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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| Po-Lin Pan 3/8/2018 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Marceline Hayes 3/8/2018 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Warren Johnson 3/28/2018 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Gina Hogue 3/29/2018 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Manu Bhandari, Dept. of Communication, mbhandari@astate.edu, 571-245-1686 (cell); 870-972-3091 (office)

2. Proposed Starting Term and Bulletin Year

Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

PRAD 3043

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Principles of Strategic Communication (full title)

Principles of Strat Comm (short title)

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Broad survey of strategic communication practice, emphasizing advertising and public relations in the context of integrated brand promotion.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **No** Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Foundational class so does not need any prerequisites.

1. **No**  Is this course restricted to a specific major?
   1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall, Spring, Summer

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

standard letter

10.  **No** Is this course dual listed (undergraduate/graduate)?

11. **No** Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross-listed course.

Enter text...

**11.2** – Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **No** Is this course in support of a new program?

a. If yes, what program?

Enter text...

13. **No** Does this course replace a course being deleted?

a. If yes, what course?

Enter text...

14. **No** Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. **Yes** Has it been confirmed that this course number is available for use?

*If no: Contact Registrar’s Office for assistance.*

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

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| Topic Areas/Week | Topic | Readings |
| Week 1 | Intro to Strategic Communication and Integrated Brand Promotion (IBP) (Brief PR History) | Syllabus; Chapters 1, 3;  Instructor Material  “Sell & Spin” documentary |
| Week 2 | IBP Industry Structure | Chapter 2 |
| Week 3 | Social, Ethical & Legal Aspects (includes PRSA ethics code) | Chapter 4 + Instructor Materials + “Consuming Kids” documentary |
| Week 4 | Integrated Brand Promotion and Consumer Behavior | Chapter 5 |
| Week 5 | Global/Int’l cultural issues + Segmentation, Positioning and the Value Proposition | Chapter 5, 6 |
| Week 6 | Research  (Intro. RACE model) | Chapter 7; “The Persuaders” documentary |
| Week 7 | Planning Integrated Brand Promotion (Includes RACE model) | Chapter 8 |
| Week 8 **MIDTERM WEEK** | | |
| Week 9 | Creativity/creative ideas in Strategic Communication | Chapters 9, 10 |
| Week 10 | Executing the Creative | Chapter 11 |
| Week 11 | Media Planning (Traditional + Digital) | Chapter 12, 13, 14 |
| Week 12 | Delving More into PR and Influencer Marketing | Chapter 18 |
| Week 13 | More on PR: Media Relations + Crisis Communication | Ch. 18+ Instructor Materials |
| Week 14 | Other IBP Strategies +  How they all fit together | Chapter 15 -17 (select) |

18. Special features (e.g. labs, exhibits, site visitations, etc.)

19. Department staffing and classroom/lab resources

available

1. Will this require additional faculty, supplies, etc.?

no

20. Does this course require course fees? No

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Today’s competitive professional world demands strategic communication students to have a holistic knowledge of PR, Advertising, and social media. They need to know how they work together and be familiar with the major terminologies from all strategic communication areas. The new class, Principles of Strategic Communication, seeks to address this growing professional need at the foundational level. Students will be taught the principles behind these various strategic communication tools that need to work together to promote a brand. The class is a foundation that will help the students get started on acquiring the skills and knowledge in all three disciplines:  advertising, public relations and social media. This is the best way to prepare for current and future jobs in strategic communication.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the strategic communication program states: “Students graduating from this program will know and understand how to use advertising, public relations, social media, branding, crisis communication, media relations, research methods and evaluation tools to help organizations communicate with their publics.”

This current course helps students gain foundational knowledge in the major areas of advertising, public relations, and other promotional areas.

c. Student population served.

Strategic Communication majors and others interested

d. Rationale for the level of the course (lower, upper, or graduate).

The course will be needed by anyone who wishes to develop skills and knowledge in any strategic communication discipline. Hence, this is a foundational course for anyone interested in strategic communication. Even though it is foundational, the course content is still more advanced than is common for a 2000-level class and is on par with the the expectations of a 3000-level class, such as AD 3023 Principles of Advertising and 3003 Principles of Public Relations.

**Assessment**

**Relationship with Current Program-Level Assessment Process**

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This course serves the following program learning outcome of the strategic communication department:

1. Students will apply professional ethical principles and practices appropriate to the audience, purpose, and context.

2. Students will create messages appropriate to the audience, purpose, and context using clear and appropriate forms of writing, tools, technology, and research.

3. Students will embrace difference and diversity and culture using sensitivity in a global society and adapt messages to diverse audiences.

4. Students will employ communication perspectives, principles, concepts, and theories to create, interpret, evaluate communication messages.

5. Students will utilize creative critical thinking in the creation, interpretation, and evaluation of communication messages and practices.

6. Students will support principles of free expression and the historical context of free expression within a diverse and global society.

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | Students will apply professional ethical principles and practices appropriate to the audience, purpose, and context. |
| Assessment Measure | (1) Strategic communication faculty and the professional advisory board will assess final capstone projects using a rubric.  (2) Capstone course exit exam: The faculty created a standardized exam that directly measures the competencies and values. The exam will be given to students in the Strategic Communication Case Studies class and Strategic Campaigns class.  (3) Supervisor Internship evaluation.  Indirect measures:  (1) Exit surveys that are currently collected by the Advising Center for Media and Communication.  (2) Student awards. |
| Assessment  Timetable | * At the end of each fall term, the Strategic Communication faculty will meet to assess capstone course projects from the previous spring semester.   . |
| Who is responsible for assessing and reporting on the results? | Strategic communication assessment team and department chair are responsible for assessing and reporting results and closing the loop. |
| **Program-Level Outcome 2 (from question #23)** | Students will create messages appropriate to the audience, purpose, and context using clear and appropriate forms of writing, tools, technology, and research. |
| Assessment Measure | (1) Strategic communication faculty and the professional advisory board will assess final capstone projects using a rubric.  (2) Capstone course exit exam: The faculty created a standardized exam that directly measures the competencies and values. The exam will be given to students in the Strategic Communication Case Studies class and Strategic Campaigns class.  (3) Supervisor Internship evaluation.  Indirect measures:  (1) Exit surveys that are currently collected by the Advising Center for Media and Communication.  (2) Student awards. |
| Assessment  Timetable | * At the end of each fall term, the Strategic Communication faculty will meet to assess capstone course projects from the previous spring semester.   . |
| Who is responsible for assessing and reporting on the results? | Strategic communication assessment team and department chair are responsible for assessing and reporting results and closing the loop. |

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| **Program-Level Outcome 3 (from question #23)** | Students will embrace difference and diversity and culture using sensitivity in a global society and adapt messages to diverse audiences. |
| Assessment Measure | (1) Strategic communication faculty and the professional advisory board will assess final capstone projects using a rubric.  (2) Capstone course exit exam: The faculty created a standardized exam that directly measures the competencies and values. The exam will be given to students in the Strategic Communication Case Studies class and Strategic Campaigns class.  (3) Supervisor Internship evaluation.  Indirect measures:  (1) Exit surveys that are currently collected by the Advising Center for Media and Communication.  (2) Student awards. |
| Assessment  Timetable | * At the end of each fall term, the Strategic Communication faculty will meet to assess capstone course projects from the previous spring semester.   . |
| Who is responsible for assessing and reporting on the results? | Strategic communication assessment team and department chair are responsible for assessing and reporting results and closing the loop. |

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| **Program-Level Outcome 4 (from question #23)** | Students will employ communication perspectives, principles, concepts, and theories to create, interpret, evaluate communication messages. |
| Assessment Measure | (1) Strategic communication faculty and the professional advisory board will assess final capstone projects using a rubric.  (2) Capstone course exit exam: The faculty created a standardized exam that directly measures the competencies and values. The exam will be given to students in the Strategic Communication Case Studies class and Strategic Campaigns class.  (3) Supervisor Internship evaluation.  Indirect measures:  (1) Exit surveys that are currently collected by the Advising Center for Media and Communication.  (2) Student awards. |
| Assessment  Timetable | * At the end of each fall term, the Strategic Communication faculty will meet to assess capstone course projects from the previous spring semester.   . |
| Who is responsible for assessing and reporting on the results? | Strategic communication assessment team and department chair are responsible for assessing and reporting results and closing the loop. |

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| **Program-Level Outcome 5 (from question #23)** | Students will utilize creative critical thinking in the creation, interpretation, and evaluation of communication messages and practices. |
| Assessment Measure | (1) Strategic communication faculty and the professional advisory board will assess final capstone projects using a rubric.  (2) Capstone course exit exam: The faculty created a standardized exam that directly measures the competencies and values. The exam will be given to students in the Strategic Communication Case Studies class and Strategic Campaigns class.  (3) Supervisor Internship evaluation.  Indirect measures:  (1) Exit surveys that are currently collected by the Advising Center for Media and Communication.  (2) Student awards. |
| Assessment  Timetable | * At the end of each fall term, the Strategic Communication faculty will meet to assess capstone course projects from the previous spring semester.   . |
| Who is responsible for assessing and reporting on the results? | Strategic communication assessment team and department chair are responsible for assessing and reporting results and closing the loop. |

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| **Program-Level Outcome 6 (from question #23)** | Students will support principles of free expression and the historical context of free expression within a diverse and global society. |
| Assessment Measure | (1) Strategic communication faculty and the professional advisory board will assess final capstone projects using a rubric.  (2) Capstone course exit exam: The faculty created a standardized exam that directly measures the competencies and values. The exam will be given to students in the Strategic Communication Case Studies class and Strategic Campaigns class.  (3) Supervisor Internship evaluation.  Indirect measures:  (1) Exit surveys that are currently collected by the Advising Center for Media and Communication.  (2) Student awards. |
| Assessment  Timetable | * At the end of each fall term, the Strategic Communication faculty will meet to assess capstone course projects from the previous spring semester.   . |
| Who is responsible for assessing and reporting on the results? | Strategic communication assessment team and department chair are responsible for assessing and reporting results and closing the loop. |

**Course-Level Outcomes**

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Students will apply professional ethical principles and practices appropriate to the audience, purpose, and context. |
| Which learning activities are responsible for this outcome? | Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams, discussion board posts, making agency videos, mini project). |
| Assessment Measure | The class will use quizzes or assignments, two exams (mid-term and final), discussion board posts, group tasks (e.g., agency videos and mini projects) to test the students’ learning over the course of the semester. I will expect the average class score in all exams to be a minimum of C or 70%. I will expect the class average for all quizzes/assignment to be between C and B, or 70%– 89%. |

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| **Outcome 2** | Students will create messages appropriate to the audience, purpose, and context using clear and appropriate forms of writing, tools, technology, and research. |
| Which learning activities are responsible for this outcome? | Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams, discussion board posts, making agency videos, mini project). |
| Assessment Measure | The class will use quizzes or assignments, two exams (mid-term and final), discussion board posts, group tasks (e.g., agency videos and mini projects) to test the students’ learning over the course of the semester. I will expect the average class score in all exams to be a minimum of C or 70%. I will expect the class average for all quizzes/assignment to be between C and B, or 70%– 89%. |

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| **Outcome 3** | Students will embrace difference and diversity and culture using sensitivity in a global society and adapt messages to diverse audiences. |
| Which learning activities are responsible for this outcome? | Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams, discussion board posts, making agency videos, mini project). |
| Assessment Measure | The class will use quizzes or assignments, two exams (mid-term and final), discussion board posts, group tasks (e.g., agency videos and mini projects) to test the students’ learning over the course of the semester. I will expect the average class score in all exams to be a minimum of C or 70%. I will expect the class average for all quizzes/assignment to be between C and B, or 70%– 89%. |

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| **Outcome 4** | Students will employ communication perspectives, principles, concepts, and theories to create, interpret, evaluate communication messages. |
| Which learning activities are responsible for this outcome? | Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams, discussion board posts, making agency videos, mini project). |
| Assessment Measure | The class will use quizzes or assignments, two exams (mid-term and final), discussion board posts, group tasks (e.g., agency videos and mini projects) to test the students’ learning over the course of the semester. I will expect the average class score in all exams to be a minimum of C or 70%. I will expect the class average for all quizzes/assignment to be between C and B, or 70%– 89%. |

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| **Outcome 5** | Students will utilize creative critical thinking in the creation, interpretation, and evaluation of communication messages and practices. |
| Which learning activities are responsible for this outcome? | Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams, discussion board posts, making agency videos, mini project). |
| Assessment Measure | The class will use quizzes or assignments, two exams (mid-term and final), discussion board posts, group tasks (e.g., agency videos and mini projects) to test the students’ learning over the course of the semester. I will expect the average class score in all exams to be a minimum of C or 70%. I will expect the class average for all quizzes/assignment to be between C and B, or 70%– 89%. |

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| **Outcome 6** | Students will support principles of free expression and the historical context of free expression within a diverse and global society. |
| Which learning activities are responsible for this outcome? | Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams, discussion board posts, making agency videos, mini project). |
| Assessment Measure | The class will use quizzes or assignments, two exams (mid-term and final), discussion board posts, group tasks (e.g., agency videos and mini projects) to test the students’ learning over the course of the semester. I will expect the average class score in all exams to be a minimum of C or 70%. I will expect the class average for all quizzes/assignment to be between C and B, or 70%– 89%. |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**(Undergraduate Bulletin 2017-2018, page 477)**

*[NB: For changes to the degree, see separate proposal for reconfiguration of BS in Strategic Communication]*

**Strategic Communication (PRAD)**

**PRAD 3013. Promotional Writing for Electronic and Digital Media** Methods and techniques

of writing non-news radio and television scripts and web content. Emphasis on commercials

and program continuity, promotional announcements, public service announcements. Some attention to teleplay, screenplay and corporate video techniques.

***PRAD 3043 Principles of Strategic Communication*** *Broad survey of strategic communication practice, emphasizing advertising and public relations in the context of integrated brand promotion. Fall, Spring, Summer.*

**PRAD 3143. Strategic Writing** Writing forms and styles across multimedia platforms. Fundamentals and practice in preparation of strategic messages for various channels of communication, including controlled and uncontrolled media. Students will develop skills in information gathering, writing styles, editing, critical thinking and audience analysis. Prerequisites, CMAC 2003 and either PR 3003 or AD 3023. Fall, Spring.

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