Code # COM 54(Rev)

**New/Special Course Proposal-Bulletin Change Transmittal Form**

[x]  **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

[ ]  **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

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| --- |
| [x] **New Course or** [ ]  **Special Course (Check one box)***Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.*  |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

CMP 4563

2. 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).

Sports Programming

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture and Lab

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard

5. Is this course dual listed (undergraduate/graduate)?

NO

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

NO

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

Theory and practical application of sports programming for radio and television

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

NO

b. Why?

This course can be taught as a stand-alone course.

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

Spring

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

Larz Roberts, ex: 2468

11. Proposed Starting Term/Year

Spring 2014

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

If yes, what program?

This course is in support of the new sports production emphasis area in the department of media.

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

If yes, what course?

Enter text...

Has this course number been used in the past? NO

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? NO

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

Students will learn to critically analyze programming needs, and to provide solutions to complex problems experienced in the context of sports programming.

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.

This course aligns with the mission of the college which is to create media based professionals across multiple communication based platforms. Specifically, this course will empower students with skills and knowledge regarding sports programing in professional markets. This course also aligns with the core competencies of the external accrediting agency (AECMJ).

c. Student population served.

Undergraduate students at Arkansas State University

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

This course is an upper level offering because of the complexity of the materials that are to be presented.

16. 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.)

|  |  |
| --- | --- |
| **Week 1** | **Lecture**: Introduction to class and Media Sports Programming.  |
| **Week 2** | **Lecture**: Introduction to Radio Programming. Local, network, and syndicated radio programming. |
| **Week 3** | **Lecture**: Introduction to Television Programming. Local, network, and syndicated TV programming. |
| **Week 4** | **Lecture**: Sports and talk show programming for radio and TV. |
| **Week 5** | **Lecture**: Online content. Relationships between new and old media. |
| **Week 6** | **Lecture**: Media regulation and deregulation. Evolution of media’s corporate relationships. |
| **Week 7** | **Lecture**: Influence of business on content. Advertising, censorship, choice, and changing audience structures. |
| **Week 8**  | **Lecture**: Radio Sports ProgrammingRadio talk show  |
| **Week 9**  | **Lecture**: Radio Sports Programming ContinuedRadio talk show continued |
| **Week 10** | **Lecture**: TV Sports ProgrammingTV talk show  |
| **Week 11** | **Lecture**: TV Sports Programming ContinuedTV Talk show continued  |
| **Week 12** | **Lecture**: Sports Entertainment ProgrammingProgram creation |
| **Week 13** | **Lecture**: Sports Entertainment ProgrammingProgram creation continued |
| **Week 14** | **Lecture**: Information as a commodity.  |
| **Week 15** | Final Exam |
|  |  |

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

4 Program development assignments

Critical analysis( of sports programming) (Paper)

2 written exams

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

NA

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No additional resources are needed to teach this course

20. What is the primary intended learning goal for students enrolled in this course?

Students will examine the theories and functions related to programming sports shows and events for electronic media.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

*Beyond Powerful Radio*. Valerie Geller. Focal Press. 2011. ISBN: 9780240522241
 *Sports on Television: The How and Why Behind What you See*. Dennis Deninger. Routledge. 2012. ISBN: 9780415896764

b. Number of pages of reading required per week: 40-50

c. Number of pages of writing required over the course of the semester: 20-30

22. High-Impact Activities (Check all that apply)

[ ] Collaborative assignments

[ ] Research with a faculty member

[ ] Diversity/Global learning experience

[ ] Service learning or community learning

[ ] Study abroad

[ ] Internship

[ ] Capstone or senior culminating experience

[ ] Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will demonstrate an understanding of concepts and terminology related to sports programming.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Lecture, course readings

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Students will complete a written testing their understanding of concepts and terminology used in the field of sports programming.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Students will be able to think critically about and analyze sports programs.

Learning Activity:

Lecture, course readings

Assessment Tool:

Students will complete a 5-10 page critical analysis paper of a specific a sports program. This paper will be graded with a rubric

**Outcome #3**:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

[ ] Minimally
[ ] Indirectly
[ ] Directly

* 1. Thinking Critically

[ ] Minimally
[ ] Indirectly
[ ] Directly

* 1. Using Technology

[ ] Minimally
[ ] Indirectly
[ ] Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Paste bulletin pages here...