

14-1826.  
 UWUCC: AP 4/21/15  
 Senate Info - 4/28/15  
 Post - 5/6/15

## Distance Education Course Proposal Template

**Steps to the approval process:**

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. (If this is a new course that will include DE, complete Templates A and E. If adding DE to an existing course that is otherwise unchanged, complete Template E only. If revising a course and adding DE, complete Templates A and E.)
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu); this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu).

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| Contact Person:        | B. Gail Wilson       | Email Address: | bgwilson@iup.edu |
| Proposing Depart/Unit: | Communications Media | Phone:         | 7-3210           |

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| Course Prefix/Number   | COMM 401  |
| Course Title   | Promotion for Radio, Television and Cable   |
| Adding DE to an Already Approved Course  | <input type="checkbox"/> Yes – <i>Template E only required</i> <input checked="" type="checkbox"/> No – <i>Template A and E both required</i>   |
| Type of Proposal   | (See CBA, Art. 42.D.1 for definition) <input checked="" type="checkbox"/> Online <input type="checkbox"/> ITV   |
| Brief Course Outline – if adding DE to an approved course<br><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i> | Week #1 (3 hours each week)<br>Introduction of course requirements<br>Understanding Media and Audiences<br><br>Week #2<br>On-air and Off-air Media Promotion<br>Scope and Goals of Media Promotion<br><br>Week #3<br>Audience Analysis<br>Writing on-air promotion<br>Writing radio promos<br><br>Week #4<br>Marketing Radio<br>Understanding Radio Programming<br>Role of Radio Promotions Staff<br><br>Week #5<br>Radio Event Promotion<br>Setting Promotion Goals<br>Discussion and Quiz #1 on Media Promotion Articles<br><br>Week #6 |

Template E

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|  | <p>Mid-Term Exam<br/> Local Television Promotion<br/> Local Television Programming</p> <p>Week #7<br/> Writing Television Promos<br/> Television Scripts and Production Terms</p> <p>Week #8<br/> Local Television Management<br/> Local News Promotion<br/> Television event planning and promotion</p> <p>Week #9<br/> Creative Services and Promotion Production<br/> Television promotion staff duties<br/> Promotion for Public Broadcasting</p> <p>Week #10<br/> Network Television Promotion<br/> Syndicated Television Promotion<br/> Discussion and Quiz #2 on Media Promotion Articles</p> <p>Week #11<br/> Cable Marketing and Promotion<br/> Cable Networks, Systems, Operators</p> <p>Week #12<br/> Audience Measurement and Ratings<br/> Role of Audience Research in Promotion<br/> Regulation and Ethics in Promotion</p> <p>Week #13<br/> New Media and Promotion<br/> Social Media and Online Promotion<br/> In-class Presentations of Promotion Event Planning</p> <p>Week #14<br/> Promotion of Media on a Global Scale<br/> Promotion Management<br/> Promotion Jobs and Job Searching</p> <p>Final Exam as scheduled</p> |
| <b>Rationale for Proposal (Required Questions from CBA)</b>  |  |
| <p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p> | <p>Dr. Wilson is currently using D2L for various components of the course in the face-to-face version including quizzes, communication about deadlines, online lectures, assignment submissions, discussion posts, and a course grade book. She is currently using iTube for recording and submission of student produced work as well as using iTube for recording of lectures. She is presently working with a graduate student to record components of another course using Adobe Captivate, a program that permits live-action video recording and interactive lessons for students. Dr. Wilson has</p>  |

Template E

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|   | <p>participated in an online workshop presented by IUP IT services on the use Blackboard Collaborate for team presentations.</p> <p>Dr. Wilson is the author of this course, COMM 401 Promotion for Radio, Television and Cable and has taught it numerous times since its inception in 2006. She has recently incorporated assignments into the course that will translate well into an online format, including the student production of a “viral” video used to promote the team event developed in the class.</p>   |
| <p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p> | <p><b>a. The information below represents the objectives included in the accompanying course revision for COMM 401</b></p> <p><i>a. Define and understand the terms, concepts and theories of broadcast and TV, Radio, and Cable promotion</i><br/> The only textbook available that is specific to the content of this course, is significantly out of date. While components of the book remain relevant, much has changed in this field since its publication. However, it will still be utilized for selected chapter course readings, chapter worksheets and discussion assignments. This content has been and will continue to be supplemented with the use of current research articles on media promotion. Article quizzes and course examinations will also be used to evaluate students’ understanding of the content. This objective will be met through readings, discussions, lectures and assignments. Discussion threads will be used to pose questions to students for which they will have required levels of response.</p> <p><i>b. Describe and understand the role, responsibilities and skills expected of a promotion director at a radio or television station</i><br/> Each student will conduct an interview with a person currently employed in the role of a radio or television station promotion director and write a narrative summary of that interview. This objective is also accomplished through the lectures, required readings, and discussions.</p> <p><i>c. Evaluate promotional strategies used by radio and television stations</i><br/> Two writing assignments will require students to watch or listen to selected media and write analysis papers related to the strategies used by those stations to promote events, programming, contests and other station activities.</p> <p><i>d. Write promotional announcements for radio, television and electronic media.</i><br/> Writing assignments will require students to write on-air and off-air promotional announcements for media outlets. The information needed to complete these assignments will be provided to the students in the course syllabus, assignments and online lectures. Students will submit their assignment electronically.</p> <p><i>e. Apply the strategies learned to event media planning and promotion.</i></p> <p>To adapt this course for online delivery, this assignment will utilize Blackboard Collaborate, social media, and web casting to put students into teams where they will collaborate on the creation and planning of a promotional event for a media outlet of their choice. The concept of the event could be a live or virtual event</p> |

Template E

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|  | <p>providing for online or in person participation . Students would be required to use the same kinds of promotional strategies to attract an audience in either situation. These virtual events would have an interactive component which could be accomplished with the use of social media such as Twitter.</p> <p>Some potential events would include an online “show launch” party, virtual show stream, guest speakers (station staff or former staff), interviews, live presentations, etc. In the current face-to-face course students are creating a “viral video” to post online which could also be possible in an online version of the course.</p> <p>The option of a producing a virtual event in this course is also attractive as it helps students develop skills in a growing area of promotion and marketing. To save on costs more companies are moving company events such as meetings and trade shows to the online environment. Students’ abilities to understand how to organize and produce a virtual event will be an attractive skill.</p> <p>The assignment instructions will include specific requirements for the creation and planning of the promotional event. This criteria will include such things as defining a clearly identified target audience, outlining an appropriate budget, identifying potential event venues, and developing on-air and off-air promotional content.</p> <p><i>f. Evaluate class promotional events</i></p> <p>Through online discussion and presentation of the planned promotion events, students will review and write evaluations of their own event as well as those of their classmates. Students will respond to specific assignment instructions with questions that requirement them to evaluation the feasibility of the event as well as its ability to attract the specified target audience.</p> |
| <p>How will instructor-student and student-student, if applicable, interaction take place?</p> | <p>a. During the period of instruction, the instructor will have regular online office hours for the purpose of answering questions. Online office hours refer to the professor being available to answer emails immediately after sent.</p> <p>b. Additionally, discussion can be fostered by using the Discussions function of D2L. In this function, a professor can post a New Topic for discussion and students can post their thoughts under the prompt by the professor. This can foster both instructor-student and student-student discussion. Participation in class discussions will be required. Weekly topics will be posted by the instructor with requirements for participation.</p> <p>c. For the team component of this course student-to-student interaction will be negotiated within the team but will likely include use of email, Google Docs, mobile phone and D2L discussion posts.</p>  |
| <p>How will student achievement be evaluated?</p>  | <p>Student achievement will be measured by the evaluation of assignments, participation in required discussions and examinations. Students will be evaluated on their level of accomplishment for each required assignment and text. Assignment instructions have been developed for the face-to-face course that include detailed evaluation</p>   |

Template E

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|  | <p>criteria for each assignment. These instructions will be modified to reflect the online nature of the course.</p>   |
| <p>How will academic honesty for tests and assignments be addressed?</p> | <ul style="list-style-type: none"><li>a. The nature of the assignments makes cheating very difficult. The assignments are unique to this course and not likely to be able to be plagiarized.</li><li>b. Quizzes and tests will cover the course content as well as the assigned articles. As there is no way to police the use of notes or the textbook while students are taking these quizzes, no restrictions will be made in this regard. The quiz functions of D2L will be utilized to randomize questions, to restrict navigation once the quiz has started and to set time limits for taking quizzes.</li></ul> |