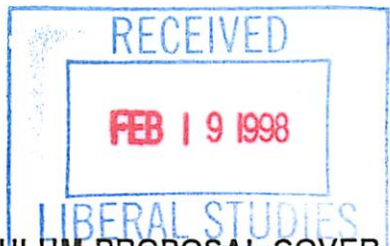


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Submission Date: _____
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Submission Date: _____
Action-Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person B. Gail Wilson (BGWILSON) Phone X3210
Department Communications Media

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Senior Portfolio
Suggested 20 character title

New Course* CM 475 Senior Portfolio Presentation
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval+ _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

_____ New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

_____ New Program Name

III. Approvals (signatures and date)

B. Gail Wilson 12/15/97 Department Curriculum Committee
Robert P. Platt 12/15/97 Department Chair

[Signature] 2/18/98 College Curriculum Committee
[Signature] 2/18/98 College Dean

[Signature] 2/18/98 *Provost (where applicable)

+ Director of Liberal Studies (where applicable)

Part II. Description of the Curriculum Change

1. Syllabus of Record

I. Catalog Description

CM 475 - Senior Portfolio Presentation

1 credit
1 lecture hour
0 lab hour
(1c-0l-1sh)

Prerequisites: Communications Media majors only, 24 CM credits and CM 395

Through this course students will compile and present a series of works produced through previous Communications Media courses and activities. The result will be a portfolio suitable for presentation to a potential employer. The portfolio may include examples of student works from a variety of subject areas.

II. Course Objectives

At the conclusion of the course the students will:

- understand the process of portfolio development
- recognize the importance of using a portfolio in their career development
- be able to evaluate their work and select work for inclusion in the portfolio
- be able to present their portfolios to the instructor as if in a job interview situation
- have compiled a professional-quality portfolio for presentation to potential employers

III. Course Outline

- Overview of course/Review and discussion of portfolio requirements (2 class hours)
content/order/presentation
- Relationship of portfolio and career goals (1 class hour)
Review of individual portfolio outlines
- Designing Portfolios for Specific Communications Media Careers (3 class hours)
Radio
Television
Promotions
Photography
Graphics
Training and Development
Corporate Communications
- Initial review and revision of portfolios with instructor (3 class hours)
Students will meet with instructor in discipline-related groups
- In-Class Presentation of Portfolios (5 class hours)

Final examination period will be used for additional portfolio presentations

IV. Evaluation Methods

Students will be evaluated on the successful completion of the portfolio and its preparation according to the guidelines established at the start of the semester. Portfolio check-lists will be distributed and students will be required to use the checklist as it applies to their career objective. Professional presentation of the portfolio and the student's ability to meet the established deadlines in the course will also factor into the final evaluation. (See the sample portfolio check-list attached)

Final Portfolio - 50 points - 50% of final grade

Professional Presentation - 30 points - 30% of final grade

Deadlines met for initial and final review - 20 points - 20% of final grade

Grading Scale: Final grades will assigned on the following percentage scale

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
below 60%	=	F

V. Required Textbooks, supplemental books and readings

No textbooks are required.

VI. Special resource requirements

Students will be required to purchase the materials necessary to compile their portfolios, including appropriate portfolio binders.

VII. Bibliography

_____ (1992) Resumes for Communications Careers. NTC Business Books.

Barry, Ann Marie (1990) The Advertising Portfolio. NTC Business Books.

Farris, Linda Guess (1995) Television Careers. Buy the Book Enterprises.

Langley, Stephen (1986) Jobs in Arts and Media Management. Drama Book Publishers, New York

Noronha, Shonan (1993) Careers in Communications. NTC Business Books.

Reed, Maxine and Robert Reed (1992) Career Opportunities in Television, Cable and Video. Facts on File Books, New York.

Zimmerman, Caroline (1991) How to Break Into the Media Professions. Doubleday.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 This course will be required for all students seeking a B.S. in Communications Media and will be part of the basic core of the department's curriculum.
- A2 This course will require minor changes in other courses in the department. The concept of portfolio development will need to be introduced in freshman year courses and reinforced in other courses as the students progress through their program. The department faculty are aware of this and prepared to make minor modifications in course syllabi to accommodate this in their courses.
- A3 This course has not been offered on a trial basis in the Communications Media Department
- A4 The course is not intended to be dual-level.
- A5 The course will not be available for variable credit.
- A6 Similar courses are found at other universities
Senior Project - Temple University
- A7 The content of this course is not required by any professional society or accrediting agency. However, the College of Education has indicated a goal of portfolio development for all programs in the college. The development of a portfolio is highly desirable for students in Communications Media as a personal marketing tool.

Section B: Interdisciplinary Implications

- B1 This course will be taught by one faculty member in the Department of Communications Media
- B2 The content of other courses outside the department will have no overlap with this course. The content of each portfolio will be specific to the student's career goals. Projects and work from courses outside the department might be included in the portfolio if they are appropriate to the student's career objective.
- B3 Seats for continuing education students will be available if they able to meet the prerequisites for the course.

Section C: Implementation

- C1 Faculty resources are adequate. This course is included in the faculty rotation schedule included with the program revision for the B.S. in Communications Media
- C2 Current resources are adequate for this course.

- C3 No resources for this course are funded by a grant.
- C4 This course will be offered every spring semester. The spring semester offering would be necessary because students would be completing the prerequisite, CM 395, in the fall semester.
- C5 We anticipate three sections of this course each spring.
- C6 We expect enrollment to be approximately 30-35 students per section, as needed to accommodate all Communications Media majors in their senior year.
- C7 No professional society recommends enrollment limits on this course.

Section D: Miscellaneous

Not applicable

Sample Portfolio Check-list
Television News Reporting/Producing

Section I: Professional Background

- 1) Resume
- 2) Statement of Career Objectives/Philosophy
- 3) Cover Letters
- 4) Reference Listing
- 5) Letters of Recommendation

Section II: Evidence of Experience

- 1) Eight to 10 news writing samples
- 2) Resume tape: may include samples of reporting, anchoring, producing, directing and videography (on a new ½ inch VHS video tape)
- 3) Other writing samples, as appropriate (news articles, news releases, etc.)

Section III: Evidence of Professional Interest

- 1) Evidence of participation in professional organizations
- 2) Evidence of attendance at professional conferences/field trips

Section IV: Other

- 1) Evidence of community involvement/volunteering
- 2) Evidence of interpersonal effectiveness