

Application for a New Course v9

Instructions:

The first four pages of this document provide instructions, example competencies, and a syllabus checklist. These four pages are for the course-developer's use, and do not need to be submitted along with the application.

Sequence:

- o Consult with the Office of the Registrar to obtain course number.
- o Consult with the Curriculum Office to discuss the degree plan and course number.
- o Complete the New Course Application
- o Create the course Syllabus – *See the associated Syllabus Checklist*
- o Submit both paper and electronic versions of the Application and Syllabus to the Adams Center
- o *Adams Center schedules review appointment within ten days of receipt of all items*
- o Meet with Adams Center review team
- o Make any necessary changes to application / syllabus
- o Obtain the Library Review
- o Obtain Preliminary Approval Signatures (Department Chair, Deans)
- o Gather all attachments to application
- o Submit to College Academic Council
- o Submit to UUAC/UGAC

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Specific Instructions:

Before assigning a number (ID) for the course_consult the Office of the Registrar.

Section I. Systems and Catalog Information

Section II. Curriculum

Consult the Director of Curriculum, who will examine impact of new courses on university-wide programs. Curriculum director's signature on your degree plan attachment is required for confirmation.

1. Degree Plan

Explain how this course affects degree requirements. Attach a copy of the degree plan/s in Section IV-C

2. Justification

State the justification for adding this course to the current curriculum. Represent the need.

Attach any relevant documentation in Section IV-H. . (needs assessment, survey results, visiting committee report, market analysis, new government or accrediting body policy, exam scores, programs at other universities, etc.)

Section III. Course Design

III-2 - Competencies and Measurements

List the competencies that must be satisfied in order to pass the course, and indicate how each competency will be measured. *List in corresponding columns as indicated below. Add as many rows to the table as necessary. It is recommended that the identical table be presented in the syllabus, but the competencies and measures may be formatted differently in the syllabus as long as all elements are included in both documents. The wording for the competencies and measurements in the application should be identical to the syllabus.*

For **combined undergraduate/graduate** courses, make two tables and label them appropriately

Section IV. Supporting Documentation

Section V. Preliminary Approvals

Section VI. Approvals

VI-5 - University Budget Committee Action: (when applicable)

Any new or extensively revised program proposal (including new or extensively revised courses for the program) must be reviewed by the University Budget Committee (UBC) prior to the Application for a New Course being submitted to any academic council. Questions should be addressed to the college dean/director or associate provost. **The associate provost will submit materials to the UBC.**

Adams Center - Syllabus Checklist ^{v9}

Course ID _____ Developer _____

NOTE: It is not necessary to submit this checklist with New Course Applications. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review.

About the Course ☐ Title ☐ Course number and Section ☐ Credit hours ☐ Semester and Year ☐ Meeting time and Place About the Teacher ☐ Name and title or rank ☐ Office location ☐ Phone number(s) ☐ Email addresses ☐ Office hours / Contact expectations Course Content ☐ Catalog description (exact) ☐ Course Synopsis ☐ Outline ☐ Main topics Teaching/Learning Methods and Format of Class Sessions ☐ Description of the types of activities students should expect in the course Texts, Readings, and Supplements ☐ Required and Optional materials Evidence Concerning Christian Perspective ☐ Teaching philosophy ☐ Policy regarding questionable materials ☐ Scripture related to course content ☐ Faith / Learning resource	Overall Outcome & Competencies ☐ Specific competencies stated in measurable terms - o Appropriate learning level based upon Bloom's or Krathwohl's taxonomy ☐ Measurement Instrument - State which assignments or instruments will be used to assess the competencies. Grading Criteria ☐ Complete and accurate details of factors and Elements that will comprise the final grade. ☐ Weight or point value of all graded elements ☐ Grading scale with expectations for letter grades Course Policies ☐ Clear statement of expectations concerning penalties for non-compliance regarding: - o Attendance and Tardiness - o Participation - o Late assignment policy - o Late exam policy ☐ Special needs policy(ADA) ☐ Academic integrity policy ☐ Extra credit opportunities (optional) Course Calendar ☐ Exam dates ☐ Assignments ☐ Due dates and other deadlines ☐ Schedule of readings and topics ☐ Statement to reserve right to modify the calendar as necessary
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. .” If the competencies are primarily cognitive, consider using Bloom's Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex. 3	Integrate terminology from literary history into writing	Research Paper

Application for a New Course v9

Course ID <i>Subject and Number</i>	JMC 303 JMC Colloquia
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Cheryl Bacon and Doug Mendenhall
2	Course Teacher	Doug Mendenhall will coordinate (All JMC faculty may be expected to teach this course from time to time); diverse guest instructors will rotate through on topics relevant to their professional expertise
3	Course Title	JMC Colloquia
4	Course Abbreviation (if title is over 30 characters)	N/A
5	College	College of Arts and Sciences
6	Department	Journalism and Mass Communication
7	Number of Credit Hours	1
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes, it must be taken twice
10	Maximum number of times course may be repeated	It may be taken three times.
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	15
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3 (Instructor will also coordinate JMC 302, proposed separately)
15	Grade Mode (check all appropriate):	☒ _X_ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	Short course, varying topics related to race in JMC professions. JMC 302 may not be repeated. JMC 303 must be repeated once. See

		Semester Schedule for current offerings. Colloquia are generally taken beginning in the fourth semester and may charge special fees for materials, travel or equipment.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Open to JMC majors and minor; also available by permission of instructor. Colloquia are generally taken beginning in the fourth semester
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	Not cross-listed
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	Not routinely. The Department wishes to preserve the option to offer a Colloquia out of town or as part of a study abroad program.
22	How often will it be offered? Fall	Every fall
23a	How often will it be offered? Spring	Every spring
23b	How often will it be offered? Summer	On demand and subject to instructor availability
23c	How often will it be offered? Fall	Every fall
24	Frequency?	See items 22-23c
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	JMC 303 – Fall 2013
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	None.
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes. It is required in all JMC degree plans except JMCT (teaching certification) and is available as an elective on that plan.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	A three-hour course of very similar focus is being offered as a special topics course, Race and Media, in summer 2013 taught by Doug Mendenhall. As of March 28, 2013, 11 students are enrolled.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	None.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	The course is required in all JMC degrees.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	A primary reason for developing this course is to help the department comply with the diversity standard of ACEJMC's Standards for Accreditation. After our site visit in October 2012 we failed this standard for a third time resulting in a provisional recommendation, largely because we lack of faculty of color or other consistent and required inclusion of persons of color in the instructional process. The team, recognizing the challenges we have faced in identifying faculty candidates of color, recommended that we explore innovative ways to bring persons of color into the instructional process while assuring that students would be required to receive such instruction; they strongly urged us to move beyond guest speakers. We believe this course addresses those concerns. Of equal importance, we believe that media professionals must be prepared for their careers with a practical understanding of how race affects message, audience and impact.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	JMC majors; sophomore standing, no specific prerequisite skills
2	State the overarching course goal(s) in performance terms.	The JMC perspective on diversity is that those who control the flow of images in the mass media have a responsibility to their audience to illustrate messages in a fair and truthful manner. For journalists, this means without bias or prejudice; for those in persuasive media it also means without exploitation of social stereotypes or demeaning imagery. To facilitate that mission, Race and Media will explore the portrayal of race and ethnicity in U.S. media. The primary focus of the course will be on contemporary issues of race and how those are reflected in television, film, journalism, social media and advertising.

2. Competencies and Measurements

	Competency	Measurement
1.	Students are expected to demonstrate the ability to discuss issues of race and ethnicity relevant to various JMC-related professional environments openly and respectfully in interracial settings.	Class discussion
2	Students are expected to gain a critical grasp of issues that arise at the intersection of race/ethnicity and specific JMC-related professional environments – and to be better prepared for navigating those issues as they begin their own professional careers in mass communication.	Position paper or other responsive assignment relevant to content, i.e. video, advertising project, feature article, etc.
3	One or two other competencies specific to the topic of the colloquy may be provided such as those in the sample syllabus attached to this proposal.	Depending on the topic of the colloquy, and the preferences of the guest instructor, these competencies may be demonstrated through position papers or other professionally relevant work product.

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
Varies by topic
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
Varies by topic

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

Pro- vid- ed	1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
Pro- vid- ed	2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
na	3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
na	4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
	5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.

	6	Resources — List resources (other than library or departmental 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 all documents referred to in Section II-2
	9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
	10	Provide documentation for all additional attachments here

*A gift from an alumnus of the program is adequate to fund stipends and travel expenses for the guest instructors for at least five years.

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V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: _____

Course Title: _____

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ____ Denied ____ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Supporting Documentation

Library – Because of the nature of the course, it will demand less of library resources than a traditional course. Readings will be assigned by the course instructor or JMC Faculty member who facilitates the colloquia.

Departmental Resources – The JMC Department has appropriate classroom space, computer labs and video equipment for the colloquia.

Resources – No physical resources outside the department are required. Support from Adams Center personnel in facilitating an online section of the 302 course will be required at the outset.

Expenses – Visiting instructors/speakers will be remunerated with a stipend and travel expenses. A recent gift to the department included \$100,000 to support the department's effort to become compliant with the ACEJMC diversity standard. At least \$40,000 of that amount will be designated for payment of visiting instructors and speakers for the first eight years. Over time, other part-time faculty resources may be reallocated to assure its continuation.

Syllabus – Each colloquia will have a fresh syllabus, holding in common only the two overriding course competencies detailed in this proposal. The 302 section, whether offered in person or online, will have the greatest common ground from semester to semester but still will emphasize different topics in order to assure timeliness. For example, in an election year, the treatment of race in news media or in campaign advertising may receive particular emphasis. At other times more focus may be placed on the impact of changing ownership of media on various demographic groups.