

NEW PROGRAM PROPOSAL FORM

Name of Institution: Lander University

Name of Program (include degree designation and all concentrations, options, or tracks):
B.A. in Communication

Program Designation:

- | | |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

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

- Yes
 No

Proposed Date of Implementation: August 2025

CIP Code: 09.0100

Delivery Site(s): 50401- Lander University (main campus), 320 Stanley Ave. Greenwood, South Carolina 29649

Delivery Mode:

- | | |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

To comply with the REACH Act, all Lander students in any degree program are required to take one of these three CHE approved courses:

HIST 111R: United States History to 1877

HIST 112R: United States History since 1877

POLS 101R: American National Government

REACH Act compliance details are highlighted in yellow on pages 13 and 16.

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

Dr. Lucas McMillan, smcmillan@lander.edu, 864-388-8275

Interim Dean, College of Arts & Humanities, and Dean, College of Behavioral & Social Sciences

Dr. Misty Jameson, mjameson@lander.edu, 864-388-8265

Chair, Department of Media & Communication; Professor of English & Film Studies

Both are Lander University, 320 Stanley Ave. Greenwood, SC 29649

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Department of English & Foreign Languages
Interim Dean, College of Arts & Humanities
Curriculum Committee
Faculty Senate
Provost & Vice President for Academic Affairs
President
Lander University Board of Trustees

Dec. 10, 2024 [home dept. for program]
Dec. 17, 2024
Feb. 13, 2025
Feb. 18, 2025
Feb. 19, 2025
Feb. 20, 2025
March 4, 2025

Background Information

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

Lander University seeks to offer a B.A. in Communication on its main campus. We offer an existing B.S. in Media & Communication and we view this proposal as the first step in updating/modernizing the existing Media & Communication program. Lander believes that the proposed B.A. in Communication program is distinctly different from the existing B.S. in Media & Communication. The existing B.S. in Media & Communication has a CIP code of “Media Skills” and focuses on production-oriented courses (audio and television), such as 9 hrs. in its core requirements that build media skills.

This new program will have a CIP code of “Communication, General” and will focus more upon written and oral communication—both in its core requirements of oral and written communication as well as in all of the upper-level courses that focus upon writing in different contexts and for preparation for different careers. Lander has a traditional English degree, but does not offer a Speech degree. An English degree is different than this proposed degree that seeks to have a more applied focus and requires more experiential learning.

In a second phase of program proposals anticipated during the 2025-2026 academic year we plan to either modify the existing B.S. in Media & Communication program to focus it on preparation for Media careers or develop a new program to address the Media career path and terminate the existing B.S. in Media and Communication program. Our faculty are currently engaged in exploring the best options for our students and their career aspirations.

Lander believes that success for a career in Communication most likely results from a strong foundation in both written and oral communication as well as a program that aims to increase students’ knowledge and application to applying what they have learned through experiential learning with campus publications and internships. Lander’s program would give students a wide array of course options that connect disciplines together so that graduates are prepared to succeed as communication professionals in business, government, healthcare, media, public relations, or with non-profits.

Today’s employment managers are often looking for students with heightened communication skills. This is true in a wide breadth of positions, particularly given technology allowing public and private firms to communicate so broadly with constituents and consumers (Dublino, 2024; Gallo, 2022; Indeed.com, 2025; Knight, 2024; Laker, 2023; Northup, 2025).¹ This program would provide students with the ability to seek graduate education if desired. Thus, this program is a part of Lander’s vision for students to be prepared to continue their education or launch their career upon graduation.

¹ These points are covered in academic publications and job websites. See Jennifer Dublino (2024) “The Skills you Need to be a Successful Remote Employee.” Business.com. Nov. 24. <https://www.business.com/articles/remote-worker-skills/>; Carmine Gallo (2022) “How Great Leaders Communicate.” *Harvard Business Review*. Nov. 23. <https://hbr.org/2022/11/how-great-leaders-communicate>; Benjamin Laker (2023) “Communication is at the Heart of Positive Employee Relationships.” *MIT Sloan Management Review* June 27. <https://sloanreview.mit.edu/article/communication-is-at-the-heart-of-positive-employee-relationships/>; Indeed.com Editorial Team (2025) “Top 10 Communication Skills to add to your Resume.” <https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills-to-add-to-your-resume>; Rebecca Knight (2024) “How to Improve Your Soft Skills as a Remote Worker.” *Harvard Business Review*. Jan. 8. <https://hbr.org/2024/01/how-to-improve-your-soft-skills-as-a-remote-worker>; Geneveive Northup (2025) “10 Communication Skills for your Life and Career Success.” Indeed.com. Feb. 19. <https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills>.

The Lander curriculum centers around core courses in communication, English, journalism, languages, and speech. Students will develop knowledge and skills related to media literacy; professional communication; communication law and ethics; writing skills; and speech, voice, and diction. Students will be introduced to career options in COMM 199 and build upon this with options at the 200-, 300-, and 400-level related to their interests, whether in communication, English, graphic design, journalism, media, photography, public relations, or writing. Students will have six hours of experiential learning—one on-campus experience and one on- or off-campus experience. Many courses will have application-oriented assignments, and some will use community-based learning. We are very confident about our ability to provide high-quality experiences given existing relationships with off-campus business, government, and non-profit partners for internships; experiential learning opportunities in a variety of university offices; and existing student media outlets such as our campus newspaper, literary journal, radio station, television studio, and annual film festival. These things will connect to the new B.A. in Communication as well as to existing minors in areas such as creative writing, journalism and professional writing, media, and photography.

Initial target audiences include: (1) students at technical colleges with relevant coursework or an A.A. degree; (2) persons in Upstate South Carolina who are working in communication and wish to earn a bachelor's degree; and (3) students at Lander who are interested in this field but have previously had only the choices of several minors or a major in English or one geared more toward media production. As the program is implemented and grows, Lander will explore more options for target audiences.

Lander University's mission is to "offer high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond" and provide a "rich liberal arts environment" to produce marketable graduates. The curriculum that is outlined aims to provide a breadth of coverage for students to ascertain many opportunities in Communication and gain knowledge and skills in key areas that would allow for continued learning in workplace settings or through graduate education to advance a career. Thus, this proposed program is part of Lander's Strategic Plan and mission and vision statements.

As detailed below in the Assessment of Need section, Lander asserts that this major program would serve new and current Lander students well, strengthen existing relationships with technical colleges, and provide a good pathway for any South Carolinian who wishes to gain a baccalaureate degree.

Assessment of Need

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

Within South Carolina and beyond, employment options related to skills and knowledge about communication continue to grow due to our growing population and enlarging economy. This is also the case because of so many visitors—domestic and international—that come to South Carolina. Positions across businesses, government, non-profits, healthcare, manufacturing, and tourism need communications specialists. As the table below shows, many positions have double-digit percentage increases in occupations related to communication—editors, journalists, PR managers, communication directors, technical writers, event planners, fundraisers, and market research or communications specialists. Just as the statewide data shows many needs for graduates with a B.A. in Communication, so too do organizations within the Lakelands region of South Carolina. Thus, within Lander University's local area, the Upstate, and across South Carolina, the services of communication professionals would benefit many within our population.

Lander has long offered degrees that enhance students’ communication, writing, and speaking skills, but we believe the development of this new degree program will better enable students to follow a pathway toward their chosen career through pursuit of a major as well as a minor program. We will continue to have the major in English and a major in Digital Media Production, but we are allowing this new program to focus upon enhance written and oral communication skills whereas another program can focus on media studies. We have also re-vamped our minors related to writing, journalism, and speech.

Many students in S.C. technical colleges take courses related to the B.A. in Communication, so we also believe that this can enhance existing articulation agreements and lead to new relationships with our technical college partners particularly since it builds upon core courses in written communication (ENG 101, ENG 102) and oral communication (SPC 101) that they offer across A.A., A.S., and A.A.S. programs.²

Transfer and Articulation

Lander enjoys partnerships with many S.C. technical colleges. These are supported by articulation agreements, visits by admissions counselors and advisors to campuses, presentations by faculty and staff, and course articulations on the SCTRAC website. In coming months, we will examine if more formal partnerships and agreements to support the proposed B.A. in Communication are needed.

Existing coursework in Art, English, Graphic Design, Journalism, Media, Psychology, Speech, and Writing (as well as all General Education disciplines) that is a part of the proposed curriculum for a B.A. in Communication is already articulated on the SCTRAC website.

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

At this time, no special articulation agreements are in place for this program.

Employment Opportunities

This table includes priority occupations as determined by the Department of Employment and Workforce (DEW) through its Coordinating Council for Workforce Development³ as well as all other relevant positions to this degree program.

Occupation	South Carolina		United States		Data Type and Source
	Expected Number of Jobs (2033)	Employment Projection (% and Numeric)	Expected Number of Jobs (2033)	Employment Projection (% and Numeric)	
Communications Teachers, Postsecondary	290	12% 20	3600	3% 2,800	

² Lander University added the introductory course in Speech (SPC 101 in SCTCS) as a Gen-Ed offering a few years ago to increase transfer friendliness and have found that increased numbers of A.A., A.S., and A.A.S. programs require this course. We also find that transfer students are more likely to bring in the equivalent of COMM 275: Professional Communication in recent years. Thus, like Lander, SCTCS institutions seems to encourage more students to take written and oral communication skills as they are relevant for many careers.

³ See “Priority Occupations” listed on this website, <https://dew.sc.gov/CCWD>

Editors	960	13% 100	111,900	-2% 9,300
Film & Video Editors	410	11% 40	49,400	5% 4,000
Market Research Analysts, Marketing Specialists, Communications Specialist	14,720	25% 1,480	978,300	8% 88,500
Meeting, Convention, & Event Planners	2,140	17% 240	158,900	7% 16,500
News Analysts, Reporters, & Journalists	1,170	22% 140	48,400	-3% 4,500
Property, Real Estate, and Community Assn. Managers	7,360	16% 620	482,200	3% 37,800
Public Relations Managers & Communications Directors	1,300	14% 100	83,800	7% 6,000
Public Relations Specialists	4,150	14% 360	327,200	6% 27,100
Technical Writers	510	13% 50	52,100	4% 4,100
Writers & Authors	1,310	16% 140	158,400	5% 15,100
Librarians & Media Specialists	2,120	10% 210	146,400	3% 13,300
Public Relations Managers	1,300	14% 100	83,800	7% 6,000
Fundraisers	1,530	15% 120	133,300	6% 10,000
Fundraising Managers	450	13% 40	40,500	6% 2,900
Advertising and Promotions Managers	320	10% 30	21,700	-3% 1,800
Marketing Managers	4,200	16% 370	420,800	8% 34,800

U.S. Department of Labor,
www.careeronestop.org
and
U.S. Department of Labor,
Bureau of Labor Statistics,
Occupational Outlook Handbook
in the categories of
Media & Communication;
Management;
Business & Financial;
Education,
Training, & Library
<https://www.bls.gov/ooh>

*The priority occupations designated by DEW are emphasized in bold in this table. In O*NET, a list of **879** occupations comes up when you look under the skill for **Writing**.⁴
In O*NET, a list of **879** occupations comes up when you look under the skill for **Speaking**.⁵

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

⁴ O*NET Online: Writing, <https://www.onetonline.org/find/descriptor/result/2.A.1.c>

⁵ O*NET Online: Speaking, <https://www.onetonline.org/find/descriptor/result/2.A.1.d>.

The following ads are a sample of job ads from the [Zip Recruiter website](#) of positions near Greenwood, and Upstate S.C.. These demonstrate how employers are looking for persons with a Communication degree as well as those who have strong written and oral communication skills.

Case Manager Information Specialist

[Elite Home Care Day Centers & Transportation](#)

Greenwood, SC

Job Summary

The Case Manager Information Specialist at Elite Home Care Day Centers & Transportation is responsible for delivering engaging content to create a strong, unified, and vibrant brand identity. The Marketing Specialist will be responsible for creating and executing campaigns to reach target audiences and generate new business leads, working closely with stakeholders, creatives, and vendors throughout.

Compensation & Benefits

This position is a full time role and offers benefits, including Health and Retirement savings plans and a competitive salary.

Responsibilities

- Design and execute marketing strategies to drive business for Elite Home Care Day Centers & Transportation
- Research and identify new strategies to reach target customers
- Design and organize monthly marketing calendar that can be shared with stakeholders
- Monitor customer feedback and competitive landscape to understand customer needs
- Develop and manage relationship with vendors to build and execute marketing campaigns
- Develop engaging content for digital channels such as websites, emails, and social media
- Provide weekly and monthly reports to help stakeholders evaluate results against objectives

Requirements

- A minimum of 2 years of professional marketing experience
- Bachelor's degree in Business Administration, Marketing, Communications, Social Work or related field
- Strong expertise in content and campaign design and execution
- Familiarity with research and data-driven practices in marketing
- Exceptional communication, organization, and creative problem-solving skills
- Experience working in a fast-paced, multi-project environment
- Working knowledge of Microsoft Office and Adobe Creative Suite
- Local to Greenwood/Laurens, South Carolina or willing to relocate

EEOC Statement: Elite Home Care & Transportation is an equal opportunity employer and does not discriminate against employees and/or applicants for employment because of race, color, sex, age, national origin, religion, sexual orientation, gender identity, disability or any other reason prohibited by law.

Account Manager - State Farm Agent Team Member

[Chan Chitwood - State Farm Agent](#)

Greenwood, SC

\$30K - \$42K/ yr
Full-Time
Posted 25 days ago

Job description Position Overview

Are you outgoing and customer-focused? Do you enjoy working with the public? If you answered yes to these questions, working for a State Farm independent contractor agent may be the career for you! State Farm agents market only State Farm insurance and financial service products.

Responsibilities

- Establish customer relationships and follow up with customers, as needed.
- Use a customer-focused, needs-based review process to educate customers about insurance options.
- Develop leads, schedule appointments, identify customer needs, and market appropriate products and services.

As an Agent Team Member, you will receive...

- IRA Matching contribution
- Salary plus commission/bonus
- Paid time off (vacation and personal/sick days)
- Training & Development
- Growth potential/Opportunity for advancement within my agency
- Opportunity Advancement

Requirements

- Interest in marketing products and services based on customer needs
- Excellent communication skills - written, verbal and listening
- People-oriented
- Detail oriented
- Proactive in problem solving
- Able to learn computer functions
- Ability to work in a team environment

If you are motivated to succeed and can see yourself in this role, please complete our application. We will follow up with you on the next steps in the interview process.

This position is with a State Farm independent contractor agent, not with State Farm Insurance Companies. Employees of State Farm agents must be able to successfully complete any applicable licensing requirements and training programs. By accepting this position, you are not guaranteed an agency position with State Farm Insurance Companies. As an agent team member, you will still need to go through the regular State Farm agent selection process when you are ready to pursue an agency opportunity. State Farm agents are independent contractors who hire their own employees. State Farm agents employees are not employees of State Farm.

Marketing Communications Specialist

[Find Great People | FGP](#)

Greenville, SC

\$65K - \$68K / yr
Full-time

Posted 8 days ago

- Job description

A firm is hiring a Marketing & Communications Specialist in Downtown Greenville. This is a wonderful opportunity for an ambitious creative who values a tight-knit company culture. This is a direct-hire, fully onsite position.

Description:

- Write and distribute press materials
- Leverage existing media relationships and cultivate new business contacts
- Develop and implement media relations programs
- Assist in the selection of marketing and promotional materials
- Create content for social media
- Develop and implement social media plans

Qualifications:

- Ability to work onsite 5 days per week
- Bachelor's Degree required
- 5+ years of experience in public relations, marketing and social media marketing
- Experience managing social media marketing campaigns
- Strong problem solving and critical thinking skills
- Excellent written and verbal communication skills
- Deadline and detail-oriented

Compensation & Benefits:

- \$65,000-68,000
- Medical and 401(k) benefits
- Paid downtown parking
- PTO
- Bonus eligibility
- Friday half-days

Hospice Specialist - Community Outreach, Marketing, and Business Development for Christian provider

[Empyrean Hospice](#)

Greenville, SC

\$70K - \$80K / yr

Full-time

Posted 23 days ago

Job description

We are a Christian hospice offering the highest quality clinical care and the love and salvation of Jesus Christ.

Empyrean Hospice hires Hospice Specialists for community marketing and business development in the specific areas and regions we serve. Our Hospice Specialists educate healthcare professionals, community partners, and individuals and their loved ones about hospice and Empyrean's mission.

Salary or hourly rate listed is the base for this role; increase commensurate with experience.

Position Overview - Hospice Specialist:

Represent Empyrean Hospice with the utmost professionalism and compassion

Serve with a specific hospice branch or service area to educate members of the community and referral sources regarding hospice care, our mission, and our services

Meet with families or individuals considering hospice care for their loved one

Coordinate with the branch's leadership for timely hospice admissions

Communicate effectively and work within our CRM regarding patient and referral source information

Maintain all aspects of compliance and respect for patient privacy in adherence to regulations and law

Provide education presentations, phone calls, in-person, and email communications with facility partners, referral sources, and community members

Serve as a team player with the branch's leadership and care team members to support Empyrean's mission

This role is in the community daily with a smaller percentage of daily time in the hospice branch

Who is Empyrean Hospice?

With Empyrean Hospice, we are family. We are committed to caring for people at end of life with the same level of dedication and compassion we would choose for our own loved ones. Our core values are the foundation for our dedication to integrity and clinical excellence.

Empyrean is a national company with community heart. We provide resources and leadership to support our care teams across the country so they can focus on the quality-of-life care and clinical excellence for the patients and families we serve. Our culture fosters a focus on our care delivery with work-life balance and support for our team members through manageable caseloads and professional growth supported by a team of expert leaders.

Empyrean offers ongoing professional education opportunities, manageable caseloads, and a benefits package for eligible employees.

Competitive compensation

Comprehensive benefits include paid time off (PTO), dental, health, life, and vision insurance, an employee assistance program, and professional development assistance

Mileage reimbursement plan

Opportunities for professional growth and advancement

Position Qualifications

Professionalism, compassion, empathy, and a desire to help others

Self-motivated, organized, with attention to detail

Minimum of 2 years of demonstrated healthcare sales or outreach experience preferred in one of the following settings: hospice, palliative, or home care; skilled nursing or assisted living, other medical industry sales roles

Established, respected community relationships in the market and/or region

Associate or bachelor's Degree, preferred in marketing, communications, business, or public relations

Preferred clinical knowledge, experience, and/or medical terminology

Computer proficient with Microsoft suite

Valid driver's license and reliable transportation

Empyrean Hospice is an equal opportunity employer and considers all qualified applicants equally without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, or veteran status. Candidates for employment with Empyrean understand that Empyrean expressly

does not want employees to use, and employee's responsibilities and duties with Empryan will not require or involve, any trade secrets or other confidential information secrets that employee may have obtained from former employers or any other third party. Further, Empryan expects and facilitates disclosure of, and compliance with, any obligations with any prior employers or other third parties that may legally apply to an employee.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2025-2026	10	12	
2026-2027	14	16	
2027-2028	24	26	
2028-2029	28	30	
2029-2030	32	34	

Explain how the enrollment projections were calculated.

Enrollment projections are informed by data on current Lander University students majoring in English as well as Media and Communication; current students who are pursuing minors in a variety of areas related to communication, journalism, and writing; incoming students, and data on persons working in Communications-related fields within the Upstate of South Carolina.

Lander expects that as many as 20% of continuing students majoring in either English or Media & Communication (n=117 in spring 2025) may choose to change to the Communication major, but these students are not counted in the numbers above since these students already support existing costs. Lander plans to recruit new students to campus directly and recruit those students who wish to continue their education after coursework at Piedmont Tech or other technical colleges or to continue their education after years of work experience. Working professionals may not pursue a full load of courses. Thus, the enrollment projections above reflect FTE students. We believe that the program will continue to slowly grow. We are confident that the planned curriculum with two experiential learning courses required will enhance students' preparation for the workforce.

Although Lander expects summer courses to be offered and will respond to students' level of interest, the planned curriculum does not require summer coursework, so we are not including those estimates above. The estimates above are conservative in order to protect institutional budgets, but showcase Lander's confidence that this new program would start out strong and continue to grow.

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

- Yes
- No

Curriculum

The list below includes new courses as well as modified courses for this Program Proposal.

Newly Created Courses

COMM 199. CAREERS IN COMMUNICATION. This course introduces careers available for Communication majors, opportunities for professional development, and admissions requirements for graduate and professional schools. Prerequisite: ENGL 101 with “C” or better, enrollment as a Communication major, or instructor permission. One credit hour.

COMM 212. INTERPERSONAL COMMUNICATION. This course is designed as an introduction to interpersonal communication. It will emphasize the characteristics and process of interpersonal communication including perception, speech and language, nonverbal behaviors, listening and feedback, conflict and conflict resolution, the ethics of interpersonal communication, and relationship development and maintenance. The ability to recognize cultural similarities and differences is emphasized, as is the ability to recognize one’s own communicative biases and behaviors. Prerequisite: ENGL 101 with “C” or better. Three credit hours.

NOTE: Program requirements for the B.A. in Communication allow an existing course, PSYC 212: Interviewing and Counseling, to be substituted for this course.

COMM 450. ADVANCED PROFESSIONAL COMMUNICATION. This course introduces advanced techniques for writing in a professional setting. Skills taught may include effective communication strategies to targeted readers, composing effectively in a variety of forms and media, and applying rhetorical concepts in professional environments. Prerequisite: “C” or better in COMM 275 or instructor permission. Three credit hours

COMM 499. SENIOR SEMINAR. This capstone course is required of all senior Communication majors. It will help students refine their professional skills and write resumes in preparation for graduation. This course also requires students to assemble a professional portfolio, drawing from their various experiences as Communication majors, as they prepare for graduate school or careers. Restricted to Communication majors with senior status or instructor permission. Three credit hours

Modified Courses for the New Major (from MEDA 490 and MEDA 491)

COMM 490. ON-CAMPUS INTERNSHIP. This on-campus internship course is designed to give students practical work experience with a specific university office or organization under the direct supervision of a faculty advisor. The course may be repeated for no more than six total credit hours toward the Communication major. Prerequisite: Junior/senior standing or instructor permission. One to three credit hours.

COMM 491. OFF-CAMPUS INTERNSHIP. This internship course is designed to give the student practical work experience under the supervision of a professional. The internship requires that students work through an approved agency, business, organization, or academic environment under the supervision of one of its professional employees and a designated professor. Suitable positions determine availability of internships. The course may be repeated for no more than six total credit hours toward the Communication major. Prerequisites: Junior/senior standing and a minimum 3.0 institutional GPA or instructor permission. One to three credit hours.

JOUR 490. THE FORUM STUDENT NEWSPAPER. This on-campus internship is designed to give students practical work experience under the direct supervision of the faculty advisor for “The Forum,” Lander University’s student newspaper. The internship requires that students work closely with their supervisor in producing content for the publication, which appears in both print and digital format. Prerequisites: “C” or better in ENGL 102. Three credit hours.

Modified Courses with a new Disciplinary Prefix

COMM 101 (from MEDA 101): Media Literacy

COMM 275 (from WRIT 275): Professional Communication

COMM 421 (from MEDA 421): Seminar in Communication Law and Ethics

DEGREE: BACHELOR OF ARTS

MAJOR: COMMUNICATION

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses, see General Education: www.lander.edu/gen-ed.)

A. Core Academic Skills (9 hours)	
*ENGL 101: Writing and Inquiry I	3
*ENGL 102: Writing and Inquiry II	3
Mathematics	3
B. Humanities and Fine Arts	6
*SPCH 101: Speech Fundamentals	3
(3 hours selected from a different discipline)	3
C. Behavioral and Social Perspectives	6
(6 hours selected from 2 different disciplines)	
<i>If you already have credit for HIST 111, do not take HIST 111R; if you already have credit for HIST 112, do not take HIST 112R; if you already have credit for POLS 101, do not take POLS 101R.</i>	
D. Scientific and Mathematical Reasoning	7
(7 hours selected from 2 different disciplines, 1 lab science required)	
E. Founding Documents of the United States (REACH Act)	3
HIST 111R: United States History to 1877 or	
HIST 112R: United States History since 1877 or	
POLS 101R: American National Government	
<i>If you already have credit for HIST 111, do not take HIST 111R; if you already have credit for HIST 112, do not take HIST 112R; if you already have credit for POLS 101, do not take POLS 101R.</i>	
F. World Cultures	3
G. LINK 101: Leadership, Involvement, Networking and Knowledge	1
<i>LINK 101 is required of all new transfer students who have earned less than 24 credit hours of college-level work and all first-time freshmen.</i>	
TOTAL GENERAL EDUCATION REQUIREMENTS	35

MAJOR PROGRAM CORE REQUIREMENTS

COMM 101: Media Literacy	3
COMM 199: Careers in Communication	1
COMM 275: Professional Communication	3
COMM 421: Seminar in Communication Law and Ethics	3

COMM 499: Senior Seminar	3
ENGL 200: Writing Skills	2
JOUR 201: Introduction to Journalism	3
JOUR 360: Journalism for Multiple Media	3
SPCH 201: Voice and Diction	3

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

**101-level Foreign Language	0-3
**102-level Foreign Language	0-3
**200-level Foreign Language	0-3

Introductory Communication Courses (choose 3 hours from the following): **3**

COMM 212: Interpersonal Communication or PSYC 212: Interviewing & Counseling	
MEDA 200: Media Skills	
MEDA 202: Radio Production	
MEDA 215: Sports Media and Society	
MEDA 261: Broadcast Writing	
WRIT 276: Public Writing and Research	

Advanced Communication Courses (choose 12 hours from the following): **12**

COMM 450: Advanced Professional Communication	
ENGL 413: Special Topics in Rhetoric	
ENGL 414: Studies in Genre	
ENGL 417: Reading/Writing Seminar	
JOUR 375: Feature and Magazine Writing	
MEDA 311: The Art of the Podcast	
MEDA 315: Multimedia Sports Journalism	
MEDA 341: Public Relations	
MEDA 342: PR Communications (MEDA 341 prerequisite)	
MEDA 351: Social Media	
SPCH 302: Voice Acting	
WRIT 350: Professional Revising and Editing	
WRIT 373: Writing and Research Methods	
WRIT 390: Scriptwriting	

Visual Communication Courses (choose 3 hours from the following): **3**

ART 203: Photography I	
DES 101: Introduction to Graphic Design	
DES 230: History of Graphic Design	
DES 305: Web Design I	
JOUR 302: Publication Design	
MEDA 204: Communications Design	

Experiential Learning Courses **6**

JOUR 490: <i>The Forum</i> Student Newspaper	3
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And choose three hours from the following options:

COMM 490: On-Campus Internship	
COMM 491: Off-Campus Internship	
WRIT 405: <i>New Voices</i>	
WRIT 490: Internship	

TOTAL MAJOR PROGRAM REQUIREMENTS **48-57**

*****ADDITIONAL ELECTIVES** (includes hours for required minor or double major) **28-37**

At least 3 credit hours may need to be 300-level or above. The remaining hours may be at any level.

TOTAL FOR BA DEGREE **120**

**Students must earn a "C" or better in this course.*

***Communication majors are required to complete foreign language study through the intermediate level (SPAN 203 or FREN 203). Students who place above the 203 Intermediate level are exempt from this requirement.*

****The Communication major requires a minor or second major. Students are encouraged to carefully consider their career aspirations when making this choice. Relevant options include minors in such fields as Business Administration, Creative Writing, Design, English, Entrepreneurship, Film Studies, French, International Studies, Non-Profit Management, Political Science, Pre-Law, Public History, Public Relations, Psychology, Photography, Spanish, or Speech and Performance.*

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

Total Credit Hours Required: 120 hours

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ENGL 101: Writing and Inquiry I (Core Academic Skills, General Education)	3	ENGL 102: Writing and Inquiry II (Core Academic Skills, General Education)	3		
Foreign Language (101-level, or elective depending on placement)	3	Foreign Language (102-level, or elective depending on placement)	3		
COMM 101: Media Literacy	3	Scientific and Mathematical Reasoning (General Education)	3		
Mathematics (Core Academic Skills, General Education)	3	SPCH 101: Speech Fundamentals (Humanities and Fine Arts, General Education)	3		
HIST 111R or HIST 112R or POLS 101R (Founding Documents, General Education) (REACH Act)	3	Behavioral and Social Perspectives (General Education)	3		
LINK 101 (Core Academic Skills, General Education)	1				
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
JOUR 201: Introduction to Journalism	3	COMM 275: Professional Communication	3		
COMM 199: Careers in Communication	1	Behavioral and Social Perspectives (General Education)	3		
ENGL 200: Writing Skills	3	World Cultures (General Education)	3		
Foreign Language (200-level, or elective depending on placement)	3	Introductory Communication Course Requirement (select from list in area)	3		
SPCH 201: Voice and Diction	3	Laboratory Science (General Education, Scientific and Mathematical Reasoning)	4		
Humanities and Fine Arts (General Education)	3				
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
Visual Communication Course Requirement (select from list in area)	3	JOUR 360: Journalism for Multiple Media	3		
Advanced Communication Course Requirement (select from list)	3	Advanced Communication Course Requirement (select from list)	3		
Elective or Minor requirement	3	Elective or Minor requirement	3		
Elective or Minor requirement	3	Elective or Minor requirement	3		
Elective or Minor requirement	3	Elective or Minor requirement	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
COMM 421: Seminar in Communication Law and Ethics	3	COMM 499: Senior Seminar	3		
JOUR 490: The Forum	3	Experiential Learning Course Requirement (select from list of internships from JOUR 490, COMM 490, COMM 491, WRIT 405, or WRIT 490)	3		
Advanced Communication Course Requirement (select from list)	3	Advanced Communication Course Requirement (select from list)	3		
Elective or Minor requirement	3	Elective or Minor requirement	3		
Elective or Minor requirement	3	Elective or Minor requirement	1		
Total Semester Hours	15	Total Semester Hours	13	Total Semester Hours	
Total Credit Hours Required: 120 Hours					

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.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
B.A. in Communication	120	Clemson University	Intro professional writing, journalism, communication, and capstone classes are similar as is the “communication across media platforms” course. This program requires an internship.	Instead of minors or cognates, students choose from one of four emphasis areas: Health Communication; Strategic Communication; Media and Technology Studies; and Generalist, which, in some ways, limits the types of specializations on offer for students as compared to Lander’s minor options. However, Health Communication is one area that Lander does not have offer. Only one internship is required. Clemson’s major required hours are only 41 compared to 48 hrs. at Lander.
B.A. in Communication Studies; Concentration: Communication* <i>*There are 5 concentrations total. This one seemed the most relevant to Lander. Others include Health Communication, Interactive Journalism, Public Relations/Integrated Communication, and Sports Communication.</i>	120	Coastal Carolina University	This program requires a minor; like Lander, student choices for minors are not limited but need to be approved by an advisor. Required Foundations courses in speech, research, and journalism are similar to Lander’s. The Interactive Journalism Concentration has required journalism courses that are also similar to Lander’s (including Intro to Journalism, Print and Online News Writing, and Journalism Law and Ethics), but students in that program must choose either a Broadcast or Multimedia Track.	The CCU program is flexible in its upper-level requirements, with students only being required to take 15 hours of 300-400-level COMM or JOUR courses, along with COMM 372: Organizational Communication. Students are not given categories/areas of study to fulfill (such as visual communication). Internships are not required, and Lander requires two experiential learning courses.
B.A. in Communication	122	College of Charleston	Introductory professional writing, journalism, communication, and capstone classes are similar, as are courses in research and ethics.	Students have a Political Communication requirement in this program. The number of major requirement hours for this program is 37 hrs, lower than Lander at 48 hrs. No internship nor a minor or a cognate is

				required, whereas Lander requires 2 internships and a minor or double major.
B.A. in Mass Communication	120	Francis Marion University	This program requires either (a) two 12-hour collaterals approved by the faculty adviser or (b) an 18-hour minor approved by the faculty adviser. This is similar to Lander's minor requirement. Most of the 24 hours of Mass Communication foundation courses are similar to courses at Lander, including intro courses in writing, journalism, publication design, and ethics.	Students are required to take 12 hours in one track option: Broadcast Journalism, Convergence Journalism, or Public Relations. Students must also take 12 hours of electives from any discipline such as economics, history, technology, science, medicine, and design. An internship is not required, whereas Lander requires two experiential learning courses.
B.A. in Communications	123	South Carolina State University	Most of the 15 core hours of this program (survey in mass comm, writing for mass comm, public communication, and law and ethics of mass media) are similar to those for Lander's program. An internship is also required for this degree.	Students must choose either a Journalism or a Broadcasting concentration for this degree, which means students will have different course options from those at Lander (particularly in broadcasting). Aside from choosing a concentration, students are given clusters of electives to choose from, including Media and Culture, Broadcasting, and Journalism. This degree does not seem to require a language, and only one internship is required.
B.A. in Communication	120	University of South Carolina, Aiken	This program has a comparable number of major requirement hours at 42. This program requires a minor or a cognate; like Lander, student choices for minors are not limited but need to be approved by an advisor. Core courses (24 hours) are similar, particularly in visual communication, writing, and research.	Students choose either an internship or service learning; only one is required, unlike Lander's two internships. Some courses at USC-Aiken are labeled as COMM (such as COMM A305: Editing Skills) whereas Lander may label them as ENGL or WRIT. Thus, USC Aiken offers more COMM courses, whereas Lander would use existing coursework in English, Speech, and Writing and other fields for this degree program.
B.A. in Communication Studies	120	University of South Carolina, Beaufort	Core courses, particularly the 27 hours of major requirements, are similar to Lander's. These include Writing Across	There is no minor or cognate requirement for this program. Instead, there are 21 hours of Program Requirements to be distributed

			Media Platforms and Communication Law.	across at least five different areas of study. Choices for these areas of study include African American Studies, Anthropology, Economics, Philosophy, Political Science, Psychology, Religious Studies, and Sociology—disciplines that are not necessarily tied to Lander’s curriculum.
B.A. in Journalism and Mass Communication	120	University of South Carolina, Columbia	This program also requires a minor or a cognate, giving students similar choices in courses in public relations, sports media, and visual communication. The number of major requirement hours (48) is similar, and the program has similar learning outcomes. Intro professional writing, journalism, and communication classes are similar as is the upper-level core course in ethics.	This program has more communications theory and popular culture course options; there are also more health-related courses as well as technical media production courses in this program. Unlike at Lander, no internship is required.
B.A. in Communications	120	University of South Carolina, Upstate	Many of the optional courses in “Writing and Presentation Skills” and “Professional Practices” categories within the Communication Studies group of courses are similar to Lander’s (including Writing in Digital Environments, Laws and Ethics of the Mass Media, and Copyediting).	The 15 hours of major requirements are not particularly similar to Lander, outside of the capstone course and the public speaking requirement. A minor is also not required for this program; however, students must complete their required credit hours from three different “groups” of study: Communication Studies, Mass Media, or Public Relations. While an internship is optional, an internship or independent study course may be taken twice to fulfill requirements.
B. A. in Mass Communication	120	Winthrop University	Core courses in journalism, research, and ethics are similar, as is the portfolio-based capstone course. Required courses in visual communication are similar. This program also requires an internship or practicum.	This program requires more courses in mathematics and marketing than does the BA at Lander. It also requires 12 hours in Digital Sports Production courses and only one internship, not two.

B.A. in Communication: Digital Media	120	Anderson University	Core introductory, media, and communications ethics/media law courses are similar.	This program requires more technical production-based coursework, such as Intro to Video Production and Corporate Video Production. An internship is not required, nor is a minor. Since Anderson is a private Christian institution, it also requires courses in Biblical teachings. This would have more similarities (outside of the Bible) with Lander's B.S. in Digital Media Production.
B.A. in Communication: Public Relations	120		Core introductory, media, and communications ethics/media law courses are similar. The emphasis on writing and research is similar to that at Lander.	Anderson's program requires at least one technical production-based course, Intro to Video Production; because of the focus of this program, it also requires extensive upper-level PR courses when compared with many other choices for students at Lander. An internship is not required, nor is a minor. Since Anderson is a private Christian institution, it also requires courses in Biblical teachings.
B.A. in Mass Communication	120	Benedict College	Required courses in voice and diction, writing for mass media, feature writing, research, publication design, and media law and ethics are similar to those at Lander.	Benedict's program has more emphasis on technical production-based courses in video, audio, and photography, as well as a camera requirement for students (a DSLR or equivalent) when compared to Lander's program. Only one internship is required, instead of 2 at Lander.
B.A. in Communication	120	Bob Jones University	This program requires both an internship and an experiential learning course, similar to Lander's requirements. Intro courses in media and society and digital literacy are similar as is the portfolio-based capstone course.	BJU's program requires students to take at least one course in economics and more theory-based courses in communication. While 39 hours are required in BJU's major, Lander requires 48 hrs. Since BJU is a private Christian institution, it also requires several courses in Biblical teachings.
B. A. in Communication Studies	120	Charleston Southern University	Major requirements in media literacy, writing and reporting, editing, and communication law are all similar to	CSU's program has required courses in theory and technical production, unlike at Lander. Only one internship is required, not

			Lander's. Electives in sports media and public relations are also similar.	two. Since CSU is a private Christian institution, it also requires courses in Biblical teachings.
B.A. in Mass Communications	120	Clafin University	Intro courses to the major as well as the media law and ethics course are similar to those on offer at Lander. While students are required to have only one internship, a practicum is also required, which is similar to Lander's requirement of two internships. Courses in the Journalism concentration, such as Editorial and Feature Writing, are similar to Lander's journalism courses.	Students are required to choose a concentration in either Digital Media, Journalism, or Public Relations and take 12 hours in that concentration. They are also required to select a minor. The number of major requirements is only 29 hrs. at Clafin, compared with 48 hours at Lander. This program requires more technical courses in audio and video production than does Lander.
B.A. in Communication	120	Columbia College	This program has similar learning outcomes and has at least one introductory course (COMM 200: Communication Today) similar to what Lander offers.	A minor is not required; only one internship is. CC's program has 30 hours of major requirements, compared to 48 hours at Lander. Students choose from subject areas such as "communication as message," "communication as medium," and "communication in context" for their course work. Most of these courses are different from what Lander offers in that many of these are public relations, marketing, and computer science courses. Lander courses are more journalism-and writing-focused. The Columbia College program is housed in its Division of Business, Leadership and Communication.
B.S. in Strategic Communications	120	Columbia International University	Courses in research, writing for the media, and professional writing are similar. Students are encouraged to choose a minor, but a minor is not required.	CIU requires one internship, not two as at Lander. Students must complete 18 hours in Bible and Theology courses and 6 hours of Leadership Development courses. CIU is a private Christian institution, so it requires several courses in Biblical teachings.
B.A. in Communications and Media Studies	120	Converse University	Some electives in this program are similar to courses offered at Lander, such as	Converse has 21 hours of major requirements that are quite different than

			Introduction to Professional Writing or Graphic Design I.	those at Lander, outside of the public speaking requirement and the internship. No minor is required. Converse's 33 hours of major coursework are less than Lander's 48 hours of requirements. Converse's gen-ed curriculum is significantly larger.
B.A. in Communication Studies, Media track	128	Furman University	Core foundational courses and media studies courses are similar to those required at Lander. While two internships are not required, Furman does require four (4) hours of an engaged learning experience, such as an internship or study away.	This program has thirty-six (36) hours of courses required for the major. Unlike Lander, many of these are courses linking media with politics such as Civic Media or Mass Media & Political Violence; optional courses are similar, such as Advocacy or Political Communication.
B.A. in Communication Studies, Rhetoric & Advocacy track	128		The core foundational courses in speech and communication research are similar to those required at Lander. While two internships are not required, Furman does require four (4) hours of an engaged learning experience, such as an internship or study away.	This program has thirty-six (36) hours of courses required for the major. Because this program emphasizes rhetoric, the required courses are quite different from those at Lander. These courses include Great Speeches, Persuasive Message Design, and International Women's Rhetoric.
B.F.A. in Mass Communications	122	Morris College	Required courses such as News Writing and Editing, Writing for the Media, and Media Law and Ethics are similar to requirements at Lander. A minor is required.	This program has thirty-six (36) hours of courses required for the major. Only one internship is required, not two. This program requires more technical video and audio production course work, with classes such as Television Production, Basic Sound Recording, and Broadcast Announcing.
B.A. in Communications	120	Newberry College	The number of major requirement hours is similar to Lander. Core courses in the discipline, including writing and professional media courses as well as the Journalism Practicum and Advanced Research Skills in Communications, are all similar to Lander's requirements. A minor	Newberry students are required to purchase video cameras and editing software and must choose one area of concentration: Broadcasting, Journalism, Public Relations & Advertising, or Sports Communications. Many of the courses required for these tracks are quite different from Lander,

			is required, regardless of the track the student chooses.	particularly technical audio or video production courses.
B.A. in Strategic Communication	120	North Greenville University	The 24 hours of core classes are similar to requirements at Lander. These include classes such as Media Literacy, Communication Ethics, and 9 hrs of foreign language. Only the Public Relations Concentration requires an internship—as well as two practicums—which is similar to Lander’s requirements. Some required courses at NGU (such as Public Relations Campaigns and Cases, Graphic Communication, or Interpersonal Communication) are similar to Lander’s optional courses.	Students are required to choose one area of concentration: Communication Studies, Media Ministry, or Public Relations. With these concentrations, the course requirements, particularly upper-level, are quite different from what Lander requires. Since NGU is a private Christian institution, it also requires several courses in Biblical teachings, unlike Lander.
B. A. in English – Communication Studies Concentration	122	Presbyterian College	Like Lander’s program, PC’s program has different fields from which students choose coursework (such as Visual Communication or Digital Communication). Some of the required and the optional courses are also similar, including Intro to Communication Studies, Research Methods, or Writing for Mass Media.	PC’s degree is essentially an English degree, so it requires at least one literature survey course as well as 6 hours of literature at the 3000-level. It also requires at least one course in Rhetoric and Public Advocacy, all different from Lander. PC requires only one internship, unlike Lander that requires two.
B.A. in Media Communication	120	Southern Wesleyan University	Some major required/core courses such as Intro to Communication Studies, History of Media, Communication Ethics and Law, and the Communication Capstone are similar to Lander’s required courses.	SWU’s major requirements are 33 hours, lower than Lander’s. However, this program has 40-44 hours of general education, including 15-18 hours of Biblical teachings courses since SWU is a private Christian institution. SWU students must choose one of three concentrations: Mass Media Studies, Media Production, or Film Production. Many of the courses required for these tracks are quite different from Lander, particularly technical audio or video production courses. A minor in a

				complementary area of study is suggested, not required as at Lander. SWU has one internship is required as part of the capstone course.
B. A. in Professional Writing and Digital Communications	120	Spartanburg Methodist College	The core Professional Communications course is similar to one at Lander; required courses such as Technical Writing or Rhetorics of Style and Argument are similar to courses that are optional in Lander's program. Like Lander, this program has a requirement in arts/visual communication.	There are 36 hours of required courses in the major at SMC. This program requires only one internship but more English courses, particularly in creative writing. Students must also choose 6 hours of English electives and 6 hours of Business electives.
B. A. in Mass Communication	120	Voorhees University	Mass Communication core courses, such as Writing for the Mass Media and Media Law, are similar to those at Lander. Some of the Interdisciplinary courses are also similar. These include Feature Article Writing and Mass Communication and Society.	Vorhees' program requires 28 hours of Mass Communication core courses and 42 hours of Interdisciplinary Mass Communication Concentration core courses. A minor or cognate is not required, and only one internship is required.
B. A. in Strategic Communication	120	Webster University	A few required courses such as Media Writing and Media Law, Ethics, and Policy are similar to those at Lander.	Webster's program has 61 hours required in the major. Students are encouraged to take thirty (30) hours from a list of Recommended Electives and are also encouraged, but not required, to pursue a minor. No internship is required.

Faculty

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Assistant Professor of Media & Communication (full-time)	COMM 101: Media Literacy	Ph.D. in Rhetoric, Communication, and Information Design, Clemson University	Academic publications and presentations in communication and media studies
Professor of Journalism (full-time; non-scholarly track)	COMM 421: Seminar in Communication Law and Ethics; COMM 490: On-Campus Internship and COMM 491: Off-Campus Internship; JOUR 201: Intro to Journalism; JOUR 360: Journalism for Multiple Media; JOUR 375: Feature and Magazine Writing; JOUR 490: <i>The Forum</i> student newspaper	Ph.D. in Higher Education, University of South Carolina M.A. in Mass Communication and Journalism, University of South Carolina	Full-time work experience with <i>The Greenville News</i> and <i>Index-Journal</i> . Former staff member as Director of Student Publications at Lander. Current Director of Lander's Experience Your Education (EYE) program
Professor of Speech and Theatre (full-time)	SPCH 101: Speech Fundamentals; SPCH 201: Voice and Diction; SPCH 302: Voice Acting	M.F.A. in Performance, Ohio State University	Academic presentations, publications, and creative activities evaluated by professional organizations in speech, voice-over, diction, and theatre.
Lecturer or Teaching Assistant Professor of Speech and Communication (full-time)	SPCH 101: Speech Fundamentals; SPCH 201: Voice and Diction; COMM 101: Media Literacy; COMM 212: Interpersonal Communication	Master's degree (M.A., M.F.A., M.S.) in Speech or Communication; a doctorate is possible depending upon the applicant pool and would necessitate the rank of Teaching Assistant Professor	NOTE: This faculty line is the only new one and has yet to be hired.
Professor of English (full-time)	COMM 199: Careers in Communication	Ph.D. in English, Emory University	Academic publications and presentations in English education, literature, and the teaching of writing.
Assistant Professor of English (full-time)	COMM 275: Professional Communication; WRIT 276: Public Writing and Research; COMM 450: Advanced Professional	M.F.A. in Creative Writing, Georgia College	Academic publications and presentations in creative writing, English, and writing

	Communication; WRIT 405: <i>New Voices</i> Art and Literary Magazine; WRIT 490: Internship		Manager of <i>New Voices</i> student literary journal
Professor of English (full-time)	COMM 275: Professional Communication; WRIT 276: Public Writing and Research; COMM 450: Advanced Professional Communication	Ph.D. in Rhetoric and Composition, Georgia State University	Academic publications, presentations, and reviews in English and the teaching of writing.
Professor of English and Department Chair (full-time)	COMM 499: Senior Seminar	Ph.D. in English, Emory University	Academic publications, presentations, and reviews in English and literature. Full-time work experience in secondary education
Professor of English (full-time)	ENGL 200: Writing Skills; ENGL 413: Special Topics in Rhetoric; WRIT 350: Professional Revising and Editing WRIT 373: Writing and Research Methods	Ph.D. in Rhetoric and Composition, University of Tennessee at Knoxville	Academic publications, presentations, and reviews in English and the teaching of writing. Director of Composition, Dept. of English & Foreign Languages
Associate Professor of Media & Communication (full-time)	MEDA 200: Media Skills; WRIT 390: Scriptwriting	M.F.A. in Film and Television, Savannah College of Art and Design	Full-time work experience as creative director at advertising firm, marketing specialist, TV production staff, and radio broadcasting instructor. Presentations with Broadcast Education Assn.; editor, producer of film projects General Manager, Lander LUX Studio
Lecturer of Media & Communication (full-time)	MEDA 202: Radio Production; MEDA 261: Broadcast Writing; MEDA 311: The Art of the Podcast	M.A. in Communication, Technology, and Society, Clemson University	Presentations, exhibits, and activities in audio engineering General Manager, Lander XLR Radio
Senior Lecturer of English	ENGL 414: Studies in Genre; ENGL 417: Reading/Writing Seminar	M.F.A. in Creative Writing, University of Arkansas	Former Technical Writer at a private company Academic presentations; Lily Peter Fellowship in Fiction
Professor of Art (full-time)	ART 203: Photography I	M.F.A. in Photography, Savannah College of Art and Design	Several published books of photography; work accepted by <i>National Geographic</i> and other national and international galleries and competitions

Lecturer of Psychology & Human Services (full-time)	PSYC 212: Interviewing and Counseling	M.S. in Clinical Psychology, Augusta University	Licensed Professional Counselor in South Carolina Former full-time work experience as a counselor, therapist, and forensic interviewer for a non-profit and in private practice
Part-time Faculty	MEDA 215: Sports Media and Society; MEDA 315: Multimedia Sports Journalism	M.S., Sports Administration, Arkansas State University	Full-time work experience in university athletics and media relations
Part-time Faculty	MEDA 341: Public Relations	M.S.Ed., Curriculum & Instruction with concentration in English Language Learning, Purdue University	Full-time work experience in public relations at a corporation
Part-time Faculty	MEDA 342: PR Communications	M.L.A. with concentration in English, Converse University	Full-time work experience as Director of Communications at Lander University
Part-time Faculty	MEDA 204: Communications Design	M.F.A. in Art, Texas A&M University at Commerce	Photography and art exhibits in state and regional galleries

Total FTE needed to support the proposed program:

Faculty: 3.5 existing; 1.0 new faculty

Staff: 1.0 existing

Administration: 2.0 existing (Chair and Dean)

The Chair, Department of English & Foreign Languages will have responsibility over 19 full-time faculty, 13 part-time faculty, and 190 students (majors and minors). Lander has steady increases in demand for Speech courses in both General Education as well as with specific majors and minors, so this new program needs one new faculty member, a Lecturer or Teaching Assistant Professor in Speech and Communication.

Faculty, Staff, and Administrative Personnel

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

At Lander University, full-time faculty who conduct scholarship teach 24 credit hours and full-time faculty who do not conduct scholarship teach 30 credit hours. Part-time faculty members can teach up to 9 credit hours per semester. The majority of the coursework of this new major can be supported by existing full- and part-time faculty, many of which also support Lander's General Education program as well as other existing majors, emphases, and minors.

With increasing demand for Speech (SPCH) courses in General Education and in specific majors and minors as well as the benefits to workforce development with students having strong oral communication skills, we believe the B.A. in Communication's need for required courses in Speech and Communication necessitates one new faculty line, a **Lecturer or Teaching Assistant Professor of Speech and Communication**. This person would have at least a master's degree in Speech and Communication and the ability to teach SPCH 101, SPCH 201, and upper-level courses and, preferably, the ability to teach COMM 212: Interpersonal Communication and other COMM courses.

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.

BA in Communication – Library Resources

Lander University's Jackson Library currently subscribes to a variety of online and print resources that support the proposed B.A. in Communication.

In addition to the full-text multidisciplinary database ***Academic Search Complete***, covering every subject within the BA in Communications course of study, library database holdings include:

Humanities Full Text: includes full-text content from 185 active journals and magazines and 148 active peer-reviewed journals. In addition to extensive coverage of topics in the General Education requirements for this degree, coverage of core topics specific to the degree is massive.

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 Communication. ProQuest Ebook Central Collection contains 55,419 books pertaining to Communication and Journalism. Additionally, the print holdings of the library contain 3,227 titles on these subjects.

Journalism Resources: Library services offers a variety of resources that are useful to Communication students as they study examples of professional journalism. The library has purchased campus wide access to *The New York Times* and *The Wall Street Journal*. In addition, the library also offers a full-text digital collection of 1,200 newspapers from the database *Newspaper Source Plus* and two other related databases: *Associated Press Newswire* and *Historic American Newspapers*.

Essay and General Literature Index: a reference database that cites records of more than 250,000 essays found in over 9,100 printed anthologies and collections published in the United States, Great Britain and Canada.

JSTOR (language and literature collection): The 57 titles in this collection span the literary cultures of many different countries. Developed with the help of the Modern Language Association, the collection includes a range of core journals in the diverse fields of literary criticism that have emerged in the last thirty years.

Literary Reference Center: is a full-text database that combines information from major respected reference works, books, and literary journals as well as original content from EBSCO Publishing.

Literary Reference Center includes thousands of plot summaries, synopses, and work overviews; articles of literary criticism; author biographies; full text of more than 370 literary journals; book reviews; classic and contemporary poems and short stories; full text of more than 8,000 classic novels; author interviews; and images of key literary figures.

Literature Resource Center: Access to biographies, bibliographies, and critical analyses of novelists, poets, essayists, and journalists from every age and literary discipline.

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, and links to hand-selected web sites.

Points of View Reference Center: contains a balance of materials from all viewpoints, including more than 1,900 essays, leading political magazines from both sides of the aisle, newspapers, radio & TV news transcripts, primary source documents and reference books.

Index to Legal Periodicals & Books Index

Legal information, international scholarly articles, symposia, jurisdictional surveys, court decisions, legislation, books, and reviews.

Oxford English Dictionary

The OED is widely regarded as the accepted authority on the English language. It is an unsurpassed guide to the meaning, history, and pronunciation of 600,000 words— past and present—from across the English-speaking world.

Psychology and Behavioral Sciences Collection

Psychology, behavioral sciences and related disciplines.

Social Sciences Full Text

Concepts, theories, and methods in social sciences

Therefore, at present, faculty and librarians have not identified any new resources that are needed to support this new academic program.

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's main campus has a Student Success Center (SSC) that offers a Peer Tutoring Program free of charge to students. This service is linked to many courses within existing majors (and their related coursework) and will be utilized by students in the new major in Communication. The SSC 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 have already been established.

The Division 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 university's 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.

The Department of English & Foreign Languages supports a Writing Center that all Lander students can gain assistance from with written work in their coursework.

Physical Resources/Facilities

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

This program will utilize existing spaces on Lander University's main campus.

Equipment

Identify new instructional equipment needed for the proposed program.

No new equipment is needed, except for office and computer equipment related to one new teaching faculty member that is reflected in the budget.

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

Lander offers majors in English, Media and Communication, and Digital Media Production as well as minors in such areas as Photography and Speech. Existing faculty will continue to provide high-quality coursework in these areas and will support this new major. A new faculty line in Speech and Communication will help Lander's General Education curriculum, enhance those departments who wish to enhance students' oral communication skills, and better allow for enough SPCH courses to be taught that will support this new program. Lander believes that differentiating a B.A. in Communication (with a focus on written and oral communication skills) from existing majors in English as well as those related to media studies and digital media production will better guide students toward successful careers. Lander has also taken this opportunity to revise and develop several minors that relate to communication, writing, and speech and is confident that existing major programs will remain healthy even as some current/existing students may choose to pursue the new major.

The existing B.S. in Media and Communication program has a CIP code of "Media Skills" and has more attention to production-oriented courses. For example, 9 hrs. in its core requirements are about media skills. The proposed B.A. in Communication would focus more upon written and oral communication—both in its core requirements of oral and written communication as well as in all of the upper-level courses that focus upon writing in different contexts and for preparation for different careers. Lander does not offer a bachelor's degree in Speech, and has a traditional B.A. in English, but the English degree is different than this proposed degree that seeks to have a more applied focus and requires more experiential learning.

Lander views this curricular change as the first step in several modifications that it will pursue related to realignment of academic programs to better match with students' interests and employment opportunities. Lander will continue to run the current Media and Communication major but is looking at ways to revise this program in the future. Therefore, across the campus, the University is examining whether modifications to existing programs needs to happen and continuing to look at the possibility of new programs.

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$117,000	\$117,000	\$160,500	\$160,500	\$267,500	\$267,500	\$310,000	\$310,000	\$353,100	\$353,100	\$1,209,100	\$1,209,100
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
Total	\$117,000	\$117,000	\$160,500	\$160,500	\$267,500	\$267,500	\$310,000	\$310,000	\$353,100	\$353,100	\$1,209,100	\$1,209,100
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$82,200	\$82,200	\$82,200	\$82,200	\$82,200	\$82,200	\$82,200	\$82,200	\$82,200	\$82,200	\$411,000	\$411,000
Facilities, Equipment, Supplies, and Materials	\$2500	\$2500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2500
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
Total	\$84,700	\$84,700	\$82,200	\$82,200	\$82,200	\$82,200	\$82,200	\$82,200	\$82,200	\$82,200	\$413,500	\$413,500
Net Total (Sources of Financing)	\$33,000	\$33,000	\$78,300	\$78,300	\$185,300	\$185,300	\$228,100	\$228,100	\$270,900	\$270,900	\$795,600	\$795,600

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.

The **Sources of Financing** comes from tuition generated from new students recruited to Lander University as well as continuing Lander students who changed into this program in its first three years. By the fourth year, it is assumed that all students in the program are new students to this major.

The **Estimated Costs** are explained below:

The only new cost to the University is a one new faculty line, a **Lecturer or Teaching Assistant Professor of Speech and Communication**. The cost associated with any full-time faculty or staff member assume 37% of the total cost is devoted to benefits and insurance, so this is the budgetary figure that appears in the Financial Support table as summarized below:

Program Administration & Faculty/Staff Salaries

- Year 1** = 1 new faculty member
- Year 2** = 1 new faculty member
- Year 3** = 1 new faculty member
- Year 4** = 1 new faculty member
- Year 5** = 1 new faculty member

Facilities, Equipment, Supplies, and Materials – Existing campus facilities are used for the teaching needs of this program. New costs relate to the office and equipment needs of a new full-time faculty member.

It should be noted that general overhead costs (utilities, costs of general university operations) are not included as costs on the table above.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
To analyze, interpret, and critically evaluate texts across different media	1. Average Portfolio Subscore (# students meeting standard/total number of students) measuring student ability in textual analysis, interpretation, and evaluation should be greater than or equal to 3.0 on the portfolio rubric with a majority of students meeting the standard. 2. Average ETS Reading Skills Subscore (# students meeting standard/total number of	1. Graduating students will submit a portfolio in COMM 499; these portfolios will be assessed by faculty committee, using the designated rubric. Each program objective/goal will have its own subscore on that rubric, measured from 1 (does not meet expectations) to 4 (exceeds expectations). This goal will require a written submission. 2. The ETS Proficiency Profile is administered yearly to all

	students) measuring student ability in textual analysis and interpretation should be greater than or equal to 115 with a majority of students meeting the standard.	graduating seniors by Lander University. Skills are measured on a scale of 100-130.
To research and discuss historical, ethical, and/or legal issues in the field of Communication	Average Portfolio Subscore (# students meeting standard/total number of students) measuring student ability to research and discuss historical, ethical, and/or legal issues in the field of Communication should be greater than or equal to 3.0 on the portfolio rubric with a majority of students meeting the standard.	Graduating students will submit a portfolio in COMM 499; these portfolios will be assessed by faculty committee, using the designated rubric. Each program objective/goal will have its own subscore on that rubric, measured from 1 (does not meet expectations) to 4 (exceeds expectations). This goal will require a written submission.
To write clearly and correctly, reflecting standards of professional grammar and organization (including that of citations and punctuation for sources)	Average Portfolio Subscore (# students meeting standard/total number of students) measuring student ability to write clearly and correctly, reflecting professional standards, should be greater than or equal to 3.0 on the portfolio rubric with a majority of students meeting the standard.	Graduating students will submit a portfolio in COMM 499; these portfolios will be assessed by faculty committee, using the designated rubric. Each program objective/goal will have its own subscore on that rubric, measured from 1 (does not meet expectations) to 4 (exceeds expectations). This goal will require a written submission.
To demonstrate effective and professional oral communication	<p>1. Average Portfolio Subscore (# students meeting standard/total number of students) measuring student ability to demonstrate effective and professional oral communication, should be greater than or equal to 3.0 on the portfolio rubric with a majority of students meeting the standard.</p> <p>2. The average subscore (# students meeting standard/total number of students) for the Communication section of the Evaluation of Student Performance for student internships should be greater than or equal to 3.5.</p>	<p>1. Graduating students will submit a portfolio in COMM 499; these portfolios will be assessed by faculty committee, using the designated rubric. Each program objective/goal will have its own subscore on that rubric, measured from 1 (does not meet expectations) to 4 (exceeds expectations). This goal will require students to prepare a presentation of their portfolio to the faculty committee either in-person or through other means (such as a recorded video) for faculty to score.</p> <p>2. Students enrolled in internships are evaluated by their employer, whether on- or</p>

		<p>off-campus, at the end of the semester in which the internship takes place. The rubric used to evaluate them is divided into four different categories, with scores ranging from 1 (Unsatisfactory) to 5 (Exceptional). This goal uses category two, Communication, on that rubric.</p>
<p>To demonstrate potential to work as a professional in Communication</p>	<p>1. The average Total Portfolio Score (# students meeting standard/total number of students) should be greater than or equal to 13 on the portfolio rubric.</p> <p>2. The average subscore (# students meeting standard/total number of students) for the Professionalism section of the Evaluation of Student Performance for student internships should be greater than or equal to 3.5.</p>	<p>1. Graduating students will submit a portfolio in COMM 499; these portfolios will be assessed by faculty committee, using the designated rubric. Each program objective/goal will have its own subscore on that rubric, measured from 1 (does not meet expectations) to 4 (exceeds expectations). This goal uses the Total Portfolio Score, which is the total of all the previous subscores and should represent the student's overall achievement. The maximum value for the Total Score is 16.</p> <p>2. Students enrolled in internships are evaluated by their employer, whether on- or off-campus, at the end of the semester in which the internship takes place. The rubric used to evaluate them is divided into four different categories, with scores ranging from 1 (Unsatisfactory) to 5 (Exceptional). This goal uses category four, Professionalism, on that rubric.</p>

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.

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.A in Communication program will be assessed annually by 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 Methods of Assessment 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, other reports associated with all students come out of capstone (499) courses that connect with students' preparation and satisfaction. In addition, students' feedback is welcomed in each course each academic term as another indicator of whether individual instructors and courses are fulfilling their objectives.

As is evidenced above, student work in the Communication major will primarily be evaluated through the written portfolio that students compile in COMM 499: Senior Seminar. The writing in this portfolio will be previously written work for upper-level courses or internships (such as essays or news articles) that students will expand upon, edit, and polish for this portfolio; the level of work should be of professional quality so that students can use it for entry into the job market or for graduate school. The writing in the portfolio, as well as the student presentation of that portfolio (either in-person or through other means, such as a recorded video), will demonstrate how successfully the student meets each of the program goals: (1) To analyze, interpret, and critically evaluate texts across different media; (2) To research and discuss historical, ethical, and/or legal issues in the field of Communication; (3) To write clearly and correctly, reflecting standards of professional grammar and organization (including that of citations and punctuation for sources); and (4) To demonstrate effective and professional oral communication. Each of the subscores for these first four goals will be totaled to give the student's performance in the portfolio for the fifth goal, (5) To demonstrate potential to work as a professional in Communication. Courses in the Communication program, from introductory courses such as ENGL 200: Writing Skills to more advanced courses such as COMM 421: Seminar in Communication Law and Ethics, will provide instruction and scaffolding for each of these student outcomes.

Student work in the Communication major will also be partially evaluated through the required internship, JOUR 490: *The Forum* Student Newspaper, as well as the other experiential learning requirement, which is either COMM 490: On-Campus Internship, COMM 491: Off-Campus Internship, WRIT 405: *New Voices* Art and Literary Magazine, or WRIT 490: Internship. The rubric for this experiential learning asks employers and/or professors to measure student success in (a) Problem Solving/Inquiry; (b) Communication; (c) Collaboration; and (d) Professionalism. For programmatic assessment, we will use sections (b) Communication and (d) Professionalism of this rubric to help us understand student performance in these areas (goals (4) To demonstrate effective and professional oral communication and (5) To demonstrate potential to work as a professional in Communication). Finally, the Reading Skills subscore of the ETS Proficiency Profile, which is administered yearly to all graduating seniors by Lander University, provides a second, external means to understand student performance for goal one, (1) To analyze, interpret, and critically evaluate texts across different media. This part of the ETS Proficiency Profile measures students' ability to interpret the meaning of key terms; recognize the primary purpose of a passage; recognize explicitly presented information; make appropriate inferences; and recognize rhetorical devices. All of these skills are useful for Communication majors, and having an external measurement of student success is beneficial.

Assessment data collected from this process will be used to help faculty understand various trends in student populations, as well as strengths and weaknesses in the Communication program itself. The main use of assessment data will be to determine how best to modify program courses and expectations to foster student experience and growth. The primary goal of this assessment is to make sure that the Communication program—courses and faculty—give students the necessary skills to succeed in their professional paths, whether that be graduate school or a career in Communication or a related field.

Instructors of COMM 499: Senior Seminar will administer exit surveys that seek to measure students' thoughts about the curriculum and its delivery, but also give feedback about certain content and gain students' information about initial employment and long-term plans. These surveys will be anonymous, but the instructor will separately gather personal contact details in order to administer surveys to alumni periodically in the future. A new software system obtained by The Lander Foundation (that operates the Office of University Advancement) will enable the Department Chair to readily keep up with alumni of this program and gain information to track employment data.

Lander's Director of Workforce and Career Development and her staff will also assist in efforts to track employment data.

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.

N/A

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