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

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] 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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| --- | --- |
| Gilbert Fowler 2/14/2018 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Marceline Hayes 2/14/2018 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Warren Johnson 2/19/2018 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Gina Hogue 2/20/2018 **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)

Holly Hall, Dept. of Communication, [hollyhall@astate.edu](mailto:hollyhall@astate.edu), 972-3135

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*. )

COMS 6533

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).

Strategic Communication Management Capstone

Short title: STRATEGIC COMM MGMT CAPSTONE

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

Students will investigate a real-world strategic communication issue, formulating solutions, recommendations and strategies that bridge the gap between theory and practice. Course will be taken the final term of completing degree requirements.

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. **Yes** Are there any prerequisites?
   1. If yes, which ones?

CMAC 6053, Quantitative Research Methods

COMS 6253, Audience Market Analysis

COMS 6263, Media Account Management

COMS 6303, Seminar in Strategic Communications

* 1. Why or why not?

These classes will provide the research and topical foundation for the major course requirement of a research paper.

1. **Yes** Is this course restricted to a specific major?
   1. If yes, which major? Master’s in Strategic Communication

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

n/a

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

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** – **Yes / No** Are these courses offered for equivalent credit? No

Please explain. Enter text...

12. **Yes** Is this course in support of a new program?

a. If yes, what program?

Master’s in Strategic Communication

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.)

**Course focus:** Students will complete an intensive research project focused on a topic related to the field of strategic communication. Possible topics can be chosen from the fields of business, politics, advocacy, non-profits, entertainment, public health, the environment, popular culture, and other sectors.

* Students will conduct a review of the relevant scholarly and professional literature, carry out research on the topic using appropriate methodological approaches, and write a research paper that expresses and supports a thesis. It is an opportunity for students to become an expert in a specialized topic, deepening their understanding of an area that they are passionate about and that aligns with their career goals.
* Sample topic ideas: effective crisis communication in response to hurricane threats, strategic communication about renewable energy, the Virginia Tech massacre: framing and crisis communication, analysis of news aggregator and social media habits, higher education branding and university athletics, corporate social responsibility and the Red Campaign, visual persuasion in campaign advertising, communication strategies and mental health stigma, advertising and gender portrayals, political communication and young voter engagement.

**Course Schedule:**

### Module 1

(1) Lecture: Fundamentals of research design

(2) Post to the discussion board your research paper topic ideas including a thesis statement and methodological approach. Classmates provide feedback and suggestions to each other. Your topic will ultimately be approved by the instructor and the instructor will notify you when the topic has been approved so that you may begin the research process.

**All work is to be completed by Friday at 8 a.m.**

**Module 2**

(1)Lecture: Choosing appropriate literature

(2)Identify 15 or more peer-reviewed and scholarly sources specific to your topic and compile/write an annotated bibliography.

**All work is to be completed by Friday at 8 a.m.**

**Module 3**

(1)Lecture: Writing the Literature Review

(2)Based on their annotated bibliography, students write a detailed outline for their literature review and complete a draft of their research designs. Students will post to the discussion board for feedback from the instructor and class.

**All work is to be completed by Friday at 8 a.m.**

**Module 4**

(1)Students will use this week to conduct their research. Post status of research process to the discussion board.

**All work is to be completed by Friday at 8 a.m.**

**Module 5**

(1)Continue conducting research and prepare a draft of findings to post to the discussion board.

**All work is to be completed by Friday at 8 a.m.**

**Module 6**

(1)Post final paper to the discussion board.

**All work is to be completed by Friday at 8 a.m.**

**Module 7**

(1)Post reflection to discussion board: What would you do differently on this research project if you had it to do over again? What are some options for future research with your topic? What recommendations can you make regarding your topic to practitioners in the strategic communication field?

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

Enter text...

19. Department staffing and classroom/lab resources

This is an online class that will not require additional staff or physical resources.

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

No

20. **No** Does this course require course fees?

*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)

**Rationale:** This course will serve as our capstone course for the new online Master’s in Strategic Communication. The Strategic Communication capstone course is an opportunity for students to synthesize and apply knowledge from throughout the Strategic Communication program. Under the guidance of the instructor, students investigate a real-world strategic communication issue, devising solutions, recommendations and strategies that bridge the gap between theory and practice.

**Course Goals**: Students who successfully complete this course should: Demonstrate the ability to choose an independent research topic; evaluate published research in the area of their chosen topic; design a research project; apply concepts, theories, ideas and frameworks to the design of their research projects; apply appropriately one or more quantitative or qualitative approaches, or mixed methods approaches in conducting their research and produce a substantial, independent academic research paper.

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 Master of Science program in Strategic Communication is based on two program goals. The specific goals addressed in this course are italicized.

I.             Graduates should be able to *apply theories of communication* to problems of today*.* II.           Graduates should be able to *apply the principles of research* to problems and issues in communication.

c. Student population served.

This course is for students enrolled in the online Master’s in Strategic Communication degree program. This program is designed for those who want to excel in advertising, public relations, social media or corporate communication.

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

Graduate level course: The Strategic Communication capstone course is an opportunity for students to synthesize and apply knowledge from throughout the Strategic Communication Master’s program. The course is graduate level as students are expected to conduct a level of research and writing that goes beyond what would be expected of our undergraduate program. Specifically, the students must demonstrate the ability to choose an independent research topic; evaluate published research in the area of their chosen topic; design a research project; apply concepts, theories, ideas and frameworks to the design of their research projects; apply appropriately one or more quantitative or qualitative approaches, or mixed methods approaches in conducting their research and produce a substantial, independent academic research paper.

**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 will serve as our capstone course for the new Master’s program in Strategic Communication. See the assessment table below for specifics on how this course fits into the program’s assessment plan.

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.*

***Course Assessment***

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Demonstrate the ability to choose an independent research topic; evaluate published research in the area of their chosen topic; design a research project; apply concepts, theories, ideas and frameworks to the design of their research projects; apply appropriately one or more quantitative or qualitative approaches, or mixed methods approaches in conducting their research and produce a substantial, independent academic research paper.

**Course Outcomes:**

The Master of Science program in Strategic Communication is based on two program goals. The specific goals addressed in this course are italicized.

I.             Graduates should be able to *apply theories of communication* to problems of today*.*

II.           Graduates should be able to *apply the principles of research* to problems and issues in communication

**Capstone Paper Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CRITERIA | 1 = Beginner | 2 = Basic | 3 = Proficient | 4 = Mastery | Score |
| |  | | --- | | Significance of Topic | | |  | | --- | | Topic is of little importance or unrelated to field of study. Topic will not add to the body of literature in the field of study. Topic has little theoretical or practical importance to the field of study. Topic demonstrates no innovative thinking. | | |  | | --- | | Topic is of some importance and is related to field of study. Topic will somewhat add to the body of literature in the field of study. Topic had basic theoretical and practical importance to the field of study. Topic demonstrates some innovative thinking. | | |  | | --- | | Topic is important and related to field of study. Topic will moderately add to the body of literature in the field of study. Topic has moderate theoretical and practical importance to the field of study. Topic demonstrates a moderate level on innovative thinking. | | |  | | --- | | Topic of major importance and specifically related to the field of study. Topic has significant theoretical and practical importance to the field of study. Topic demonstrates a high level of innovative thinking. | |  |
| Purpose | |  | | --- | | Unclear and confusing. No conceptualization. | | |  | | --- | | Somewhat understandable but needs clarity. Some level of conceptualization. | | |  | | --- | | Clearly stated and appropriately worded. Moderately conceptualized. | | |  | | --- | | Clearly stated and appropriately worded. Well conceptualized. | |  |
| |  | | --- | | Research Questions/  Hypothesis | | |  | | --- | | Unrelated to purpose and poorly written. Significant revision needed. | | |  | | --- | | Somewhat related to purpose and understandable. Significant revision needed. | | |  | | --- | | Related purpose and understandable. Moderate revision needed. | | |  | | --- | | Clearly related to purpose and understandable. Little or no revision needed. | |  |
| |  | | --- | | Review of Literature/  Theoretical Framework | | |  | | --- | | Incomplete or disorganized. Includes an inappropriate number of non-refereed sources. Fails to establish an appropriate theoretical framework (including motivational theories) for the research topic. Fails to site appropriately. Not appropriate for publication or presentation. | | |  | | --- | | Partially complete and somewhat disorganized. Includes few non-refereed sources. Establishes a basic theoretical framework (including motivational theories) for the research topic. Demonstrates a basic understanding of appropriate citation format, but requires significant revision. Is not appropriate for publication or presentation without significant revision. | | |  | | --- | | Complete literature review with sound organization. Includes very few non-referred sources and provides current research relevant to the field and the topic. Establishes a sound and proficient theoretical framework (including motivational theories) for the research topic. May be appropriate for publication or presentation with major or moderate revision. | | |  | | --- | | Comprehensive literature review. Includes current and landmark literature highly relevant to the topic. Establishes an advanced theoretical framework (including motivational theories) for the research topic. Is appropriate for publication or presentation with little or no revision. | |  |
| |  | | --- | | Method | | |  | | --- | | Incomplete and little description of methods. Methods appear inappropriate or unrelated to purpose and research questions. Data analysis is incomplete and inappropriate. Not appropriate for publication or presentation. | | |  | | --- | | Partial description of methods which appear to be appropriate and related to purpose and research questions. Data analysis appears appropriate for the research but needs significant refinement. Is not appropriate for publication or presentation without significant revision. | | |  | | --- | | Moderately well written and mostly complete description of methods. Methods appear sound, appropriate and related to purpose and research questions. Data analysis is appropriate for the research but needs some refinement. May be appropriate for publication or presentation with major or moderate revision. | | |  | | --- | | Well written, detailed description of methods. Methods are highly appropriate for this type of project and are directly linked to the purpose and research questions. Data analysis is highly appropriate for the research and needs little or no refinement. Is appropriate for publication or presentation with little or no revision. | |  |
| |  | | --- | | Results & Discussion | | |  | | --- | | Inaccurately stated based on the data. No discussion to compare findings to previous research. No relationship to purpose and research questions/hypothesis. Fails to discuss key findings. Shows little or no critical analysis of research related to topic and compared to current study. Not appropriate for publication or presentation | | |  | | --- | | Accurately stated based on the data. Limited discussion with some comparison to previous research. Relates material to purpose and research questions/hypothesis. Some discussion of key findings and their implications. Shows some critical analysis of research related to topic and compared to current study. Is not appropriate for publication or presentation without significant revision. | | |  | | --- | | Accurately stated based on the data. Discussion relates findings to previous research on topic. Discussion relates key findings to previous research and prevents implications. Shows critical analysis of research related to topic and compared to current study. May be appropriate for publication or presentation. | | |  | | --- | | Accurately stated based on the data. Thoughtful, detailed and comprehensive discussion is presented. Key findings are specifically related to previous research. Implications are well presented. Shows creative thinking and thoughtful insight. Shows critical analysis of research related to topic and compared to current study. Is appropriate for publication or presentation with little or no revision. | |  |
| Format, Citations, & References | Project is disorganized or difficult to read. Project is not presented in format appropriate for intended scholarly venue. Presentation of material is inappropriate and unprofessional. Few appropriate citations are used. Citations and references are not presented in proper format and need significant revision. | Project is somewhat organized but in need of significant clarification. The majority of the project is not presented in format appropriate for intended scholarly venue. Presentation of material is somewhat appropriate and professional. A moderate number of appropriate citations are used, but more may be needed. Citations and references are not presented in proper format, and are in need of moderate revision. | Project is organized, but in need of major clarification in some areas. The majority of the project is presented in format appropriate for intended scholarly venue. Presentation of material is appropriate and professional. A high number of appropriate citations are used, Few, if any, additional sources may be needed. The Majority of citations and references are presented in proper format, and are in need of minor revision. | Project is well organized, needing only very little clarification, if any. The entire project is presented in format appropriate for intended scholarly venue. Presentation of the material is highly appropriate and professional. All citations are appropriate. Additional sources are not needed. All citations and references are presented in proper format and do not need revision. |  |
| Concentration in Strategic Communication | Does not identify topical strategic communication issues and skills for addressing those issues. | Somewhat identifies topical strategic communication issues and some skills for addressing those issues. | Mostly identifies topical strategic communication issues and most skills for addressing those issues. | Completely identifies topical strategic communication issues and skills for addressing those issues. |  |
| Overall Content/  Project Evaluation (Readiness to Submit for Publication or Professional Presentation) | Demonstrates lack of knowledge in field of study, the selected topic, and research design. Not appropriate for publication or presentation. | Demonstrates basic level of knowledge in field of study, the selected topic, and research design. Is not appropriate for publication or presentation without significant revision. | Demonstrates a proficient level of knowledge related to field of study, the selected topic, and research design. May be appropriate for publication or presentation with major revision. | Demonstrates a high level of mastery of knowledge related to field of study, the selected topic, and research design. Is appropriate for publication or presentation with little or no revision. |  |
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***Program Assessment***

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| **Outcome 1** | To apply theories of communications to problems of today. |
| Assessment Measure | Capstone experience |
| Which courses are responsible for this outcome? | COMS 6533 Strategic Communication Management Capstone |
| Assessment  Timetable | At the end of the capstone class. Results will be complied, analyzed and reported at the annual Strategic Communication faculty assessment meeting in December. |
| Who is responsible for assessing and reporting on the results? | Capstone class instructor, Strategic Communication Program Assessment Chair |

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| --- | --- |
| **Outcome 2** | To apply principles of research to problems and issues in communications. |
| Assessment Measure | Capstone experience |
| Which courses are responsible for this outcome? | COMS 6533 Strategic Communication Management Capstone |
| Assessment  Timetable | At the end of the capstone class. Results will be complied, analyzed and reported at the annual Strategic Communication faculty assessment meeting in December. |
| Who is responsible for assessing and reporting on the results? | Capstone class instructor, Strategic Communication Program Assessment Chair |

**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.* |

Graduate Bulletin 2017-2018, p. 325 [see also proposal for MS in Strategic Communication]

**COMS 6413. Organizational and Intercultural Communication** Course will introduce students to intercultural communication and function of organization communication in theworkplace, addressing how effective communication within organizations affects business and

how to advance intercultural skills while being aware of different world views.

***COMS 6533. Strategic Communication Management Capstone*** *Students will investigate a real-world strategic communication issue, formulating solutions, recommendations and strategies that bridge the gap between theory and practice. Course will be taken the final term of completing degree requirements. Prerequisites: CMAC 6053, COMS 6253, COMS 6263, and COMS 6303.*

**COMS 660V. Internship in Communication Studies** Combines relevant work experience with

classroom theory.

**COMS 670V. Thesis**

**COMS 680V. Independent Study**