|  |
| --- |
| 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**

|  |
| --- |
| **[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.

|  |  |
| --- | --- |
| Ronald Sitton 10/13/2020**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Brad Rawlins. 10/13/2020**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| Warren Johnson 10/28/2020**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 10/27/2020**Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Gina Hogue 10/29/2020**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, rsitton@astate.edu, 870-972-2979

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

Fall 2021, 2021-2022 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.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **MDIA** |
| **Number\*** |  | **1103** |
| **Title** |  | **Making Connections in Media and Journalism** |
| **Description\*\*** |  | First semester freshman course centered around the skills and knowledge needed to be a successful A-State Media and Journalism student, including academic performance, problem solving, critical thinking, self management, university policies, issues, trends, and disciplines in media and journalism. Fall, Spring. |

 ***\**** (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** **[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. NO Are there any prerequisites?
	1. If yes, which ones?

Enter text...

* 1. Why or why not?

 Enter text...

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, Spring

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

a. If yes, what program?

 Enter text...

1. YES 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?

UC 1013 Making Connections

**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 – Introductions

Week 2 – Campus Navigation, Policies and Procedures

Week 3 - Title IX discussion

Week 4 – Active Shooter Response, Stress Management, Wellness

Week 5 – Civility and Diversity

Week 6 – Campus Involvement

Week 7 – Task & Time Management

Week 8 – Critical Thinking & Learning Styles

Week 9 – Study Skills

Week 10 – Academic Integrity, Support

Week 11 – Common Reader Discussion, Degree Planning

Week 12 – Major & Career, Registration

Week 13 – Financial Planning

Week 14 – Academic Expo

Week 15 – Student Presentations

Week 16 - Student Presentations

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

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

Students will meet School of Media and Journalism faculty to help them choose either Creative Media Production or Multimedia Journalism major, as well as meet potential advisers. A final multimedia project will include a degree/career component that analyzes degree requirements and includes an interview with a student currently working on this degree.

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

Course will be taught by the Director of the School of Media and Journalism

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)

 Modeled after the University course but focused on media and journalism materials, this course is designed to ease the transition from high school to college. We will explore college success through a careful review of self-reflection, study skills development, career exploration and campus awareness.

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 course helps prepare students for expectations within the School of Media and Journalism.

c. Student population served.

First-semester freshmen

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

Lower-level course designed for incoming freshmen

**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?

1 - Institution Engagement – First year students will have a reasonable understanding of the underpinnings of the institution including resources, policies and organization and how to best navigate within the system.

2 - Academic Engagement – First year students will know how to develop and manage study habits to master new learning.

3 - Community Engagement - First year students will have a sense of belonging (socially, emotionally, or cognitively) to the campus community.

4 - Personal Engagement - First year students will have a practical understanding of and commitment to degree completion.

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.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | 1 - Institution Engagement – First year students will have a reasonable understanding of the underpinnings of the institution including resources, policies and organization and how to best navigate within the system. |
| Assessment Measure | Survey questions designed specifically to target information based on the above FYE SLO.  |
| Assessment Timetable | Every fall semester |
| Who is responsible for assessing and reporting on the results? | FYE Director and Committee will pull data from Evaluation Kit and create assessment report |

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

|  |  |
| --- | --- |
| **Program-Level Outcome 2 (from question #19)** | 2 - Academic Engagement – First year students will know how to develop and manage study habits to master new learning. |
| Assessment Measure | Survey questions designed specifically to target information based on the above FYE SLO.  |
| Assessment Timetable | Every fall semester |
| Who is responsible for assessing and reporting on the results? | FYE Director and Committee will pull data from Evaluation Kit and create assessment report |

|  |  |
| --- | --- |
| **Program-Level Outcome 3 (from question #19)** | 3 - Community Engagement – First year students will have a sense of belonging to the campus community. |
| Assessment Measure | Survey questions designed specifically to target information based on the above FYE SLO.  |
| Assessment Timetable | Every fall semester |
| Who is responsible for assessing and reporting on the results? | FYE Director and Committee will pull data from Evaluation Kit and create assessment report |

|  |  |
| --- | --- |
| **Program-Level Outcome 4 (from question #19)** | 4 - Personal Engagement – First year students will have a practical understanding of and commitment to degree completion. |
| Assessment Measure | Survey questions designed specifically to target information based on the above FYE SLO.  |
| Assessment Timetable | Every fall semester |
| Who is responsible for assessing and reporting on the results? | FYE Director and Committee will pull data from Evaluation Kit and create assessment report |

 **Course-Level Outcomes**

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

|  |  |
| --- | --- |
| **Outcome 1** | First year students will have a reasonable understanding of the underpinnings of the School of Media and Journalism including resources, policies and organization and how to best navigate within the creative media production and multimedia journalism degree. |
| Which learning activities are responsible for this outcome? | Meeting SMJ faculty to help choose major, as well as meet potential advisers. A final multimedia project will include a degree/career component that analyzes degree requirements and includes an interview with a student currently working on this degree |
| Assessment Measure  | Final Multimedia Project  |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

|  |
| --- |
| **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.**  |

**p. 264, 265, 266, 267**

|  |  |
| --- | --- |
| First Year Making Connections Course: | Sem. Hrs. |
| ~~UC 1013, Making Connections~~MDIA 1103, Making Connections in Media and Journalism | 3 |
| General Education Requirements | Sem. Hrs. |

**p. 508**

**MDIA 1013. Principles of Journalism** Introduction to journalism and its necessity in a democratic society; news values; news judgment; basic theory; differences between print and broadcast AP style; and new forms of journalism based on the Internet and other digital platforms. Fall, Spring.

**MDIA 1103.** **Making Connections in Media and Journalism** First semester freshman course centered around the skills and knowledge needed to be a successful A-State Media and Journalism student, including academic performance, problem solving, critical thinking, self management, university policies, issues, trends, and disciplines in media and journalism. Fall, Spring

**MDIA 2023. Media Aesthetics** Study and basic application of the relationships between the media tools of sight, sound, and motion and the theories that have evolved around them. Fall, Spring