

COMM 360 Digital Sports Production NewCrs-2016-01-28

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

Second Step: Click "SAVE" on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS**" (not EDIT) and start completing the template. When exiting or when done, click "SAVE" on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

***Indicates a required field**

Proposer*	B. Gail Wilson	Proposer Email*	bgwilson@iup.edu
Contact Person*	B. Gail Wilson	Contact Email*	bgwilson@iup.edu
Proposing Department/Unit*	Communications Media	Contact Phone*	7-3210

(A) Course Prefix*	<p>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</p> <p>COMM</p>
(B) Course Number*	<p><i>If Dual Listed, enter both course numbers</i></p> <p>360</p>
(C) Course Title*	Digital Sports Production
(D) Course Level*	undergraduate-level
(E) Cross Listed*	<p>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</p> <p>NO</p> <p>If YES, with:</p>
(F) Variable Credit*	<p>NO</p> <p>If YES, enter the number of credits:</p>
(G) Variable Title*	<p>NO</p> <p>If YES, enter the title(s):</p>

(H) Number of Credits*

Class Hours:3

Lab Hours:0

Credits:3

(I) Prerequisite(s)

Permission of Instructor

(J) Co-requisite(s)

This means that another course must be taken in the same semester as the proposed course

(K) Additional Information

Check all that apply. Note: Additional documentation will be required

** Teacher Education: Please complete the Teacher Education section of this form (below)*

** Liberal Studies: Please complete the Liberal Studies section of this form (below)*

** Distance Education: Please complete the Distance Education section of this form (below)*

(L) Recommended Class Size

NO

Number (Enter Zero if No):0

If YES: (Check one of the following reasons and provide a narrative explanation) Explain (required):

(M) Catalog Description*

Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.

A production course that introduces students to the pre-production, production and post-production processes of live and recorded sporting events. Students will be engaged in all aspects of the production process, including live production for webcasting, video-recording and editing sporting events. The course requires students to attend and participate in the production of selected local sporting events, which may include nights and weekends outside of regular class time. This course may be repeated one time for a maximum of six credits.

(N) Student Learning Outcomes*

These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes

If dual listed, indicate additional learning objectives for the higher level course.

1. Understand the terminology and equipment used in live and recorded, on-site sports production
2. Apply editorial skills related to storytelling in sports
3. Demonstrate competency in writing scripts, sports production stories and highlights
4. Demonstrate competency in using the technology of sports production including cameras, editing, lighting, graphics and audio
5. Produce and edit sports video highlights
6. Analyze the relationship between sports producers and sports information/media relations executives

**(O) Brief
Course
Outline***

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

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

Course Outline

Students will be placed in teams of four or five and required to complete all aspects of the course on a rotating basis. Students will not be required to attend every sporting event on the schedule but will work as a team on assigned events.

Pre-production

On a rotating basis, students will each be required to contact media relations, sports information or other athletic office officials to secure permissions for production set-up. The pre-production process will also include pre-game research of teams and players, including analysis of statistics and other research, and preparation of scripts and graphics. Game day preparation will include preparing stat sheets and scripts for on-air announcers.

Production (on-site)

Students will be required to participate in the production set-up and teardown before and after sports events.

Students will be assigned and rotated through various production responsibilities for on-site productions including: play-by-play announcer, color analyst, camera operator, audio operator, director, switcher, and graphics operator. Game day production set up will include camera and audio location set up.

Sports reporting:

Each student will conduct two pre or post-game interviews with coaches or players. Each student will record on-site standups for later use in postproduction

Post-production:

The culminating project for this course will include the postproduction of:

Two reporter packages including on-camera standups, soundbites and B roll video for each student.

Each team will produce one 30 second promo for IUP Comm Media Sports production promotion .

Sports Media and Society Reading & Presentation Assignment:

Each student will read a non-textbook, non-fiction book on one of several topics, write an analysis and do a presentation to the class on the content. Additional instructions will be provided. This list identifies potential topics and books.

Rationale for Proposal

**(P) Why is this
Course Being
Proposed?***

The course has been offered as a COMM 481 to accommodate student interest in production of IUP and local high school sporting events. The intent of the course is to provide students the opportunity to participate in and learn about live sports production, particularly for IUP events.

**(Q) University
Senate Summary
of Rationale**

Please enter a single paragraph summary/rationale of changes or proposal for University Senate.

This course provides comprehensive hands-on learning for student interested in sports production. Students will also explore the relationship between sports, media and society through other assignments. The course has been offered as a COMM 481 with consistently strong interest from students.

(R) How Does it Fit into the Departmental Curriculum?*

Check all that apply

Other

If Other, please explain:

The course will fulfill a production course requirement or can be used as a major elective.

(S) Is a Similar Class Offered in Other Departments?*

NO

Please Provide Comment:

No other department provides a sports production course. JRNL provides a Sports Journalism course (JRNL 345). However the description of that course does not focus on live sports production.

(T) Does it Serve the College/University Above and

YES

Please Provide Comment:

Beyond the Role it Serves in the Department?*

The course provides coverage of IUP sporting events. The students involved in previous COMM 481 versions of this course have produced live webcasts of IUP home football and many men's and women's home basketball games. The live webcast is made available, for free, to IUP alumni or anyone who wants to access it via the internet.

(U) Who is the Target Audience for the Course?*

Course Designed for Minor

Department Elective

Open to Any Student

If Other, please explain:

The course is open to all IUP students with instructor permission

(V) Implications for Other Departments*

A. What are the implications for other departments?

(For Example: overlap of content with other disciplines, requirements for other programs)

COMM 360 and JRNL 345 both include writing assignments. However, COMM 360 is more focused on production.

B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?

Yes. A full copy of the syllabus has been shared with the chair of JRNL and the faculty member who typically teaches JRNL 345. The course syllabus was reviewed by the department faculty and the department chair has communicated to us that they have no issues with the course.

(W) Attach Supporting Documents for Implications,

File

Modified ^

if Necessary

(X) Are the Resources Adequate?*

(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)

YES

Please Provide Comment:

The facilities for production and editing already exist in the department and have been used for the COMM 481 offerings.

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section,

Check the Box to the Right:

Course Prefix/Number

Course Title

Type of Proposal

See CBA, Art. 42.D.1 for Definition

Brief Course Outline

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

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor(s) qualified

In the Distance Education delivery

method as well as the discipline?

For each outcome in the course, describe

how the outcome will be achieved using

Distance Education technologies.

How will the instructor-student and student-student interaction take place?

(if applicable)

How will student achievement be evaluated?

How will academic honesty for tests and assignments be addressed?

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section,

Check the Box to the Right:

Liberal Studies Course Designations (Check all that apply)

Learning Skills:

Knowledge Area:

Liberal Studies Elective

Please mark the designation(s) that apply - must meet at least one

Expected Undergraduate Student

Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners

Learning Outcomes (EUSLOs)

See <http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694>

Description of the Required

Narrative on how the course will address the Selected Category Content

Content for this Category

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

**Liberal Studies
courses must
include**

**the perspectives and
contributions**

**of ethnic and racial
minorities and**

**of women whenever
appropriate to**

**the subject matter.
Please explain**

**how this course will
meet this**

criterion.

**Liberal Studies
courses require the**

**reading and use by
students of at**

**least one
non-textbook work of**

**fiction or non-fiction
or a collection**

**of related articles.
Please describe**

**how your course will
meet this**

criterion.

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

**If Completing
this Section,**

**Check the
Box to the
Right:**

**Course
Designations:**

**Key
Assessments**

For both new and revised courses, please attach (see the program education coordinator):

- The Overall Program Assessment Matrix
- The Key Assessment Guidelines
- The Key Assessment Rubric

File

Modified ^

No files shared here yet.

**Narrative
Description
of the**

How the proposal relates to the Education Major

**Required
Content**

For Deans Review

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments: