

Full Proposal Form  
For All Programs including Certificates  
Requiring New Funding or Resources

**A Proposal for: Sports Media and Communication Major**

**Date:**

**A. PROGRAM INFORMATION**

**A1. Name of institution** University of Rhode Island

**A2. Name of department, division, school or college**

Harrington School of Communication and Media  
College Arts and Sciences

**A3. Title of proposed program and Classification of Instructional Programs [\(CIP\) code](#)**

Program title Sports Media and Communication  
Classification code (09.0906)

**A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.**

Initiation date Fall 2019

First degree date May 2021 (likely transfer students)

**A5. Intended location of the program**

Harrington School of Communication and Media

**A6. Description of institutional review and approval process**

Department  
College  
CAC/Graduate Council  
Faculty Senate  
President of the University

Approval Date  
N/A

**A7. Summary description of proposed program (not to exceed 2 pages)**

Also see addendum E1c

## **Interdisciplinary Major in Sports Media and Communication**

In URI's BA program in sports media and communication studies students gain critical and theoretical knowledge and practical experience in sports media, including, but not limited to, sports journalism, broadcasting, public relations, writing, communication, and sports data and analytics. Courses range from critical-cultural analysis to quantitative and critical-analytical studies of sports media and communication. Course work is coupled with practical and professional experience in various aspects of the sports media and communication industry via a required internship. The program allows students to tailor specializations for careers in the sports media and communication industry by providing recommended elective courses across three suggested sequences from a variety of programs in the Harrington School of Communication and Media. While students play an important role in curriculum planning, his or her program is closely supervised by an academic advisor.

Courses outside the program that relate to the student's needs and goals are encouraged. Students selecting this major may pursue sequences in sports culture, media and society, sports media production, or strategic sports communication and information. The planned curriculum below is based on a **30-credit major**.

### **Required Core Courses (21-credits)**

COM 203 Introduction to Sports Media and Communication

COM 204 Introduction to Sports Broadcasting

JOR 220 Media Writing

JOR 325 Sports Writing

PRS 360 Strategic Sport Communication and Media

COM 385 Crossover: Sports Communication Research

COM/FLM/JOR/PRS 477 Internship in Sports Media (requires advisor consent, minimum 3 credits)

**Select any 3 classes or 9-credits from the following electives. The areas are recommended sequences, but not required (9-credits):**

<b>Sports Culture, Media, and Society</b>	<b>Sports Media Production</b>	<b>Strategic Sports Communication and Information</b>
COM 246 New Media and Society	FLM 110 Intro to Film Media  FLM 220 Topics in Intermediate Film Production	PRS 320 Strategic Media Relations
COM 346 Social and Cultural Aspects of Media	COM 341 Pre-documentary Production	COM 340 Electronic Media Programing
COM 414 Rhet of Sports in Film	COM 342 Documentary Prod.	COM 445 Media Advertising

COM 441 Race, Class and Gender in the Media	COM/FLM 344 The Athlete: Short Films	COM 447 Entertainment Media Research
	COM 307 Audio Com in Media	PRS 300 Social Media Strategies for the PR Professional
	FLM 351 Topics in Film Media Production	PRS 370 Sports Branding in the Digital Age
	FLM 444 Advanced Topics in Doc Film Media Production	
	JOR 221 Multimedia Reporting	
	JOR 430 Advanced TV News	
	WRT/JOR 415 Perspectives on Reporting	

**A8. Signature of the President**

\_\_\_\_\_  
David M. Dooley

**A9. Person to contact during the proposal review**

Kevin McClure  
Professor of Communication Studies  
874-4726  
kmclure@uri.edu

**A10. List and attach any signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.**

N/A

**B. RATIONALE: There should be a demonstrable need for the program.**

**B1. State the program objectives.**

Courses range from qualitative critical-cultural analysis to quantitative critical-analytical studies of sports media and communication, while course work is coupled

with practical and professional experience in various aspects of the sports media and communication industry via a required internship.

Students in the BA program in Sports Media and Communication will have: 1. critical evaluative and theoretical knowledge of effective sports media and communication; 2. sports data and analytics skills to evaluate effective sports media communication; and, 3. practical experience in sports media (including sports journalism, broadcasting, public relations, sports writing, and sports communication), in order to produce effective sports media communication.

The program allows students to tailor specializations for careers in the sports media and communication industry by providing recommended elective courses across three suggested sequences from a variety of programs in the Harrington School of Communication and Media.

**B2. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.**

**a. What is the economic need and workforce data related to the program?**

The likelihood of success of the program is evidenced by a number of indices. First, there has never been a better time for preparing students for careers in the sports media industry. Among CBS/ESPN/NFL Network/NBC/Fox and the other regional sports networks and publications, there is a great need to create content for TV, radio, print, and social media. This is perfect for our students insofar as URI is in a great location and our students can intern all over the Northeast (with many sports internship opportunities on campus that have already been created and cultivated). Most of the sports media in our country is within 2 hours of our campus. Second, the success of programs recently developed at other universities and schools in the northeast, including Ithaca College, Marist, Montclair, Rowan, and Sacred Heart, to name only a few, is a clear indicator of student demand, although many of these programs are not stand-alone majors, which is a great selling point of our program. Third, every year significant numbers of students have expressed interest when soliciting information about the Harrington School of Communication and Media, and other students have left our programs as a result of our not offering sports communication and media. Lastly, the sports media industry employs substantial numbers of people across a wide spectrum of opportunities associated with the industry and expects continued rapid growth, particularly among individuals with digital and social media skills.

**b. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.**

This link from the US Bureau of labor statistics provides ample evidence of the viability and variety of employment in the sports media industry:

[https://www.bls.gov/oes/current/naics4\\_711200.htm](https://www.bls.gov/oes/current/naics4_711200.htm)

**B3. If an external advisory or steering committee was used to develop the program, identify committee members and their affiliations and describe the committee's role.**

The program was developed in consultation with the chairs of the Harrington School, and, in particular, Associate Dean Adam Roth and John Pantalone, the Chair of Journalism, over the past three years. A minor was established in fall 2018.

The departments associated with the Harrington School of Communication and Media, and the members of the Harrington Advisory Board, strongly support this major, as do many of our graduates, and URI Athletics. Furthermore, members of our advisory board have consulted, informally, on the development of this program, as have alumni in the sports media industry.

**C. INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.**

**C1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.**

According to the new academic plan, a critical area of development is innovation in the curriculum with the objective of enhancing student success. One approach for achieving this goal includes creating innovative, interdisciplinary, academic programs and collaborations. This program will help fulfill the academic vision of URI and the Harrington School of Communication and Media, and satisfy the incredible demand from students for a program of study in sports media and communication. The new major:

- will provide students with an opportunity to design their own major by allowing them to select from a broad range of electives, while providing a rigorous core;
- will emphasize an applied theory-praxis approach to learning, and incorporate an experiential learning requirement that engages students in the integration, synthesis and application of knowledge;
- will leverage the instructional synergies of multiple academic programs in the Harrington School and beyond, thereby increasing collaboration among departments and programs and interdisciplinarity in our teaching;
- will involve students in rich and various activities and creative projects that emphasize active and experiential learning.

**C2. Explain the relationship of the program to other programs offered by the institution.**

The programs of Communication Studies, Public Relations, Journalism, and Film Media will collaborate to deliver the program. Students in the Harrington School will be able to double-major with ease, while students from other programs across the university will find a focused 30-credit program attractive as a potential double major. All of the electives are within the Harrington School, so there should be no impact on other programs.

We have the assets within the Harrington School and at URI to make this a truly unique, high-quality signature program, and collaborate with other academic and non-academic (e.g., URI Athletics and Experiential Learning) units, as well as many of our graduates and advisory board members that work in this industry.

**D. INTER-INSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Council on Postsecondary Education pertaining to the coordination and collaboration between public institutions of higher education.**

**D1. List similar programs offered in the state and region, and compare the objectives of similar programs. If similar programs exist, how is this program different or why is duplication necessary?**

Other programs in the region exist as noted in B1 above, but there are no similar programs in the State of RI. The closest comparable program, although very different, is at Johnson and Wales. Additionally, many of the other programs in the region are not stand-alone majors.

**D2. Estimate the projected impact of program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections. Have you communicated with other institutions about the development of this program and have any concerns been raised related to role, scope, and mission or duplication?**

There is no projected impact on other programs of higher education in Rhode Island, as there are no other programs in the State. We have communicated with the other institutions and there are no concerns, just encouragement. See D3 addendums.

**D3. Using the format prescribed by the Council on Postsecondary Education, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also submit either a Joint Admissions Agreement transition plan or the reason(s) the new program is not transferable (see [\*Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs\*](#) ).**

See the three D3 addendums for planned transfer provisions with RIC and CCRI, and the planned JAA with CCRI.

**D4. Describe any cooperative arrangements or affiliations with other institutions in establishing this program. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)**

**a. How does this program align to academic programs at other institutions?**

A number of schools have recently developed programs in sports media and communication, as well as sports broadcasting and journalism. In fact, we are losing many of our prospective students on the basis of not having a sports media and communication program. While there are similarities with other programs, we have the assets at URI to make this a truly unique, high-quality signature program.

**c. Are recipients of this credential accepted into programs at the next degree level without issue?**

The program results in a bachelor's degree and will be accepted at the next degree level without issue.

**d. How does this program of study interface with degree programs at the level below them?**

The program should interface well with any accredited associate degree program, and a Joint Academic Admissions agreement is in progress with CCRI.  
See Addendum D3c.

**D5. If external affiliations are required, identify providing agencies (indicate the status of any arrangements made and append letters of agreement, if appropriate).**

N/A

**D6. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).**

No.

**E. PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.**

**E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:**

Please see the following addendums: the New Course Descriptions (E1a), the Catalog Copy (E1b), the Interdisciplinary Sports Media Curriculum (E1c), the Program Worksheet and Curricular Map (E1d&e), and the Student Learning Outcomes Assessment Plan (E3).

- a. **Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog.**

See addendums E1a & E1b

- b. **Are there specializations and/or tracks/options/sub-plans/concentrations? If so, describe required courses in area of specialization or tracks/options/sub-plans/concentrations.**

There are no tracks, etc., but rather suggested sequences. See addendum E1c.

- b. **Course distribution requirements, if any, within program.**

See addendum E1c.

- d. **Total number of free electives available after specialization requirements are satisfied.**

With 40 credits in gen ed. requirements and a 30 credit major, excluding COM 100 (a gen ed. and pre-requirement), students should have 47-50 free electives remaining. See addendum (E1d&e).

- e. **Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.**

Initially it is a 30-credit major. There are a number of programs at URI and in the Harrington School of Communication and Media that have 30-33 credit majors, such as Writing and Rhetoric (30), PR (33), and Journalism (31); the College is already accredited.

- f. **Identify any courses that will be delivered or received by way of distance learning (refer to [\*Policy on Distance Learning, Council on Postsecondary Education, State of Rhode Island and Providence Plantations\*](#)).**

There are currently none.

- g. **Is the program content guided by program-specific accreditation standards or other outside guidance?**



The program is not guided by program specific accreditation standards, other than those that apply to the College of Arts and Sciences and the university.

We carefully reviewed the content and structures of other programs across the country. Our program structure is largely modeled after the program at Oklahoma State University. We were also guided by our unique strengths, abilities, and the curricular synergies among the programs in the Harrington School of Communication while crafting a curriculum that includes five completely new courses developed specifically for the core.

- E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.**

None

- E3. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations and provide an assessment plan.**

Students in the BA program in Sports Media and Communication will have: 1. critical evaluative and theoretical knowledge of effective sports media and communication; 2. sports data and analytics skills to evaluate effective sports media communication; and, 3. practical experience in sports media (including sports journalism, broadcasting, public relations, sports writing, and sports communication), in order to produce effective sports media communication.

Graduates of this program will have practical and theoretical knowledge and experience in sports media and communication production to prepare them for careers in the industry.

Please see the student learning outcomes assessment plan addendum E3.

- a. **Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) requirements for each program.**
- b. **Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.**
- c. **Provide an assessment plan detailing what a student should know and be able to do at the end of the program and how the skills and knowledge will be assessed. Consult with the [Office of Student Learning, Outcomes Assessment, and Accreditation \(SLOAA\)](#) when preparing the [Learning Outcomes Assessment Plan](#) for student learning assessment. Following consultation, submit a final draft of the plan to the Chair of the [Learning](#)**

Outcomes Oversight Committee (LOOC) for approval by the full Learning Outcomes Oversight Committee.

- F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.**

Please see addendum F3.

- F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?**

We already have faculty in place who will support the program and they are already delivering several of the courses that will be included in the major that are currently included in the minor. A search for an additional tenure-track faculty member is currently in process. Faculty will consist of tenure-track professors, full-time lecturers, and part-time faculty members who are working professionals in the sports media industry. Three courses are currently being delivered by these faculty. Of the other three new core courses, two are currently being taught as special topics and are staffed by part-time faculty whom we anticipate will continue teaching in the program. These positions are already budgeted by the College of Arts and Sciences. The new courses currently being delivered as special topics are COM 203 (as COM 310) and JOR 325 (as JOR 445). We do anticipate needing an additional part-time faculty line to deliver the COM 204 beginning in the fall of 2019. Professor McClure will serve as the academic program adviser and liaison with the associate dean, chairs, program directors, and other units during the initial two years of the program with equivalent cost of a course release accounted for with a part-time faculty hire in Communication Studies.

The Harrington School is also in the process of hiring another tenure-track assistant professor in sports media and communication, which is already budgeted, and will provide research, instruction, service, and advising support in delivering the new program in the initial two years. In addition, the Department of Communication Studies is in the process of hiring a tenure-track assistant professor of public relations; this position will provide additional curricula and research support for the existing courses in PR that are also in the sports media and communication program. Thus, in the first two years we expect to need no additional expenses for FTEs in program support beyond the hire of one additional PTF.

The ratio of FTEs to PTF should be around 75/25, when accounting for all the elective courses currently delivered by FTEs with doctorates and master's degrees. This includes

an estimate that the new assistant professor will initially deliver three courses per semester. No reassignments are anticipated.

The minimum credentials needed to teach in the program require a master's degree, and/or five-ten years of professional experience in sports media and communication for part-time faculty. Full-time faculty will all have at least a master's degree. We anticipate two to three courses will be delivered by professionals hired as PTFs. We are currently using two professionals.

**F2. List anticipated support staff, the percent of their time to be spent in the program, and whether these are reassignments or new positions. Indicate total full-time equivalent (FTE) positions required for the program.**

The support staff across the Harrington School will be sufficient to support the faculty and program beyond their normal duties. No new FTEs are anticipated. We do anticipate modest expenses associated with campus changes and auditing the graduation requirements.

**F3. Summarize the annual costs for faculty and support staff by indicating salaries and fringe benefits (adjusted for the proportion of time devoted to the program). Distinguish between existing resources and new resources. Specify in the narrative if resources are to be provided by more than one department. Include the salary and benefits information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) ([https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/)**

See addendum F3.

**G. STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social, and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.**

**G1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.**

There is significant interest among new students applying to and inquiring about the Harrington School. Surveys of first-year students this year indicated that many chose the Harrington School solely on the basis of the minor in sports media and communication. These students all plan to switch to the major once it's launched. Through information sessions and online webinars we know students have turned down offers to enroll in URI because we don't yet have a major in sports media. We anticipate an increase on the yield of admitted students to the Harrington School once the major is available.

Additionally, many students at URI, and many student athletes, have expressed interest in double majoring in sports media and communication once the program is launched

- G2. Estimate the proposed program size and provide projected annual full-time, part-time, and FTE enrollments for one complete cycle of the program. Provide a specific rationale for the assumptions made in the projections. Depending on the nature of the program, use the FTE or part-time estimates of enrollment on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) ([https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/))**

See Addendum F3.

- G3. Indicate how the institution provides programs and services designed to assist students in achieving their academic goals.**

In addition to the existent programs, services, and support units available to all our undergraduates at the university, the programs and services offered by the Harrington School that support students' academic goals include: our mentoring program; career advising; living and learning communities; modern, high-tech learning spaces highlighted by the newly built Harrington Hub and a renovated television studio, that offers all the equipment and facilities needed to support students' academic and creative endeavors; the student newspaper (the Good Five-Cent Cigar) and the student radio station (WRIU); and, our relationships with our many local and global partners. In addition, the opportunities available via internships with URI Athletics and the Center for Career and Experiential Learning will be integral in assisting students achieve their academic goals.

- G4. List the program admission and retention requirements for students. Provide descriptions of the specific criteria and methods used to assess students' ability to benefit from the program. Describe how satisfactory academic progress will be determined.**

Program admission will be the same as current College and University requirements for incoming students. For students transferring into the program from University College requirements are: a 2.0 GPA; 24 earned credits; and, a grade of "C" or higher in the COM 100 pre-requirement. Retention requirements will follow current college and university requirements.

In addition to employing our student learning outcomes and assessment plan, which will be reviewed and updated every two years, we will evaluate the success of student benefits from the program based on three other criteria. First, we will track the number of new students that enroll and successfully complete the major. Second, we will develop a brief survey that will ask participating faculty and students who complete the major to provide feedback on its academic and economic value and effectiveness. Third, we will track the effectiveness of the major by following the

careers and employment histories of our graduates via the alumni office and our own Harrington surveys.

- G5. Indicate available funds for assistantships, scholarships and fellowships. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) ([https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/)**

There are currently no new funds or assistantships, scholarships and fellowships for the program. The scholarship and fellowship opportunities of the University and the College would be available to the students. The Harrington School does have a portfolio of scholarships available to all of the students in the program.

- H. ADMINISTRATION: Administrative oversight for the program should be sufficient to ensure quality.**

- H1. Indicate how the program will be administered and the degree to which this work will affect the administrative structure in which it is located.**

The program will be administered by an academic adviser within the department of Communication Studies, which is located with the Harrington School of Communication Media within the College of Arts and Sciences. The academic adviser will oversee the immediate curricular, scheduling, advising responsibilities and will liaison with the associate dean, chairs, program directors, the school's support staff, and other units during the initial two-four years of the program as needed.

- H2. Indicate the titles of the persons who will have administrative responsibility for the program and the percent of time each will spend on the program.**

Professor Kevin McClure of Communication Studies will serve as the initial Academic Adviser and it will require a 30% release of his instructional duties or the equivalent of one course release per semester. Professor McClure's instructional load is 3/3.

- H3. Indicate additional annual administrative salaries and related costs to be associated with the program. Distinguish between existing resources and new resources. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) ([https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/)**

See Addendum F3.

- I. INSTRUCTIONAL RESOURCES: The instructional resources should be sufficient in quantity, quality, and timeliness to support a successful program.**

**I1. Estimate the number and cost of relevant print, electronic, and other non-print library materials needed (and those available) for the program and compare with recommendations of national accrediting agencies.**

No new library materials are anticipated, and it is a non-accredited program. See addendum I4.

**I2. Identify and evaluate other instructional resources and instructional support equipment (such as computers, laboratory equipment, supplies, clinical space, internships, proctors) in terms of overall capability to satisfy the needs of the program. If these instructional resources are considered insufficient or if upgrading is necessary for the development of the program, the additional needs should be detailed and their cost estimated.**

The Harrington School has the capacity and resources in place to begin enrolling students into the major. Students in the sports media and communication minor are already using these resources, and more are on the way. For example, the Harrington Hub for Global Leadership in Communication and Media has over \$2 million in high-end equipment that students can use for completing course projects, from cutting-edge cameras and audio recording equipment to computer labs with specialized software for sports podcasting or editing of sportscasting videos. Furthermore, the Harrington School has a spectacular and new digital broadcasting center in Chafee Social Science Center that will be used for sportscasting and for teaching and recording/delivering sports-related programming. Finally, the Harrington School has begun a \$3.5 million expansion of our facilities that will deliver in the next two to three years a doubling of our classroom capacity and increased access for students to audio and video editing laboratories.

**I3. Estimate annual expenditures for instructional resources. Distinguish between existing resources and new resources. The information should reflect the annual operation and maintenance of the instructional resources, recurrent costs and costs for necessary additions. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) ([https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/))**

As noted earlier, with the exception of the hire of an additional PTF and the cost of a course release the program will be almost entirely funded with existing funds.

**I4. Provide a [Library Impact Statement](#).**

See addendum I4.

**J. FACILITIES AND CAPITAL EQUIPMENT: Facilities and capital equipment should be**



sufficient in quantity, quality, and timeliness to support a successful program.

**J1. Describe the facilities and capital equipment (e.g., classrooms, office space, laboratories, and telecommunications equipment) and assess the adequacy of these resources relative to the program and to the requirements of the American with Disabilities Act and state disability statutes.**

We have the facilities and equipment we need to deliver the program, which include:

The Harrington Hub for Global Leadership in Communication and Media

- Digital Innovation Lab
- 4 video/audio editing and podcasting suites
- Film screening room
- Learning Lab
- Active Learning Classroom
- Advising center
- Media Equipment Center
- Digital Broadcast Center
- Faculty offices, conference room, and all equipment needed for media projects

**J2. If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) ([https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/))**

N/A

**J3. Estimate the annual additional expenditures for new program facilities and capital equipment. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) ([https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/))**

No new facilities or capital equipment is needed. Our current facilities and equipment are sufficient and any future expenses will be part of the normal and expected expenses of the Harrington School.

**J4. Indicate whether the needed facilities are included in the institution's master plan.**

**K. FINANCIAL CONSIDERATIONS: Projected revenues should be sufficient to support a successful program and must cover the estimated costs of the program.**

See Addendum F3.

- K1. Expenditures for program initiation and annual operation should be estimated and displayed in the proposed budget. The summary should enable the reader to understand expenditures for a period representative of one full program cycle.**
- K2. Revenue estimates should be provided for a similar period of time. For a new program, the appropriateness and feasibility of instituting differential tuition and/or fees should be addressed.**

We do not believe that it would be appropriate or feasible to institute a differential tuition model and/or fees for this program until such time as the Harrington School and College of Arts and Sciences institutes a differential tuition and fee model.

**NOTE:** Excel budget forms (Rhode Island Office of Postsecondary Commissioner [https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/)) are self-calculating.

- K3. Describe how current institutional resources will be redeployed or extra institutional resources will be obtained to support the program (e.g., describe program eliminations, staff reallocations and/or external sources of monies).**

No redeployments, eliminations, or reallocations are anticipated at this time.

**L. EVALUATION: Appropriate criteria for evaluating the success of a program should be developed and used.**

- L1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.**

The program measures used to evaluate the program will be the same as those used for Communications Studies following the usual College of A&S procedures, frequencies, and reporting mechanisms used in the university's academic affairs unit productivity indices.

The program's Academic Adviser, initially Professor McClure, and the Chair of Communication Studies, will be the personnel responsible for evaluating the program

An external review should be conducted in the fifth year.

- L2. Describe and quantify the program's criteria for success.**

Degree completion and retention rates, and student-to-faculty ratios should meet or exceed the College of Arts and Sciences averages. Graduates' success and employment rates in high-quality careers will be measured and should meet or exceed the rates of typical College of Arts and Sciences graduates. The overall



student enrollment numbers, including the percentage of out-of-state students to in-state students, and the quality of faculty credentials delivering the curriculum will be tracked, quantified, and regularly reported. The criteria for success will be that the program meets or exceeds the rates typical for the College of Arts and Sciences, and, in particular, the programs in the Harrington School and the Department of Communication Studies.

- L3. If the proposed program is eligible for specialized accreditation, indicate name and address of the accrediting agency and a list of accreditation requirements. If specialized accreditation is available but not sought, indicate reasons.**

Non-accredited

- L4. Describe the process that communicates the results of the program evaluation to appropriate institutional stakeholders and uses the outcomes for program improvement.**

The Department of Communication Studies communicates the results of its evaluations of its BA programs in Communication Studies and Public Relations to the Dean of Arts and Sciences, via the Director of the Harrington School and Associate Dean of the College, who communicates those results to all of the appropriate institutional stakeholders. This program will become part of the usual, normal and customary process of the Department's reporting procedures. The outcomes of these evaluations will be used to improve and enhance the quality of the program.

PROCEDURE FOR STRENGTHENING THE ARTICULATION/TRANSFER  
COMPONENT OF THE REVIEW PROCESS FOR NEW PROGRAMS

**Interdisciplinary Major in Sports Media and Communication**

Goal: To enhance the transferability of all courses and programs and to ensure that inter-institutional articulation/transfer matters are considered from the very beginning of the new program development process

1. All proposals for undergraduate programs submitted by Rhode Island public institutions of higher education should include the following: \*
- a. Regarding course-by-course transfer agreements:
  - 1.) A list of all currently offered courses in the proposed program that details course equivalencies from the most recent version of the Transfer Guide for Students. In this list also indicate whether a particular course serves as a pre-requisite for upper-level courses, internships, etc.

**Please see the list of current transferable courses from CCRI and RIC, and the articulation transfer JAA plan addendums for details.**

- 2.) A list that suggests courses at other Rhode Island public institutions that might be equivalent to the new proposed courses (including in parenthesis proposed dates for initiating and/or completing discussions on improving transferability and key participants in the discussions).

Beyond the existing core and elective transferable courses listed at CCRI and RIC there are currently no plans for either institution to propose the additional new core courses in planned program. Many of the newly developed core courses in the proposed sports media and communication major at URI are unique:

COM 203 (Introduction to Sports Media and Communication),  
COM 204 (Introduction to Sports Broadcasting),  
JOR 325 (Sports Writing)  
PRS 360 (Strategic Sport Communication and Media)  
COM 385 (Crossover: Sports Communication Research)

Discussions are planned with the chairs of Communication and Journalism at CCRI (Professor Christine Fox) and RIC (Professor Anthony Galvez) to explore their interest in developing equivalents to COM 203 and COM 204, though it would most certainly depend upon the success of the new major over the next few years. The development of either of these courses would enable to students to have made significant progress toward completing the major upon transfer. Nevertheless, students should be able to transfer directly into the sports media and communication major from CCRI, with the pre-requirement (COM 100),

a core course (JOR 220), and a number of potential electives (COM 246, 307, FLM 110, JOR 221) already completed. Please see the preliminary articulation transfer JAA plan for CCRI and URI.

At RIC, the development of COM 100 would be of particular value, not just to the students seeking the new sports media and communication major but to majors in communication studies and public relations, as it is the pre-requirement to both of those majors as well.

- 3.) A narrative citing the reason(s) courses in the proposed program do not at this time transfer (e.g., they are junior-level courses). If appropriate, this narrative might also include plans for improving transferability of these courses (with dates for initiating and/or completing discussions and key participants in the discussions).

The primary reason why the courses in the proposed core of the interdisciplinary major in sports media and communication, with the exception of JOR 220, do not transfer at this time is that they are newly developed courses and represent the unique strengths, synergies, and faculty expertise of the programs in the Harrington School of Communication and Media. For CCRI COM 385, JOR 325, and PRS 360 are junior level courses that would be beyond their mission to develop. However, a transfer agreement should be established with RIC to have them transfer from URI as COM 3XX, JOR 3XX, and a possible equivalent to PRS 360. For the COM 203 and 204, an agreement with RIC as COM 2XXs should be developed. I plan to attend and participate in the annual transfer articulation meeting in May, along with the chairs of communication studies (Norbert Mundorf), and journalism (John Pantalone).

- b. Regarding program transfer agreements, indication of plans to develop a program transfer agreement for the proposed program. Dates for future discussions and names of key participants should be included. If no program transfer is contemplated, a detailed rationale for this decision should be supplied.

**Please see the list of current transferable courses from CCRI and RIC, and the articulation transfer JAA plan addendums for details.**

I plan to attend and participate in the annual transfer articulation meeting in May 2019, along with the chairs of Communication Studies/PR (Norbert Mundorf), Film Media (Rebecca Romanov), and Journalism (John Pantalone). We have already begun communicating with the chairs of Communication and Journalism at CCRI (Christine Fox) and RIC (Anthony Galvez) regarding the new program and look forward to completing the necessary forms to execute a JAA plan with CCRI and course transfer agreements with RIC.

2. All program approval motions forwarded to the Board of Governors will include a requirement for the institution to report to the Academic Affairs Committee on course and/or program transferability improvements (if needed) by a specific date.
3. For all programs approved after September 1, 2001, the institutions will report to the Interinstitutional Articulation/Transfer Committee annually on the number and success of

students transferring into the new programs (in particular, comparative GPAs and completion rates for transfer and native students). These reports will be presented at the Committee's May meeting each year and incorporated into the annual report on articulation/transfer which is made to the Academic Affairs Committee in June/July and to the Board of Governors in August.

\* The proposal developer can refer to the Transfer Guide for Students, Section 2 for current Course Transfer Agreements and Section 3 for current Program Transfer Agreements, which can also serve as models for future agreements. The Transfer Guide can be found at [www.ribghe.org/transferguide.htm](http://www.ribghe.org/transferguide.htm).

Consult RIOHE or [www.ribghe.org/regulations.htm](http://www.ribghe.org/regulations.htm) for the most recent versions of guidelines, instructions and forms.

Transferable Courses RIC & CCRI to Sports Media and Communication BA				
RIC Course	CCRI Course	URI Course	Credits	Notes
			3	
	COMM 1010: Communication Fundamentals	COM 100: Communication Fundamentals (B2, C1)	3	SMC Pre-Requirement*
COMM 240 Mass Media and Society	COMM 1050 or COMM 1400	COM 246: New Media and Society	3	SMC Elective*
	COMM 2000 MEDIA WRITING	JOR 220 MEDIA WRITING	3	SMC Requirement*
	COMM 2221 MULTIMEDIA REPORTING	JOR 221 MULTIMEDIA REPORTING	3	SMC Elective*
	COMM 1000 Found in Video and Audio Production	FLM 110: Intro to Film Meida Production Technologies	4	SMC Elective*
	COMM 2310: Sound Design and Production	COM 307: Audio Communication in the Media	3	SMC Elective*
COMM 301 Public Relations		JOR/PRS 340: Public Relations	3	SMC Elective
<a href="#">Transfer List RIC</a>	<a href="#">Transfer List CCRI</a>			

JAA Plan for AA in General Studies to Sports Media and Communication BA		* Courses Already With Transfer Equivalents			
	CCRI Course	URI Course	Credits	Course Grade	Notes
Semester 1					
	ENGL 1010: Composition I	WRT 104: Writing to Inform & Explain (B1, B4)	3		AA Requirement
	<b>COMM 1010: Communication Fundamentals</b>	<b>COM 100: Communication Fundamentals (B2, C1)</b>	<b>3</b>		<b>SMC Pre-Requirement*</b>
	History Course	General Education History Course	3		AA Requirement
	Math Course	General Education Math Course (A1,B3)	3		AA Requirement
	General Education or Elective Course	General Education or Elective Course	3		
		Total Credits	15		
Semester 2					
	ENGL 1210: Introduction to Film	FLM 101: Intro to Film Media (A4, C2)	3		AA Requirement
	Natural Science w/ Lab	General Education Natural Science (A1)	4 to 5		AA Requirement
	Social Science Course	General Education Social Science Course	3 to 4		AA Requirement
	<b>COMM 2000 MEDIA WRITING</b>	<b>JOR 220 MEDIA WRITING</b>	3		<b>SMC Requirement*</b>
		Total Credits	13 to 15		
Semester 3					
	<b>COMM 2221 MULTIMEDIA REPORTING</b>	<b>JOR 221 MULTIMEDIA REPORTING</b>	<b>3</b>		<b>SMC Elective*</b>
	Natural Science w/ Lab	General Education Natural Science (A1)	4 to 5		AA Requirement
	Literature course	General Education ENG course	3		AA Requirement
	General Education or Elective Course	General Education or Elective Course	3		AA Requirement
	<b>COMM 1000 Found in Video and Audio Production</b>	<b>FLM 110: Intro to Film Media Production Technologies</b>	4		<b>SMC Elective*</b>
		Total Credits	16 to 17		
Semester 4					
	<b>COMM 2310: Sound Design and Production</b>	<b>COM 307: Audio Communication in the Media</b>	<b>3</b>		<b>SMC Elective*</b>
	<b>*COMM 1050 or COMM 1400</b>	<b>COM 246: New Media and Society</b>	<b>3</b>		<b>SMC Elective*</b>
	Social Science Course	General Education Social Science Course	3 to 4		AA Requirement
	General Education or Elective Course	General Education or Elective Course	3		
	General Education or Elective Course	General Education or Elective Course	3		
		Total Credits	15 to 16		
		Total Credits all semesters	60		
	URI General Education Audit:	A1 <input type="checkbox"/> A2 <input type="checkbox"/> A3 <input type="checkbox"/> A4 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> B3 <input type="checkbox"/> B4 <input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/> C3 <input type="checkbox"/> G <input type="checkbox"/> D1 at URI	*COMM 1050 and COMM 1400 = COM 246 (3) and COM 2XX (3)		

## **Summary of New Course Descriptions**

**COM 203 Introduction to Sports Media and Communication** (3 crs.) This course provides an overview of the use of media and communication in sport. It covers a survey of perspectives and addresses the changing 24/7 landscape of media and communication. (Lec. 3) Pre: Com 100 or PRS100 or permission of the instructor.

**COM 204 Introduction to Sports Broadcasting** (3 crs). The study & practice of sports broadcasting with emphasis on producing sports feature reports, play-by-play & analyst production for television and radio, production of sports radio talk shows, and anchoring television sportscasts. (Lec 3) Pre: Com 100.

**JOR 325 Sports Writing** (3 crs). Examination and analysis of classic American sports writing. Course includes study and production of various types of sports reports and features including profiles and topical stories. (Lec. 2 Lab 1) (Prereq. Jor 320, 321 or 341 or permission of department chair.)

## Sports Media and Communication

### Catalog Description (2019-2020)

In URI's BA program in sports media and communication studies students gain critical and theoretical knowledge and practical experience in sports media, including, but not limited to, sports journalism, broadcasting, public relations, writing, communication, and sports data and analytics. Courses range from critical-cultural analysis to quantitative and critical-analytical studies of sports media and communication. Course work is coupled with practical and professional experience in various aspects of the sports media and communication industry via a required internship. The program allows students to tailor specializations for careers in the sports media and communication industry by providing recommended elective courses across three suggested sequences from a variety of programs in the Harrington School of Communication and Media. While students play an important role in curriculum planning, his or her program is closely supervised by an academic advisor.

Courses outside the program that relate to the student's needs and goals are encouraged. Students selecting this major may pursue sequences in sports culture, media and society, sports media production, or strategic sports communication and information.

Students must achieve a "C" or better in COM 100, have a 2.0 GPA, and 24 earned credits in order to transfer to the College of Arts and Sciences with a major in sports media and communication. The program requires a minimum of 30 credits (maximum 45) in the major, including COM 203, 204, 385, JOR 220, 325, PRS 360, and an approved 3 credit internship experience in COM, JOR, FLM, PRS 477 or ITR 302 (ITR internships require advisor approval). The remaining 9 credits can be selected from any of the approved electives, however students are encouraged to select courses from the following recommended sequences of electives in the following areas. *Sports culture, media and society*: COM 246, 346, 414, 441; *sports media production*: COM 307, 341, 342, 344, JOR 221, 415, 430, FLM 110, 220, 351, 444; and *strategic sports communication and information*: COM 340, 445, 447, PRS 300, 320, 370.

A total of 120 credits is required for graduation. At least 42 of these must be in courses numbered 300 or above. A student must maintain a 2.00 grade point average in her or his major to meet graduation requirements.



## Interdisciplinary Major in Sports Media and Communication

In URI's BA program in sports media and communication studies students gain critical and theoretical knowledge and practical experience in sports media, including, but not limited to, sports journalism, broadcasting, public relations, writing, communication, and sports data and analytics. Courses range from critical-cultural analysis to quantitative and critical-analytical studies of sports media and communication. Course work is coupled with practical and professional experience in various aspects of the sports media and communication industry via a required internship. The program allows students to tailor specializations for careers in the sports media and communication industry by providing recommended elective courses across three suggested sequences from a variety of programs in the Harrington School of Communication and Media. While students play an important role in curriculum planning, his or her program is closely supervised by an academic advisor.

Courses outside the program that relate to the student's needs and goals are encouraged. Students selecting this major may pursue sequences in sports culture, media and society, sports media production, or strategic sports communication and information. The planned curriculum below is based on a **30-credit major**.

### Required Core Courses (21-credits)

COM 203 Introduction to Sports Media and Communication

COM 204 Introduction to Sports Broadcasting

JOR 220 Media Writing

JOR 325 Sports Writing

PRS 360 Strategic Sport Communication and Media

COM 385 Crossover: Sports Communication Research

COM/FLM/JOR/PRS 477 Internship in Sports Media (advisor consent, minimum 3 credits)

**Select any 3 classes or 9-credits from the following electives. The areas are recommended sequences, but not required (9-credits):**

<b>Sports Culture, Media, and Society</b>	<b>Sports Media Production</b>	<b>Strategic Sports Communication and Information</b>
COM 246 New Media and Society	FLM 110 Intro to Film Media FLM 220 Topics in Intermediate Film Production	PRS 320 Strategic Media Relations
COM 346 Social and Cultural Aspects of Media	COM 341 Pre-documentary Production	COM 340 Electronic Media Programing

COM 414 Rhet of Sports in Film	COM 342 Documentary Prod.	COM 445 Media Advertising
COM 441 Race, Class and Gender in the Media	COM/FLM 344 The Athlete: Short Films	COM 447 Entertainment Media Research
	COM 307 Audio Com in Media	PRS 300 Social Media Strategies for the PR Professional
	FLM 351 Topics in Film Media Production	PRS 370 Sports Branding in the Digital Age
	FLM 444 Advanced Topics in Doc Film Media Production	
	JOR 221 Multimedia Reporting	
	JOR 430 Advanced TV News	
	WRT/JOR 415 Perspectives on Reporting	

**ABOUT THE SPORTS MEDIA AND COMMUNICATION DEGREE:**

In the BA program of Sports Media and Communication students gain critical and theoretical knowledge, and practical experience in sports media, including, but not limited to, sports journalism, broadcasting, public relations, writing, communication, and sports data and analytics. Courses range from critical-cultural analysis to quantitative and critical-analytical studies, coupled with practical and professional experience in various aspects of the sports media and communication industry. The program allows students to tailor specializations for careers in the sports media and communication industry by providing recommended elective courses across three suggested sequences

**STEP 1:**

**Prerequisites to Major:**

Course	Semester	Credits	Grade
COM 100		3	

**Major Requirements:**

COM 203		3	
COM 204		3	
JOR 220		3	
JOR 325		3	
COM 385		3	
PRS 360		3	
COM, FLM, JOR, PRS 477		3	
<b>Choose any three courses or 9 credits from the following electives. Three course sequences are suggested, not required.</b> <i>Sports Culture, Media and Society-</i> COM 246, 346, 414, 441. <i>Sports Media Production-</i> COM 307, 341, 342, 344; FLM 110, 220, 351, 444; JOR 221, 415. <i>Strategic Sports Com and Information-</i> COM 340, 445, 447; PRS 300, 320, 370.			
		3	
		3	
		3	

**42 credits at the 300-level or higher**  
(major and general education courses may fulfill this requirement)

Course	Credits	Course	Credits

**Free elective credits**  
(to meet the 120 credits required for graduation):

Course	Credits	Course	Credits

*Students applying for a major in Sports Media and Communication must have a 2.00 GPA or higher, 24 credits earned, and a C or better in COM 100.*

**Important Prerequisite Information:**

**COM 100 is a prerequisite of the major and will not count toward the 30 credit minimum or the 45 credit maximum.**

**Please note: Students must achieve 2.00 major GPA and 2.00 cumulative GPA or higher in order to graduate.**

**GENERAL EDUCATION GUIDELINES:** General education is 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. At least one course must be a Grand Challenge (G). No more than twelve credits can have the same course code (note- HPR courses may have more than 12 credits). General education courses may also be used to meet requirements of the major or minor when appropriate.

**STEP 2:**

General Education Credit Count			
At least 40 credits, no more than 12 credits with the same course code.			
Course	Cr.	Course	Cr.
		Total Gen Ed credits	40

**STEP 3:**

General Education Outcome Audit	
	Course
<b>KNOWLEDGE</b>	
A1. STEM	
A2. Social & Behavioral Sciences	
A3. Humanities	
A4. Arts & Design	
<b>COMPETENCIES</b>	
B1. Write effectively	
B2. Communicate effectively	
B3. Mathematical, statistical, or computational strategies	
B4. Information literacy	
<b>RESPONSIBILITIES</b>	
C1. Civic knowledge & responsibilities	
C2. Global responsibilities	
C3. Diversity and Inclusion	
<b>INTEGRATE &amp; APPLY</b>	
D1. Ability to synthesize	
<b>GRAND CHALLENGE</b>	
G. Check that at least one course of your 40 credits is an approved "G" course	

**SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS.**

**NOTE:** This worksheet sheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

**Please note: Students must achieve 2.00 major GPA and 2.00 cumulative GPA or higher in order to graduate.**

## B.A. in Sports Media and Communication (2019-2020 Catalog)

For course titles and pre-requisite information, please visit: [uri.edu/catalog](http://uri.edu/catalog)

<b>Fall</b>	<b>Spring</b>	<b>Milestones</b>
<b>Year One</b>		
COM 100 (Gen Ed. & pre-req), min C	COM 203	Overall GPA 2.00
Gen Ed	Gen Ed	Complete COM 100 and COM 203
Gen Ed	Gen Ed	Complete 30 cr (or consider summer or j term courses)
Gen Ed	Gen Ed	
Gen Ed	Gen Ed	
URI 101		Complete 27 Gen Ed credits
(16 cr total)	(15 cr total)	Move from UC to A&S (24cr and a 2.0)

<b>Year Two</b>		
COM 204	JOR 220	Overall GPA 2.00
Gen Ed	Major elective (1)	Consider minor or second major
Gen Ed	Elective	Complete 36 Gen Ed credits
Gen Ed	Elective	
Elective (JOR 220)	Elective	Complete 60cr (or consider summer or j term courses)
(15 cr total)	(15 cr total)	

<b>Year Three</b>		
JOR 325	PRS 360	Overall GPA 2.00
COM 385	COM, JOR, FLM, PRS 477	Consider study abroad and internship
Major Elective (2)	Gen Ed or Elective	Meet w/advisor for progress check
Gen Ed	Upper Level Elective	Complete 90cr (or consider summer or j term courses)
Upper level Elective	Upper Level Elective	
(15 cr total)	(15 cr total)	Complete Gen Eds (40 credits).

<b>Year Four</b>		
Major Elective (3)	Internship 3-12 credits or elective	Overall GPA 2.00
Upper-level elective	Upper-level elective	Complete 42cr at 300-level or above
Upper-level elective	Upper-level elective	Complete Intent to Graduate Form with advisor by Oct 1st
Upper-level elective	Upper-level elective	
Elective	Upper-level elective	Complete 120cr
(15 cr total)	(15 cr total)	Complete Major Requirements

Note: This plan is not intended to be prescriptive. Credits in transfer, as well as summer or j-term coursework, may result in deviations from the above recommendations.

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

Identified programs must have clearly articulated program goals (Section I) and student learning outcomes statements linked to curriculum and course experiences/requirements (Section II). This Assessment Plan will help programs determine the extent to which these outcomes are aligned with courses and other program requirements providing students with opportunities to develop and master the learning outcomes by graduation. As part of the Plan, each program will also create an assessment timeline (Section III) indicating when and how learning outcomes assessment will take place.

### Program Information:

<b>Program:</b>	Sports Media and Communication
<b>Academic year plan submitted:</b>	2018 (New Program planned for Fall 2019)
<b>Degree(s):</b>	BA
<b>Department Chair:</b>	None (Interdisciplinary Harrington School Major)
<b>Program Director:</b>	Academic Advisor: Kevin McClure (Com Studies)
<b>Accredited Program:</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, next accreditation report due:
<b>Published learning outcomes (provide URL):</b>	Not yet published; upon approval, program will publish learning outcomes to website and forward link to Assessment Office.

### Section I. Program Goals:

Broad, general statements of what it means to be an effective program in terms of student learning outcomes; what the program wants students to know and be able to do upon completion of the program. Goals should relate to the mission of the department, college, and university in which the program resides. Success in achieving Goals is evaluated directly or indirectly by measuring specific outcomes (Section II) related to the goal.

<b>#1</b>	Graduates of this program will have practical and theoretical knowledge and experience in sports media and communication production to prepare them for careers in the industry.
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### Context and framing for the broad program goal:

The concise and comprehensive goal, with three clear student learning outcome statements, presents an initial and realistic vision of specific goals for student learning, and the basis of a successful assessment plan for this multidisciplinary program where 21 required credits span three disciplines.

Courses range from qualitative critical-cultural analysis to quantitative critical-analytical studies of sports media and communication, while course work is coupled with practical and professional experience in various aspects of the sports media and communication industry via a required internship. In summary, students in the BA program in Sports Media and Communication will have: 1. critical evaluative and theoretical knowledge of effective sports media and communication; 2. sports data and analytics skills to evaluate effective sports media communication; and, 3. practical experience in sports media (including sports journalism, broadcasting, public relations, sports writing, and sports communication), in order to produce effective sports media communication.

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

### Section II. Curriculum Mapping:

Across the top of the matrix, list courses and other requirements for the program. Order the requirements from left to right in rough chronological sequence, and add a standard description of your program requirements. Down the side, list programmatic student learning outcomes associated with goals. Using the **Map Key** below, indicate the degree to which an outcome will be taught and assessed in relevant courses and by other program requirements.

Program: Sports Media and Communication		Course Numbers/Program Requirements:															
<div>Map Key</div> <div>I = Outcome Introduced</div> <div>R = Outcome Reinforced</div> <div>E = Outcome Emphasized</div> <div>Student Learning Outcomes (Competencies) by Goal:</div> <div>Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.</div>		<div>- The <u>core requirements</u> are COM 203, COM 204, JOR 221, JOR 325, PRS 360, COM 385 and an internship in COM, JOR, FLM, PRS 477, or an adviser approved ITR 302/304.</div> <div>- Students must also select at least <u>three electives</u> from the courses listed below. (Ref: program synopsis in proposal materials).</div>															
		COM 203	COM 204	JOR 220	JOR 325	COM 385	PRS 360	Internship	Electives	FLM 110	JOR 221	COM 246	PRS 300	PRS 320	COM 307	COM 340	COM 341
1	Students will <b>apply</b> practical and theoretical <u>qualitative</u> knowledge central to sports media and communication in order to <b>evaluate</b> and <b>analyze</b> the effective use of sports media communication.	I	R	R	E	E	E				R		R			R	R
2	Students will <b>apply</b> practical and theoretical <u>quantitative</u> knowledge central to sports media and communication in order to <b>evaluate</b> and <b>analyze</b> the effective use of sports media data.	I				R/E	R					R					
3	Students will <b>produce</b> sports media and communication by <b>creating</b> content for varied audiences using a variety of methods of communication.	I	R	R	E	E	E	E		I	R		R	R	R		

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

Program: Sports Media and Communication (Electives Continued)																
<div> <b>Map Key</b>  I = Outcome Introduced  R = Outcome Reinforced  E = Outcome Emphasized </div> <b>Student Learning Outcomes (Competencies) by Goal:</b> Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.		<b>Course Numbers/Program Requirements:</b> - The <u>core requirements</u> are COM 203, COM 204, JOR 221, JOR 325, PRS 360, COM 385 and an internship in COM, JOR, FLM, PRS 477, or an adviser approved ITR 302/304. - Students must also select at least <u>three electives</u> from the courses listed below. (Ref: program synopsis in proposal materials).														
		COM 342	COM 346	COM/FLM 344	FLM 220	FLM 351	COM 414	JOR/WRT 415	JOR 430	COM 441	COM 445	COM 447	FLM 444			
1	Students will <b>apply</b> practical and theoretical <u>qualitative</u> knowledge central to sports media and communication in order to <b>evaluate</b> and <b>analyze</b> the effective use of sports media communication.	E	R	E	R	E	R	E	E	E		E				
2	Students will <b>apply</b> practical and theoretical <u>quantitative</u> knowledge central to sports media and communication in order to <b>evaluate</b> and <b>analyze</b> the effective use of sports media data.										R	E				
3	Students will <b>produce</b> sports media and communication by <b>creating</b> content for varied audiences using a variety of methods of communication.	E		E	R	E			E				E			



## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

### Section III. Assessment Timeline:

Indicates when and how student learning will be assessed based on learning outcome statements and expectations. Refer to the curriculum map to propose an assessment timeline in which you will plan to assess the program-level student learning outcomes.

Note: Specify a 6-year plan for assessment to represent **3 two-year reporting periods**:

- Assessment Reporting Period 1: the first academic year in which the program would plan to assess at least one outcome.
- Assessment Reporting Period 2: follows two years later, with plans defined for assessing another outcome(s).
- Assessment Reporting Period 3: follows two years later, with plans defined for assessing additional outcome(s).

All goal areas should be assessed by at least one outcome during the 6-year plan.

Academic Years	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
	<u>WHICH</u> outcome(s) will you examine in each period (use number(s) from curriculum map, e.g. 1.1)	<u>WHERE</u> will you look for evidence of student learning (i.e., what course(s)/program requirements)? Designate for each outcome.	<u>WHAT</u> student work or other evidence will you examine in order to generate conclusions and recommendations? Designate for each requirement.	<u>HOW</u> will you look at the evidence; what means will you use to quantify the evidence? Designate for each source of evidence.
<b>Assessment Reporting Period 1 Report Due May 2021*</b>	1	COM 203	COM 203: Exams and Case study presentation.	COM 203: Qualitative exam content scoring tool developed by the program faculty, and a grading rubric for qualitative analysis of sports media and communication developed by the faculty. (Employed to score game coverage assignment and case study).
	2	COM 385	COM 385: Research project	COM 385: A grading rubric for quantitative analysis of sports media communication developed by the faculty. (Employed to score research project).

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

<b>Assessment Reporting Period 2 Report Due May 2023</b>	1 & 3	JOR 325	JOR 325: (1) book review assignment, (3) required stories assignments.	JOR 325: (1) Grading rubric for evaluation of qualitative analysis of sports media and communication developed by the faculty. (Employed to score book review project and stories). (3) Grading rubric for evaluating various types of sports media and communication projects to be developed by the faculty
	1 & 3	PRS 360	PRS 360: (1) sports news article analysis assignment, and (3) sports team media kit assignment.	PRS 360: (1) Scoring rubric for evaluation of qualitative analysis of sports media and communication developed by the faculty. (3) Grading rubric for evaluating various types of sports media and communication projects to be developed by the faculty.
<b>Assessment Reporting Period 3 Report Due May 2025</b>	1 & 3	COM 204 (1 & 3)  COM/JOR/FLM/PRS 477	COM 204: Exams, sports video features	COM 204: Qualitative exam content scoring tool developed by the program faculty. Grading rubric for evaluating various types of sports media and communication productions to be developed by the faculty.  COM/JOR/FLM/PRS 477: (3) On-

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

	3	Internship (3)	COM/JOR/FLM/PRS 477: Professional online portfolio of sports media and communication products produced during internships.	site supervisor evaluation rubric developed by the faculty, and  (3) Grading rubric for evaluating various types of sports media and communication products to be developed by the faculty (Employed to evaluate products produced during the internship).
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\* Initial reporting year is established by the program and will depend on the anticipated timeframe for program implementation.

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

### Section II. Curriculum Mapping:

Across the top of the matrix, list courses and other requirements for the program. Order the requirements from left to right in rough chronological sequence, and add a standard description of your program requirements. Down the side, list programmatic student learning outcomes associated with goals. Using the **Map Key** below, indicate the degree to which an outcome will be taught and assessed in relevant courses and by other program requirements.

Program: Sports Media and Communication		Course Numbers/Program Requirements:															
<div>Map Key</div> <div>I = Outcome Introduced</div> <div>R = Outcome Reinforced</div> <div>E = Outcome Emphasized</div> <div>Student Learning Outcomes (Competencies) by Goal:</div> <div>Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.</div>		<div>- The <u>core requirements</u> are COM 203, COM 204, JOR 221, JOR 325, PRS 360, COM 385 and an internship in COM, JOR, FLM, PRS 477, or an adviser approved ITR 302/304.</div> <div>- Students must also select at least <u>three electives</u> from the courses listed below. (Ref: program synopsis in proposal materials).</div>															
		COM 203	COM 204	JOR 220	JOR 325	COM 385	PRS 360	Internship	Electives	FLM 110	JOR 221	COM 246	PRS 300	PRS 320	COM 307	COM 340	COM 341
1	Students will <b>apply</b> practical and theoretical <u>qualitative</u> knowledge central to sports media and communication in order to <b>evaluate</b> and <b>analyze</b> the effective use of sports media communication.	I	R	R	E	E	E				R		R			R	R
2	Students will <b>apply</b> practical and theoretical <u>quantitative</u> knowledge central to sports media and communication in order to <b>evaluate</b> and <b>analyze</b> the effective use of sports media data.	I				R/E	R					R					
3	Students will <b>produce</b> sports media and communication by <b>creating</b> content for varied audiences using a variety of methods of communication.	I	R	R	E	E	E	E		I	R		R	R	R		

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

Program: Sports Media and Communication (Electives Continued)																
<div> <b>Map Key</b>  I = Outcome Introduced  R = Outcome Reinforced  E = Outcome Emphasized </div> <div> <b>Student Learning Outcomes (Competencies) by Goal:</b>  Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice. </div>		<b>Course Numbers/Program Requirements:</b> - The <u>core requirements</u> are COM 203, COM 204, JOR 221, JOR 325, PRS 360, COM 385 and an internship in COM, JOR, FLM, PRS 477, or an adviser approved ITR 302/304. - Students must also select at least <u>three electives</u> from the courses listed below. (Ref: program synopsis in proposal materials).														
		COM 342	COM 346	COM/FLM 344	FLM 220	FLM 351	COM 414	JOR/WRT 415	JOR 430	COM 441	COM 445	COM 447	FLM 444			
1	Students will <b>apply</b> practical and theoretical <u>qualitative</u> knowledge central to sports media and communication in order to <b>evaluate</b> and <b>analyze</b> the effective use of sports media communication.	E	R	E	R	E	R	E	E	E		E				
2	Students will <b>apply</b> practical and theoretical <u>quantitative</u> knowledge central to sports media and communication in order to <b>evaluate</b> and <b>analyze</b> the effective use of sports media data.										R	E				
3	Students will <b>produce</b> sports media and communication by <b>creating</b> content for varied audiences using a variety of methods of communication.	E		E	R	E			E				E			

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

### Section III. Assessment Timeline:

Indicates when and how student learning will be assessed based on learning outcome statements and expectations. Refer to the curriculum map to propose an assessment timeline in which you will plan to assess the program-level student learning outcomes.

Note: Specify a 6-year plan for assessment to represent **3 two-year reporting periods**:

- Assessment Reporting Period 1: the first academic year in which the program would plan to assess at least one outcome.
- Assessment Reporting Period 2: follows two years later, with plans defined for assessing another outcome(s).
- Assessment Reporting Period 3: follows two years later, with plans defined for assessing additional outcome(s).

All goal areas should be assessed by at least one outcome during the 6-year plan.

Academic Years	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
	<u>WHICH</u> outcome(s) will you examine in each period (use number(s) from curriculum map, e.g. 1.1)	<u>WHERE</u> will you look for evidence of student learning (i.e., what course(s)/program requirements)? Designate for each outcome.	<u>WHAT</u> student work or other evidence will you examine in order to generate conclusions and recommendations? Designate for each requirement.	<u>HOW</u> will you look at the evidence; what means will you use to quantify the evidence? Designate for each source of evidence.
<b>Assessment Reporting Period 1 Report Due May 2021*</b>	1	COM 203	COM 203: Exams and Case study presentation.	COM 203: Qualitative exam content scoring tool developed by the program faculty, and a grading rubric for qualitative analysis of sports media and communication developed by the faculty. (Employed to score game coverage assignment and case study).
	2	COM 385	COM 385: Research project	COM 385: A grading rubric for quantitative analysis of sports media communication developed by the faculty. (Employed to score research project).

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

<b>Assessment Reporting Period 2 Report Due May 2023</b>	1 & 3	JOR 325	JOR 325: (1) book review assignment, (3) required stories assignments.	JOR 325: (1) Grading rubric for evaluation of qualitative analysis of sports media and communication developed by the faculty. (Employed to score book review project and stories). (3) Grading rubric for evaluating various types of sports media and communication projects to be developed by the faculty
	1 & 3	PRS 360	PRS 360: (1) sports news article analysis assignment, and (3) sports team media kit assignment.	PRS 360: (1) Scoring rubric for evaluation of qualitative analysis of sports media and communication developed by the faculty. (3) Grading rubric for evaluating various types of sports media and communication projects to be developed by the faculty.
<b>Assessment Reporting Period 3 Report Due May 2025</b>	1 & 3	COM 204 (1 & 3)  COM/JOR/FLM/PRS 477	COM 204: Exams, sports video features	COM 204: Qualitative exam content scoring tool developed by the program faculty. Grading rubric for evaluating various types of sports media and communication productions to be developed by the faculty.  COM/JOR/FLM/PRS 477: (3) On-

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

	3	Internship (3)	COM/JOR/FLM/PRS 477: Professional online portfolio of sports media and communication products produced during internships.	site supervisor evaluation rubric developed by the faculty, and  (3) Grading rubric for evaluating various types of sports media and communication products to be developed by the faculty (Employed to evaluate products produced during the internship).
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\* Initial reporting year is established by the program and will depend on the anticipated timeframe for program implementation.



BUDGET AND FINANCIAL PLANNING

Adams House, 85 Upper College Road, Kingston, RI 02881 USA p: 401.874.2509 f: 401.874.5824 uri.edu/budget



DATE: March 1, 2019

TO: Margaret Benz  
Coordinator, Faculty Senate

FROM: Linda Barrett  
Director, Budget and Financial Planning

SUBJECT: Proposal for a new BS in Sports Media

As requested in an email from Kevin McClure, Professor in the Department of Communication Studies, dated February 11, 2019, the Budget and Financial Planning Office has reviewed the submitted documents related to the proposal for a new BS in Sports Media.

The Budget and Financial Planning Office, including communication with Enrollment Services, concurs that the request for a new BS in Sports Media, is expected to have a positive net revenue impact on the Fund 100 unrestricted budget as it has been presented.

Please let us know if you require any further information.

cc: Donald DeHayes  
Laura Beauvais  
Adam Roth  
Cheryl Hinkson  
Joanne Lawrence  
Kelly Slocum

Dean Libutti  
Matthew Bodah  
Kevin McClure  
Colleen Robillard  
John Humphrey

Office/BudgetImpactStatements/bsinsportsmedia/BudgetImpactStatementLetter.final

# ACADEMIC PROGRAM BUDGET FORM Sports Media and Communication

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 1 of 3**

Choose one: ☐ Full-time ☐ Part-time ☒ Combination of full- and part-time

## REVENUE ESTIMATES

	Year 1 2019-20		Year 2 2020-21		Year 3 2021-22		Year 4 2022-2023	
Tuition: In-State	\$12,248		\$12,590		\$12,948		\$12,948	
Tuition: Out-State	\$28,972		\$29,710		\$30,466		\$30,466	
Tuition: Regional								
Mandatory fees per student	\$1,890		\$1,976		\$2,020		\$2,020	
FTE # of New Students: In-State	16		31		52		77	
FTE # of New Students: Out-State	14		29		48		73	
# of In-State FTE students transferring in from the institution's existing programs	3		5		5		5	
# of Out-State FTE students transferring in from the institution's existing programs	1		2		2		2	
	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
<b>TUITION AND FEES</b>								
<b>First Year Students</b>								
In-State tuition	\$195,968.00	\$36,744.00	\$390,290.00	\$62,950.00	\$673,296.00	\$64,740.00	\$996,996.00	\$64,740.00
Out-of-State tuition	\$405,608.00	\$28,972.00	\$861,590.00	\$59,420.00	\$1,462,368.00	\$60,932.00	\$2,224,018.00	\$60,932.00
Regional tuition								
Mandatory fees	\$56,700.00	\$7,560.00	\$118,560.00	\$13,832.00	\$202,000.00	\$14,140.00	\$303,000.00	\$14,140.00
<b>Second Year Students</b>								
In-State tuition			\$195,968.00	\$36,744.00	\$390,290.00	\$62,950.00	\$673,296.00	\$64,740.00
Out-of-State tuition			\$405,608.00	\$28,972.00	\$861,590.00	\$59,420.00	\$1,462,368.00	\$60,932.00
Regional tuition								
Mandatory fees			\$56,700.00	\$7,560.00	\$118,560.00	\$13,832.00	\$202,000.00	\$14,140.00
<b>Third Year Students</b>								
In-State tuition					\$195,968.00	\$36,744.00	\$390,290.00	\$62,950.00
Out-of-State tuition					\$405,608.00	\$28,972.00	\$861,590.00	\$59,420.00
Regional tuition								
Mandatory fees					\$56,700.00	\$7,560.00	\$118,560.00	\$59,420.00
<b>Fourth Year Students</b>								
In-State tuition							\$195,968.00	\$36,744.00
Out-of-State tuition							\$405,608.00	\$28,972.00
Regional tuition								
Mandatory fees							\$56,700.00	\$7,560.00
<b>Total Tuition and Fees</b>	<b>\$658,276.00</b>	<b>\$73,276.00</b>	<b>\$2,028,716.00</b>	<b>\$209,478.00</b>	<b>\$4,366,380.00</b>	<b>\$349,290.00</b>	<b>\$7,890,394.00</b>	<b>\$534,690.00</b>
<b>GRANTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>CONTRACTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>OTHER (Specify)</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Grants, Contracts, Other</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>TOTAL</b>	<b>\$658,276.00</b>	<b>\$73,276.00</b>	<b>\$2,028,716.00</b>	<b>\$209,478.00</b>	<b>\$4,366,380.00</b>	<b>\$349,290.00</b>	<b>\$7,890,394.00</b>	<b>\$534,690.00</b>

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

## ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 2 of 3**

### EXPENDITURE ESTIMATES

	Year 1 2018-19		Year 2 2019-20		Year 3 2020-21		Year 4 2021-22	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current	Additional resources	Expenditures from current resources
<b>PERSONNEL SERVICES</b>								
Administrators	\$4,101.00		\$4,101.00		\$4,101.00		\$4,101.00	
Faculty	\$4,101.00		\$4,101.00		\$4,101.00		\$50,000.00	
Support Staff								
Others								
Fringe Benefits %							\$12,000.00	
<b>Total Personnel</b>	<b>\$8,202.00</b>	<b>\$0.00</b>	<b>\$8,202.00</b>	<b>\$0.00</b>	<b>\$8,202.00</b>	<b>\$0.00</b>	<b>\$66,101.00</b>	<b>\$0.00</b>
<b>OPERATING EXPENSES</b>								
Instructional Resources								
Other (specify)								
<b>Total Operating Expenses</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>CAPITAL</b>								
Facilities								
Equipment								
Other								
<b>Total Capital</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>NET STUDENT ASSISTANCE</b>								
Assistantships	\$0.00							
Fellowships	\$0.00							
Stipends/Scholarships	\$0.00							
<b>Total Student Assistance</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>TOTAL EXPENDITURES</b>	<b>\$8,202.00</b>	<b>\$0.00</b>	<b>\$8,202.00</b>	<b>\$0.00</b>	<b>\$8,202.00</b>	<b>\$0.00</b>	<b>\$66,101.00</b>	<b>\$0.00</b>

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

### ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 3 of 3**

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23
<b>BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM</b>				
Total Revenue	\$731,552.00	\$2,238,194.00	\$4,715,670.00	\$8,425,084.00
Total Expenses	\$8,202.00	\$8,202.00	\$8,202.00	\$66,101.00
<b>Excess/Defecency</b>	<b>\$723,350.00</b>	<b>\$2,229,992.00</b>	<b>\$4,707,468.00</b>	<b>\$8,358,983.00</b>
<b>BUDGET SUMMARY OF EXISTING PROGRAM ONLY</b>				
Total Revenue	\$73,276.00	\$209,478.00	\$349,290.00	\$534,690.00
Total Expenses	\$0.00	\$0.00	\$0.00	\$0.00
<b>Excess/Defecency</b>	<b>\$73,276.00</b>	<b>\$209,478.00</b>	<b>\$349,290.00</b>	<b>\$534,690.00</b>
<b>BUDGET SUMMARY OF NEW PROGRAM ONLY</b>				
Total of Newly Generated Revenue	\$658,276.00	\$2,028,716.00	\$4,366,380.00	\$7,890,394.00
Total of Additional Resources Required for	\$8,202.00	\$8,202.00	\$8,202.00	\$66,101.00
<b>Excess/Deficiency</b>	<b>\$650,074.00</b>	<b>\$2,020,514.00</b>	<b>\$4,358,178.00</b>	<b>\$7,824,293.00</b>

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.



MEMORANDUM

March 11, 2019

To: Kevin McClure

From: Kris Bovy, LOOC Chair

Re: BA in Sports Media & Communication Assessment Plan Review and Approval

This memo and the attached SLOAA-LOOC Plan Review Feedback Form constitute approval of your Program Assessment Plan for the proposed Bachelor of Arts in Sports Media and Communication.

The new version of the plan (also attached) has the approval date on the first page, and should replace any previous versions of this document. Please include this letter and the two attachments in your program proposal, and **ensure that any language relating to learning outcomes, goals, etc. in your final proposal aligns with the final approved draft** of the Assessment Plan.

Good luck and speed with your full proposal!

Cc: E. Finan

Attachments

## NEW PROGRAM ASSESSMENT PLAN REVIEW

**Date SLOAA review:**  
3.7.19  
**Date LOOC\* review  
submitted to program:**  
3.11.19

**\*(LOOC Chair and  
review subcommittee)**

**Academic Program/Degree:** Sports Media and Communication (BA)

**College:** College of Arts and Sciences, Harrington School

**Date New Program Assessment Plan Submitted:** Fall 2018

**Faculty Member(s) Submitting Plan Proposal:** Kevin McClure

Strengths:
<div data-bbox="86 683 121 948" data-label="Text"> <p>F E D B A C K</p> </div> <div data-bbox="142 591 254 623" data-label="Section-Header"> <p><b>SLOAA:</b></p> </div> <div data-bbox="142 630 1864 1019" data-label="List-Group"> <ul style="list-style-type: none"> <li>• The program framework includes 1 overarching goal areas with 3 measurable student learning outcomes which describe the complexity of skills that graduates of this program are expected to achieve through coursework in multiple disciplines.</li> <li>• The internship provides students with an opportunity to pursue a preferred discipline area which, the hallmark of the program, through a “real world” experience.</li> <li>• The learning outcomes describe the application of skills and abilities using words at the highest levels of cognitive development through knowledge acquisition <i>and</i> application. The curriculum guides students through the developmental acquisition of these measurable skills.</li> <li>• Program plans to use multiple sources of evidence for the first round of assessment (two years after initial offering) and to assess more than one outcome while the program is still relatively small in order to be able to respond to findings and review/realign the curriculum as needed.</li> </ul> </div> <div data-bbox="142 1104 239 1136" data-label="Section-Header"> <p><b>LOOC:</b></p> </div> <div data-bbox="142 1143 1881 1377" data-label="List-Group"> <ul style="list-style-type: none"> <li>• LOOC agrees with the SLOAA comments regarding the clear measurable outcomes, emphasis on high-level cognitive skills, and value of internship.</li> <li>• All of the required courses, except the internship, focus on at least two of the three outcomes. All of the elective courses (except COM 246) focus on at least one outcome.</li> <li>• Outcomes 1 and 3 are measured in multiple courses at multiple times using a variety of direct evidence (exams, case study presentations, book review assignment, writing assignments, etc.)</li> </ul> </div>

<b>Suggestions for improvement:</b>			
<b>SLOAA:</b> N/A  <b>LOOC:</b> N/A			
<b>Issue(s) of note:</b>			
<b>SLOAA:</b> <ul style="list-style-type: none"> <li>The program collaborated extensively with SLOAA to refine the Assessment Plan.</li> <li>Assessment across disciplines can be challenging, and creating a concise group of outcomes should support faculty engagement and the adaptability of existing assignments to common rubrics.</li> <li>Program notes that efforts will be taken to create an integrative experience (new General Education program, DI student learning outcome) upon program approvals. Such a curriculum offering would move the program toward one that is more interdisciplinary.</li> </ul> <b>LOOC:</b> <ul style="list-style-type: none"> <li>It would be beneficial to have rubrics for student learning outcomes 1 and 2 ready by Fall 2019, so that data can be collected for the whole two-year period (report due May of 2021). If the courses are only offered once a year, it will be necessary to assess this fall in order to get a good sample size.</li> <li>Student learning outcome #2 (quantitative analysis) is addressed in only three required courses, and is only measured in one course in the 6-year period. Given the complexity of quantitative analysis, reinforcing or emphasizing in additional courses may be appropriate (depending on the needs of the program).</li> </ul>			
<b>Assessment Plan Designation:</b>			
1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
The Assessment Plan is ready for implementation	The Assessment Plan can be implemented after minor revisions, as indicated, and does not require further review	The Assessment Plan requires revisions, and should be submitted for further review after revisions, by date: _____	

Program Information		Reviewer Ratings & Comments				
Information box complete		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Incomplete		<i>Suggestions:</i>		
Criteria		<i>Efficacy of Plan Description &amp; Content</i>				<i>Suggestions for improvement</i>
		Less Developed	Developing	Well Developed	Not addressed	
PART I	<b>1. Program goals</b>					
	a. Broad statements of program learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	b. Limited in number (ideally 2-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PART II	<b>2. Learning outcomes/competencies</b>					
	a. Linked to goals (numbered 1.1 etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	b. Each goal is represented by at least one outcome	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	c. Statements are observable/measurable	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	d. Directed at what students will know or be able to do	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	e. Reasonable number (ideally 1-3 per goal)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<b>3. Curriculum Map</b>					
	a. Program requirements are listed, developmentally when possible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b. Outcomes are linked to appropriate requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		



		Reviewer Ratings & Comments				
Criteria		<i>Efficacy of Plan Description &amp; Content</i>				<i>Suggestions for improvement</i>
		Less Developed	Developing	Well Developed	Not addressed	
P A R T  III	<b>4. Assessment Timeline (3-year plan)</b>					
	a. Assessment Reporting Period 1 is thoroughly presented	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	b. Assessment Reporting Periods 2 and 3 are presented	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	c. All goals are represented by at least one outcome somewhere in the 3 reporting periods	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	d. Requirements are clearly stated and connected to outcomes (from Curriculum Map)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	e. Evidence is stated for each designated outcome	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	f. Selection of evidence takes advantage of existing indicators	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	g. Evidence is stated in enough detail to guide assessment activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	h. Evidence is feasible for collection within the timeline	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	i. Methods for quantifying evidence are stated for each designated outcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rubrics to be developed or adapted from currently used tools.
	j. Methods are appropriate for evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

## New Program Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Programs

Identified programs must have clearly articulated program goals (Section I) and student learning outcomes statements linked to curriculum and course experiences/requirements (Section II). This Assessment Plan will help programs determine the extent to which these outcomes are aligned with courses and other program requirements providing students with opportunities to develop and master the learning outcomes by graduation. As part of the Plan, each program will also create an assessment timeline (Section III) indicating when and how learning outcomes assessment will take place.

**DATE of SLOAA Review:**  
**3.7.19**  
**DATE of LOOC Review:**  
**3.11.19**

### Program Information:

<b>Program:</b>	Sports Media and Communication
<b>Academic year plan submitted:</b>	2018 (New Program planned for Fall 2019)
<b>Degree(s):</b>	BA
<b>Department Chair:</b>	None (Interdisciplinary Harrington School Major)
<b>Program Director:</b>	Academic Advisor: Kevin McClure (Com Studies)
<b>Accredited Program:</b>	<b>X No</b> <input type="checkbox"/> <b>Yes, next accreditation report due:</b>
<b>Published learning outcomes (provide URL):</b>	Not yet published; upon approval, program will publish learning outcomes to website and forward link to Assessment Office.

### Section I. Program Goals:

Broad, general statements of what it means to be an effective program in terms of student learning outcomes; what the program wants students to know and be able to do upon completion of the program. Goals should relate to the mission of the department, college, and university in which the program resides. Success in achieving Goals is evaluated directly or indirectly by measuring specific outcomes (Section II) related to the goal.

<b>#1</b>	Graduates of this program will have practical and theoretical knowledge and experience in sports media and communication production to prepare them for careers in the industry.
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### Context and framing for the broad program goal:

The concise and comprehensive goal, with three clear student learning outcome statements, presents an initial and realistic vision of specific goals for student learning, and the basis of a successful assessment plan for this multidisciplinary program where 21 required credits span three disciplines. Courses range from qualitative critical-cultural analysis to quantitative critical-analytical studies of sports media and communication, while course work is coupled with practical and professional experience in various aspects of the sports media and communication industry via a required internship. In summary, students in the BA program in Sports Media and Communication will have: 1. critical evaluative and theoretical knowledge of effective sports media and communication; 2. sports data and analytics skills to evaluate effective sports media communication; and, 3. practical experience in sports media (including sports journalism, broadcasting, public relations, sports writing, and sports communication), in order to produce effective sports media communication.

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

### Section II. Curriculum Mapping:

Across the top of the matrix, list courses and other requirements for the program. Order the requirements from left to right in rough chronological sequence, and add a standard description of your program requirements. Down the side, list programmatic student learning outcomes associated with goals. Using the **Map Key** below, indicate the degree to which an outcome will be taught and assessed in relevant courses and by other program requirements.

Program: Sports Media and Communication		Course Numbers/Program Requirements:															
<div>Map Key</div> <div>I = Outcome Introduced</div> <div>R = Outcome Reinforced</div> <div>E = Outcome Emphasized</div> <div>Student Learning Outcomes (Competencies) by Goal:</div> <div>Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.</div>		- The <u>core requirements</u> are COM 203, COM 204, JOR 220, JOR 325, PRS 360, COM 385 and an internship in COM, JOR, FLM, PRS 477, or an adviser approved ITR 302/304.															
		- Students must also select at least <u>three electives</u> from the courses listed below. (Ref: program synopsis in proposal materials).															
		COM 203	COM 204	JOR 220	JOR 325	COM 385	PRS 360	Internship	Electives	FLM 110	JOR 221	COM 246	PRS 300	PRS 320	COM 307	COM 340	COM 341
1	Students will <b>apply</b> practical and theoretical <u>qualitative</u> knowledge central to sports media and communication in order to <b>evaluate</b> and <b>analyze</b> the effective use of sports media communication.	I	R	R	E	E	E				R		R			R	R
2	Students will <b>apply</b> practical and theoretical <u>quantitative</u> knowledge central to sports media and communication in order to <b>evaluate</b> and <b>analyze</b> the effective use of sports media data.	I				R/E	R						R				
3	Students will <b>produce</b> sports media and communication by <b>creating</b> content for varied audiences using a variety of methods of communication.	I	R	R	E	E	E	E		I	R		R	R	R		

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

Program: Sports Media and Communication (Electives Continued)																
<div> <b>Map Key</b>  I = Outcome Introduced  R = Outcome Reinforced  E = Outcome Emphasized </div> <b>Student Learning Outcomes (Competencies) by Goal:</b> Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.		<b>Course Numbers/Program Requirements:</b> - The <b>core requirements</b> are COM 203, COM 204, JOR 220, JOR 325, PRS 360, COM 385 and an internship in COM, JOR, FLM, PRS 477, or an adviser approved ITR 302/304. - Students must also select at least <b>three electives</b> from the courses listed below. (Ref: program synopsis in proposal materials).														
		COM 342	COM 346	COM/FLM 344	FLM 220	FLM 351	COM 414	JOR/WRT 415	JOR 430	COM 441	COM 445	COM 447	FLM 444			
1	Students will <b>apply</b> practical and theoretical <u>qualitative</u> knowledge central to sports media and communication in order to <b>evaluate</b> and <b>analyze</b> the effective use of sports media communication.	E	R	E	R	E	R	E	E	E		E				
2	Students will <b>apply</b> practical and theoretical <u>quantitative</u> knowledge central to sports media and communication in order to <b>evaluate</b> and <b>analyze</b> the effective use of sports media data.										R	E				
3	Students will <b>produce</b> sports media and communication by <b>creating</b> content for varied audiences using a variety of methods of communication.	E		E	R	E			E				E			

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

### Section III. Assessment Timeline:

Indicates when and how student learning will be assessed based on learning outcome statements and expectations. Refer to the curriculum map to propose an assessment timeline in which you will plan to assess the program-level student learning outcomes.

Note: Specify a 6-year plan for assessment to represent **3 two-year reporting periods**:

- Assessment Reporting Period 1: the first academic year in which the program would plan to assess at least one outcome.
- Assessment Reporting Period 2: follows two years later, with plans defined for assessing another outcome(s).
- Assessment Reporting Period 3: follows two years later, with plans defined for assessing additional outcome(s).

All goal areas should be assessed by at least one outcome during the 6-year plan.

Academic Years	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
	WHICH outcome(s) will you examine in each period (use number(s) from curriculum map, e.g. 1.1)	WHERE will you look for evidence of student learning (i.e., what course(s)/program requirements)? Designate for each outcome.	WHAT student work or other evidence will you examine in order to generate conclusions and recommendations? Designate for each requirement.	HOW will you look at the evidence; what means will you use to quantify the evidence? Designate for each source of evidence.
Assessment Reporting Period 1 Report Due May 2021*	1	COM 203	COM 203: Exams and Case study presentation.	Qualitative exam content scoring tool developed by the program faculty, and a grading rubric for qualitative analysis of sports media and communication developed by the faculty.
	2	COM 385	COM 385: Research project	COM 385: A grading rubric for quantitative analysis of sports media communication developed by the faculty.
Assessment Reporting Period 2 Report Due May 2023	1 & 3	JOR 325	JOR 325: (1) book review assignment, (3) required stories assignments.	JOR 325: (1) Grading rubric for evaluation of qualitative analysis of sports media and

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

	1 & 3	PRS 360	PRS 360: (1) sports news article analysis assignment, and (3) sports team media kit assignment.	communication developed by the faculty. (Employed to score book review project and stories). (3) Grading rubric for evaluating various types of sports media and communication projects to be developed by the faculty  PRS 360: (1) Scoring rubric for evaluation of qualitative analysis of sports media and communication developed by the faculty. (3) Grading rubric for evaluating various types of sports media and communication projects to be developed by the faculty.
<b>Assessment Reporting Period 3 Report Due May 2025</b>	1 & 3	COM 204 (1 & 3)	COM 204: Exams, sports video features	COM 204: Qualitative exam content scoring tool developed by the program faculty. Grading rubric for evaluating various types of sports media and communication productions to be developed by the faculty.
	3	COM/JOR/FLM/PRS 477 Internship (3)	COM/JOR/FLM/PRS 477: Professional online portfolio of sports media and communication products produced during internships.	COM/JOR/FLM/PRS 477: (3) On-site supervisor evaluation rubric developed by the faculty, and (3) Grading rubric for evaluating

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

				various types of sports media and communication products, to be developed by the faculty (Employed to evaluate products produced during the internship).
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\* Initial reporting year is established by the program and will depend on the anticipated timeframe for program implementation.

**LIBRARY IMPACT STATEMENT (New Program Proposal)**  
**LIBRARIAN'S ASSESSMENT**

The Collection Management Officer will complete this form as requested, assessing library materials and collections as detailed below, returning. Subject selectors who receive requests for Library Impact Statements for new programs should forward those requests to the CMO.

Program: Interdisciplinary Major in Sports Media and Communication\_\_\_\_\_

Department, College: Communication/Arts and Sciences\_\_\_\_\_

Faculty Member: Kevin McClure\_\_\_\_\_

Date received: 1/10/19

Date returned to Faculty: 1/11/19\_\_\_\_\_

Librarian Completing Assessment: Joanna M. Burkhardt\_\_\_\_\_

Collection Management Officer: Joanna M. Burkhardt\_\_\_\_\_

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Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

1. What library holdings already exist in relevant subject categories? How much money is now allocated in the program subject area?

The library holds current materials in relevant subject categories. Since most of the courses for the major are already approved, the library has been collecting materials to support those courses. The 2018-19 allocation for purchasing monographs in: Communications -- \$9,000; Journalism -- \$2,000; Film Studies -- \$1,500; and Kinesiology -- \$2,000. The cost for journals is not broken out by department.

2. Does URI have the essential journals as noted in the Faculty Questionnaire?

The library already subscribes to the essential journals for the program.

3. What new resources are required to support the program (including media, electronic, or other non-print materials)?

No new library resources are required for the support of this program.



4. What information mastery sessions will be required for the students?

Information mastery sessions are available for students. Individual faculty may make an appointment with the Public Services Department should a library session be needed.

5. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

There are no new costs to the library for the support of this program.

rev 3-2-17

**Joint Committee on Academic Planning Pre-Proposal for New Programs**

Program Name: Sports Media and Communication (SMC)

Degree Type: BA

Proposer: Kevin McClure

Department(s): Com Studies, Journalism, Film/Media

College(s): A&S, Harrington School of Communication and Media

**Part 1. Briefly describe program.**

This proposed interdisciplinary major in Sports Media and Communication builds on the minor in Sports Media and Communication that was initiated 2018. The major will expose students to historical, critical, analytical, practical, and professional approaches to sports media and communication. Students who complete the program will understand how to critically and effectively evaluate, analyze, and produce sports media and communication products using a variety of technologies and media, from their voice for broadcasting to social media platforms for advertising. With a focus on the interdisciplinary nature of the sports media and communication industry, students will complete a wide variety of courses that will all develop and harness their skills and help launch their sports media and communication career. In order to bridge academic instruction with the professional world, students are expected to complete an internship or experiential learning opportunity on or off campus. Many of these internships can be completed on campus and have already been developed. Off-campus opportunities will become increasingly available as students have many opportunities to meet with distinguished alumni working in the sports industry as broadcasters, anchors, advertisers, public relations specialists, announcers, film producers, and more.

This link from the US Bureau of Labor Statistics provides ample evidence of the viability and variety of employment in the sports media industry:

[https://www.bls.gov/oes/current/naics4\\_711200.htm](https://www.bls.gov/oes/current/naics4_711200.htm)

Students will be required to complete 30 hours of coursework with at least three credits from an internship in Com 477, FLM 401(477), JOR 477, or an adviser approved ITR internship. The following courses represent the initial core and elective courses that are currently included in the minor:

**Core (18 credits):**

SMC 203/COM 203 Intro to Sports Media and Communication  
(The course is currently being offered as a COM 310 (Special Topics), a new course proposal is in progress)  
JOR 220 Media Writing  
JOR 221 Multimedia Reporting  
JOR 325 Sports Writing (course proposal submitted)  
  
COM 3XX/JOR3XX Sports Reporting and Broadcasting (course proposal in progress)  
COM/JOR/FLM 477 Internship in Sports Media and Communication

**Electives (12 credits or four courses)**

COM 202 Public Speaking (Special Section Devoted to Sports)  
COM 246 New Media and Society  
COM 302 Advanced Public Speaking  
COM 307 Audio Communication in the Media  
COM 340 Electronic Media Programming  
COM 341 Documentary Pre-production  
COM 342 Documentary Production  
COM/FLM 344 The Athlete: Short Films (submitted course proposal in progress)  
COM 346 Social and Cultural Aspects of Media  
COM 385 Sports Communication Research (submitted course proposal in progress)  
COM 414 Rhetoric of Sports in Film  
COM 441 Race, Class and Gender in the Media  
COM 445 Media Advertising  
COM 447 Entertainment Media Research  
FLM 110 Introduction to Film Media Production Technologies  
FLM 444 Advanced Topics in Documentary Film Media Production  
JOR 430 Advanced TV News  
KIN 278 Physical Activity, Cultural Diversity and Society  
KIN 475 Gender Issues in Sport and Physical Culture  
KIN 478 Sport, Cultural Politics and Media  
PRS 300 Social Media Strategies for PR Professional  
PRS 320 Strategic Media Relations  
PRS 340 Public Relations  
PRS 360 Strategic Sport Communication and Media

**Part 2. How does the program connect to the mission of the University and the strategic themes and goals of the Academic Plan 2016-2021?**

According to the new academic plan, a critical area of development is innovation in the curriculum with the objective of enhancing student success. One approach for achieving this goal includes creating innovative, interdisciplinary, academic programs and collaborations. This program will help fulfill the academic vision of URI and the Harrington School of Communication and Media, and satisfy the incredible demand from students for a program of study in sports media and communication. The new major:

- will provide students with an opportunity to design their own major by allowing them to select from a broad range of electives, while providing a rigorous core;
- will emphasize an applied theory-praxis approach to learning, and incorporate an experiential learning requirement that engages students in the integration, synthesis and application of knowledge;
- the interdisciplinary nature of the major will leverage the instructional synergies of multiple academic programs in the Harrington School and beyond, thereby increasing collaboration among departments and programs; and
- will involve students in rich and various activities and creative projects.

**Part 3. Signatures**

Kevin McClure

Digitally signed by Kevin McClure  
DN: cn=Kevin McClure, o=Com Studies,  
ou=URI, email=kmccclure@uri.edu, c=US  
Date: 2018.09.24 14:47:46 -04'00'

Proposer: \_\_\_\_\_ Date: \_\_\_\_\_

Norbert Mundorf

Digitally signed by Norbert Mundorf  
DN: cn=Norbert Mundorf, o=University of Rhode  
Island, ou=Communication Studies,  
email=nmundorf@uri.edu, c=US  
Date: 2018.09.24 14:47:46 -04'00'

09-24-18

Chair(s): COM \_\_\_\_\_ Date: \_\_\_\_\_

JOR

*John Pantalone*

Date

*9/24/18*

Rebecca Romanow

Digitally signed by Rebecca Romanow  
Date: 2018.09.23 13:56:25 -04'00'

FILM/Media \_\_\_\_\_ Date \_\_\_\_\_

Dean(s):

*J. E. Early*

Date:

*9/26/18*

ICAP Review Committee Response:

Date:

*10-11-18*

☒ We urge you to move the proposal forward for further development.

☐ We urge you to re-consider the proposed program.

Comments:

The committee voted 13 to 1 that the degree plan is encouraged to move forward, with the following important feedback:

- Strongly urge that they develop a more well-defined and thoughtfully articulated focus on the creation of student learning outcomes, which should help with putting the curriculum piece in place. (Apply the focus to the minor as well.)
- Seek assistance from the ATL office/SLOAA to develop the learning outcomes.
- Develop the tracks and decrease the possible electives - each course should be tied to the learning outcomes.