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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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| --- | --- |
| Shelley Gipson 4/11/2019 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Temma Balducci 4/11/2019 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Warren Johnson 4/26/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Gina Hogue 4/26/2019 **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)

**Temma Balducci, Dept. of Art + Design, tbalducci@astate.edu, 870-972-3050**

2. Proposed Starting Term and Bulletin Year

**Fall 2019/ 2019-2020 Bulletin Year**

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*. )

**GRFX 1161**

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).

**Fundamental Programming with Python**

**Short title: Python Fundamentals**

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

**Basic programming concepts such as types, functions and best practices, with emphasis on solving programming challenges using these fundamental Python concepts to gain a better understanding of programming.**

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?

**First course in Upskill Programming Fundamentals sequence**

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**

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?

Please explain. Enter text...

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

a. If yes, what program?

**Upskill Program**

**This course may be used as a free elective for A-State college-level students.**

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.)

**This course will be offered through A-State Online Services to concurrent-enrollment and other A-State students.**

**Week 1 Python 3 and IDLE Introduction**

**Week 2 Variables and Typing, Input and Control**

**Week 3 Expressions and Arithmetic, Error Handling**

**Week 4 If/Else and Boolean Conditionals**

**Week 5 Iterations**

**Week 6 Functions**

**Week 7 Objects**

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

**None**

19. Department staffing and classroom/lab resources

**Existing staff and 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)

**The goal of the course is to introduce high school and college students to basic knowledge and performance in programming with the Python language.**

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 course contributes to the defined purpose of the Upskill program: Providing Arkansas high school and college students with the necessary knowledge and skills to enter the workforce in positions necessitating fundamental computer programming skills.**

**This course may be used as a free elective for A-State college-level students.**

c. Student population served.

**High school and college students**

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

**Lower level is necessitated by the nature of the course.**

**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?

An important program level outcome for UC is to be able to explain IT problems and solutions and give clear instructions. This course focuses on skills needed for understanding and solving IT problems through the use of the Python programming language.

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)** | n/a |
| Assessment Measure | n/a |
| Assessment  Timetable | n/a |
| Who is responsible for assessing and reporting on the results? | n/a |

*(Repeat if this new course will support additional program-level outcomes)*

**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** | Demonstrate knowledge of Python programming concepts. |
| Which learning activities are responsible for this outcome? | Case-based exercises applying Python programming concepts |
| Assessment Measure | Two comprehensive case-based projects involving Python programming concepts from start to finish |

*(Repeat if needed for additional outcomes)*

**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.* |

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**Graphic Design (GRFX)**

**GRFX 1111. Design Technology** Basic levels of graphic design utilizing Adobe Illustrator, Adobe Photoshop, and Adobe InDesign software. Prerequisites: Declared Graphic Design Major, Co- requisite GRFX 2203 or permission of instructor. Spring.

**GRFX 1112. Design Literacy** Introduction to design, color theory, typography and composition. Restricted to BS Digital Innovations students. Spring, Summer.

**GRFX 1161. Fundamental Programming with Python** Basic programming concepts such as types, functions and best practices, with emphasis on solving programming challenges using these fundamental Python concepts to gain a better understanding of programming. Fall, Spring.

**GRFX 2103. Ideation** Focuses on the process of lateral thinking and the visualization of design problems and their solutions. Emphasizes effective research, imagination, originality, and execution in various media. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio class. Prerequisite, a grade of C or better in ART 1033 and ART 1013; or permission of instructor. Fall, Spring.

**GRFX 2203. Introduction to Graphic Design** Graphic design application, career paths, and role in media and technology; layout, typography, media, color, photography, illustration and technology. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio Graphic Design class. Prerequisites: Declared Graphic Design Major or permission of instructor, Corequisite GRFX 1111. Spring.