



## Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The proposed program in *Mass Communications and Media Studies* targets students with a desire to become strong communicators, both in person and through media. The proposed program is a revision of the current *Mass Communication and Theatre* major, which is the largest in Lander University's College of Arts and Humanities with an average enrollment of 149.4 (2010-2015) and a high of 178 (2012). All majors begin with common courses designed to establish a strong foundation in visual, verbal and written communication. Other courses in the core help students develop skills in communication through multiple media and give students insights into professional, theoretical, critical and historical aspects of the industry. From there, students have the flexibility to take upper-level courses related to their interests in radio, TV/film, speech and performance communication, digital media, and public relations. Opportunities are available for student participation in performances; in print, online and broadcast journalism; and in radio, video and television productions. All students gain practical professional experience through required internships and practicums.

List the program objectives. (2000 characters)

The Mass Communications and Media Studies program gives students the knowledge and skills needed to become effective professional communicators in their chosen field. The Mass Communications and Media Studies graduate is expected to be able to achieve the following objectives:

1. To demonstrate effective, in-person communication.
2. To demonstrate effective communication through multiple media.
3. To demonstrate the ability to analyze and critically evaluate messages produced in different media.
4. To demonstrate the ability to identify and discuss historical, ethical and legal issues related to Mass Communications and Media.
5. To demonstrate potential to work as a professional in the field of Mass Communications and Media.

## Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

This New Program Proposal is more of a modification of an existing program (Mass Communications and Theatre) than a new program, one that has been a strong program at Lander University for more than two decades. The diversity of this program allows our graduates to work in a variety of communication-related fields including acting, public relations, radio, television, print and broadcast journalism. The program develops skills that employers say they want in graduates (National Association for Colleges and Employers, NACE, Job Outlook 2016 Survey, <http://www.naceweb.org/s12092015/employers-want-business-technical-graduates.aspx>): skills in oral and written communication, problem solving, teamwork, creative thinking and technology.

## Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source

Provide additional information regarding anticipated employment opportunities for graduates.  
(1000 characters)  
(Not Applicable)

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

The diversity of this communication-based program allows Lander University graduates to go on to graduate school in communication, law, education, business and public administration. The major develops skills that employers say they want in graduates (National Association for Colleges and Employers, NACE, Job Outlook 2016 Survey, <http://www.naceweb.org/s12092015/employers-want-business-technical-graduates.aspx>): skills in oral and written communication, problem solving, teamwork, creative thinking and technology. Graduates work in acting, public relations, radio, television, film, print and broadcast journalism, and more.

The Bureau of Labor Statistics' Occupational Outlook Handbook (<http://www.bls.gov/ooh/media-and-communication/home.htm>) projects employment in media and communications to grow 4 percent from 2014 to 2024. According to the website "Demand for media and communication occupations should stem from the need to create, edit, translate, and disseminate information through a variety of different platforms."

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

The proposed program will replace the existing B.S. in Mass Communication and Theatre with a Mass Communication emphasis or Theatre emphasis. Existing courses listed in the catalog will remain the same and seven new courses will be added in an effort to both update the curriculum and expand performance options and upper-level course options (See "Course Descriptions for New Courses" section below).

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
B.A., Media Studies	Anderson University	Broad-based core that includes journalism, social media, public relations etc.	Core also includes marketing and sales, education and ministry. Students select from two concentrations: Digital Media or Public Relations. No focus on radio, film, speech or performance.
B.A., Mass Communications	Benedict College	Similar courses: introductions to media, journalism, video production, photography, public relations, media law.	No radio. No focus on speech and performance. Multiple production classes. Service learning requirement.
B.A., Mass Communications	Claflin University	Core includes similar courses: introductions to media, writing for media, sound, TV, law and ethics and media convergence.	32-hour core with 12-hour concentrations in Mass Communication, PR, Journalism and Digital Media.  No focus on speech or performance.
B.A. or B.S., Communication	Columbia International University	Very few similarities in coursework. Internship requirement.	Degree focuses in Christian study, Christian communication and Christian service learning.
B.A., Mass Communications	Francis Marion University	Broad-based core that includes introduction to mass communication, introduction to news writing, introduction to public relations, introduction to broadcast journalism, reporting and media ethics.	Four specialty tracks: broadcast journalism, convergence journalism, public relations, and sports journalism. No film, speech or performance.
B.F.A., Mass Communications	Morris College	Similar requirements: introduction to mass communication, news writing, TV production, public relations, law and ethics, photography and internship.	Broadcast announcing and school publication workshop requirements. No radio, film or performance classes.
B.A., Mass Communications/Media Ministry	North Greenville University	Similar courses offered.	Three distinct majors: broadcasting media, print media and media ministry. Students are in specialized tracks even in core. Program lacks broad-based overview. No emphasis on speech or performance.
B.A., Communications	South Carolina State University	Core includes print, broadcast, online journalism and web-based communication. Emphasis on hands-on practicums and internships.	Concentrations in journalism and broadcasting. Little public relations, no film, scriptwriting, speech or performance.
B.A.J.M.C, Mass Communications	University of South Carolina-Columbia	Nine-hour core includes media and society, writing for mass communication, law and ethics.	Separate majors for journalism, broadcast journalism, mass communication, advertising, public relations and visual communication. No film, digital video or performance.

Program Name	Institution	Similarities	Differences
B.A., Mass Communication/Media Studies	Voorhees College	Core includes newswriting, writing for media, introduction to mass communication, media law and ethics, public relations.	No film, video, scriptwriting, speech or performance.
B.A., Mass Communication	Winthrop University	Core and upper-level courses are similar. Required practicum or internship.	Separate programs in integrated marketing communication, digital mass media and information design. No scriptwriting, film or performance.

**Description of the Program**

Projected Enrollment*						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-17	157.5	1890.0	157.5	1890.0	37.0	220.0
2017-18	165.4	1984.8	165.4	1984.8	38.5	231.0
2018-19	173.7	2084.4	173.7	173.7	41.0	243.0
2019-20	182.4	2188.8	182.4	2188.8	42.5	255.0
2020-21	191.5	2298.0	191.5	191.5	45.0	268.0

\*Because this program is a modification of an existing program we have based these estimates on an anticipated 5% annual growth over the next five years.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

- Yes  
 No

If yes, explain. (1000 characters)  
(Not Applicable)

Are there any special articulation agreements for the proposed program?

- Yes  
 No

If yes, identify. (1000 characters)  
(Not Applicable)

**Curriculum**

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Behavioral Science	3	Laboratory Science	4		
Foreign Language	3	Foreign Language	3		
ENGL-101	3	ENGL-102	3		
MEDA-101: Intro. to Mass Comm	3	MEDA-200: Media Skills	3		
SPCH-101: Intro. to Speech	3	Logic & Analytical Thought	3		
UNI 101	1				
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Mathematics	3	MEDA-302: Intro. to Radio	3		
SPCH-102: Oral Interpretation	3	MEDA-360: Writing for Multiple Media	3		
JOUR-201: Intro. to Journalism	3	Laboratory Science	4		
MEDA-210: Intro. to Television	3	JOUR-302 or JOUR-303 or MEDA-204 (visual design)	3		
MEDA-219: Communications Photography	3	MEDA-310: Digital Video Production	3		
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Humanities	3	History	3		
MEDA-341: Intro. to Public Relations	3	Humanities/Literature	3		
SPCH-201: Voice and Diction	3	MEDA-290 or MEDA-490 or THTR-490 (practicum or internship)	3		
ENGL-275 or JOUR-375 or THTR-360 (writing requirement)	3	MEDA or THTR elective	3		
Fine Arts	3	MEDA or THTR elective	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
PEES-175	2	MCOM-499: Capstone	1		
PEES-176	1	MEDA-460: Media Convergence	3		
Political Economy	3	MEDA or THTR elective	3		
MEDA-421: Media Law and Ethics	3	Elective	3		
Elective	3	Global Issues	3		
MEDA or THTR elective	3	FALS-101	1		
Total Semester Hours	15	Total Semester Hours	14	Total Semester Hours	

Total Credit Hours Required: 122

**Course Descriptions for New Courses**

<b>Course Name</b>	<b>Description</b>
MEDA-210: Introduction to Television	An overview of television including its prehistory (prior to 1947), the Network Era (1948-1975); the Cable Era (1976-1994) to the Digital Era (1995 –present) examining television's growth into a convergent technology, a global industry, a social catalyst, and a legitimate art form. <i>Prerequisite: MEDA 101. Three semester hours.</i>
MEDA-312: Advanced Audio Production	This course is designed to advance the skills of students in the area of audio production, specifically in the hands-on production of commercials, PSAs, radio features, news stories, and specialty programs. Students will be required to actively participate in on-air duties on XLR (the Lander University campus radio station). Students will develop advanced audio production proficiency; develop and “ear” for aesthetically pleasing production, and gain a good working knowledge of long format radio. <i>Prerequisite: MEDA 302. Three semester hours.</i>
MEDA-345: Advertising Strategies and Design	This course will concentrate on brand identity and targeted advertising across multiple media outlets. Students will explore the fundamental principles of branding, placement, and digital solutions. Students will learn how to strategically utilize each medium into a singular campaign that will be presented at the end of the course. <i>Prerequisites: MEDA 204 or MEDA 341. Three semester hours.</i>
MEDA-350: Web Content Distribution	This class will explore and develop fundamental website design principles and protocols for creative content distribution. Students will critically examine historic distribution models and the advent of online distribution. Students will evaluate various sites to design their own. <i>Prerequisite: MEDA 204 or JOUR 303. Three semester hours.</i>
MEDA-351: Social Media	This course will examine today's evolving world of social media and how to target and attract communities and create awareness. Students will explore Search Engine Optimization, Social Media Research, Consumer Behavior, Strategic Planning, and Social Media Campaigns on social platforms like Facebook, Twitter, Foursquare, LinkedIn and Google+. <i>Prerequisites: MEDA 101. Three semester hours.</i>
THTR-304: Voice Over Acting Techniques	Course will focus on basic voice over acting techniques to help students develop the skills they need to effectively become voice over talent for commercials, narrations, and animation. Students will also learn about setting realistic goals, marketing, studio basics, and working with a director/producer. The goal of the course is to have on hand experience working with copy and developing a sample demo. <i>Prerequisite: SPCH 102 or SPCH 201. Three semester hours.</i>
THTR-308: On-Camera Acting Technique	Course will focus on basic skills for an effective performance on video. Emphasis is on practical experience to develop and demonstrate competence in working in front of a camera. <i>Prerequisite: SPCH 102 or THTR 390 or THTR 301. Three semester hours.</i>

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Laura Hester, Chair and Associate Professor	Full-time	<ul style="list-style-type: none"> <li>• MCOM-499: Critical Issues in Mass Comm (1), fall and spring</li> <li>• MEDA-341: Intro. to Public Relations (3), every term</li> <li>• MEDA-342: PR Communications (3), spring</li> <li>• MEDA-460: Media convergence (3), fall and spring</li> <li>• MEDA-490: Internships (1-6), every term</li> <li>• THTR-490: Internships (1-6), every term</li> </ul>	M.M.C., Journalism and Mass Communication, University of South Carolina	<ul style="list-style-type: none"> <li>• 8 years of professional experience as a newspaper writer and editor.</li> <li>• 10 years of experience in public relations.</li> <li>• Extensive experience as a freelance writer for corporate publications, marketing materials, magazines and online publications.</li> <li>• Extensive continuing education in writing, media convergence and public relations including courses through Poynter Institute for Journalism, USC's IFRA Newsplex and the Public Relations Society of America (PRSA).</li> </ul>
Monique Sacay-Bagwell, Professor	Full-time	<ul style="list-style-type: none"> <li>• SPCH-101: Intro. to Speech (3), every term</li> <li>• SPCH-102: Oral Interpretation (3), fall and spring</li> <li>• SPCH-201: Voice and Diction (3), fall and spring</li> <li>• THTR-201: Theatre Appreciation (3), every term</li> <li>• THTR-304: Voice Over Acting Techniques (3), as needed</li> </ul>	<ul style="list-style-type: none"> <li>• M.F.A., The Ohio State University in Performance</li> <li>• B.F.A., Brooklyn College in Performance</li> <li>• A.S., Kingsborough Community College in Speech and Theatre</li> <li>• Post graduate studies in Linklater Voice &amp; Movement Company in NYC</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching students in oral communication, and performance based skills such as speech, acting, and directing for 23 years at Lander University.</li> <li>• Directed and performed in numerous productions in higher education, community theatre, and professional venues. Several of which have earned awards on the state level.</li> <li>• Continuing education includes participation in various master classes, workshops, and webinars with professionals in the field of acting techniques and voice techniques.</li> <li>• Received several awards for teaching, directing, and performing on the local, and state level.</li> </ul>

		<ul style="list-style-type: none"> <li>• THTR-308: On Camera Acting Technique (3), as needed</li> </ul>		<ul style="list-style-type: none"> <li>• Currently developing a professional Voice Over Demo through Edge Studio</li> </ul>
Robert Stevenson, Professor	Full-time	<ul style="list-style-type: none"> <li>• JOUR-201: Intro. to Journalism (3), every term</li> <li>• JOUR-302: Desktop Publishing (3), fall</li> <li>• JOUR-375: Feature and Magazine Writing (3), spring and summer</li> <li>• MEDA-290: Newspaper practicum (1-3), fall and spring</li> <li>• MEDA-351: Social Media (3), as needed</li> <li>• MEDA-360: Writing for Multiple Media (3), every term</li> <li>• MEDA-421: Media Law and Ethics (3), every term</li> </ul>	<ul style="list-style-type: none"> <li>• Ph.D., Higher Education Leadership, University of South Carolina</li> <li>• M.A., Journalism, University of South Carolina</li> </ul>	<ul style="list-style-type: none"> <li>• 3 years as reporter for the Index-Journal, Greenwood, and Greenville News</li> <li>• 2 years as program director for WPCC and announcer for WSCZ.</li> <li>• Concurrent to 25 years at Lander he has published in Journals, Newspapers, books, and Trade Press. Stays active professionally as owner/operator of Greenwoodcalendar.com, an interactive, convergent media website covering local news and features through articles, videos and photography.</li> </ul>
Cory Carpenter, Assistant Professor	Full-time	<ul style="list-style-type: none"> <li>• MEDA-101: Intro. to Mass Media (3), every term</li> <li>• MEDA-200: Media Skills (3), fall and spring</li> <li>• MEDA-290: Media Practicum, Short Film Production (3), as needed</li> <li>• MEDA-345: Advertising Strategies and Design (3), as needed</li> <li>• MEDA-350: Web Content Distribution (3), as needed</li> <li>• MEDA-410: Advanced Digital Video</li> </ul>	M.F.A., Savannah College of Art and Design	<ul style="list-style-type: none"> <li>• 2 years of advertising design and production.</li> <li>• 8 years of audio video technical teaching experience.</li> <li>• Over 15 years of news, corporate marketing, and short film production experience.</li> <li>• Adobe and ProTools certified.</li> </ul>

		Production (3), as needed		
Thomas Neal, Lecturer	Full-time	<ul style="list-style-type: none"> <li>• MEDA-210: Intro. to Television (3), every term</li> <li>• MEDA-301: Special Topics (3), as needed</li> <li>• MEDA-310: Digital Video Production (3), fall and spring</li> <li>• MEDA-450: Advanced Television Production (3), as needed</li> <li>• THTR-390: Scriptwriting (3), every term</li> </ul>	<ul style="list-style-type: none"> <li>• Post-graduate studies (22 hours) in Film and Cinema, The Ohio State University: <ul style="list-style-type: none"> <li>○ History of Cinema (3)</li> <li>○ Photographic Communications (3)</li> <li>○ Cinema Production I (5)</li> <li>○ Cinema 1948-present (3)</li> <li>○ Cinema Production II (5)</li> <li>○ Editorial Process (3)</li> </ul> </li> <li>• B.S., The Ohio State University</li> </ul>	<ul style="list-style-type: none"> <li>• U.S. Peace Corps (1984-86): Produced health videos for Seychelles Ministry of Health.</li> <li>• Clemson University Video Production Manager (1989-2010): produced &amp; directed marketing &amp; informational videos for the University; created, produced &amp; directed Expeditions with Patrick McMillan, a nature series that aired nationwide on PBS.</li> <li>• Numerous freelance video productions.</li> </ul>
Paul Crutcher, Adjunct	Part-time	<ul style="list-style-type: none"> <li>• MEDA-302: Intro. to Radio (3), fall and spring</li> <li>• MEDA-312: Advanced Audio Production (3), fall and spring</li> </ul>	B.S., Mass Communications, Thomas Edison State College	<ul style="list-style-type: none"> <li>• Currently director of XLR-Lander radio.</li> <li>• 27 years of experience in broadcast radio and television including reporting and anchoring (both mediums), radio host, news direction, production manager, and management.</li> <li>• Extensive voice over work for local, regional, and national clients including Toyota, Michael Kors, U.S. Sprint, Bell Atlantic, etc.</li> <li>• Independent documentary producer/director/writer.</li> <li>• Currently featured in worldwide national broadcast commercial campaign for the Coca-Cola Company.</li> </ul>
Fred Galloway, Adjunct	Part-time	<ul style="list-style-type: none"> <li>• MEDA-204: Communications Design (3), fall and spring</li> <li>• MEDA-219: Communications</li> </ul>	<ul style="list-style-type: none"> <li>• M.A., East Carolina University</li> <li>• B.F.A., East Carolina University</li> </ul>	<ul style="list-style-type: none"> <li>• 18 Years in freelance Textile Design Business</li> <li>• 5 Years as Art Director, Graphic Artist, and Print Management, Agency Service and ALM International</li> <li>• 2 Years Video Producer, Flour Daniel</li> <li>• 2 Years Computer Graphic and Training, Viable Systems of Sherborn, MA</li> </ul>

		Photography (3), fall and spring		
James Murray, Adjunct	Part-time	<ul style="list-style-type: none"> <li>• MEDA-101: Intro. to Mass Media (3), every term</li> <li>• JOUR-201: Intro. to Journalism (3), every term</li> <li>• MEDA-343: PR Cases and Campaigns (93), spring</li> </ul>	<ul style="list-style-type: none"> <li>• M.A., Communications, USC-Columbia</li> <li>• M.A., Ed. Administration, USC-Columbia</li> </ul>	<ul style="list-style-type: none"> <li>• 24 Years in Major Retail Companies, Corporate Director of Store Communications, Director of Special Projects.</li> <li>• 14 Years as Staff Reporter, Newberry Observer.</li> <li>• 14 Years as Sports announcer WKDK Radio, Newberry College Events.</li> <li>• 8 Years as Public Information Officer/Crime Prevention Officer, Newberry County Sheriff's Office, SC.</li> <li>• 3 Years in Mass Communication Department Faculty, Newberry College, SC</li> </ul>

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty  Staff  Administration

### Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)  
No institutional changes in faculty and/or administrative assignments are needed for proposed program.

### Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)  
No additional library resources are needed for proposed program.

### Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)  
No additional academic support services needed for the proposed program.

### Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)  
No additional instructional equipment needed for the proposed program.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Other*						0
<b>Total</b>	0	0	0	0	0	0
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	0	0	0	0	0	0
Program-Specific Fees	0	0	0	0	0	0
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	0	0	0	0	0	0

\*Provide an explanation for these costs and sources of financing in the budget justification.

### **Budget Justification**

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

(Not Applicable)

### **Evaluation and Assessment**

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The Mass Communications and Media Studies program gives students the knowledge and skills needed to become effective professional communicators in their chosen field. The Mass Communications and Media Studies graduate is expected to be able to achieve the following objectives:

1. To demonstrate effective, in-person communication.
2. To demonstrate effective communication through multiple media.
3. To demonstrate the ability to analyze and critically evaluate messages produced in different media.
4. To demonstrate the ability to identify and discuss historical, ethical and legal issues related to Mass Communications and Media.
5. To demonstrate potential to work as a professional in the field of Mass Communications and Media.

**Student Learning Assessment**

<b>Expected Student Learning Outcomes</b>	<b>Methods of/Criteria for Assessment</b>
To demonstrate effective, in-person communication.	<ul style="list-style-type: none"> <li>• Percent of students who "meet" or "exceed" standard in Mass Communication and Theatre (MCAT) Senior Portfolio, sample 1 subscore (To communicate effectively in person).</li> <li>• Percent of internship and practicum students who rate 4 or 5, "commendable" or "exceptional," in EYE Program Employer Evaluations of Student Performance, communication-related subscores B2-B5 (Communicates ideas and concepts clearly in writing; Demonstrates effective verbal communication skills; Listens effectively in an active and attentive manner; and Effectively participates in meetings or group settings).</li> <li>• Student speech and theatre competitors receive positive feedback and recognition from outside adjudicators.</li> </ul>
To demonstrate effective communication through multiple media.	<ul style="list-style-type: none"> <li>• Percent of students who "meet" or "exceed" standard in MCAT Senior Portfolio, sample 2 subscore (To communicate effectively through multiple media).</li> <li>• Percent of students in internships and practicums (radio, television, newspaper, PR and theatre) who rate 4 or 5, "commendable" or "exceptional," in EYE Program Employer Evaluations of Student Performance, overall rating</li> </ul>
To demonstrate the ability to analyze and critically evaluate messages produced in different media.	<ul style="list-style-type: none"> <li>• Percent of students who "meet" or "exceed" standard in MCAT Senior Portfolio, sample 3 subscore (To analyze and critically evaluate messages produced in multiple media).</li> <li>• Percent of students who "meet" or "exceed" standard in the MCOM 499 Capstone Research Paper, based on established rubric.</li> </ul>
To demonstrate the ability to identify and discuss historical, ethical and legal issues related to Mass Communications and Media.	<ul style="list-style-type: none"> <li>• Percent of students "meet" or "exceeded" standard in MCAT Senior Portfolio, sample 4 subscore (To identify and discuss historical, ethical and legal issues related to the student's chosen emphasis area).</li> <li>• Percent of students who "meet" or "exceed" standard in MCOM 499 Capstone Research Paper, based on established rubric.</li> </ul>
To demonstrate potential to work as a professional in the field of Mass Communications and Media.	<ul style="list-style-type: none"> <li>• Percent of students who "meet" or "exceed" standard in MCAT Senior Portfolio, sample 5 subscore (To demonstrate potential to work as a professional in the chosen emphasis area).</li> <li>• Percent of internship and practicum students who rate 4 or 5, "commendable" or "exceptional," in EYE Program Employer Evaluations of Student Performance, overall rating (includes problem solving/inquiry, communication, collaboration, professionalism and industry-specific skills).</li> </ul>

Will the proposed program seek program-specific accreditation?

- Yes  
 No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)  
(Not Applicable)

Will the proposed program lead to licensure or certification?

- Yes  
 No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)  
(Not Applicable)

### **Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

- Yes  
 No

If yes, complete the following components.

Area of Certification  
(Not Applicable)

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.