Code # Enter text…

**New Course Proposal Form**

**[X ] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[ ] New Course or [ X]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Kerry Tew 2/23/2017**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (If applicable)**   |
| John Seydel 2/24/2017**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**General Education Committee Chair (If applicable)**   | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

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

Kerry Tew, ktew@astate.edu, x3960

2. Proposed Starting Term and Bulletin Year

Spring 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

BUSN 1901

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

First Year Seminar in Business

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Surveys the undergraduate business experience and focus on the professional, academic, and leadership growth of a business student. It addresses how to make an effective transition to college and puts students on a path to become well-rounded, engaged and globally-minded.

6. 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. Are there any prerequisites? YES
	1. If yes, which ones?

BUSN 1003 First Year Experience Business

* 1. Why or why not?

 This course will serve as a follow-up to the first semester FYE course. Business majors who have completed the FYE Business course the previous fall semester.

1. Is this course restricted to a specific major? YES
	1. If yes, which major? Business Majors – all

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Spring semester only

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Course will be experiential learning

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter grade

10. Is this course dual listed (undergraduate/graduate)?

NO

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

NO

1. If yes, please list the prefix and course number of cross listed course.

 Enter text...

1. Are these courses offered for equivalent credit? Yes / No

 Please explain. Enter text...

12. Is this course in support of a new program? No

a. If yes, what program?

 Enter text...

13. Does this course replace a course being deleted? No

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? YES

 *If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. 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.)

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| Week |  |  |
| 1 | Introduction  | Course Description, Syllabus Review, introduction to text: *The Red Bandana* by Tom Rinaldi |
| 2 | Critical Thinking | Text: *The Red Bandana* by Tom Rinaldi |
| 3 | Critical Thinking | Critical Thinking Exercises & Group Discussion |
| 4 | Critical Thinking | Critical Thinking Exercises & Group Discussion |
| 5 | Ethics | Text: *The Red Bandana* by Tom Rinaldi |
| 6 | Ethics | Ethics Presentation: Dr. Patricia Robertson |
| 7 | Ethics | Ethics Exercise: Academic Integrity  |
| 8 | Leadership | Text: *The Red Bandana* by Tom Rinaldi |
| 9 | Leadership | Leadership Exercise: Common Purpose & Collaboration |
| 10 | Leadership | Leadership Exercise: Commitment & Becoming a Change Agent |
| 11 | Soft Skills | What are Soft Skills & Why They Matter? Exercise & Discussion |
| 12 | Soft Skills | Soft Skills Exercise: Controversy with Civility |
| 13 | Soft Skills | Soft Skills in Social Media - LinkedIn |
| 14 | Conclusion | Summarize major concepts addressed in course: Critical Thinking, Ethics, Leadership & Soft Skill Development |

18. Special features (e.g. labs, exhibits, site visitations, etc.)

NONE

19. Department staffing and classroom/lab resources

Classroom should provide accessibility for small and large group discussions as well as experiential learning exercises.

1. Will this require additional faculty, supplies, etc.?

 No

20. Does this course require course fees? NO

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 Course will provide first year Business students with continued development in the areas of critical thinking, ethics, leadership and soft skills. Course will serve as a continuation of BUSN 1003, offering a true full year first year curriculum program. First year Business students are in need of deeper learning and understanding of the four main concepts in this course.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

 The College of Business’ mission statement is to provide a high-quality management education to students by emphasizing such skills as leadership, technology, decision making and social responsibility. This course will provide students with a deeper engagement in leadership, decision making and the ethical issues around social responsibility.

c. Student population served.

First Year Business Students – approximately 120 per spring semester.

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

As a continuation of BUSN 1003 (a lower level course), this will allow students a full “First Year Experience” extending the core concepts of BUSN 1003 and allowing a greater emphasis to be placed on leadership, decision making, and ethical responsibility.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[ ]** Global Awareness
 | * 1. **[x ]** Thinking Critically
 | * 1. **[ ]** Information Literacy
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**Relationship with Current Program-Level Assessment Process**

23. 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?

* The students will be able to demonstrate effective and professional oral communications in accordance with the College of Business Program-level Student Level Outcomes.
* The students will be sensitive to ethical issues when making decisions in accordance with the College of Business Program-level Student Level Outcomes.
* The students will use critical thinking skills to make decisions in accordance with the College of Business Program-level Student Level Outcomes.

24. Considering the indicated program-level learning outcome/s (from question #23), 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 (from question #23)** | demonstrate effective and professional oral communications |
| Assessment Measure | Presentations from traditional and online sections; CoB Oral Comm Rubric employed by CoB UGR Oral Communication GAT and faculty volunteers |
| Assessment Timetable |  Every 3 years (Spring 2019) |
| Who is responsible for assessing and reporting on the results? | CoB UGR Oral Communication GAT and faculty volunteers |

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

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| **Program-Level Outcome 2 (from question #23)** | be sensitive to ethical issues when making decisions |
| Assessment Measure | Essay assignments Legal Environment of Business – 2 sections evaluated using CoB Ethics Rubric |
| Assessment Timetable | Every 3 years (Spring 2019) |
| Who is responsible for assessing and reporting on the results? | CoB UGR Ethics GAT and faculty volunteers |
| **Program-Level Outcome 3 (from question #23)** | use critical thinking skills to make decisions |
| Assessment Measure | Faculty-developed common assignments in all sections of all core courses |
| Assessment Timetable | Every three years (Spring 2020) |
| Who is responsible for assessing and reporting on the results? |  CoB Core Faculty, UGR Critical Thinking GAT |

 **Course-Level Outcomes**

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

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| **Outcome 1** | Students should be able to utilize critical thinking skills and general knowledge to problem solve  |
| Which learning activities are responsible for this outcome? | Active problem solving exercises through the use of experiential learningSmall and large group discussion to have a deeper engagement with problem solving. |
| Assessment Measure  |  Direct measure: From the required course common reader, the students will be required to apply critical thinking skills in journal assignments identifying course themes: leadership, ethics, and soft skills. Also, pre and post tests on critical thinking skills |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Students should be able to apply soft skills to real world scenarios |
| Which learning activities are responsible for this outcome? | Class DiscussionsInteractive Role Play |
| Assessment Measure  | Direct measure: We will include 1 oral presentation where students will be assessed based on their effectiveness and professionalism of the presentation. Indirect measure: Peer feedback on student presentations and interactive role-play |

**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. Follow the following guidelines for indicating necessary changes.** **\*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.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

Since this class is an experimental course, it is my understanding it will not be in the Bulletin