

**New Program Proposal**  
**Bachelor of Science in Digital Media Production**  
**Lander University**

**Summary**

Lander University requests approval to offer a program leading to the Bachelor of Science in Digital Media Production, to be implemented in the Fall of 2022 through online course delivery. The following chart outlines the stages of approval for the proposal. The Committee on Academic Affairs and Licensing (CAAL) voted unanimously 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	5/3/21	Not Applicable
ACAP Consideration	6/10/21	The Lander University representative presented the Bachelor of Science in Digital Media Production. The degree is designed to prepare students for careers in digital media production. It will offer students practical opportunities to be successful content creators in the digital industry. Graduates will be prepared to start in personal ventures or work with existing media outlets. The program aligns with existing standards in the field.  Upon remaining discussion, ACAP voted unanimously to approve the program proposal.
Revised Program Proposal Received	6/28/21	Lander University submitted a revised version of the proposal to address small changes in the content.
Revised Program Proposal Received	6/16/21	Clemson resubmitted the proposal with a shortened name, MS in Resilient Systems for CAAL consideration.
Staff comments to the Institution	7/6/21	Staff forwarded an inquiry from a commissioner regarding the status of an articulation agreement with a technical college.
Institutional responses received	7/7/21	Lander representatives provided a sufficient response to the inquiry.
CAAL Consideration	7/13/21	The Lander University representative presented the program and shared that companies, governments, and organizations continue to seek digital media professionals either through freelance or full-time work. He shared stories of employment opportunities that are possible with this degree. Another representative added that this degree is focused on the business and application purposes of digital media, which is not widely offered in the state. Furthermore, this field is continuing to experience accelerated employment growth.  CAAL members added that they are aware strong demand in the workforce for digital media professionals. Another CAAL

Stages of Consideration	Date	Comments
		<p>member inquired about the employment opportunities for students who remain in the area. A Lander representative added that this type of work can be done remotely for people who want to stay local. Furthermore, graduates can go around the region and be competitive for employment opportunities in the field.</p> <p>With no remaining discussion, CAAL voted unanimously to approve the program proposal.</p>

**Review**

Proposal consideration focused on employment opportunities in the field. Institutional representatives satisfactorily addressed committee inquiries.

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Bachelor of Science in Digital Media Production to be implemented in the Fall of 2022.

**Lander University Student and Program Data**

<b>Undergraduate In-State/Out-of-State Enrollment, Fall 2018</b>	2,717(91.48%) / 253(8.52%)
<b>Number of Approved Programs in 10 Yrs. (FY 2010- 2019)</b>	10
<b>Number of Terminated Programs in 10 Yrs. (FY 2010- 2019)</b>	7

**Industry related Occupational Wages and Projections in South Carolina, 2018 – 2028\***

Occupational Field <sup>1</sup>	2019 Median Income <sup>2</sup>	2018-2028 Estimated Employment <sup>3</sup>	2018-2028 Projected Employment	Total 2018-2028 Employment Change	2018-2028 Annual Avg. Percent Change	Total Percent Change
Arts, Design, Entertainment, Sports, and Media <sup>4</sup>	\$43,664	26,596	28,378	1,782	0.65%	6.70%

<sup>1</sup> "Occupational Field" represents the closest related occupation category that includes the occupations aligned with the program proposal.

<sup>2</sup> SC Department of Employment & Workforce (DEW), Labor Market Information. (2020). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2019 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>.

<sup>3</sup> SC Department of Employment & Workforce (DEW), Labor Market Information. (2020). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2018-2028 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

<sup>4</sup> Total median income for the following categories is adjusted to accommodate occupations with missing median income data.

\* Data downloaded December 18, 2020; Most recent data available.

**NEW PROGRAM PROPOSAL FORM**

**Name of Institution:** Lander University

**Name of Program (include degree designation and all concentrations, options, or tracks):**  
Bachelor of Science (B.S.) in Digital Media Production

**Program Designation:**

- Associate’s Degree
- Bachelor’s Degree: 4 Year
- Bachelor’s Degree: 5 Year
- Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)
- Master’s Degree
- Specialist
- Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

**Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?**

- Yes
- No

**Proposed Date of Implementation:** Fall 2022

**CIP Code:** 09.0702 Digital Communication and Media/Multimedia

**Delivery Site(s):** 50401 Lander University Main Campus (Greenwood)

**Delivery Mode:**

- Traditional/face-to-face  
\*select if less than 25% online
- Distance Education
  - 100% online
  - Blended/hybrid (50% or more online)
  - Blended/hybrid (25-49% online)
  - Other distance education (explain if selected)

**Program Contact Information (name, title, telephone number, and email address):**

Cory Carpenter Assistant Professor of Digital Media 864-388-8583 <a href="mailto:ccarpenter@lander.edu">ccarpenter@lander.edu</a>	Dr. Mark Rollins Dean, College of Arts and Humanities 864-388-8563 <a href="mailto:mrollins@lander.edu">mrollins@lander.edu</a>
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**Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):**

- 1. Department/College: March 18, 2020
- 2. Curriculum Committee: April 9, 2021
- 3. Dean’s Council: April 20, 2021
- 4. Faculty Senate: April 13, 2021
- 5. Provost: April 20, 2021
- 6. President: May 10, 2021
- 7. Board of Trustees: May 10, 2021

## **Background Information**

**State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.**

### **Nature and Purpose of the Program**

The Bachelor of Science (B.S) in Digital Media Production degree program is designed to address the ever-changing application and ubiquity of digital media content production and distribution. The program will provide a holistic curriculum that equips students with the theoretical and technical competence to create meaningful and effective audio-visual content.

### **Goals and Objectives of the Degree**

This program combines expertise in digital media production with the knowledge and skills required for success in a variety of professional settings. As such, students will; learn to communicate in written and audio visual presentations; understand the fundamental concepts of teamwork and demonstrate the ability to work in teams; demonstrate an accurate perception of media ethics; possess industry standard knowledge of digital media production in organizational settings; and be capable problem solvers.

### **Centrality to Lander University Mission**

The mission statement of Lander University is to “offer high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond” (<http://www.lander.edu/about/vision-mission-strategic-plan>). The Bachelor of Science in Digital Media Production program will meet this goal within our region and provide a program that is market driven, valuable, and affordable. The implementation of this program will have an impact on our seven-county region in the Upstate and eventually an impact on the state of South Carolina and beyond.

### **Target Audience**

The Bachelor of Science in Digital Media Production is designed for students seeking the practical, hands-on experience needed to be successful content creators in an ever-changing digital industry. Students will learn the technical and theoretical aspects of various digital mediums and how to leverage each, how to operate a variety of audiovisual equipment, how to employ industry-proven media theories and practices, how to perform the numerous job descriptions that exist within a production team, how to manage projects with strict deadlines, and how to take an idea from concept to screen completion. Other areas focus on the process of creative ideation, discovery, and production asset management and organization. The program is designed for students planning to start personal ventures, work for existing media outlets/companies, or work within corporate media departments.

## **Assessment of Need**

**Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.**

Since the inception of this proposal, the State of South Carolina and the world have experienced the COVID-19 pandemic and an economic downturn unlike any that most people have seen in their lifetime.

Many key economic and employment indicators within the United States have reported a significant decline suggesting a prolonged period before we achieve full economic recovery. These dramatic social and economic events made it imperative to review our curriculum and propose programs to meet the needs of our changed environment. **Lander University has reviewed the new program proposal for a B.S in Digital Media Production and has concluded the program remains viable.**

#### Institutional Assessment

In the Fall of 2019 the Department of Media and Communication and the Office of Student Affairs coordinated to create the LUX Student Production Team - a six student team of content producers under the guidance of Cory Carpenter, Assistant Professor of Digital Media and General Manager of LUX Studio. Since its inception, the team has served various departments such as Student Affairs, Athletics, Marketing, Student Activities, Human Resources, Special Cohort Outreach and Bridge Programs, the Alumni Association, the History Department, and the English Department. The team has received high praise and worked steadily through the COVID pandemic to provide support to both Lander faculty and staff. The student production team also provides an additional outlet to create student-centric programming that promotes the values and virtues of the Bearcat Creed. The success of the LUX Team demonstrates a powerful need to provide better-trained, better-equipped content producers on campus. The Digital Media Production degree program fulfills this need by offering a larger pool of student media producers seeking opportunities to practice their craft. The existence of the LUX Student Production Team has inspired students across campus to vie for these jobs and more seriously consider their future careers. Additionally, because of the growth and specific vision of the Media and Communication Department over the past several years, Lander is already equipped to sustain the initial launch of the program and support students with the physical space and equipment needed to succeed.

#### State Assessment

One of the goals of the Bachelor of Science in Digital Media Production degree program is to leverage the rich population of prospective students in South Carolina's Career and Technical Education Centers who are studying media production and broadcasting. Several of the state's top CATE Media Arts programs are located in the Upstate and Midlands. Hayward (Columbia), Swafford (Inman), Anderson District 1 and 2 Career and Technology Center, and the Academy for Career and Technology (Marion) have specific media production programs. Currently, these programs deliver a large percentage of graduating seniors to only three technical colleges with media production degree programs: Tri-County Technical College in Anderson, York Technical College in Rock Hill, and Trident Technical College in Charleston. The largest concentration of high school and two-year media arts students exists in Anderson because of the pipeline between Anderson District 1 and 2 Career and Technology Center (ACTC) and Tri-County Technical College (TTC).

Currently, graduates from TTC with an AAS in Media Arts Production must transfer their experience and credit to a degree outside of their specific field. There are several institutions (including Lander) that have related fields in Communication, Media Studies, Film Studies and minors in some form of production; however, **no public, 4-year school in South Carolina currently offers a Bachelor of Science in Digital Media Production.**

#### Region Assessment

One of the most aggressive leaders in creating 4-year degrees in media production is Georgia. Over the past several decades, the Georgia legislature has provided tax exemptions to encourage the film and television industry to call Georgia home. As the industry grew, the educational system responded in kind by providing Bachelor's degrees in media production to supply the industry with qualified employees.

The University of North Georgia, Georgia Gwinnett College, Georgia Southern, Valdosta State, Georgia State, and seven (7) 2-year colleges offer degrees in media production. North Carolina also has several media production and film production programs. Due to the past loss of financial incentives for the film industry, South Carolina finds itself deficient compared to neighboring states and has thus not produced 4-year graduates to fill this need. This suggests that whatever job growth South Carolina has will likely be filled by more fully trained out-of-state employees.

### Transfer and Articulation

**Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.**

The Lander University Department of Media and Communication is currently developing a relationship with Tri-County Technical College to articulate their AAS in Media Arts Production offering to the proposed B.S. in Digital Media Production degree pending SC CHE and SACSCOC approvals. Future articulation agreements would also be created with other regional technical colleges and community colleges in the area.

John Woodson, the Program Director of the Media Arts Production Department at TCTC, is actively seeking articulation agreements with 4-year institutions where graduates of Tri-County can continue their education and earn a Bachelor of Science degree. Lander is a prime candidate to meet this need.

### Employment Opportunities

Digital Media Production is a generic term used to describe several job titles and descriptions. As such, it is difficult to identify consistent job data that accurately depict the employability of the proposed graduates. Below are several points of data using various job descriptions to provide a broad outlook for graduates with a B.S. in Digital Media Production.

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Camera Operator, Television, Video	160	NA	21,500	18%	US Department of Labor BLS 2019*
Film Video Editor	130	NA	67,900	22%	US Department of Labor BLS 2019
Film Video Editor (2016)	110	22%	39,800	14%	Careeronestop.org**
Camera Operator, Television, Video (2016)	150	+13%	29,400	8%	Careeronestop.org
Camera Operator, Television, Video	160	NA	21,500	18%	US Department of Labor BLS 2019*

Film Video Editor	130	NA	67,900	22%	US Department of Labor BLS 2019
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\*<https://www.bls.gov/oes/current/oes274031.htm#nat>

\*\*<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Film%20and%20Video%20Editors&onetcode=27403200&location=south%20carolina>

## Producer/Director

Quick Facts: Producers and Directors	
<b>2019 Median Pay</b>	\$74,420 per year \$35.78 per hour
<b>Typical Entry-Level Education</b>	Bachelor's degree
<b>Work Experience in a Related Occupation</b>	Less than 5 years
<b>On-the-job Training</b>	None
<b>Number of Jobs, 2019</b>	159,500
<b>Job Outlook, 2019-29</b>	10% (Much faster than average)
<b>Employment Change, 2019-29</b>	16,000

<https://www.bls.gov/ooh/entertainment-and-sports/producers-and-directors.htm>

## Entry Level Production Assistant Position

<b>Required Education</b>	Graduation from bachelor's degree program with classes like theater, television and film production in most cases
<b>Job Duties</b>	Picking up meals, answering phones, copying and distributing scripts, typing call sheets
<b>Median Salary (2020)</b>	\$32,247 (production assistants)*
<b>Job Outlook (2019-2029)</b>	10% growth (producers and directors)**


[https://study.com/articles/Production\\_Assistant\\_Job\\_Outlook\\_and\\_Information\\_About\\_Starting\\_a\\_Career\\_as\\_a\\_Production\\_Assistant.html](https://study.com/articles/Production_Assistant_Job_Outlook_and_Information_About_Starting_a_Career_as_a_Production_Assistant.html)

Occupational Title	SOC Code	Employment, 2019	Projected Employment, 2029	Change, 2019-29		Employment by Industry
				Percent	Numeric	
Television, video, and film camera operators and editors	27-4030	67,900	80,400	18	12,400	<a href="#">Get data</a>
Camera operators, television, video, and film	27-4031	29,700	33,800	14	4,200	<a href="#">Get data</a>
Film and video editors	27-4032	38,300	46,500	22	8,300	<a href="#">Get data</a>

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

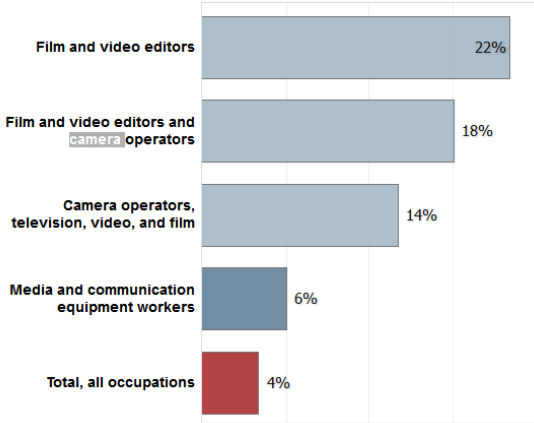
<https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm#tab-6>

Projected employment	
South Carolina	United States
<b>110</b> 2016 Employment	<b>39,800</b> 2018 Employment
<b>130</b> 2026 Employment	<b>45,300</b> 2028 Employment
<b>22%</b> Percent change	<b>14%</b> Percent change
<b>10</b> Annual projected job openings	<b>4,700</b> Annual projected job openings

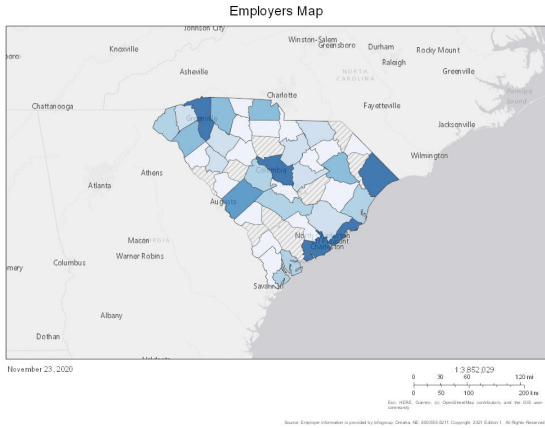
[Compare projected employment](#) 

### Film and Video Editors and Camera Operators

Percent change in employment, projected 2019-29



Note: All Occupations includes all occupations in the U.S. Economy.  
Source: U.S. Bureau of Labor Statistics, Employment Projections program



### Employer Distribution Table

The table below shows the counties with the highest number of employer locations listed for Radio and Television Broadcasting in South Carolina.

Rank	Area	Employers
1	Greenville	29
2	Horry	28
3	Richland	28
4	Charleston	27
5	Aiken	13
6	Spartanburg	10
7	Florence	9
8	Anderson	8
9	York	8
10	Beaufort	7

Source: Employer information is provided by Infogroup®, Omaha, NE, 800/555-5211. Copyright © 2021 Edition 1. All Rights Reserved.



## Industry Profile for Radio and Television Broadcasting in Greenwood, SC

### Industry Employment Distribution Table

The table below shows the counties in South Carolina with the highest number of employees for Radio and Television Broadcasting in first quarter of 2020, total ownership.

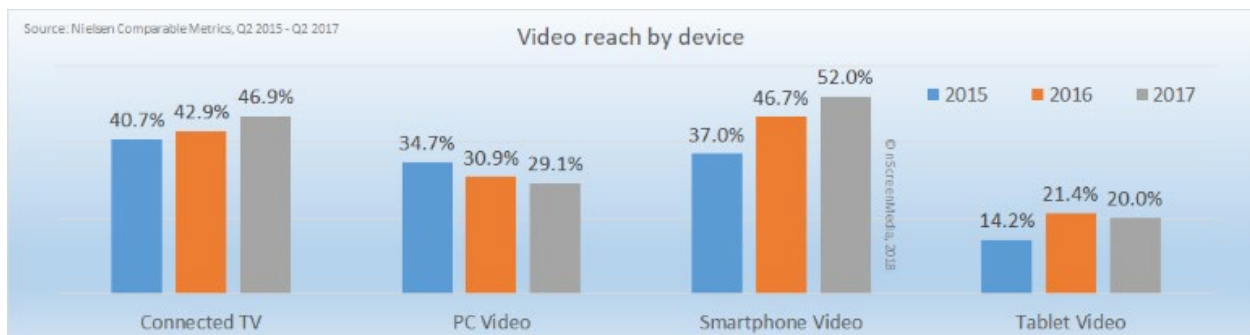
Rank	Area	Number of Employees
1	Richland	629
2	Greenville	461
3	Charleston	402
4	Horry	259
5	Aiken	98
6	Florence	41
7	York	26
8	Beaufort	5

Source: Bureau of Labor Statistics, SC Dept of Employment & Workforce  
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### Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

The COVID-19 Pandemic has changed every known model in every industry so any attempt to speculate a “new norm” is going to be difficult. However, even before 2020, video consumption was skyrocketing because of mobile device development and sales. The ubiquity of both long-and short-form content has grown and is projected to continue as unlimited data rate plans become cheaper, devices become faster, live streams more common, and Augmented Reality/Mixed Reality devices become more accessible. If all of the projections point to increased content consumption, then it is reasonable to assume that the demand for digital media content creators will increase.



Mobile video consumption continues its upward surge, with no signs of slowing down anytime soon. By 2019, video will make up 80 percent of all internet traffic, according to Cisco.

In the second quarter of 2018, smartphone-only video starts topped 50% for the first time globally — surging 9.8%, the largest increase in five quarters. This finding in the [Q2 2018 Global Video Index Report](#) by Ooyala occurred as mobile video consumption combined with season finales on television shows, sports season finales, and new content initiatives.

“More content [creators](#), seeing the trend toward greater long-form video consumption on mobile devices — a trend we’ve been noting since last year — are now developing content concurrently for multiple platforms and are transitioning beyond snackable, mobile-only content,” said Jim O’Neill, Ooyala principal analyst.

The 50% smartphone video starts represented a 13.2% year-over-year change. There were a number of other key findings by Ooyala by region:

- **North America:** Total long-form time watched on smartphones topped 75%, mobile plays increased to 56% of all video starts (up 4% year-over-year and up 14% since Q2 2016), and mobile starts exceeded 50% for the past eight quarters.
- **Europe-Middle East-Africa (EMEA):** Mobile video hit 54% of all starts, up from 49% a year ago.
- **Asia-Pacific (APAC):** Mobile video’s share of all plays was 74% — the highest ever, and up 64% in two years.
- **Latin America:** Mobile starts topped 65%, an increase of 20% year-over-year and 38% over years.

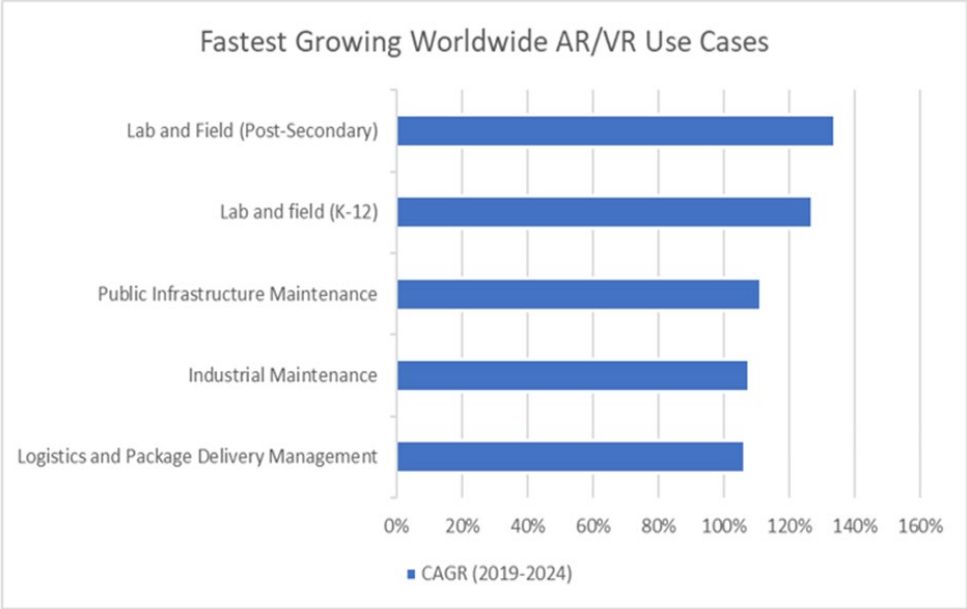
Mobile video is just getting stronger and stronger, and the 2018 Q2 report indicates that Q3 numbers will see an even more massive uptick. There is an unprecedented consumer demand for mobile, and content distributors need to take advantage of this. Mobile video is a space for incredible opportunity for digital publishers — especially in long-form content.

O’Neill says that content owners should be treating their technology operations much as manufacturing-based industries treat manufacturing operations. “The move to a ‘content supply chain’ is a fundamental, data-driven change transforming the media industry.”

StateofDigitalPublishing.com “Mobile Video Consumption Tech Trend”

Shelley Seale Dec. 22, 2018

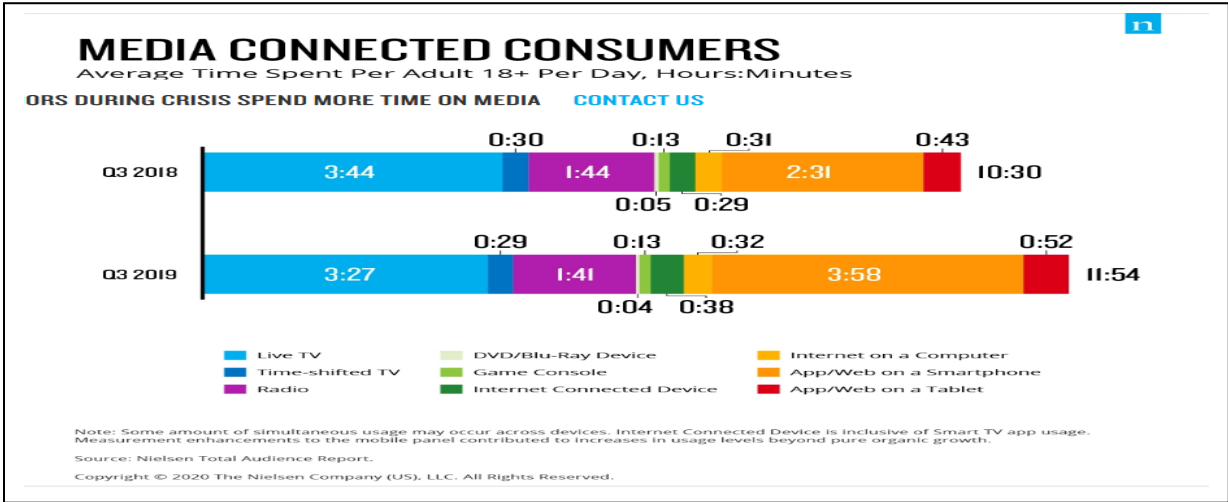
<https://www.stateofdigitalpublishing.com/insights/mobile-video-consumption/>



<https://www.idc.com/getdoc.jsp?containerId=prEUR146720420>

**Price Waterhouse Cooper** published the digital document “COVID-19 and the Media Industry”- a corporate guide to identifying issues and possible evasive actions. In it they stated that companies should “**Deploy virtual and augmented reality options to help bring events into fans’ homes.**” to combat consumer dissatisfaction of cancelled live events.

<https://www.pwc.com/us/en/library/covid-19/coronavirus-impacts-media.html>



**Description of the Program**

<b>Projected Enrollment</b>			
<b>Year</b>	<b>Fall Headcount</b>	<b>Spring Headcount</b>	<b>Summer Headcount</b>
2022-23	5	5	0
2023-24	15	15	0
2024-25	25	25	0
2025-26	35	35	0
2026-27	40	40	0

**Explain how the enrollment projections were calculated.**

Projected enrollment numbers are based on data from Anderson district 1&2 Career and Technology Center and Tri-County Technical College Radio and TV Programs.

Anderson District 1&2 Career and Technical Center

<b>Media Broadcasting - Number of Completers in college for Media of Some Type</b>					
<b>Year of follow-up</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Total Completers</b>	38	29	33	33	24
<b>Completers in College for Media of some type</b>	12	7	9	11	8
<b>Percentage</b>	32%	24%	27%	33%	33%

Tri-County Technical College

<b>FALL</b>	<b>HC</b>	<b>FTE</b>
8/17/2016 Last Year RTV was an option	74	52.8
8/21/2017	107	86
8/20/2018	144	117.8
8/19/2019	168	132.0

**MAP has grown by 127% since Fall 2016.**

<b>MAP Placement as of June 2018</b>				
<b>Graduates Available</b>	<b>Graduates On Job</b>	<b>Graduates In School</b>	<b>Total Placed</b>	<b>Percent Placed</b>
19	13	2	15	79%

**Media Arts Production (MAP) Graduation and Retention Rates (Tri-County Technical College Fall to Fall Transfer, Retention or Graduation)**

Year	N	Transferred	Graduated This Program	Retained This Program	Trans/Grad/Ret This Program	%Trans/Grad/Ret This Program	Graduated Any Degree	Retained Any Program	Trans/Grad/Ret Any Program	%Trans/Grad/Ret Any Program
Fall 2017 to Fall 2018	107	1	26	46	73	68.2%	29	50	77	72.0%
Fall 2016 to Fall 2017	88	3	24	38	63	71.6%	25	41	66	75.0%
Fall 2015 to Fall 2016	102	2	17	45	64	62.7%	18	47	67	65.7%

**Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.**

Yes

No

**Curriculum**

**New Courses**

List and provide course descriptions for new courses.

**MEDA 110: Introduction to Digital Media Production**

This course is designed to provide students with an introduction to media production systems ranging from microcomputers to broadcast stations. Students will learn industry job descriptions and infrastructures of broadcast stations, commercial production companies, and film crews. Students will also gain hands-on experience with microcomputers to enhance their productivity and efficiency as digital media content creators. Three credit hours.

**MEDA 201: Foundations of Producing and Directing**

This course introduces students to the various aspects of production planning, execution, and communication strategies. This course will cover topics such as fiscal resources, talent management, scheduling, artistic vision, and directing onscreen actors. Prerequisite: MEDA 101, MEDA 110, Writing Course (MEDA 361 or MEDA 390 or JOUR 201). Three credit hours

**MEDA 304: Broadcast Graphics**

This project-based course introduces students to the history of broadcast design, motion media, and modern techniques of broadcast graphic design native to non-linear editing software. Prerequisite: MEDA 204, MEDA 302 or MEDA 309, and MEDA 310. Three credit hours.

**MEDA 309: Audio Production 1**

This course introduces students to the history of sound recording, digital recording equipment, digital audio workstations, and standard protocols for various audio applications. Prerequisite: MEDA 101, MEDA 200. Three credit hours

**MEDA 346: Digital Cinematography**

This project-based class builds on existing knowledge of camera and light systems and covers topics such as composition, lens selection, lighting, and advanced camera movement. Prerequisites: MEDA 201 and MEDA 310, or by instructor permission. Three credit hours.

**MEDA 401: Special Topics in Digital Media Production**

This course focuses on specific topics in digital media and non-traditional production. Topics are chosen to address a subject that is not normally covered in the curriculum or to provide additional in-depth study on a particular topic. Prerequisites: MEDA 302 or MEDA 309, MEDA 310 or instructor permission. Three credit hours.

**MEDA 402: Short Film Production**

This class places students in production teams to create short narrative films to be submitted to a film festival upon completion. Students will assume specific roles and execute them within the team dynamic. Team sizes will be dependent on enrollment. Prerequisites: MEDA 302 or MEDA 309, MEDA 310 or instructor permission. Three credit hours

**MEDA 403: Advanced Broadcast Graphics**

Using specific hardware and software, students will design and deploy original graphics packages for use in a variety of broadcast scenarios including live streams. Prerequisites: MEDA 304 or instructor permission. Three credit hours

**MEDA 498: Digital Media Production Exit Project**

This independent study course is designed to challenge students to focus their cumulative knowledge and skill on a capstone project that meets program standards. A panel of department professors, peer, and/or external reviewers will evaluate the work. This class is reserved for Digital Media Production Majors of Junior and Senior level that have completed more than 50 hours in the degree program. Two credit hours.

Total Credit Hours Required: 120

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
MEDA 101-Understanding Media	3	MEDA 204- Communication Design	3		
MEDA 110- Intro to Digital Media Production	3	MEDA 200- Media Skills	3		
ENG 101	3	Major Writing Requirement	3		
MATH 101	3	ENG 102	3		
ART 101	3	Gen Ed.-Lab Science	4		
LINK101	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>	
MEDA 309- Audio Production 1	3	MEDA 304- Broadcast Graphics	3		
MEDA 310- Video Production 1	3	MEDA 219- Communication Photography	3		
MEDA 201-Producing & Directing	3	SPCH 101	3		
Gen Ed. – Behavioral Social Perspec.	3	Gen Ed.-World Cultures	3		
Gen Ed. - Founding Docs	3	General Elective	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
MEDA 312- Adv. Audio Production	3	MEDA 350 Web Distribution	3		
MEDA 410- Adv. Video Production	3	Major Elective 3XX/4XX	3		
Gen Ed.-Behavior and Social Science	3	Major Elective 3XX/4XX	3		
General Elective	3	General Elective	3		
General Elective	3	General Elective	3		
General Elective	1				
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
MEDA 460- Emerging Media	3	MEDA 421- Media Law and Ethics	3		
Major Elective 3XX/4XX	3	MEDA 498- DMP Exit Project	2		
MEDA 490/491- Internship	3	MEDA 499- Capstone	1		
General Elective	3	General Elective	3		
Gen Ed.-Math/SCI	3	General Elective	3		
Total Semester Hours	15	Total Semester Hours	12	Total Semester Hours	



## 2022-2023 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: Digital Media Production**  
**EMPHASIS:**

	Credit Hours
<b>UNIVERSITY REQUIREMENT</b>	
FALS 101: Fine Arts and Lecture Series	0
<b>GENERAL EDUCATION REQUIREMENTS</b>	
(For approved courses see the General Education: <a href="http://www.lander.edu/gen-ed">www.lander.edu/gen-ed</a> .)	
<b>A. Core Academic Skills (9 hours)</b>	
ENGL 101: Writing and Inquiry I	3
ENGL 102: Writing and Inquiry II	3
Mathematics	3
<b>B. Humanities and Fine Arts</b>	
Art 101: Introduction to Art	3
SPCH 101: Speech Fundamentals	3
<b>C. Behavioral and Social Perspectives</b>	
(6 hours selected from 2 different disciplines)	6
<b>D. Scientific and Mathematical Reasoning</b>	
(7 hours selected from 2 different disciplines, 1 lab science required)	7
<b>E. Founding Documents of the United States</b>	
HIST 111: United States History to 1877 or POLS 101: American National Government	3
<b>F. World Cultures</b>	
	3
<b>G. LINK 101: Leadership, Involvement, Networking and Knowledge</b>	
	1
<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>	<b>35</b>

If all of the General Education requirements are met and/or waived, and the credit hours do not add up to at least 30, the General Education requirements are not complete. If below 30, additional General Education courses from any category must be taken until the total hours add up to at least 30 hours.

### MAJOR PROGRAM LOWER LEVEL REQUIREMENTS

MEDA 101: Understanding Media	3
MEDA 110: Intro to Digital Media Production	3
MEDA 200: Media Skills	3
Writing Requirement:	3
MEDA 361: Broadcast Writing <b>or</b>	
MEDA 390: Scriptwriting <b>or</b>	
JOUR 201: Introduction to Journalism	
MEDA 201: Foundations of Producing and Directing	3
MEDA 204: Communication Design	3
MEDA 219: Communication Photography	3
MEDA 309: Audio Production <b>or</b>	3
MEDA: 302 Radio Production	
MEDA 310: Digital Video Production	3

### MAJOR PROGRAM UPPER LEVEL REQUIREMENTS

MEDA 304: Broadcast Graphics	3
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MEDA 312: Advanced Audio Production	3
MEDA 350: Web Distribution	3
MEDA 410: Advanced Video Production	3
MEDA 421: Media Law and Ethics	3
MEDA 460: Emerging Media	3
MEDA 490: Student Media Internship <b>or</b> MEDA: 491 Internship in Media and Communication	3
MEDA 498: Digital Media Production Exit Project	2
MEDA 499: Capstone	1

### MAJOR PROGRAM ELECTIVES

Students must take at least 9 hours of electives from 300 or 400 level related courses.

Study Abroad Programs with a production-related focus can be substituted with the approval of the Dept. Chair.

ENG 326: Cultural Studies in American Cinema	3
ENG 403: Special Topics in Film Studies	3
MEDA 301: Special Topics in Mass Communication	3
MEDA 315: Multimedia Sports Journalism	3
MEDA 340: TV News Reporting	3
MEDA 346: Digital Cinematography	3
MEDA 370: Documentary Films	3
MEDA 371: International Films	3
MEDA 372: Great Film Directors	3
MEDA 401: Special Topics in Digital Media	3
MEDA 402: Short Film Production	3
MEDA 403: Advanced Broadcast Graphics	3
MEDA 450: TV Studio Production	3
*MEDA 490/491: Additional Internship	3
SPAN 327: Hispanic Cinema in Translation	3
SPCH 302: Voice Acting	3
THR 308: On-Camera Acting Techniques	3

\*An additional internship can be used as an elective only after the Major Requirements have been met.

TOTAL MAJOR PROGRAM REQUIREMENTS	60
<b>ADDITIONAL ELECTIVES</b>	<b>25</b>
TOTAL FOR BS DEGREE	120

Students must earn a “C” or better in all program requirement courses and in ENGL 101 and ENGL 102.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses  
<https://www.lander.edu/academics/registrars-office/resources/major-guides>

**Similar Programs in South Carolina offered by Public and Independent Institutions**

**Identify the similar programs offered and describe the similarities and differences for each program.**

*There is no current public B.S. program in Digital Media Production offered in the State of South Carolina that blends key elements of liberal arts and technical education to offer a holistic B.S. program that embodies the same innovation and creativity as proposed in this degree program.*

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
B.A. Film & Media Studies	120	USC-Columbia	Offers production classes as electives	27 hrs. in major. Academic focus with required minor or cognate.
B.A. Broadcast Journalism	123	USC-Columbia	Media Broadcast Program	Journalism Focus-not production
B.A. Communications	120	USC-Upstate	Mass Media Concentration	Requires 3 hrs/Offers 12hrs of Production classes
B.A. Communication	120	SC State	Offers Concentration in Broadcast Journalism	30 hrs in Broadcast Production Classes
B.A. Communication: Digital Media	120	Anderson University	Offers 5 production classes at core	42 hrs. in Major. Communication focus.
B.A. Communication	120	Clemson	Offers production classes as electives and cognates	33 hrs. in Major. Communication focus
B.A. Communication Studies	120	Coastal Carolina	Offers production classes as electives	42 hrs in Major Communication with 5 Focus areas
B.A Communication	120	College of Charleston	Offers production classes as electives	37+ hrs. in Major. Communication focus
B.A. Computing in the Arts	120	College of Charleston	Offers Concentration in Digital Media	Computer Science degree with 22hrs of creative/design classes.
B.A. Communication	120	Winthrop	Offers focused interest with production classes	47-49 hrs in Major. Strong Journalism focus.
BA Mass Communications	120	Francis Marion	Offers concentration in Broadcast Journalism/Convergence	24 hours of Broadcast related classes that includes 6 hrs production class

**Faculty**

<b>Rank and Full- or Part-time</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
Professor #1 Full-time	MEDA 421 JOUR 201	Ph.D., Higher Education Administration, M.A. Journalism, University of South Carolina	Professor #1 Full-time
Professor #2 Full-time	SPCH 101 SPCH 302 THR 308	M.F.A., Performance, The Ohio State University	Professor #2
Associate Professor #1 Full-time	MEDA 350 MEDA 491 MEDA 498 MEDA 499	M.M.C., University of South Carolina	Associate Professor #1 Full-time
Associate Professor #2 Full-time	MEDA 110 MEDA 200 MEDA 460 MEDA 490 <i>Any 300/400 level elective</i>	M.F.A., TV Film Production, Savannah College of Art and Design	Associate Professor #2 Full-time
Associate Professor #3 Full-time	MEDA 201 MEDA 304 MEDA 310 MEDA 410 <i>Any 300/400 level elective</i>	Ph.D. Rhetorics, Communication, and Information Design, Clemson University	Associate Professor #3 Full-time
Lecturer Full-time	MEDA 101 MEDA 302 MEDA 309 MEDA 312 <i>Any 300/400 level elective</i>	M.A. Journalism, University of South Carolina	Lecturer Full-time
Adjunct Lecturer (5 positions) Part-time	MEDA 204 MEDA 219 MEDA 361 MEDA 390 <i>Any 300/400 level elective</i>	Graduate Degree (masters-level) with at least 18 hours in discipline	Adjunct Lecturer (5 positions) Part-time

Total FTE needed to support the proposed program: 7 existing; 0 new  
 Faculty: 6 existing; 0 new  
 Staff: 1 existing; 0 new  
 Administration: 1 existing, 0 new

**Faculty, Staff, and Administrative Personnel**

**Discuss the Faculty, Staff, and Administrative Personnel needs of the program.**

The B.S. in Digital Media Production program will require no new faculty lines of support and will utilize existing faculty across the university to support the launch and infancy of the program. All faculty

members in the Media and Communication Department hold the appropriate degrees and are qualified to teach undergraduate courses. However, it is reasonable to expect that as enrollment increases so will the demand for new class sections. If enrollment growth exceeds the proposed five-year plan, new line(s) will be required to support the degree program commensurate with Lander's policy of student to faculty ratio.

Existing administration and staff will be utilized for this program as well and their workload will be split between two programs in the department.

## Resources

### Library and Learning Resources

**Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.**

Lander University library services currently subscribes to a variety of online and print resources that support the degree in Media and Production.

In addition to the full-text multidisciplinary database *Academic Search Complete*, library database holdings include:

***Gale in Context: Biography:*** This database offers authoritative reference content alongside magazine and journal articles, primary sources, videos, audio podcasts, and images. It covers a vast array of people from historically significant figures to present-day newsmakers, including prominent artists from the past and present. It is continuously updated to ensure that students have access to the very latest information.

***Film & Television Literature Index with Full Text:*** This database offers researchers of film and television more than 160 full-text journals, indexing and abstracts for nearly 560 journals, cover-to-cover indexing and abstracts for 270 journals, and more than 160 full-text books covering subjects such as cinematography, film and television theory, preservation and restoration, production, reviews, screenwriting, and technical aspects. It also includes *Variety* movie reviews from 1914 to present and more than 63,000 images from the MPTV Image Archive.

***Humanities Full Text:*** includes full-text content from more than 200 active journals and magazines and 160 active peer-reviewed journals. Includes obituaries, original works of fiction, and reviews of books, performing arts events, motion pictures, and radio & television programs. The database provides coverage of feature articles, interviews, bibliographies, obituaries, and original works of fiction, drama, poetry and book reviews, as well as reviews of ballets, dance programs, motion pictures, musicals, radio and television programs, plays, operas, and more.

***Gale in Context: Opposing Viewpoints:*** A full-text resource covering today's hottest social issues, from Terrorism to Endangered Species, Stem Cell Research to Gun Control. Drawing on acclaimed series published by Greenhaven Press and other Gale imprints, Opposing Viewpoints Resource Center brings together all the information that's needed to fully understand an issue: pro and con viewpoint articles, reference articles that provide context, full-text magazines, academic journals, and newspapers, primary

source documents, government and organizational statistics, multimedia, including images and podcasts, links to hand-selected web sites.

**Book and Film Collections:** Lander University library services subscribes to two major eBook databases, EBSCO eBook Collection and ProQuest eBook Central Collection. EBSCO eBook Collection contains 6,626 books relating to Mass Communication and Media Studies. ProQuest eBook Central Collection contains 55,419 books pertaining to Mass Communications, Media Studies, Journalism, and Film Studies. Additionally, the print holdings of the library contain 3,227 titles on this subject. The library also subscribes to databases of films including *Films on Demand*, which contains 1,681 educational and documentary films on the topics of communication and media studies, *Film Platform Collection (Alexander Street)*, which contains hundreds of award-winning documentary films, and *Kanopy*, which contains 508 films on the topic of media & communications.

**Newspaper and Online Subscription Resources:** Library services offers a variety of online newspaper resources that could be useful to Mass Communications students. The library has purchased campus wide access to *The New York Times* and *The Wall Street Journal*. The library also offers a full-text digital collection of 1,200 newspapers from the database *Newspaper Source Plus*.

### **Student Support Services**

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Lander University provides a comprehensive array of coordinated student programs and services designed to maximize student success and enhance students' educational and co-curricular experiences outside of the classroom. A supportive learning environment is provided through the collaboration of numerous departments within the divisions of Academic Affairs, Student Affairs, and Business and Administration.

Lander University has an Academic Success Center (ASC) that offers a Peer Tutoring Program free of charge to students. This service is linked to many courses and will be utilized with the new degree program.

The ASC also provides academic advisement to first-year students. Full-time faculty serve as advisors for sophomore, junior, and senior students. These advising services are already covered as costs, and the expectations for faculty to serve as advisers are already established.

Lander also has an Office of Student Affairs and Wellness Center available to serve students. The office of Student Affairs oversees all areas such as campus recreation, career services, dining services, housing and residence life, off-campus student services, student activities, and university police. The Wellness Center offers a variety of health care services, programs and information resources to help students maintain optimal emotional and physical health in order to reduce or eliminate any barriers to their personal and professional growth.

### **Physical Resources/Facilities**

**Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.**

Lander will utilize existing spaces on the university's main campus. Instruction would primarily occur in the Carnell Learning Center, Abney Cultural Center, and Jackson Library. Any online teaching would utilize these existing spaces as well.

Lander University currently has one computer lab equipped with 24 computers and cloud-based Adobe Creative Cloud software and capable of editing audio and video. Additionally, four dedicated audio video edit suites exist for student use.

### **Equipment**

#### **Identify new instructional equipment needed for the proposed program.**

Currently, Lander can provide audio video equipment to students at an approximate ratio of 1:4 (equipment to students). We are continually purchasing new equipment and developing better accountability/tracking measures to increase student accessibility. Because each class requires unique equipment, we anticipate equipment purchase commensurate with student growth on an as-needed basis. Administrators will monitor teaching loads and student demand to determine what further investment in this program may be required.

### **Impact on Existing Programs**

#### **Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.**

Yes

No

Currently, we offer a Bachelor of Science in Media and Communication with a production component. It is reasonable to assume that enrollment in the Media and Communication degree program will be affected once the Media Production program becomes available. We anticipate a small percentage of students will switch from the Media and Communication degree to the Digital Media Production degree to pursue their careers as media creators. However, we remain confident that the Bachelor of Science in Media and Communication degree will continue to draw students who desire a broad-based degree not focused primarily on production. To summarize, we anticipate overall enrollment growth in our Media and Communication programs. While some current students may switch from our current Media and Communication degree to the new Digital Media Production degree, we also anticipate attracting new incoming freshmen and transfer students to our Digital Media Production degree who would not have enrolled otherwise.

**Financial Support**

<b>Sources of Financing for the Program 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>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>
Tuition Funding	\$53,500	\$53,500	\$160,500	\$160,500	\$267,500	\$267,500	\$374,500	\$374,500	\$428,000	\$428,000	\$1,284,000	\$1,284,000
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special State Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal, Grant, or Other Funding	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	\$53,500	\$53,500	\$160,500	\$160,500	\$267,500	\$267,500	\$374,500	\$374,500	\$428,000	\$428,000	\$1,284,000	\$1,284,000
<b>Estimated Costs Associated with Implementing the Program 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>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>
Program Administration and Faculty/Staff Salaries	\$47,125	\$47,125	\$47,125	\$47,125	\$47,125	\$47,125	\$47,125	\$47,125	\$47,125	\$47,125	\$235,625	\$235,625
Facilities, Equipment, Supplies, and Materials	\$5,000	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$45,000	\$45,000
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	\$52,125	\$52,125	\$57,125	\$57,125	\$57,125	\$57,125	\$57,125	\$57,125	\$57,125	\$57,125	\$280,625	\$280,625
<b>Net Total (Sources of</b>	\$1,375	\$1,375	\$103,375	\$103,375	\$210,375	\$210,375	\$317,375	\$317,375	\$370,875	\$370,875	\$1,003,375	\$1,003,375



Financing Minus Estimated Costs)												
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**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

**Budget Justification**

**Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.**

For the calculations in the Financial Support table, the tuition generated is based on the current rate of \$5350/semester for full time students.

The costs expected in the first five years are the costs to teach the new courses. A percentage of faculty pay is used to show this estimated cost. The other courses in the major are already being offering and seats are available to accommodate the number of students expected.

**Facilities, Equipment, Supplies, and Materials**

An estimated budget of \$5,000 per five students was calculated to provide and maintain the necessary equipment needed for the degree program. This cost includes equipment such as cameras, lights, and audio kits. Existing computers and lab spaces are sufficient for the program and are not included in this cost. Existing campus facilities will be used for the teaching needs of this program. Overhead costs (utilities, costs of general university operations) are not included as costs on the table above.

**Evaluation and Assessment**

**Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.**

Goal 1	Objective	Criteria/Competency/Traits	Where Introduced	Where Assessed	Assessment Method
1. Lander DMP graduates will be effective communicators in both written communication and audio visual presentation	A. Students will be able to use audio and video mediums effectively	1. Students will write, shoot and edit a complete conceptual idea and create an effective audio video presentation to an audience	MEDA 200	MEDA499	Course assignment Rubrics Portfolio Review Rubric
	B. Students will be able to write effectively	1. Students will use proper professional grammar and style 2. Students will be able to express their thoughts in a clear and concise manner.	ENGL 101 ENGL 102	ENGL101 ENGL 102	Individual class paper Rubric

Goal 2	Objective	Criteria/Competency/Traits	Where Introduced	Where Assessed	Assessment Method
2. Lander DMP graduates will understand the fundamental concepts of teamwork and demonstrate the ability to work in teams.	A. Understand the fundamental concepts of teamwork	Students will be able to demonstrate knowledge of teamwork.	MEDA110	MEDA200 MEDA310 MEDA410	Assignment Rubric Direct Observation Peer Evaluations
	B. Demonstrate the ability to work in teams.	Students will demonstrate the ability to work in teams to produce deliverables.	MEDA200	MEDA499	Portfolio Review Rubric

Goal 3	Objective	Criteria/Competency/Traits	Where Introduced	Where Assessed	Assessment Method
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Lander DMP graduates will have a clear perception of media ethics	Students will be able to identify and analyze ethical issues.	Students will be able to recognize factors that affect ethical decisions and to be cognizant of ethical dilemmas.	MEDA 421	MEDA421 MEDA499	Assignment Rubric
		Students will be able to develop ethical decision making in a media context			Individual class paper Portfolio Review Rubric

Goal 4	Objective	Criteria/Competency/Traits	Where Introduced	Where Assessed	Assessment Method
Lander DMP graduates will possess industry standard knowledge.	A. Students will have advanced video knowledge and skill	Students will be able to identify fundamental video terms, concepts, equipment, and techniques. Students will demonstrate advanced competency using cameras.	MEDA 101	MEDA101 MEDA110 MEDA310 MEDA460	Course assignment Rubrics Portfolio Review Rubric
	B. Students will have advanced audio knowledge and skill.	Students will be able to identify fundamental audio terms, concepts, equipment, and techniques. Students will demonstrate advanced competency using microphones and recorders.	MEDA200	MEDA200 MEDA302 MEDA312 MEDA499	Course assignment Rubrics Portfolio Review Rubric
	C. Students will have a fundamental understanding of media technology systems	1. Describe the function of basic computer systems. 2. Describe the function of broadcast computer systems. 3. Identify components essential to media technology systems.	MEDA110	MEDA110 MEDA450 MEDA499	Course assignment Rubrics Portfolio Review Rubric
	D. Students will have basic producing knowledge	Students will be able to identify the factors involved in producing various media projects.	MEDA201	MEDA201 MEDA302 MEDA310 MEDA499	Course assignment Rubrics Portfolio Review Rubric
	E. Students will understand the fundamentals of design for broadcast	Students will be able to identify key principles, terms, and procedures and demonstrate understanding through application creating various projects.	MEDA304	MEDA304 MEDA410 MEDA460 MEDA499	Course assignment Rubrics
	G. Students will have a basic understanding of how to present their work to a specific audience	Students will have basic knowledge of digital content distribution including web design, social media, file transfer protocols, hosting, and advertising.	MEDA200	MEDA200 MEDA201 MEDA350 MEDA499	Course assignment Rubrics Portfolio Review Rubric
	H. Students will have skills needed to use media production software.	Students will demonstrate competency using a variety of nonlinear audio-video editing, image, web, and animation software.	MEDA200	MEDA200 MEDA302 MEDA310 MEDA312 MEDA304 MED410 MEDA460	Course assignment Rubrics Portfolio Review Rubric

Goal 5	Objective	Criteria/Competency/Traits	Where Introduced	Where Assessed	Assessment Method
Lander DMP graduates will be capable problem solvers	Students will be able to identify production problems, develop solutions, and complete the production.	Students will demonstrate application of the decision-making process through completion of a various media projects as well as a culmination project and panel review.	MEDA101	MEDA110 MEDA200 MEDA219 MEDA204 MEDA302 MEDA310 MEDA312 MEDA410 MEDA460 MEDA499	Course assignment Rubrics Portfolio Review Rubric

Assessment of the program objectives will be accomplished by:

- Successful completion of required classes as the student progresses through the program.
- A capstone project that demonstrates the full spectrum of the student's ability to meet DMP Degree Goals.
- Students will submit a portfolio to a review panel that will use a robust assessment rubric. The data collected from these rubrics will be evaluated annually to identify strengths and areas for improvement.
- A portfolio exit presentation will be required of each student to identify employment or graduate pursuits.
- Communication with graduates will be maintained through social media as well as collaboration with the Office of Alumni Affairs.
- At the end of each academic year, the faculty will share the results of assessment and identify ways to improve student performance. Possible steps for improvement could take the form of class modality modification, assignment changes, emphasis on specific topics, or changes to student feedback.
- When needed, the faculty will review learning outcomes and the methods of assessment.

Lander University maintains a comprehensive annual assessment system for the evaluation and continuous improvement of all academic programs and administrative units. Consistent with this program, the B.S. in Digital Media Production program will be assessed annually by Media and Communication faculty. A faculty member will serve as the program assessment coordinator and other faculty will be involved in collecting and reviewing a variety of data. Student learning outcomes data acquired in the Assessment Method column of the table above demonstrates the effectiveness of instruction in the curriculum by measuring the student attainment of learning. Program productivity data, including FTE enrollments and graduation rates, will be monitored to determine continuing need for the program and the long-term sustainability of the program.

In addition, Lander University conducts regular alumni surveys to track employment status of alumni. This alumni survey data will be combined with additional data collected by faculty in the Department of Media and Communication to track alumni employment.

### **Accreditation and Licensure/Certification**

**Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.**

Yes

No

**Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.**

Yes

No

**Explain how the program will prepare students for this licensure or certification.**

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No