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

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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

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

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| Philip Tew 3/28/2023**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 3/17/2023**Office of Accreditation and Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| John Robertson 3/29/2023**College Dean** | Len Frey 4/20/2023**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

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

Philip Tew, ptew@astate.edu, 870-972-3742

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

FALL 2023.

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **BUSN** |
| **Number\*** |  | **3081** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **Applied Business Research III** |
| **Description\*\*** |  | **Development of effective research within the business disciplines as it relates to qualitative research. FALL****Prerequisite: BUSN 2091**  |

 ***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(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?

BUSN 2091

* 1. Why or why not?

This course builds on the research foundation developed in BUSN 2091

1. NO Is this course restricted to a specific major?
	1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

FALL

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

LECTURE

1. **Proposed grade type [Modification requested? Yes/No]**

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

STANDARD LETTER

1. NO Is this course dual-listed (undergraduate/graduate)?
2. 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.)*

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

 Enter text...

 **b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

 Enter text...

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

a. If yes, what program?

 Minor in Applied Business Research

1. NO Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(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 Organizational Meeting

Week 2 Purpose of Qualitative Research

Week 3 Examples of Qualitative Research

Week 4 Qualitative Research Theory

Week 5 Qualitative Research Theory

Week 6 Case Study

Week 7 Ethnography

Week 8 Content Analysis

Week 9 Interview Protocol

Week 10 Interview Response Coding

Weeks 11 Development of Substantive Theory

Weeks 12-15 Presentation of Qualitative Research Initial Findings

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Traditional Classroom

1. **Department staffing and classroom/lab resources**

Classroom

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

 NO

1. 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.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

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

 The specific academic goal for this course is for students to improve their qualitative research skills within the areas of their business discipline. Upon conclusion of this course, students will be able to collect, legally through the parameters set forth by IRB, qualitative data needed to conduct academic research

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

 This course will not be housed within a specific department within the NGCOB, but will be used by students throughout the College, similar to how the Making Connections course is housed. This course will allow those students who desire to pursue research either as an undergraduate (for instance in the Honors Program in completion of their thesis) or are preparing for a graduate or professional program upon graduation.

c. Student population served.

The focus for this course is those students pursuing the minor in Applied Business Research which will more than likely be students enrolled in the Honors College and those who are planning on pursuing a graduate or professional degree upon graduation.

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

This course is classified as an upper-level undergraduate course as the students will have taken more courses within their field prior to enrolling in this course and have a better understanding of their field’s research avenues.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. NO Do the proposed modifications result in a change to the assessment plan?

 *If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. 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?

The college has PLOs for all BS degrees, and they include that (a) students will communicate effectively and professionally in writing, and (b) students will demonstrate effective and professional oral communication. This course will enhance those learning outcomes. It will be assessed on a regular basis of annually.

1. Considering the indicated program-level learning outcome/s (from question #19), 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 #19)** | Students will communicate effectively and professionally in writing. |
| Assessment Measure | Direct Assessment: Sample of student artifacts from F2F, online, and distant site sections To be assessed in MGMT 4813 Strategic Management (Capstone Course) |
| Assessment Timetable | Every 3 Years (beginning in 2017-2018) |
| Who is responsible for assessing and reporting on the results? | CoB Writing Rubric employed by CoB UGR Written Communication Goal Assessment Team (GAT) and Writing Center Director and staff |

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

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| **Program-Level Outcome 2 (from question #19)** | Students will demonstrate effective and professional oral communication. |
| Assessment Measure | Direct Assessment: Presentations from traditional and online sections  |
| Assessment Timetable | Every 3 Years (beginning 2016-2017) |
| Who is responsible for assessing and reporting on the results? | CoB Oral Comm Rubric employed by CoB UGR Oral Communication GAT and faculty volunteers. MGMT 4813 Strategic Management (Capstone Course) |

 **Course-Level Outcomes**

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

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| **Outcome 1** | Student will develop the ability to obtain and analyze qualitative data accurately and efficiently |
| Which learning activities are responsible for this outcome? | Qualitative Data Collection Tools UnderstandingDevelopment of Data Collection InstrumentData Collection |
| Assessment Measure  | Written Presentation of data collection instrument, Oral and Written presentation of data results |

*(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. Please include a before (with changed areas highlighted) and after of all affected sections.** **\*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.**  |

BUSN 3081 – Applied Business Research III

Sem. Hrs: 1

**Development of effective research within the business disciplines as it relates to qualitative research. FALL**

**Prerequisite: BUSN 2091**