been selected to serve as the new Dean of the College of Business Administration. Dr. Merrifield will assume her new duties on April 1, 2018.

- Dr. Teresa Daniel recently had a chapter published in the two-volume title Workplace Bullying and Mobbing in the United States. Her chapter focused on the critical role of Human Resources practitioners in organizational prevention efforts.

- Dr. Diana Lawrence, Senior Vice President for Academic Affairs and Provost of Sullivan University, was selected to be one of the distinguish 2018 LearningElite judges from around the world. Chief Learning Officer magazine's LearningElite program, “honors the best organizations for learning and development. This robust, peer-reviewed ranking and benchmarking program recognizes those organizations that employ exemplary workforce development strategies that deliver significant business results.”
The following are the latest updates from the QEP:

- Programmatic portfolio submissions from the fall 2017 capstone classes have been scored by a team of three scorers. We had 79 artifacts submitted for a completion rate of 77.5% for capstone pieces only. For spring quarter, we are asking departments to remind students of the importance of in-text citations and documenting sources and evidence using APA.

- Winter programmatic portfolios were collected and will be scored in the spring quarter by a new team of scorers that completed the Norming/Scoring Training with Dr. Tara Rose on Friday, February 23.

- The new process for collecting and storing programmatic portfolios in Blackboard is continuing to unfold. Stay turned for new instructor and student guides coming before week 8 of the spring quarter. QEP prepares to say goodbye to Turnitin.com.

- Faculty QEP Teaching Materials can be found in this One Drive folder. Don't forget we have a new Spring QEP Hot Buttons pdf with embedded links to take instructors directly to the folders that house the assessment reports uploaded by Dr. Wiljanen on Monday and Thursday of each week.

Looking ahead - we hope to begin housing the Learn to Earn I CARE points in the QEP organization in Blackboard so students can access their totals on their own.
For this issue of “Five Questions For…,’ we interviewed the latest addition to the Sullivan University Library team, Jody Ford. She is the Electronic Resources Librarian for the system. When asked what an electronic resources librarian does, she replied:

*I manage the library’s ebook and database subscriptions, website, and the library’s digital archive, CONTENTdm. I also handle the library’s social media accounts and help with selecting new books and online resources. I often work on the back-end needs of the library, but you can also find me at the reference desk and library events.*

Jody has been a librarian for two years, and has been with us since September of 2017. She has also recently been awarded an academic title (Assistant Professor) in recognition of her contributions to her field and the University.
1. Where are you from originally? Where did you attend school?
   I am from Madison, Indiana. I earned my master's degree in Library and Information Science from the University of Illinois Urbana-Champaign and my undergraduate degree in English Literature at Taylor University, which is in northern Indiana.

2. How did you originally get into librarianship? What was your motivation?
   As an undergraduate student, I worked at my school’s library and enjoyed helping students with their research. I decided to become a librarian because I wanted to help students learn and do their best by giving them access to the resources they need.

3. What do you like the most about librarianship?
   I like that librarianship lets me constantly learn new things from a variety of subject areas. When I help people with their research, I get to learn with them!

4. Do you have any favorite anecdotes or memories of librarianship?
   At my previous position, I once received a call from a Canadian shoe museum and got to help them research old shoe patents only available at our library! You never know what kind of information people are going to need.

5. What hobbies or interests do you have in your off time?
   I like reading, watching Star Wars, and spending time with my nieces and nephews.
Student Retention

It is going to require us all!

What can I do to make a difference?

By James M. Kearfott, MSDR

Director of Student Retention for the Sullivan University System, Community Outreach

Many of you may remember the history of the damaging events that surrounded Marshall University in the late 1960’s, capped by a tragic accident involving the football team. For those of you who do not remember here are some of the highlights taken from “The Daily News”:\(^1\)

- The football program at Marshall had experienced a three-year long losing streak from 1966 to 1969.
- The NCAA had placed the University on probation for recruiting violations and alleged payment to players.
- The Mid-American Conference had suspended Marshall from the Conference for the same reason that created the NCAA investigation.

If that was not bad enough, on November 14, 1970 on a flight coming home from a game at East Carolina, the plane crashed killing 75 people. The number included 37 team members, several coaches, fans, and crew.

All this, at least for a time, saw the community, the university and even the alumni base go into mourning and with a sense of no return. The important news from all that is that that mood was short lived and from these events came a now famous phrase: “We are Marshall.” Everyone took that message on as a personal responsibility to change. It was no longer someone else making good things happen — it was everyone making good things happen.

The recent history of higher education could cause many of those reading this article to feel as did the Marshall community during this horrific time in history. There are so many universities/colleges, and more entering the market every day, who are claiming to give a superior student experience than what they can find locally. Students for many reasons are challenged in finding the means to pay for their education. There have been changes in campus staffing and responsibilities. All of these factors and, it is suggested, more might cause a sense of hopelessness.
The option suggested by this article is to ask; “What can I do to make a difference?”

Recently, like many of you, new responsibilities have come this author’s way. Adding to retention activities, community outreach was added. Trying to harmonize the new responsibilities to the current job functions brought this revelation. This revelation is that we can either stand apart from the issues of the day and profess that it isn’t our responsibility, or we can realize that “What can I do to make a difference” is to take retaining our students and, yes, recruiting future prospective students is everyone’s job.

Everyone associated with one of our campuses is a representative of that school. Each of us are the ambassadors to the community of the university. As representatives, we allow the community at large to determine the quality of the education provided by Sullivan University. It may be argued that this task falls outside the scope of your work. It is suggested that it does not. In fact, this is not a new concept. Many universities require Community outreach as a concrete part of faculty evaluation. A review of faculty expectations online for Bellarmine University, Spalding University, University of Louisville, and the University of Kentucky all have a community outreach component. Promoting the university’s image and being the example of where a person would like to attend and or send his or her family member is a strength that everyone associated here can example.

Retention and outreach are two halves of the same whole. It all begins with the desire and a conscious effort to example and promote the institution we work for. There is a sense of pride when a student comes to one of the Sullivan University campuses because of a faculty or staff member. Retention of such a student becomes more personal and there is a very real sharing in their success.

The challenge of this article is this. We can grimace and feel uneasy because class sizes are smaller, wonder why students are missing our class and hope for a change in their behavior or ask, “What can I do Today to make a difference?” Now, to paraphrase the saying,

WE ARE SULLIVAN AND WE CARE!

Academic Council Highlights

By

Nick Riggs

As chair of the Sullivan University Academic Council, I am pleased to write another edition of Academic Council Highlights (ACH). The goal of ACH is to keep faculty and other interested parties informed, on a quarterly basis, about the workings of the Academic Council (Council), the matters it addresses, and related events.

On a regular basis, it is my goal to provide all faculty members with the most up-to-date list of Council members. As the Council voting membership currently exists, it reflects wide faculty representation across all academic programs and disciplines.

The following Council roster includes both voting and nonvoting members. As you view it, you will see that all academic programs and units are nicely represented.

SPECIAL NOTES:

1. The next time I present the roster, it is quite likely it will have a different look. With the impending merger, there will be some restructuring of academic programs and some individuals will have new titles. These changes will affect the list of voting members.

2. The names and titles of individuals in the roster below are current as of 03/14/2018.

3. Please let me know if you find any errors in the following list. Thanks!

Roster of the Sullivan University Academic Council

Voting Members

<table>
<thead>
<tr>
<th>The School of Accountancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Miller</td>
</tr>
<tr>
<td>Abby Helton</td>
</tr>
<tr>
<td>Richard Routt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The College of Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Merrifield</td>
</tr>
<tr>
<td>Jerry Sims</td>
</tr>
</tbody>
</table>

The names and titles of individuals in the roster below are current as of 03/14/2018.
<table>
<thead>
<tr>
<th><strong>The General Education Department</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Margie Gallo</td>
</tr>
<tr>
<td>Josh Simpson</td>
</tr>
<tr>
<td>Jason Greenberg</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The Graduate School</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Swenson</td>
</tr>
<tr>
<td>Joan Durso</td>
</tr>
<tr>
<td>LaVena Wilkin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The National Center for Hospitality Studies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>David Dodd</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The College of Information and Computer Technology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie King</td>
</tr>
<tr>
<td>Scott Cordle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The Institute for Legal Studies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Riggs</td>
</tr>
<tr>
<td>Mike Wilson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The College of Pharmacy &amp; Health Sciences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindy Stowe</td>
</tr>
<tr>
<td>Kimberly Daugherty</td>
</tr>
<tr>
<td>Arthur Cox</td>
</tr>
<tr>
<td>Sarah Lawrence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Nursing &amp; Allied Health</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla Carter</td>
</tr>
<tr>
<td>Lisa DeBroka</td>
</tr>
</tbody>
</table>
If you are a faculty member, take advantage of having the current Council roster in front of you. Please feel free to contact one of the voting members from your academic discipline if you have a matter to be brought to the Council’s attention. With your input, the Council can continue to expand its influence in the governance of the university, particularly as it relates to student learning, academic programs, faculty interests and concerns, and the betterment of the university as a whole. In conclusion, rest assured that the Council has lively debate and discussion at all meetings and regularly sends important matters to the Provost for consideration and requested action. With that in mind, please don’t hesitate to send me an item for Council deliberation at nriggs@sullivan.edu. The Academic Council is here to serve you!
New Day Student Registration (Louisville and Lexington) ...........................................March 21, 2018
New Night Student Registration .....................................................................................March 21, 2018
New Housing Student Registration ..............................................................................March 21, 2018
Late Registration ...........................................................................................................March 24, 2018

First day of Spring 2018 classes ....................................................................................March 26, 2018
Last day that a student can enter an online class............................................................March 29, 2018
International Orientation (Louisville and Lexington) ..................................................March 30, 2018
International/Hybrid Weekend (Louisville and Lexington) ......................................March 30-31, 2018
Last day students can engage in an online class ..........................................................April 1, 2018
High School Program Showcase (Admissions), Louisville Campus .........................April 2-6, 2018
QEP Committee Meeting, Louisville (2:00-3:00, Room 121) .....................................April 3, 2018
QEP Committee Meeting, Lexington (2:00-3:00, QEC Room) ....................................April 4, 2018
Last day that a student can enter a day class* ..............................................................April 5, 2018
Last day that a student can enter an evening or weekend class ....................................April 5, 2018
Academic Council Meets (2:00, Louisville Campus) ....................................................April 12, 2018
Waggener High School Law Academy Visit, Louisville Campus ...............................April 12, 2018
“How to Have Difficult Conversations” Breakfast Workshop- NKY Center for Learning....April 16, 2018
Educator’s Day (Admissions), Louisville Campus .........................................................April 20, 2018

Spring Graduation ..........................................................................................................April 21, 2018
International/Hybrid Weekend (Louisville and Lexington) ........................................April 27-28, 2018
Louisville Open Air Fair, SUCOP Parking Lot ............................................................May 12, 2018
High School Pre-Orientation (Admissions), Louisville and Lexington Campuses ....May 12, 2018
Academic Council Meets (2:00, Louisville Campus) ....................................................May 17, 2018
International/Hybrid Weekend (Louisville and Lexington) ........................................May 18-19, 2018
Last day that a student can withdraw and still receive a “W” .......................................May 25, 2018
Open House (Admissions), Lexington Campus ..............................................................June 2, 2018
Summer Camp (Admissions), Louisville and Lexington Campuses ........................June 10-15, 2018

Summer Break ..................................................................................................................June 11-22, 2018
First Day of Summer 2018 classes ................................................................................June 25, 2018
At its Annual Business Meeting in December 2017, the SACSCOC membership approved the proposed Principles of Accreditation (PoA), which will become effective January 1, 2018. The sacscoc.org web page indicates, “The Principles Review Committee spent 18 months reviewing comments and input from constituents at institutions throughout the 11 states of the Southern region.”

Historically, SACSCOC was founded in 1895. More recently, the now-twelvetimes-removed Criteria for Accreditation (http://sacscoc.org/pdf/1998%20Criteria.pdf: 77 pages of 400+ "MUST" statements [i.e. standards]) debuted in 1987 [through 11 editions as of 2003]; and, were replaced in 2004 by the PoA (44 pages and about 100 standards parsed typologically into CR, CS and FR). The new PoA is 35 pages comprising 14 sections resulting in about 107 standards (of which two are entirely new). With the elimination of the CR, CS and FR categorization, the notorious “implicit” statement proceeding each of those categories no longer appears. However, I suspect Occam’s razor did not remove the intentionality of the “implicit” statement from future policy considerations. In fact, the 2018 Resource Manual still references the language of the “implicit statement:

As you will recall, the 2012 SACSCOC PoA “implicit” statement was:

Implicit in every [Core Requirement/Comprehensive Standard/Federal Requirement] mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.


To read the conclusion of this article, please visit

http://libguides.sullivan.edu/ld.php?content_id=40894799
THE ACADEMIC ILLUMINATOR

Editor-in-Chief:
Dr. Diana Lawrence

Editor:
Nathan Ragland

Columnists:
Charles Brown
James Kearfott
Angela Riggs
Nick Riggs

Special Thanks To:
Jody Ford

The Academic Illuminator is an informational publication for faculty members at Sullivan University. Issued before the start of each academic quarter, the Illuminator covers topics such as news and events of interest to faculty, policy changes, compliance with regulatory bodies, the ongoing process of accreditation, the activities of the Academic Council, and upcoming events. Back issues of the Academic Illuminator can be found at http://library.sullivan.edu/archives/sulou_illuminator.asp.

Questions, comments, requests for article coverage, and article submissions may be sent to editor Nathan Ragland, at nragland@sullivan.edu.

NOTES TO THE FACULTY

- All GRADES must be confirmed and submitted on time. Please remember to submit your gradebooks at the close of every quarter. Timely submission of gradebooks is mandatory for all instructors. This may not seem to be an important task, but it is critical. Every gradebook needs to be in the gradebook repository in order to meet Department of Education regulations on the matter.

- Reminder: Employees and students at Sullivan University must wear their identification badges at all times. NCHS students who have their names embroidered on their uniforms are exempt from this policy while wearing said uniforms.