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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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| Dr. Ronald Sitton 3/10/2020 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Brad Rawlins. 3/12/2020 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Warren Johnson 3/18/2020  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Summer DeProw 3/16/2020 **Director of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Gina Hogue 3/19/2020 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

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

Ronald Sitton, School of Media and Journalism, rsitton@astate.edu, 870-972-2979

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

Fall 2020, 2020-2021 Bulletin

**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)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **MDIA** |
| **Number\*** |  | **3201** |
| **Title** |  | News Practicum II |
| **Description\*\*** |  | A mid-level experience in news production. Students will work for either DDNS, The Herald, ASUTV-News, RWR, or KASU to produce portfolio-worthy materials. Restricted to Multimedia Journalism majors. |

***\**** (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 as it should appear in the Bulletin.

1. **Proposed 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?

MDIA 2201 News Practicum I and MDIA 2043 Basic Digital Photography, or instructor permission

* 1. Why or why not?

The prerequisites prepare the student to produce portfolio work worthy of a junior multimedia journalism student.

1. **YES** Is this course restricted to a specific major?
   1. If yes, which major? Multimedia Journalism
2. **Proposed course frequency**

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

Fall, Spring, Summer

1. **Proposed course type**

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.

Practicum

1. **Proposed grade type**

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

a. If yes, what program?

Enter text...

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**

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

NOTE: While each outlet will have its own eccentricities, this outline provides a general overview that can be used by any outlet. It’s impossible to know what news items will be produced in any particular week as the nature of news indicates it is different from day to day, let alone week to week. However, assignments must meet the news values of timeliness, impact, conflict, currency, unusualness, prominence, and/or proximity while also answering the six basic questions of who, what, when, where, why, and how. All assignments will build toward an online portfolio and/or sizzle reel.

Week 1 introduction

Social Media feeds and news blog analysis, update if necessary

Week 2 Role/Beat assignments, functions

Story Pitch #1

Week 3 **assignment #1 DEADLINE**

Story Pitch #2

Week 4 **assignment #2 DEADLINE**

Week 5 Mentor Debriefing

Week 6 Story Pitch #3

Week 7 **assignment #3 DEADLINE**

Week 8 Story Pitch #4

Week 9 **assignment #4 DEADLINE**

Week 10 Mentor Debriefing

Week 11 Story Pitch #5

Week 12 **assignment #5 DEADLINE**

Story Pitch #6

Week 13 **assignment #6 DEADLINE**

Week 14 Mentor Debriefing

Story Pitch #7

Week 15 **assignment #7 DEADLINE**

Week 16 resume, sizzle reel, online portfolio update

1. **Proposed special features**

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

Potential site visitations to local and/or regional news outlets

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

Enter text...

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 mid-level experience during a student’s junior year will provide additional practical experience outside of the classroom. The School of Media and Journalism’s accrediting body, the Accrediting Council on Education in Journalism and Mass Communications, uses a Bloom’s taxonomy-inspired practical application at three levels: awareness, understanding, and application. The Multimedia Journalism advisory board has noted the importance of hands-on student participation in campus media to provide experience prior to entering the industry. Students will move into a correspondent’s position in this second experiential course as they begin to understand news production and apply more ethically produced news content. This mid-level course bridges from ethics to professional decision making. As a correspondent, their materials will be expected to be more portfolio-worthy than the majority of work produced as a contributor.

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.

The multimedia journalism program prepares student journalists and news practitioners to generate, research, write, and produce newsworthy content across the news media spectrum. Through hands-on instruction, practical workplace experience and conceptual coursework, students learn how to create and distribute content for print, radio, television, digital, interactive, social and mobile media. Multimedia journalism is designed to develop news judgment, talent for performance and teamwork, and storytelling skills applicable to a variety of professions and media outlets. This program builds the foundation on which graduates can establish a career in modern news media across platforms. This course gives students opportunities to increase their skill set as a correspondent for a media outlet as well as options to test different outlets as they work through the intermediate stages of the multimedia journalism major.

c. Student population served.

majors in Multimedia Journalism

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

This upper-level course will begin to provide the student with portfolio-worthy material to use in a job search. Having moved beyond an awareness of what ethical journalism is, students begin understanding how to apply their skills on a more consistent basis with an increased commitment in terms of the amount of expected work produced. As a 3000-level course, it fits with the ACEJMC standard of understanding.

**Assessment**

**Assessment Plan Modifications**

1. 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**

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?

Students taking MDIA 3201 continue experiential learning outside of the classroom where they will move into a correspondent position to show that they understand how to communicate effectively using words and images for multiple platforms, ranging from interpersonal communication to digital media. This course will be taken during the student’s junior year.

The following breakdown of the ACEJMC PLOs explain the accrediting process. Highlighted entries indicate where this course fits within the assessment process and contributes to student learning.

**PURPOSE AND GOALS/LEARNING OUTCOMES**

   Degree programs in the School of Media and Journalism are accredited by ACEJMC, which requires its accredited units to prepare students to be aware of, to understand, and to apply the following 12 values and competencies.

* think critically, creatively and independently;
* think analytically by conducting research and evaluating information using appropriate methods, including applying basic numerical and statistical concepts;
* understand and respect others in a diverse and global society, which includes diversity of gender, race ethnicity, sexual orientation, religion, culture, and national origin;
* understand concepts and apply theories in the use and presentation of messages, images and information;
* write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
* critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world;
* communicate effectively using words and images for multiple platforms, ranging from interpersonal communication to digital media;
* understand the principles and laws of freedom of speech and press and how they are applied nationally and internationally;
* understand the history and role of professionals and institutions in shaping communications;
* understand professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

   The school has reduced these 12 values and competencies to three targeted foundations of learning and 8 learning outcomes for all of our students.

**THINK –**We promote problem solving by enhancing students’ ability to:

* conduct research to write and produce content for a wide variety of media platforms;
* explain how domestic and international diversity influence the production, dissemination and consumption of mass communications in a global society;
* apply concepts and apply theories in the use and presentation of images and information.

**COMMUNICATE –**We promote strong communication skills by demanding students:

* write and edit in forms and styles appropriate for the communications professions;
* apply current tools and technologies in the production and evaluation of media content for different platforms.

**BE PROFESSIONAL –**We promote professional conduct and integrity by requiring that students:

* apply the principles and laws that underlie different media systems;
* summarize the history and role of professionals and institutions in shaping communications;
* explain the legal and professional codes of ethics and conduct that undergird mass communication in a global society.

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** | Students will gain understanding of how to conduct research to write and produce content for a wide variety of media platforms. |
| Assessment Measure | Direct –Advisory Board/External Review of Online Portfolio |
| Assessment  Timetable | Board evaluates portfolios and meets with students in January |
| Who is responsible for assessing and reporting on the results? | The Multimedia Journalism faculty of Fears, Combs, Roberts, Sitton and Armstard will assess the results during dead day; Fears will report the results |

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| **Program-Level Outcome 2** | Students will gain understanding of how to apply concepts and theories in the use and presentation of images and information. |
| Assessment Measure | Indirect - Senior Exit Survey; Direct -- Senior Knowledge Inventory |
| Assessment  Timetable | Annual employer/alumni surveys and senior exit survey. Graduating seniors take the Senior Knowledge Inventory three weeks prior to commencement. |
| Who is responsible for assessing and reporting on the results? | Results of the survey will be made available at the beginning of the following semester and forwarded to the MMJ coordinator, who will input results into Taskstream |

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| **Program-Level Outcome 3** | Students will gain understanding of how to write and edit in forms and styles appropriate for the communication professions. |
| Assessment Measure | Direct –Advisory Board/External Review of Online Portfolio |
| Assessment  Timetable | Advisory board evaluates portfolios and meets with students in January |
| Who is responsible for assessing and reporting on the results? | The Multimedia Journalism faculty of Fears, Combs, Roberts, Sitton and Armstard will assess the results during dead day; Fears will report the results |

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| **Program-Level Outcome 4** | Students will gain understanding of how to apply current tools and technologies in the production and evaluation of media content for current platforms.. |
| Assessment Measure | Direct –Advisory Board/External Review of Online Portfolio |
| Assessment  Timetable | Advisory board evaluates portfolios and meets with students in January |
| Who is responsible for assessing and reporting on the results? | The Multimedia Journalism faculty of Fears, Combs, Roberts, Sitton and Armstard will assess the results during dead day; Fears will report the results |

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| **Program-Level Outcome 5** | Students will gain understanding of how to apply the principles and laws that underlie different media systems. |
| Assessment Measure | Indirect - Senior Exit Survey; Direct -- Senior Knowledge Inventory |
| Assessment  Timetable | Annual employer/alumni surveys and senior exit survey. Graduating seniors take the Senior Knowledge Inventory three weeks prior to commencement. |
| Who is responsible for assessing and reporting on the results? | Results of the survey will be made available at the beginning of the following semester and forwarded to the MMJ coordinator, who will input results into Taskstream |

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| **Program-Level Outcome 6** | Students will gain understanding of the legal and professional codes of ethics that undergird mass communications in a global society. |
| Assessment Measure | Indirect – Focus Group Advisory Board/External Review |
| Assessment  Timetable | Advisory board will meet with students in January. |
| Who is responsible for assessing and reporting on the results? | The Multimedia Journalism faculty of Fears, Combs, Roberts, Sitton and Armstard will assess the results during dead day; Fears will report the results |

**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** | Students will understand how to work a beat to produce portfolio-worthy materials while serving in a correspondent position on a media outlet staff. |
| Which learning activities are responsible for this outcome? | Producing content for 7 news stories during the semester. Pitching story ideas for their own work.  Executing assignments within beat coverage. |
| Assessment Measure | News stories will be scored for a grade that must be equivalent to a minimum of 70% on their portfolio. |

*(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.** |

**For changes to the BS in Multimedia Journalism program, see separate proposal**

**Undergraduate Bulletin 2019-2020, p. 500 current**

**MDIA 3093. Photo Storytelling I** Integration of multimedia techniques into photography. Spring.

**MDIA 3123. Audio Production** II Production and post-production of live and recorded audio for radio, television, film/video, and online delivery. Single and multi-track audio editing, sound effects, and sound reinforcement are covered. Prerequisite, MDIA 2123. Spring.

**MDIA 3201. News Practicum II** A mid-level experience in news production. Students will work for either DDNS, The Herald, ASUTV-News, RWR, or KASU to produce portfolio-worthy materials. Restricted to Multimedia Journalism majors. Prerequisites, MDIA 2201 and MDIA 2043, or instructor permission. Fall, Spring, Summer.

**MDIA 3203. Audio Storytelling** An experiential course in the technical skills and creative principles required for radio and audio field production and post-production. Fall, Spring.

**Undergraduate Bulletin 2019-2020, p. 500 proposed**

**MDIA 3093. Photo Storytelling I** Integration of multimedia techniques into photography. Spring.

**MDIA 3123. Audio Production II** Production and post-production of live and recorded audio for radio, television, film/video, and online delivery. Single and multi-track audio editing, sound effects, and sound reinforcement are covered. Prerequisite, MDIA 2123. Spring.

**MDIA 3201. News Practicum II** A mid-level experience in news production. Students will work for either DDNS, The Herald, ASUTV-News, RWR, or KASU to produce portfolio-worthy materials. Restricted to Multimedia Journalism majors. Prerequisites, MDIA 2201 and MDIA 2043, or instructor permission. Fall, Spring, Summer.

**MDIA 3203. Audio Storytelling** An experiential course in the technical skills and creative principles required for radio and audio field production and post-production. Fall, Spring.