

**Section 1. Proposal Information**

**Course Developer: Meredith Keene-Wilson**

Date: *1/8/2014*

Catalog year to take effect :

2013-2014 \_\_

2014-2015 \_X\_

**Revision in credits**

**/Contact Hours**

**Type of Proposal**

Revised course

199 Special Studies

299 Trends

**Type of Course:**

Lower Division Collegiate (transfer)

Professional/Technical (program requires)

Professional/Technical (stand-alone)

Developmental, numbered below 100

**Rationale:**

**How does this proposal further the goals of the program or department?** The media industry is rapidly changing and industry professionals often find themselves doing multiple jobs. Many students freelance as a way to enter the media professions. Updates to this course will prepare students for both freelancing *and* the job hunt. Addition of student portfolio planning sessions, expansion of job search planning activities and addition of community members as guest speakers will further this goal.

**What evidence supports this proposal?**

Industry trends, Media Arts Advisory Committee feedback, student feedback, instructor feedback and program changes.

**(New courses) How do you know there is a demand for this course?** N/A Course has been taught since 2009.

**PREVIOUS Catalog/Course Information:**

Course Number: MUL 218 Course Title in Banner:Business Practices for Media Arts (30 characters maximum)

Full Course Title in print catalog: MUL 218 Business Practices for Media Arts

Prerequisites: none Co-requisites: none

Grade Option:  Graded (with P/NP option)  Pass/No Pass only

|  |  |  |  |
| --- | --- | --- | --- |
| **Number / Type Credits** | **Term Minimum Contact** | **Term Maximum Contact** | **11-Week Term Contact** |
| 2 Lecture | 20 hours (lecture credits x 10) | 24 hours (lecture credits x 12) | 22 hours (lecture credits x 11) |
| \_\_Lec/Lab | \_\_ hours (lec-lab credits x 20) | \_\_ hours (lec-lab credits x 24) | hours (lec-lab credits x 22) |
| Lab | hours (lab credits x 30) | hours (lab credits x 36) | hours (lab credits x 33) |
| 2 **Total credits (sum)** | 20 **Total hours (sum)** | 24 **Total hours (sum)** | 22 **Total hours (sum)** |

**What will change in this course as a result of changing the credits?**

Course Description  Course Outline  Contact Hours

Course Outcomes  Other (explain):

**Section 2. Proposed Course Outline** (A general statement of course content that informs class syllabus construction.)

Course Number: **MUL 218** Course Title for Banner:Business Practices for Media Arts (30 characters maximum)

Full Course Title for print catalog: MUL 218 Business Practices for Media Arts

Prerequisites: **none** Co-requisites: **none**

Grade Option:  Graded (with P/NP option)  Pass/No Pass only

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number / Type Credits** | | **Term Minimum Contact** | **Term Maximum Contact** | **11-Week Term Contact** |
| 2 Lecture | | 20 hours (lecture credits x 10) | 24 hours (lecture credits x 12) | 22 hours (lecture credits x 11) |
| 1 Lec/Lab | | 20 hours (lec-lab credits x 20) | 24 hours (lec-lab credits x 24) | 22 hours (lec-lab credits x 22) |
| Lab | | hours (lab credits x 30) | hours (lab credits x 36) | hours (lab credits x 33) |
| 3 **Total credits (sum)** | | 40 **Total hours (sum)** | 48 **Total hours (sum)** | 44 **Total hours (sum)** |
| **Original Course Description:** An exploration of common business practices in the graphic, multimedia, and web design fields. Students are exposed to  the skills necessary to successfully manage an art design department or to run a freelance business. Provides students  with a working knowledge of project management from initial client contact through completion, including an understanding  of how to establish and maintain timelines, budgets, and workflow. Throughout the curriculum, students are exposed to the  role of ethics in the design profession. | | | | |
|  | | | | |

|  |  |
| --- | --- |
| **New Course Description (300 character limit):** An exploration of common business practices in the graphic, multimedia, and web design fields. Students are exposed to  the skills necessary to successfully manage a freelance business. Provides students with a working knowledge of project management from initial client contact through completion, including an understanding of how to establish and maintain  timelines, budgets, and work flow. This course also covers preparation of components for job searching including resume  writing, business correspondence and creating an online and social media presence as applicable to the media arts  profession. Throughout the curriculum, students are exposed to the role of ethics in the design profession. This course  may be offered through Distance Learning, traditional classroom instruction, or as a hybrid course. | |
|  | |
| **Original Course Outcomes and Proficiencies** | **Assessments Used** |
| What did the student ***know,*** what could the student ***do*** at the end of the course***,*** or what ***attitudes*** related to the subject would the student hold?  **Upon successful completion of this course, the student:** | What evidence did you gather that students have achieved course outcomes? (assessment tools include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone  projects, external reviewers, etc.)  **How each outcome was assessed:** |
| A. Be able to establish an organized and efficient workflow within an organization | A. Tests or quizzes |
| B. Be able to lead client discussions which will allow strategic planning of marketing materials | B. Assignments, class exercises |
| C. Demonstrate mastery of project management, including timelines, budgets, oversight of suppliers and personnel | C. Assignments, tests |
| D. Demonstrate a basic knowledge of standard business practices relating specifically to the media arts industry | D. Test or quizzes |
| E. Demonstrate a basic knowledge of responsibilities of designers, clients, suppliers and how to resolve problems when they occur  F. Demonstrate a basic understanding of client­ agency relationships | E. Work collaboratively in groups to complete assigned  tasks and tests  F. Tests or Quizzes |
| **New Course Outcomes and Proficiencies** | **Assessments Planned** |
| What will the student ***know*** or ***be able to do*** at the end of the course***,*** or what ***attitudes*** related to the subject will the student hold?  **Upon successful completion of this course, the student will:** | What evidence will you have that students have achieved course outcomes? (assessment tools may include departmental tests,  written products, portfolios, juried performances, quizzes and  exams, or alternative assessments such as qualitative studies,  capstone projects, external reviewers, etc.)  **How each outcome will be assessed:** |
| A. Be able to establish an organized and efficient workflow within an organization | A. Workbook exercises, quizzes |
| B. Be able to lead client discussions which will allow strategic planning of marketing materials | B. Class exercises, group work, intake meeting |
| C. Demonstrate mastery of project management, including timelines, budgets | C. Create business planner [notebook] |
| D. Demonstrate a basic knowledge of standard business practices relating specifically to the media arts industry | D. Business planner [notebook] |
| E. Demonstrate a basic knowledge of responsibilities of  designers and clients and how to resolve problems when  they occur  F.  Develop the basic skills and resources for job searching  G. Establish and organize an efficient workflow for a freelance business  H.  Lead client discussions which will allow strategic planning of projects | E. Work collaboratively in groups to complete  assigned tasks, and tests  F. Research, resume writing, common business  correspondence documents [written], create a job search notebook and portfolio plan  G.  Work collaboratively in groups to complete  assigned tasks, create a business planner  H.  Mock client interviews |

I Recognize and deal with ethical issues, such as privacy, I Research, discussion and group role-playing exercises

confidentiality, conflict of interest, offensive content, and

stereotypes as they relate to the media industry.

J. Demonstrate an understanding of making ethical choices J. Research, locate and use copyright free media

when using outside sources elements within projects.

**Original Course Content by Major Topics**

What topics were originally presented? What were the main activities of the course? What were the central themes?

I. Studio organization

A. Job numbers

B. Organization of business items within each project (timelines, budgets, approval forms, and client e-mails, etc.)

C. Creation of tracking systems

II. Strategic planning of marketing materials

A. Creative briefs

III. Project management

A. Development and management of timelines

B. Development and management of budgets

C. Approval and proofing process

D. Management of client expectations

E. Client communications

IV. Standard design business practices

A. Contracts, estimates and project billing (Please note, legal advice/forms will *not* be provided. Rather, the need for such documents and a generic description of what should be included within each document will be taught.)

V. Working on a team with other creative people

A. Roles of various individuals involved in a project, and how to aid in the successful completion of a project (how to be a good team player)

VI. Protecting your (or your employer's) business

A. Defining responsibilities for you, your clients and your suppliers

B. Avoiding contf1icts

C. Conflict resolutions

VII. Client Relationships

A. Etiquette:

Firm handshakes & look them in the eye   
Thank you notes

The client is always right

B. Presentation skills-how to effectively sell your creative ideas

**New Course Content by Major Topics**

What topics will be presented? What are the main activities of the course? What are the central themes?

(See sample at <http://www.lanecc.edu/cops/format3.htm>.)

**Same topics as above including new topics:**

1. The Job Hunt - Working for someone else, preparing for the job search; resumes, cover letters, thank-you's, and follow-up emails
2. Portfolio work session: Overview and demonstration of industry portfolios for all areas of Media Arts
3. Business planner for student freelancing
4. Inclusion of industry professionals as guest speakers. Presentations will include industry overview and job outlook, what is expected in entry-level positions, hard and soft skills employers want and how the professional got started in the business

**Main activities include**

1. Completion of a job search notebook which includes industry research, resume, cover letter, thank-you letter and follow-up email
2. Compiling a business planner [setting up a freelance business]
3. Creating a video resume
4. Weekly assessment [quiz]
5. Peer-to-peer reviews
6. Group work that emulates a working environment

**Central theme(s)**

Upon successful competition of this course students will be able to demonstrate a working knowledge of project management from initial client contact through completion, including an understanding of how to establish and maintain timelines, budgets, and work flow for a freelance business. Students will create a job search packet including research of job opportunities in the industry, job search materials and create necessary documents for employment. Throughout the curriculum, students are exposed to the role of ethics in the design profession.

**Section 3. Curriculum Equity** (<http://www.lanecc.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane’s Curriculum Equity policy in the following way(s)

1. Including content by and about culturally and ethnically diverse people in lectures and videos.

2. Using materials which present a significant number of instances of fully integrated human groupings and settings to indicate equal status and non-segregated social relations.

3. Portraying women and men from diverse cultural and ethnic backgrounds in a wide range of roles in the workforce

4. Use quotes, references and reading recommendations authored by individuals who endorse pluralism.

5. Use class material and discussions which assists students in clearly recognizing and accepting basic

similarities among all members of the human race as well as the uniqueness and worth of every individual.

6. Encourage all men, women, minorities, and people with disabilities to consider all kinds of occupations within the field of Media Arts

7. Acknowledge all kinds of lifestyles.

8. Make efforts to make special arrangements for people with disabilities by providing access to location, information, and materials, as needed.

9. Provide for student feedback on any stereotyping that they might encounter in the curriculum.

**Section 4. Required Signatures**

**Library Impact Statement**

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

**What assignments will require the use of library and information resources?**

Online research; industry jobs and market, resume writing, business planning.

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/liaison.htm>) to help faculty identify materials to be ordered to support the curriculum. Make an appointment with the designated librarian to discuss the library needs of your course at least a week ahead of the deadline for submission.

**To be completed by Liaison Librarian:**

Library resources are adequate to support this proposal.

Additional resources are needed but can be obtained from current funds.

Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian Date

**Divisional Approvals**

**Human, Physical, and Financial Resources (select one):**

Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding:

No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.  
Explain:

**Divisional Recommendation (select one):**

The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

Faculty review of this course was completed within the division on 12/4/13(date).

New course outlines have been prepared for the Divisional binder containing all current course outlines.

Mary Jo Kreindel 01/10/82014

Office Administrator Date

**Fees (select one):**

We have completed a fee request form to be submitted to ASA upon course approval.

No special fees will be required for this course.

**Required Certifications:**

We have developed minimum course certification standards for this course to be filed with ASA to allow compliance with the faculty contract.

We have completed faculty certification form(s)  
(http://www.lanecc.edu/cops/faccertf.pdf )  
for this course to be filed with ASA and Human Resources so RIF grid information will be updated.

**Divisional Recommendation (select one):**

Pass  Do Not Pass

Rick Williams 01/10/2014

Academic Dean Date

**College Approval**

     

Curriculum Committee Chair Date Executive Dean for Academic Affairs Date

Curriculum Approval Committee hearing:       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Vice President for Academic & Date

Student Affairs