

**New Program Proposal  
 Bachelor of Science in Mass Communications and Media Studies  
 Lander University**

**Summary**

Lander University requests approval to offer a program leading to the Bachelor of Science in Mass Communications and Media Studies to be implemented in Fall 2017. The proposed program is to be offered through traditional instruction. Lander currently offers a B.S. in Mass Communications and Theatre which will teach-out and close by May 2017 as it will be replaced by the proposed program. The following chart outlines the stages of approval for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	1/15/16	Not Applicable
ACAP Consideration	2/18/16	<p>Lander’s representative discussed the need for the program and explained that the proposed program is a revision and replacement of the Mass Communications and Theatre program, which will teach-out and close by May 2017. Staff processed the Notification of Termination for this program in February 2016.</p> <p>ACAP members discussed similar programs offered by the institutions. CHE staff also noted only one faculty member with a Ph.D. teaching in the program and ACAP members encouraged the institution to confer with SACS about meeting its standards for faculty. Lander’s representative explained the terminal degree for the program and assured ACAP members that it had conferred with SACS.</p> <p>Staff stated a request for revisions to the proposal would be forthcoming.</p> <p>ACAP members voted to approve the program proposal.</p>
Comments and suggestions from CHE staff sent to the institution	2/26/16	<p>Staff requested revisions to the proposal to:</p> <ul style="list-style-type: none"> <li>• Provide employment projections and data about available positions for graduates of the proposed program, including data about employment in the state.</li> <li>• Include additional information to justify the need for the program.</li> <li>• Confirm Board of Trustees approval.</li> <li>• Describe the changes between the former program being terminated and the new program in more detail and how the changes modernize the program; explain what will happen to the existing Theatre component.</li> <li>• Provide employment data about graduates of the existing program, if available.</li> </ul>

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> <li>• Update the list of similar programs to include applicable programs at USC, Clemson, and the College of Charleston as requested at ACAP.</li> <li>• Provide a justification for the enrollment growth rate and the rationale for the projected headcount and credit hours.</li> <li>• Include course titles for all courses listed and explain the plan and timeline for developing and implementing the new courses.</li> <li>• Address staff and ACAP members' inquiry about the lone faculty member with an earned doctorate for the proposed degree program; provide additional information about the terminal degree for the discipline to explain how the faculty identified will meet SACS requirements for faculty.</li> <li>• Explain why there are no new costs or sources of financing identified in the original proposal.</li> <li>• Describe how the program will be assessed.</li> <li>• Address whether the institution plans to seek ACEJMC accreditation.</li> </ul>
Revised Program Proposal Received	3/9/16	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	4/7/16	<p>CAAL members requested clarification about the following topics:</p> <ul style="list-style-type: none"> <li>• Evidence that the level of faculty credentials is acceptable for continued accreditation.</li> <li>• The rationale for inclusion of one basic mathematics course in the proposed curriculum.</li> <li>• The risk to the program and school if the program does not meet the 5% predicted growth.</li> <li>• The reason "theatre" is no longer part of the title.</li> </ul> <p>Response from Lander University:</p> <ul style="list-style-type: none"> <li>• The Southern Association of Colleges and Schools (SACS) requires that 25% of the courses in the disciplinary core be taught by faculty with a terminal degree. Lander stated that a terminal degree of faculty in the teaching discipline will be the primary consideration in hiring new faculty.</li> <li>• General Education requires two mathematics courses: 1) Logic &amp; Analytical Thought, and 2) Mathematics.</li> <li>• Regarding predicted growth, at some point program enrollment would level off. Enrollment estimates were based on the growth of the previous program in recent years. The tuition will cover new program costs, even if the 5% predicted growth is not met.</li> <li>• Faculty determined "theatre" was inaccurate as part of the program title because the focus of the new program is not on-stage performance.</li> </ul> <p>Committee members noted the value of feedback the institution could collect from program completers about pursuing and securing available employment positions.</p>

CHE  
5/5/16  
Agenda Item 9.02.A.5

**Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Science in Mass Communications and Media Studies to be implemented in Fall 2017.



## **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 fields 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)

Instead of proposing a completely new program, this New Program Proposal is more of a modification of an existing program (Mass Communications and Theatre with Mass Communication emphasis or Theatre emphasis) that has been a strong program at Lander University for more than two decades. The program's core changes little with the exception of adding one television course (MEDA 210: Intro. to Television). We propose deleting the separate emphases. While the Mass Communication emphasis has a healthy 5-year average enrollment of 138 and a high of 152, the Theatre emphasis enrollment has remained low and in 2015 was just 4. When one of the department's two Theatre faculty (Theatre technical faculty) resigned in late summer 2015, we examined the program's expense and chose to re-evaluate. The proposed program focuses on what Speech and Media Performance bring to the total major rather than traditional stage-focused theatre. We will continue to teach speech and performance classes and to develop elective classes (such as THTR 304: Voice Over Acting and THTR 308: On-Camera Acting Techniques) that will benefit all of our Mass Communications and Media Studies majors. For students interested in theatre, Lander also offers a Speech and Performance minor.

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

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."

Examination of the following websites found no employment projections for media and communication in South Carolina: Central SC Alliance (<http://www.centrlsc.org>), Charleston Regional Development Alliance <http://www.crda.org>, Economic Development Partnership <http://www.edpsc.org>, Northeastern Strategic Alliance <http://www.nesasc.org>, Southern Carolina Regional Development Alliance <http://www.southerncarolina.org>, Upstate Alliance <http://www.upstatedc Alliance.com>, and SC Dept. of Commerce <http://sccommerce.com>.

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 media performance options and upper-level course options (See "Course Descriptions for New Courses" section below). There will be no separate emphases but students will have 12 hours of upper-level electives in order to pursue their areas of interest.

**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., Communication Studies	Clemson University	Similar courses in core. Two of six plans of study are public relations and media/mass communication.	Wider variety of courses plans of study including communications and law, health communications, interpersonal communications, and organizational communications.
B.A., Communications	College of Charleston	Program focuses on integrated communication and encourages internships and study abroad.	Areas of strength include corporate communication, health communication and political communication. Some courses are year-long.
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>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
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.
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	1890	157	1890	37	220
2017-18	165	1984	165	1984	38	231
2018-19	173.	2084	173	2084	41	243
2019-20	182	2188	182	2188	42	255
2020-21	191	2298	191	2298	45	268

\*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. We realize that this is aspirational but it is based on the fact that the program has been recognized by the university's administration as a signature program. We will receive additional support and promotion as part of the university's developing strategic plan.

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: Desktop Publishing or JOUR-303: Web Design or MEDA-204: Communication Design (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:Media practicum or MEDA-490: Media internship or THTR-490: Theatre internship (practicum or internship)	3		
ENGL-275: Business Writing or	3	MEDA or THTR elective	3		

<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>
JOUR-375: Magazine/Feature Writing or THTR-360: Scriptwriting (writing requirement)					
Fine Arts	3	MEDA or THTR elective	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<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

Course Name	Description
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>

Seven new courses are being developed to update and close gaps in the program, five media courses and two theatre courses – required MEDA 210: Intro. to Television, and elective MEDA 312: Advanced Audio Production, MEDA 345: Advertising Strategies and Design, MEDA 350: Web Content Distribution, MEDA 351: Social Media, THTR 304: Voice Over Acting, and THTR 308: On-Camera Acting Techniques.

As a required course for the core, MEDA 210: Introduction to Television, will be taught every fall and spring beginning in fall 2016. It has been taught previously under our Media Special Topics course number (MEDA 301) but in examining our core we believed that this course was needed for all majors. This means that all majors will take MEDA 101: Intro. to Mass Media, MEDA 200: Media Skills, JOUR 201: Intro. to Journalism, MEDA 210: Intro. to Television, MEDA 219: Intro. to Photography, MEDA 302: Intro. to Radio, Media 341: Intro. to Public Relations, MEDA 360: Writing for Multiple Media, and three speech course, SPCH 101: Intro. to Speech, SPCH 102: Oral Interpretation, and SPCH 201: Voice and Diction.

Course number	Course name	History	Timeline
MEDA 210	Introduction to Television	Has been offered as MEDA 301: Special Topics	Core requirement. To be offered every spring and fall semesters beginning in fall 2016.
MEDA 312	Advanced Audio Production	Offered for past two years as MEDA 301: Special topics	Elective. To be offered every spring, beginning in spring 2017
MEDA 345	Advertising Strategies and Design	Advertising content previously included in MEDA 341: Intro. to Public Relations and Advertising	Elective. To be offered as needed, no earlier than fall 2017
MEDA 350	Web Content Distribution		Elective. To be offered as needed, no earlier than fall 2017
MEDA 351	Social Media	Has been offered as a MEDA 301: Special Topics and included in MEDA 341: Intro. To PR	Elective. To be offered as needed, no earlier than summer 2017
THTR 304	Voice Over Acting	New course developed for media students with interest in theatre or in radio.	Elective. To be offered as needed beginning fall 2016.
THTR 308	On-Camera Acting Techniques	Has been offered as a THTR 301: Special Topics	Elective. To be offered as needed, no earlier than spring 2017.

**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> <li>• Currently developing a professional Voice Over Demo</li> </ul>

		<ul style="list-style-type: none"> <li>• THTR-308: On Camera Acting Technique (3), as needed</li> </ul>		through Edge Studio
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., TV and Film, 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>

<p>Thomas Neal, Lecturer</p>	<p>Full-time</p>	<p>Production (3), as needed</p> <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>
<p>Paul Crutcher, Adjunct</p>	<p>Part-time</p>	<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>	<p>B.S., Mass Communications, Thomas Edison State College</p>	<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>
<p>Fred Galloway, Adjunct</p>	<p>Part-time</p>	<ul style="list-style-type: none"> <li>• MEDA-204: Communications Design (3), fall and spring</li> <li>• MEDA-219:</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>



		Communications 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.

We believe we are in line with SACSCOC and ACEJMC requirements regarding faculty credentials. Regarding the SACSCOC requirement, three of five full-time faculty have terminal degrees in the field they teach: Monique Sacay-Bagwell, M.F.A. in performance; Laura Hester, M.M.C. in journalism and mass communication, and Cory Carpenter, M.F.A. in TV and film. The fourth full-time faculty member, Dr. Robert Stevenson, has a M.A. in journalism and a Ph.D. in higher education leadership, and our fifth full-time faculty, Tom Neal, has 22 post-graduate hours in film and cinema studies.

ACEJMC lists no specific requirements for Ph.D.'s within programs but suggests that "The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission."

We have had shifts in faculty recently that have left us without a Ph.D. in the program area. We acknowledge that adding a Ph.D. back into the program would be beneficial and will make this a priority when we are able to hire another faculty.

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)

(Not Applicable)

### Financial Support

No additional financial support is needed at this time. The budget allocated for the now-terminated Mass Communication and Theatre program (February 8, 2016) will be reallocated to the Mass Communications and Media Studies program. The department will use the budget previously reserved for theatre performance rights and production costs to purchase equipment needed for new audio and voiceover courses and to aid with Media Center upgrades. Our 5-year strategic plan for the department includes annual equipment and facility upgrades that are within our budget.

Estimated New Costs by Year						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Program Administration	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$41,665
Faculty and Staff Salaries	\$297,314	\$297,314	\$297,314	\$297,314	\$297,314	\$1,486,570
Graduate Assistants	0	0	0	0	0	0
Equipment	\$6,800	\$6,800	\$6,800	\$6,800	\$6,800	\$34,000
Facilities	0	0	0	0	0	0
Supplies and Materials	\$1,505	\$1,505	\$1,505	\$1,505	\$1,505	\$7,525
Library Resources	\$2,600	\$2,600	\$2,600	\$2,600	\$2,600	\$13,000
Other*	0	0	0	0	0	0
<b>Total</b>	<b>\$316,552</b>	<b>\$316,552</b>	<b>\$316,552</b>	<b>\$316,552</b>	<b>\$316,552</b>	<b>\$1,582,760</b>
Sources of Financing						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Tuition Funding	\$1,792,000	\$1,881,152	\$1,976,128	\$2,074,688	\$2,179,072	\$9,903,040
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>	<b>\$1,792,000</b>	<b>\$1,881,152</b>	<b>\$1,976,128</b>	<b>\$2,074,688</b>	<b>\$2,179,072</b>	<b>\$9,903,040</b>
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	<b>\$1,475,448</b>	<b>\$1,564,600</b>	<b>\$1,659,576</b>	<b>\$1,758,136</b>	<b>\$1,862,520</b>	<b>\$8,320,280</b>

\*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.

We assess these five student learning outcomes on an annual basis using direct and indirect measures including a senior portfolio, a capstone research project, internship evaluations, and student awards and adjudicator feedback (see below). These measures will continue to be used.

### Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
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

The department has looked into the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) Accreditation and does not believe that this is a good fit for us due to the council's focus on journalism and mass communication and the strong media performance and film nature of our program. When we looked at other programs in South Carolina, we saw that only two programs (Winthrop and USC) are accredited by ACEJMC, so we did not feel compelled to seek an accreditation that isn't a good fit for us. Both of these programs have a mass communication focus with no focus on media performance or film. We have, however, reviewed ACEJMC's guidelines for self-study and assessment as they apply to our program.

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.