

Application for a New Course v10.7

Consult with program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	DMED 481
---	----------

I. Systems and Catalog Information Complete each item.

1	Course Developer	Matt Maxwell
2	Course Instructor	TBD
3	Course Title	Digital Media Portfolio
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	College of Graduate and Professional Studies
6	Department or School	School of Undergraduate Studies
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)

16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	Students explore their own interests, integrate their faith into their profession, and develop a dynamic portfolio in this capstone course. Majors only Senior Year, DMED 385.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	DMED 385
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	none
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	<u> X </u> No <u> </u> Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	<u> </u> No <u> X </u> Yes If yes: all, even, or odd years? all
22b	Will the course be offered in spring terms?	<u> </u> No <u> X </u> Yes If yes: all, even, or odd years? all
22c	Will the course be offered in summer terms?	<u> </u> No <u> X </u> Yes If yes: all, even, or odd years? all
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Fall 2, 2022
24	Is this course required for a degree/s?	<u> </u> No <u> X </u> Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u> X </u> No <u> </u> Yes If yes, provide rationale:

26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	n/a

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course is a required course in the BS Digital Media degree program that went through the CGPS Academic Council in June 2020.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

This course combines the knowledge derived from the previous courses culminating to a portfolio of a student's breadth of projects and knowledge. This course helps prepare students for the professional workforce through focused work on their own portfolio.

III. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.

BS Digital Media senior students. Students should have completed most of the courses in the program and will have developed the technical proficiency to create a high-quality digital media portfolio.

2. State the overarching course goal(s) in performance terms.

The goal of this course is to prepare students to generate professional portfolios and reflect on their own vocational formation and on the intersection of faith and vocation.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will identify the importance of a professional digital media portfolio.	Professional Portfolios Critique assignment

2	Students will contrast the qualities of effective and ineffective portfolios and make informed design decisions for their portfolio based on their intended goal.	Professional Portfolios Critique assignment Portfolio Assignment #1 Design Decision assignment Portfolio Assignment #2 Content Decision assignment Portfolio Assignment #3 Peer Presentation assignment
3	Students will use their portfolio to craft and tell a compelling story.	Portfolio Assignment #2 Content Decision assignment Final Portfolio Assignment Portfolio Assignment #4 Instructor Presentation assignment
4	Students will create a portfolio derived from their Digital Media projects created in previous coursework.	Final Portfolio Assignment
5	Students will reflect on their faith and discuss the relationship of their faith to their vocation, developing a deep sense of vocational identity.	Faith and Vocation Discussion Questions Faith and Vocation Personal Reflection Essay

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Resources for the course will be determined by the Subject Matter Expert (in consultation with the Program Director) when the course is under development with the instructional design team.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.

5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

If this course fulfills the Capstone requirement for ACU majors, please submit the Capstone Course Application as a supplement to your new course materials.

If this course is intended to fulfill Writing Intensive requirements, a syllabus must be reviewed by Cole Bennett before the council date. Include his supporting memo in the council folder.

DMED 481: Digital Media Portfolio

2020 Section DMED 481 3 Credits 07/10/2020 to 10/14/2020 Modified 08/12/2020

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the Bachelor of Science in Digital Media is to provide students with the knowledge, confidence, and technical skill to create world-changing stories that can take many forms: film, graphic design, marketing, and social media. Through a Christian perspective, these students will learn how stories can be impactful and will be prepared for several fields in the multifaceted industry of digital media.

Integration of Christian Faith

Within the College of Graduate and Professional Studies, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

Course Description

Students explore their own interests, integrate their faith into their profession, and develop a dynamic portfolio in this capstone course. Prereq: Majors only, Senior Year, DMED 385.

Program and Student Learning Outcomes

PLO #2 - Students will exhibit prowess in the practice and art of story creation through the skills of filmmaking, photography, and graphic design.

- SLO 2.2 Students will prove advanced technical proficiency in an area of digital production.

PLO #4 - Students will comprehend and eloquently articulate and critique their creative perspectives and creations.

- SLO 4.2 Students will recognize their artistic voices and apply that to the creation of world-changing stories.
- SLO 4.3 Students will take a client's idea and apply their artistic voices to create a professional message that meets the needs and desires of the client.
- SLO 4.4 Students will be confident in their interpersonal relationships and teamwork skills.

	Student Learning Outcome	Measurement
1	Students will identify the importance of a professional digital media portfolio.	Professional Portfolios Critique assignment
2	Students will contrast the qualities of effective and ineffective portfolios and make informed design decisions for their portfolio based on their intended goal.	Professional Portfolios Critique assignment Portfolio Assignment #1 Design Decision assignment Portfolio Assignment #2 Content Decision assignment Portfolio Assignment #3 Peer Presentation assignment
3	Students will use their portfolio to craft and tell a compelling story.	Portfolio Assignment #2 Content Decision assignment Final Portfolio Assignment Portfolio Assignment #4 Instructor Presentation assignment
4	Students will create a portfolio derived from their Digital Media projects created in previous coursework.	Final Portfolio Assignment
5	Students will reflect on their faith and discuss the relationship of their faith to their vocation, developing a deep sense of vocational identity.	Faith and Vocation Discussion Questions Faith and Vocation Personal Reflection Essay

Course Requirements

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

Professional Portfolios Critique

Students will analyze examples of professional portfolios, identify the purposes of portfolios and reflect on how the design decisions affect the overall message and impact of the portfolio.

Portfolio Assignment #1 Design Decision

Construction. Submit a written overview of the planned construction for their portfolio. Includes the initial design decisions such as the location and format, initial parameters, etc.

Portfolio Assignment #2 Content Decision

Students will submit a list of chosen works to be presented in the portfolio with a written explanation of the “story” they are presenting.

Portfolio Assignment #3 Peer Presentation

Students will present their portfolio to a peer discussion group and then submit a written critique of the criticism they received and what changes they will make to their portfolio.

Portfolio Assignment #4 Instructor Presentation

Students will present a draft of their portfolio to the instructor for final guidance and critique.

Faith and Vocation Personal Reflection Essay

Students submit a reflection essay in which they provide an overview of what they have learned about the three voices of identity, context, and experience/relationship with God. The essay should point to specific examples or experiences they had with the “practices of presence” and “stories of meaning” throughout their curriculum at ACU and must connect their vocational identity with their discipline or future career goals.

Final Portfolio

Students will submit their final portfolio developed throughout the course.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life

experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred at ACU. Students may speak to someone confidentially by contacting the ACU Counseling Center.

ACU Online Student Handbook

The current version can be found [here](#)

(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment.

Letter grades correspond to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
89.5% - 100%	A
79.5% to <89.5%	B
69.5% to <79.5%	C
59.5% to <69.5%	D

0% to <59.5%	F
--------------	---

Points Per Assignment

Deliverable	Week	Type	Points
Getting to Know Your Class	1	Discussion	10
Planning the Portfolio / Portfolio Outline	1	Discussion	30
Week 1: Faith and Vocation DQ	1	Discussion	20
Professional Portfolios Critique	1	Assignment	55
Week 2: Faith and Vocation DQ	2	Discussion	20
Portfolio Assignment #1	2	Assignment	80
Week 3: Faith and Vocation DQ	3	Discussion	20
Portfolio Assignment #2	3	Assignment	80
Week 4: Faith and Vocation DQ	4	Discussion	20
Peer Review of Portfolio	6	Discussion	20
Portfolio Assignment #3	4	Assignment	80
Week 5: Faith and Vocation DQ	5	Discussion	20
Portfolio Assignment #4	5	Assignment	80
Week 6: Faith and Vocation DQ	6	Discussion	20
Faith and Vocation Personal Reflection Essay	7	Assignment	120
Final Portfolio	7	Assignment	325
		Total Points	1000

Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

Application for Capstone Course for Existing Course

Course Subject and Number: DMED 491 and DMED 481

Course Name: Digital Media Capstone and Digital Media Portfolio

Contact Person: Matt Maxwell and Joe Feliciano

For Capstone courses: Explain how your course or courses will meet the learning outcomes:

- **Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.**

For the Capstone Portfolio and Research Project assignment, students make connections between their creative work -- culminating within their portfolio from their program course, and from their liberal arts core curriculum . Students connect their work with past experiences and future trends (in the professional creative fields). Therefore, this assignment requires that students to practice integrative thinking with learning from courses outside their major.

The Capstone course (DMED 491) requires the students to utilize the knowledge gained throughout their liberal arts core curriculum integrated with their Digital Media skills culminating in a Portfolio Evaluative Essay. This assignment requires students to connect their body of creative work to past experiences and/or future trends in creative visual fields, prompting them to use their knowledge garnered throughout their higher education.

- **Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.**

The Capstone Portfolio Presentation and Portfolio Evaluative Essay are scaffolding pieces that require students to develop a comprehensive portfolio of work and write an evaluative/reflective essay citing critical sources (supporting and negating their perspective). This portfolio and essay culminates in a presentation defending the creative work developed throughout the program. The combination of portfolio and evaluative essay represents the complex entanglement of digital media design, personal thought, critical analysis, and academic presentation fostered throughout the program.

- **Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.**

The Capstone Portfolio and Evaluative Essay requires students to connect their body of creative work to past experiences and/or future trends in creative visual fields, prompting them to think globally about their work. In addition, students are required to submit an annotated bibliography, citing several critical sources. This practice ultimately aids the students as they develop a defense of their work. Within DMED 481, precursor to DMED 491, Students engage in 6 different vocational formation discussions throughout the course, leading to a Faith and Vocation Personal Reflection Essay discussing the three voices of identity, context, and experience/relationship with God.

Explain how your course or courses will meet the required assignments:

- **Research assignment**

This course includes the following research assignment:

Portfolio Evaluative Essay (2000 word minimum, ~7 pages)

In the course of this class, you will write a 2000-3000 word evaluative/reflective essay that supports your creative body of work, represented in your portfolio, citing several creative sources.

This essay needs to demonstrate the following:

- a) the student's ability to reflect and defend their creative choices,
- b) select critical sources (not every source should justify your choices),
- c) use proper citation style,
- d) cite sources when necessary,
- e) critically synthesize your sources to make an argument,
- f) make connections between your work and recognized professional creative work,
- h) connect the your body of work with past experiences or future trends in digital media

- **Faith and vocation assignment**

Students will take part in 6 weekly discussions that fulfill the faith and vocation assignment and culminate to a final Faith and Vocation Reflection Essay (1 page).

These discussions allow an opportunity for students to reflect upon their engagement with the vocational formation "practice of presence" and "stories of meaning" embedded in every ACU online undergrad course. These reflections culminated with the students writing a "rule of vocation" and present these as part of their final portfolio.

- **Comprehensive skills and accomplishments**

inventory

Students are required to develop a portfolio and a cover letter / artist statement. The portfolio represents their cumulative work developed throughout the program, while the cover letter / artist statement explains, justifies, and/or contextualizes their body of work. The portfolio should be designed and presented for their intended target audience while the cover letter / artist statement should consist of 1-2 pages. Attachments: Attach a course syllabus

- If necessary, attach additional explanatory material that might be helpful to faculty reviewing this course for capstone and writing intensive status, such as assignments or grading rubrics.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: August 12, 2020

TO: Dr. Joe Feliciano

FROM: Mark McCallon, Associate Dean for Library Services

RE: Course Application for DMED 481 – Digital Media Portfolio

After reviewing the course syllabus, the Library can support the proposed course. Please contact Dr. Melissa Atkinson, Online Learning Librarian, if additional resources are needed to support the course.

ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS

M E M O R A N D U M

DATE: August 13, 2020
TO: Dr. Joe Feliciano
FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions
RE: New Courses in Digital Media

Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is pleased to provide provisional support for the following new courses:

- DMED 110 Storymaking
- DMED 365 New Media Production
- DMED 481 Digital Media Portfolio
- DMED 491 Digital Media Capstone

with the agreement that the DCS instructional design team will have the opportunity to review and comment on each course as it is adapted or created for the online modality.

PO2 - Students will exhibit prowess in the practice and art of story creation through the skills of filmmaking, photography, and graphic design.

- **SLO 2.2 Students will prove advanced technical proficiency in an area of digital production.**

PO4 - Students will comprehend and eloquently articulate and critique their creative perspectives and creations.

- **SLO 4.2 Students will recognize their artistic voices and apply that to the creation of world-changing stories.**
- **SLO 4.3 Students will take a client's idea and apply their artistic voices to create a professional message that meets the needs and desires of the client.**
- **SLO 4.4 Students will be confident in their interpersonal relationships and teamwork skills.**

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: DMED 481

or Degree Plan(s):

Circle the number that corresponds to the requested change.

	Change to a Course	A	I	R	O	S
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G or G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

	Change to a Degree Plan	A	I	R	O	S	F
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I

7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

	Change to Undergraduate University Requirements	A	A	A	A	A	A	--	A
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	A	A	A	A
2.	Admission requirements	--	--	A	--	A	A	A	A

Dr. Joe Feliciano

Program Director/Department Chair

Aug 13, 2020

Joe Feliciano, Jr.

Date

Joe L. Cope

Dean(s)

Aug 13, 2020

Joe L. Cope

Date

J. Halbert

College Academic Council

August 19, 2020

Joseph Halbert

Date

University General Education Council

Jessica Smith

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes, Provost

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date