

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** EMDA 360
2. **Course title:** The Portfolio
3. **Abbreviated title for class schedule** (30 characters or less): The Portfolio
4. **Credit hours: 4**
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** Students engage in the process of telling their stories, presenting their work, and researching and developing professional goals and opportunities, by preparing a portfolio of creative projects and a plan with clear steps for future development. This course provides a mid-program assessment point for all EMDA majors.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)
 - A. (course prefix, (space) and number) EMDA 201
 - B. (course prefix, (space) and number) EMDA 202
 - C. (course prefix, (space) and number) EMDA 203
7. **Co-requisites (including labs, if any):**
 - A. (course prefix, (space) and number) N/A
8. **Major/Class restrictions:** Please indicate any class or major restrictions: *EMDA majors, 2nd-year standing or above*
9. **Is course repeatable?** Yes / No *X*
10. **Labs requirements:** If course includes a lab: # of hours lecture: *N/A*
11. **Fees:** List any course fees: *N/A*
12. **Grade Mode:** Graded only: *X*

13. CIP Code: Six-digit CIP code (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? **No** If yes, list Strand(s)

B. Honors? **No**

15. Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): *N/A*

16. Strategic justification for proposed course:

Rationale: What is the overall strategic rationale for offering this course?

We show our work and tell stories of our goals to plant the seeds of our future accomplishments and to begin to actualize the products of our success. By telling our stories with digital media, we take advantage of intrinsic features such as: visual storytelling, data visualization, embellishment with time-based (audio, video, motion graphics) media, and integration with digital networks on Twitter, LinkedIn, and beyond.

Alignment:

1. How does this course align with the unit's mission plan?

We believe EMDA 399 Digital Portfolios is right for mid-program students to create digital-portfolio projects that tell digital stories about their professional skills and to demonstrate career competency. Each student will create an ePortfolio site, customize it, add content, and develop their basic digital identity, reflecting insightfully and critically on your learning and preparing placeholders for other projects to feature throughout the EMDA program.

2. How does the course fit into the rest of the unit's curriculum?

Students will continue to update and expand the "placeholder" projects — and beyond (especially with networked social media like Twitter and Facebook, plus the recent developments of the EMDA alumni page and group on LinkedIn). Some hotspots of continued engagement with the digital portfolio will be students' future EMDA courses in:

- Seminar in Digital Media (EMDA 407)
- Upper-division EMDA electives
- Capstone

Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: **20**; Year 2: **40**; Year 3: **60**

Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? **Robert Arellano, David Bithell, Miles Inada and Jeffrey Scudder**
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. **Arellano will pilot the course Year 1 with regular loading that has been freed up by his return from sabbatical as well as fewer offerings of the former writing-requirement course for majors.**
- c. If additional faculty members are needed, how will that need be met? **In the unlikely event that full-time faculty could not cover all offerings, there would be several competent faculty available in our current adjunct pool.**

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. **N/A**

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? **Yes**
- b. Are any other resources needed to support this course? **No**
If so, please explain how they will be obtained.

External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? **N/A**

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? **No**

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

Condensed Syllabus for EMDA 360: The Portfolio

Course description: *(same as Catalog description, above)*

Learning objectives of the course:

Course Learning Objective	Assessment Tools
1. Create verbal and visual stories to communicate accomplishments to different audiences.	Essay evaluation and feedback.
2. Demonstrate how to construct and/or adapt evidence of learning using different forms of expression (written, graphic, and quantitative).	Library research and data-visualization assignments, evaluation and feedback.
3. Demonstrate how to reflect appropriately on learning as it occurs in multiple settings (formal academic, professional, and informal)	Participation in weekly discussions and Moodle forums.
4. Demonstrate understanding of the value of managing digital identity for personal branding, and apply this understanding to professional context (including expansion to employer digital identity).	Completion of digital-identity and professional-networking assignments.
5. Apply concepts from models for innovation (e.g., Minimum Viable Product model) to development of a digital portfolio	Peer feedback, instructor evaluation, and self-assessment essay.

Required texts:

Show Your Work!: 10 Ways to Share Your Creativity and Get Discovered (Paperback) by Austin Kleon: Workman Publishing, 2014 (alternately available as eBook or audiobook).

(Additional Hannon Library resources and web readings as provided on Moodle.)

Course format:

10 weeks (or 5 in summer session), face-to-face with weekly discussions in class and assignments submitted on Moodle; possibility of building-out future online section.

Other – any other relevant materials needed to explain the goals and teaching methods of this course. N/A