

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Jon Shorr	Phone: x6059
DEPARTMENT / DIVISION: English & Communications Design		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):		
CMAT 231: Decoding Media (FSP and Corporate Communication)		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2008		

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
<input type="checkbox"/>	1. Experimental Course ¹	NOP	a, c, e	AC
<input type="checkbox"/>	2. Course Title	NO		ABCD
<input type="checkbox"/>	3. Course Credits	NO		ABCD
<input type="checkbox"/>	4. Course Number	NO		ABCD
<input type="checkbox"/>	5. Course Level	NO		ABCD
<input type="checkbox"/>	6. Pre & Co-Requisite	NO		ABCD
<input type="checkbox"/>	7. Course Description	NOP		ABCD
<input checked="" type="checkbox"/>	8. New Course	NOP		ABCDEF
<input type="checkbox"/>	9. Deactivate a Course	NO		ABCDEF
<input type="checkbox"/>	10. Program Requirements	NO	b, c, d, e	ABCDEF
<input type="checkbox"/>	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
<input type="checkbox"/>	12. Closed Site Program	NOT	e	ABCDHIK
<input type="checkbox"/>	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
<input type="checkbox"/>	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
<input type="checkbox"/>	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
<input type="checkbox"/>	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
<input type="checkbox"/>	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEF GHJL
<input type="checkbox"/>	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEF GHJL
<input type="checkbox"/>	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEF GHJL
<input type="checkbox"/>	17. Program Title Change	NO, 5	a, c, d, e	ABCDEF GHJL
<input type="checkbox"/>	18. Program Termination	NO, 10	d, e	ABCDEF GHIK
<input type="checkbox"/>	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEF GHJL
<input type="checkbox"/>	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)					
<input checked="" type="checkbox"/>	N. This Cover Sheet	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal	<input type="checkbox"/>	T. Other
<input checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	P. Course Definition Document	<input type="checkbox"/>	S. Contract	<input type="checkbox"/>	

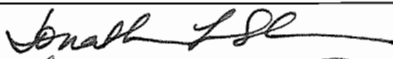
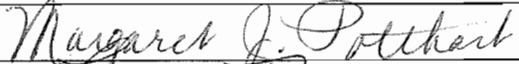

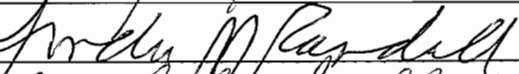
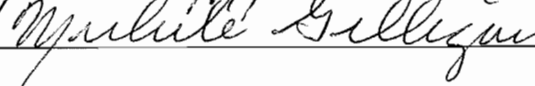
- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
CMAT 231: Decoding Media (FSP and Corporate Communication)

10. Provide:
- a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - b. proposed date after which no new students will be admitted into the program;
 - c. accommodation of currently enrolled students in the realization of their degree objectives;
 - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - e. reallocation of funds from the budget of the affected program; and
 - f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: 	12/13/06
B. Final faculty review body within each School	Chair: 	12/18/06
C. College Dean	Dean: 	1/3/07
D. Provost and Senior Vice President for Academic Affairs	Provost: 	1/18/07
E. Curriculum Review Committee (UFS subcommittee)	Chair: 	1/23/07
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		

DOCUMENT O: SUMMARY PROPOSAL

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SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Jon Shorr	Phone: x6059
DEPARTMENT / DIVISION: English & Communications Design		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
NEW COURSE: CMAT 231 Decoding Media (FSP AND CORPORATE COMMUNICATION)		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2008		

O-1: Briefly describe what is being requested:

We are proposing a new course, CMAT 231/*Decoding Media*, which may be used as a lower-level elective by freshmen and sophomores and which will fulfill three credits of the humanities general education requirement (fine arts). In addition, the proposed course will serve as a recommended elective to students interested in becoming Corporate Communication majors.

For new courses or changes in existing courses (needed by Registrar)

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: DECODING MEDIA	Course # / HEGIS Code: CMAT 231	Credits: 3

O-2: Set forth the rationale for the proposal:

As a four-year institution, we must offer lower-level courses which will fulfill state general education requirements. This course will do that, satisfying three credits of the humanities general education requirement (fine arts), by helping students develop the vocabulary and skills for analyzing and discussing visual and aural presentations of information.

Document P: Required Format for Course Definition Document

APPROVED FOR HUMANITIES/FINE ARTS GENERAL EDUCATION DESIGNATION

1. **Date Prepared** 11/8/06
2. **Prepared by** Julie Simon and Jon Shorr
3. **Department** English & Communications Design
4. **Course Number(s), including HEGIS code(s)** CMAT 231
5. **Course Title** Decoding Media
6. **Credit Hours** 3
7. **Catalog Description (Paragraph should reflect general aims and nature of the course)**

THIS COURSE SATISFIES THREE CREDITS OF THE GENERAL EDUCATION HUMANITIES (FINE ARTS) REQUIREMENT.

This course helps students develop a vocabulary and techniques for analyzing images and sounds: movies, ads, photographs, web sites, and more. Examines composition, color, sequencing, animation, and sound, and specifically how those elements alter meaning.

8. **Prerequisites** None
9. **Faculty qualified to teach course:** Julie Simon, Jon Shorr, Stephanie Gibson
10. **Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop)** Lecture
11. **Suggested approximate class size** 25
12. **Content Outline**

NOTE ON COURSE STRUCTURE: The course will be built around examining, discussing, analyzing, and evaluating three media packages, each of which will include most of the following: freestanding film or video; website; still photos, posters, or other collateral materials; and sound. The first package will include a feature film and its accompanying promotional media package and will be used throughout the first several weeks of the course to illustrate basic concepts of visual and acoustic literacy and to consider ways in which those concepts and

content together reflect or challenge intellectual, socio-cultural, and/or historical perceptions. The second package will be used to reinforce and amplify those concepts. And the third will be selected by students who, working individually or in small groups, will analyze the package they've selected and present their findings to the class.

- Week 1 Course overview and introduction to Media Package #1
- Week 2 Functions and Requirements of Language
Media Techniques for Reflecting or Reshaping Cultural Perceptions
- Weeks 3-4 Still Images
- Technical Variables: light, contrast, monochrome, color,
 - Compositional Variables: Subject, distance, angle, perspective, foreground, background, depth, layers, grid
- Weeks 5-6 Sequenced and Moving Images
- Movement (primary and secondary)
 - Transitions
 - Sequencing
- Week 7 Sound
- Technical Variables: pitch, timbre, volume
 - Compositional Variables: distance, movement
 - Functional Variables: narration, dialogue, music, sound effects
- Week 8 Introduce Media Package #2
Introduction to Semiotics
- Weeks 9-11 Apply principles from weeks 2-7 to Media Package #2
- Weeks 12-14 Individual or Group Work on Media Package #3
Weekly conferences with instructor.
- Week 15 Media Package #3 Student Presentations

13. Learning Goals

- a. Define terminology used to discuss visual and aural presentations.
- b. Discuss ways that visual and aural elements create and alter meaning.
- c. Analyze media presentations in terms of audience, purpose, style, and effectiveness.
- d. Discuss ways in which media presentations can reflect or reshape cultural perceptions.

14. Assessment Strategies

- a. Quizzes and Short Assignments
- b. Longer Writing Assignments
- c. Analysis of Media Package and Presentation

15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.)

Roberts-Breslin, Jan. *Making Media*. Focal Press. 2003.