

## Standard 2

# Curriculum and Instruction



Professor Youssef Osman uses an interactive touchscreen in his Film & Television Aesthetics class

## Highlights

- ❖ The school offers undergraduate majors in Journalism, Strategic Communications, Cinema & Television Arts, Communication Design and Media Analytics.
- ❖ Elon has 4-credit-hour courses. Students typically take four courses in the fall, one in winter term (January), and four in the spring. Graduation requires 132 hours.
- ❖ The *Elon Eleven* is the school's distinctive way of expressing ACEJMC's values and competencies. A curriculum matrix ensures proper emphasis in each major.
- ❖ All students complete at least one professional internship before graduation, and the school has a full-time internship director to guide the program.
- ❖ On the graduate level, students in the M.A. in Interactive Media program embark each August on an intensive 10-month program that includes a capstone project. Courses at the graduate level are 3 credit hours.

## Standard 2. Curriculum and Instruction

Make the following documents available online and in the workroom during the visit: a complete set of syllabi for all courses offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered online or by distance education).

### 1. Provide an outline of the curriculum required for each major.

#### Total hours required for graduation:

132 credit hours

#### COM hours required for majors:

52 hours for bachelor of arts degrees in Journalism, Strategic Communications, Cinema & Television Arts, Communication Design and Media Analytics

60 hours for bachelor of fine arts degree in Cinema & Television Arts

This graphic shows course requirements for the five Communications majors. They share an opening and advanced core and have courses specific to each major. Depending on the number of internship credit hours earned, Communications students have between 8-11 hours of COM electives either to go deeper in a major or to explore more broadly in the school.

**Communications CURRICULUM**

**Majors**

- Journalism**
  - Journalism in a Free Society
  - Reporting for the Public Good or Broadcast News Writing
  - Multimedia News Production
  - Editing and Design or Television News Reporting
  - Multimedia Journalism
- Strategic Communications**
  - Public Relations and Civic Responsibility
  - Strategic Writing
  - Corporate Publishing
  - Strategic Research Methods
  - Strategic Campaigns
- Cinema & Television Arts**
  - Entertainment Media
  - Writing for Television and Cinema
  - Television Production or Cinema Production
  - The Documentary or Film and Television Aesthetics
  - Producing for the Screen

\*A Cinema & Television Arts BFA option includes 2 more courses, an LA experience, and a Thesis Project
- Communication Design**
  - Visual Communication
  - Writing for Visual Media
  - Web and Mobile Publishing
  - Design of Visual Images
  - Design Strategies and Solutions
- Media Analytics**
  - Understanding Audiences
  - Communicating Media Insights
  - Applied Media Analytics
  - Strategies for Emerging Media
  - Measuring Media Impact

**Opening Core**

- Communications in a Global Age
- Media Writing
- Web and Mobile Communications
- Creating Multimedia Content

**Advanced Core**

- Media Law and Ethics
- Great Ideas: Issues and Research
- Communications internship and electives

**Core courses required of all Communications students (20 credit hours)**

|                                  |   |
|----------------------------------|---|
| Communications in a Global Age   | 4 |
| Media Writing                    | 4 |
| Web and Mobile Communications    | 1 |
| Creating Multimedia Content      | 3 |
| Media Law and Ethics             | 4 |
| Great Ideas: Issues and Research | 4 |

**In addition, students in each major must take:**

**Journalism (20 credit hours)**

|   |   |
|---|---|
| Journalism in a Free Society                            | 4 |
| Reporting for the Public Good OR Broadcast News Writing | 4 |
| Multimedia News Production                              | 4 |
| Editing and Design OR Television News Reporting         | 4 |
| Multimedia Journalism                                   | 4 |

*plus Communications Internship (1-4 hours) and electives  
to total at least 52 COM hours*

**Strategic Communications (20 credit hours)**

|   |   |
|---|---|
| Public Relations and Civic Responsibility | 4 |
| Strategic Writing                         | 4 |
| Corporate Publishing                      | 4 |
| Strategic Research Methods                | 4 |
| Strategic Campaigns                       | 4 |

*plus Communications Internship (1-4 hours) and electives  
to total at least 52 COM hours*

**Cinema & Television Arts (20 credit hours)**

|   |   |
|---|---|
| Entertainment Media                               | 4 |
| Writing for Television and Cinema                 | 4 |
| Television Production OR Cinema Production        | 4 |
| The Documentary OR Film and Television Aesthetics | 4 |
| Producing for the Screen                          | 4 |

*plus Communications Internship (1-4 hours) and electives  
to total at least 52 COM hours*

**BFA in Cinema & Television Arts (32 credit hours)**

|  |   |
|--|---|
| Entertainment Media  | 4 |
| Writing for Television and Cinema  | 4 |
| Television Production OR Cinema Production   | 4 |
| The Documentary OR Film and Television Aesthetics  | 4 |
| Producing for the Screen   | 4 |
| <i>plus one of the following courses</i>   | 4 |
| Broadcasting in the Public Interest  |   |
| Development and Influence of Cinema  |   |
| International Cinema   |   |
| Film Theory  |   |
| <i>plus one of the following courses</i>   | 4 |
| Sports Broadcasting  |   |
| Audio for Sound and Visual Media   |   |
| Editing the Moving Image   |   |
| The Screenplay   |   |
| Directing the Documentary  |   |
| BFA Thesis Project (2 credit hours each term as a senior)  | 4 |
| <i>plus participation in the Elon in Los Angeles program,<br/>Communications Internship (1-4 hours) and electives<br/>to total at least 60 COM hours</i> |   |

**Communication Design (20 credit hours)**

|  |   |
|--|---|
| Visual Communication   | 4 |
| Writing for Visual Media   | 4 |
| Web and Mobile Publishing  | 4 |
| Design of Visual Images  | 4 |
| Design Strategies and Solutions  | 4 |
| <i>plus Communications Internship (1-4 hours) and electives<br/>to total at least 52 COM hours</i> |   |

**Media Analytics (20 credit hours)**

|  |   |
|--|---|
| Understanding Audiences  | 4 |
| Communicating Media Insights   | 4 |
| Applied Media Analytics  | 4 |
| Strategies for Emerging Media  | 4 |
| Measuring Media Impact   | 4 |
| <i>plus Communications Internship (1-4 hours) and electives<br/>to total at least 52 COM hours</i> |   |

## Required courses that count toward the 72 outside hours

Public Speaking 2

*Required of all Communications students. The school staffs this course in the university's Interdisciplinary Studies program.*

## Strategic Communications major

*at least one of the following business courses is required* 4

Principles of Economics  
Introduction to Managing  
Principles of Financial Accounting  
Introduction to Finance  
Principles of Marketing

## Communication Design major

*two Art courses are required*

Fundamentals of Design 4  
Introduction to Intermedia and Photography 4

## 2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit-hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

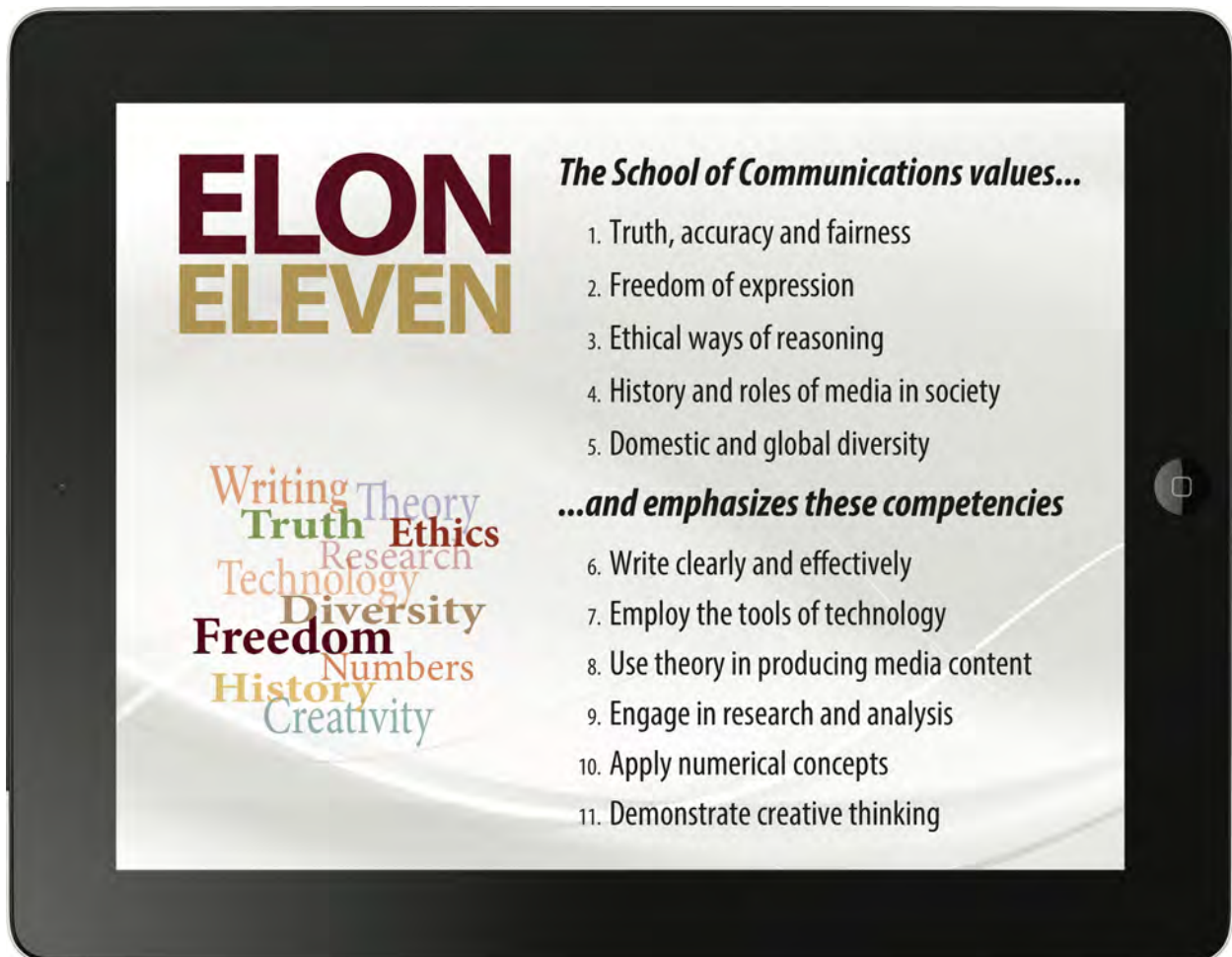
The university requires completion of at least 132 credit hours for graduation. Students must earn at least 72 of those hours outside Communications. The Advising Center produces an online degree audit for each student that includes progress toward 72 outside hours and what remains. In the final year, every graduating senior meets with an associate registrar to review remaining curriculum requirements, including ensuring completion of the 72-credit-hour rule.

To promote academic depth, the School of Communications requires its students to complete a minor or double major outside of Communications or a semester abroad. Most students complete an outside minor, and an increasing number study abroad for a semester in keeping with Elon's goal of global engagement. Roughly 10 percent of students complete a double major, typically in the College of Arts and Sciences. To help students do so in the typical four-year span, the school waives 8 hours of COM electives for any student who chooses to complete a double major outside Communications. For example, a student who double majors in Journalism and Political Science needs to complete only 44 COM hours instead of 52. A double major within the school does not meet this requirement.

**3. Describe how the core and required courses instruct majors in all of ACEJMC’s 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.**

The school has fully endorsed ACEJMC’s professional values and competencies and recast them as the *Elon Eleven* to creatively promote the values and competencies to students. The *Elon Eleven* is displayed in all classrooms in the School of Communications. The dean visits each section of the opening course to welcome students to the school, introduce them to the values and competencies that serve as the foundation of the curriculum, and describe the importance of a balance of conceptual and skills courses in a professional school.

Student learning outcomes exist for each of the *Elon Eleven* concepts. Curriculum matrices for each major identify where the values and competencies are primary learning objectives in required courses, and course syllabi highlight these learning objectives. The student learning outcomes and curriculum matrices are on the following pages, and course syllabi will be in the site team’s workroom. These documents also serve as the backbone of the assessment regimen described in Standard 9.







**ELON**  
UNIVERSITY

# School of Communications



[elon.edu/communications](http://elon.edu/communications)

Elon is a private university of **6,000** students in North Carolina. The university ranks **No. 1** in the nation in the category "Focused on Student Success" (*U.S. News & World Report*).

The School of Communications is home to **20 percent** of Elon's student body. With the completion of two new buildings in fall 2016, the school's modern facilities **doubled** in size.

Journalism

Strategic Communications

Cinema & Television Arts

Communication Design

Media Analytics

Sport & Event Management

EXPANSION



INTERNSHIPS



ELON IN LA



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**4. Explain how instruction, whether onsite or online, responds to professional expectations of current digital, technological and multimedia competencies.**

The school maintains currency in instruction in three ways: periodic curriculum revisions and regular course updates, purchase of state-of-the-art equipment, and faculty development.

During the last major curriculum revision, in 2014, the school established two new majors in response to rapid changes in the professions: Communication Design and Media Analytics. The Journalism major also was revised to reflect a multiplatform world of print, broadcast, multimedia, web and mobile news. The Cinema & Television Arts major was revised to capture the convergence in these industries, and a BFA degree program added to provide a high level of advanced study. In addition, the senior capstone seminar was expanded to better guide students in individual research projects. The department chair or associate chairs meet periodically with faculty in each major to promote uniformity and currency in course content.

The school maintains state-of-the-art equipment and facilities to promote instructional currency. New and newly renovated facilities include two high-definition television studios and control rooms, seven Mac-equipped computer labs with Adobe and Microsoft software, an audio production suite featuring Pro Tools software with a Foley sound-effects studio, fully equipped student media facilities, a focus group room, and classroom presentation technology.

Faculty and lab computers are upgraded every three years to maintain currency. The school maintains an Adobe contract, and software is updated twice a year. New equipment purchases are funded by an annual budget of \$100,000. Faculty and staff on the school's Technology Committee meet regularly to recommend the purchase of new equipment and assist with campus technology initiatives that impact the school. The committee was involved with system integrators and the construction team in planning and installing equipment for the newly renovated facilities, including upgrades to studio sets, lighting, control room and engineering equipment.

Each summer, faculty and staff may apply to receive professional development funding. The support is offered to help faculty and staff keep pace with the rapid changes taking place in communications disciplines and professions. Since the last accreditation review, faculty have participated in dozens of workshops and training activities. Recent examples include Poynter's Teachapalooza and Digital Tools Workshop, Adobe Edge Animate, World Future Conference in San Francisco, Premiere Pro Training in New York, Netflix Show Production in Miami, Time-Warner Media Lab in New York, Online Writing Workshop in Portland, and a WordCamp/WordPress workshop.

Faculty development funds also support research and creative activities for currency in fields of study, including documentary film projects, a filmmakers workshop in Ethiopia, observation of the Notre Dame Sports Department to support an Elon sports media initiative, visits with Silicon Valley media companies Twitter and Facebook, Digital Public Relations Conference in Miami, NATPE Faculty Fellows Workshop in Miami, the Austin Television Festival, and the purchase of books and software to assist faculty in the development of the Media Analytics major.



**5. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.**

About a third of the school's courses have multiple sections with multiple teachers. This fall, 16 courses qualify: Communications in a Global Age, Media Writing, Web and Mobile Communications, Creating Multimedia Content, Public Relations and Civic Responsibility, Strategic Writing, Writing for Television and Cinema, Corporate Publishing, Cinema Production, Web and Mobile Publishing, Film and Television Aesthetics, Strategic Research Methods, Media Law and Ethics, Strategic Campaigns, Producing for the Screen, and Great Ideas: Issues and Research.

This frequency highlights the importance of achieving common instructional objectives. Teachers need to see a course as belonging to the school, not to themselves, and each section should broadly correspond with other sections. Yet the school prefers not to create a common syllabus for multiple sections, believing that each instructor should present course content as the instructor believes best. Also, to ensure that courses have some consistency in areas such as attendance and grading, the faculty adopted Professional Standards Policies that instructors either link to online or include with their syllabus.

To ensure common instructional objectives, the school has a *Course Handbook* that lists the official course description, followed by the course goal and primary course objectives. The goal and objectives appear in uniform fashion on all syllabi for a course, and each instructor has the prerogative to add additional course objectives. This way, while instructors create their own syllabi, the syllabi of all sections will reflect the same overarching course goal and the same primary course objectives.

Associate Dean Don Grady took the leadership role in developing and updating the *Course Handbook*, which will be available in the workroom for review by the site team. Initially developed in 2005, the *Course Handbook* distinguishes between values and competencies (ACEJMC language) and goals and objectives (language used by the Southern Association of Colleges and Schools, Elon's regional accrediting body). The School of Communications decided that values and competencies apply to *programs*, whereas goals and objectives apply to *courses*. The *Elon Eleven* reflects the values and competencies emphasized within the school, and syllabi reflect course goals and objectives.

The Communications department chair or an associate chair periodically holds meetings with the teachers of each core course to help maintain a consistent level of instruction across multiple sections.

Faculty who teach **Communications in a Global Age** have a set of common goals and select one of two textbooks for the course: *Converging Media* by John Pavlik or *Media and Culture* by Richard Campbell. Students in all sections take an assessment pre-test as a basis for comparison with seniors to evaluate the level of programmatic student learning.

Students in all sections of **Media Writing** take current events quizzes, create online communications tools including a WordPress site and Twitter account, and compile written works for a final course portfolio. Faculty use a common set of criteria for assignments: accuracy, clarity, completeness, style and grammar. Faculty assign readings in addition to *Inside Reporting* by Tim Harrower and *The Associated Press Stylebook*.

Faculty who teach **Web and Mobile Communications** work closely to make sure students have common learning experiences. They use Jennifer Robbins' *Learning Web Design*. Faculty who teach the corresponding lab course, **Creating Multimedia Content**, require *Multimedia Foundations* by Vic Costello. Their standard evaluation criteria for grading creative projects include content, mechanics, aesthetics and complexity.

All sections of **Media Law and Ethics** conform to a standard set of objectives for the course. Most faculty now use *The Law of Journalism and Mass Communications* by Robert Trager. Beyond exams and research presentations, sections of the course may require a case/concepts report and a current topics paper.

Faculty who teach the **Great Ideas: Issues and Research** capstone seminar meet at the start of each semester to reaffirm common issues discussed in the course. To promote consistency in all sections, professors require presentations and discussions of the following five issues: ethics and law, communication technology, audiences and consumption of media, diversity and inclusion, and power and knowledge. Besides readings, some professors select a research methods textbook for their section since the course guides students to completion of an original research project and paper. In fact, the course is the primary contributor of research papers for the *Elon Journal of Undergraduate Research in Communications*. During the course, seniors take the assessment exam and connect with the school's Career Center, which reviews career and graduate school processes.

# ELON JOURNAL

OF UNDERGRADUATE RESEARCH IN

# COMMUNICATIONS



Since 2010, the **School of Communications** has published the first and only **undergraduate research journal in communications**, highlighting a diverse set of media subjects.

## PAST RESEARCH TITLES

- Media Framing of Hitler's Rise to Power, 1930-1933
- An Analysis of LEGO's Response to an Attack on its Partnership with Royal Dutch Shell
- Psychological Effects of Fitness Advertising on Female Collegiate Athletes
- Models of Internet Monetization
- Image Repair and Crisis Response of Professional Athlete Adrian Peterson
- Narcissism and Social Networking Sites: The Act of Taking Selfies

**6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. Provide online the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.**

An internship is a form of experiential education that extends the classroom beyond the walls of the university. All students in the School of Communications are required to complete a professional internship for academic credit before graduation. Many do two or more.

The school's internship director, Nagatha Tonkins, administers the internship program and course. She meets with students individually and provides resources to assist them in selecting appropriate internships for academic credit. The Communications Internship syllabus provides the school's learning outcomes and expectations for a professional internship.

All students must complete at least 1 credit hour of COM 381 Communications Internship, based on at least 80 work hours per credit hour. Students may enroll in 2 hours of internship credit with 160 or more work hours. By the time of graduation, students may complete multiple internship experiences for a maximum of 4 hours of internship credit (domestic or international) – equivalent to one of Elon's 4-credit-hour courses.

For students to receive academic credit, internships must be approved in advance by the school's internship office. Generally, students must have completed at least early courses in the major and be in academic good standing (at least a 2.0 grade point average).

The grade a student receives is based on the evaluation of five components: work-site supervisor's evaluation (50%); midterm and final reflection papers (10%); a case study (15%); an e-portfolio (15%); and a presentation/debriefing (10%). A description of each of these assignments is included in the course syllabus.

In 2016-17, Communications students completed 314 internships for 508 credit hours through the school's internship office. Another 47 internships for 102 credit hours were completed in the Elon in Los Angeles spring and summer programs (supervised by Elon staff in LA), and 21 internships for 42 credit hours in the Elon in New York summer and fall programs (supervised by the school's internship office). Overall, 57 percent were for 2 credit hours.

About a quarter of the 2016-17 internships were at PR, advertising and marketing agencies, with 22 percent at for-profit companies, 14 percent at non-profit organizations, 13 percent at photography, video, TV and film production and distribution companies, and 9 percent at a television station or network. In terms of location, leading states were North Carolina (74), New York (68), Massachusetts (16), California (13), Pennsylvania (11) and Connecticut (10), plus three Washington Center interns and three students internationally: Irish Parliament in Dublin, Big Review TV in Sydney, Australia; and Women LEAD in Kathmandu, Nepal.



Examples of recent internship sites are listed below and on the graphic. Complete lists of internships will be provided in the workroom.

USA Baseball, *Evansville Courier & Press*, *The Boston Herald*, GLAAD, The Daily Press, ESPN Radio, Calvin Klein, Johnson & Johnson, Live Nation Entertainment, BBC America, Paramount Pictures, Juvenile Diabetes Research Foundation, *Nashville Lifestyles* magazine, *Our State* magazine, Watchguard Technologies, Historic Bethlehem Museum & Sites, American Library Association, New England Science and Sailing, Ryan Seacrest Foundation, Massachusetts Film Office, Viacom International Media Networks, Amazon Studios, Jimmy Kimmel Live, and Make-A-Wish Foundation.

Elon in LA internship sites included Fox Sports, MTV, AfterBuzz TV, Chinese Theatre, Skycastle & LXTV, and The Weinstein Company. Elon in NY sites included: KZTV at Mount Sinai Kravis Children’s Hospital, Brandlink Communications, Sweet 180 Talent Management, and Coburn Communication.

The Scripps Howard Foundation awarded two students with \$500 scholarships and \$3,000 stipends for their multimedia internships at “60 Minutes” and the *Raleigh News & Observer*.

**BE AHEAD OF THE GAME**

**PREPARE**

- Find opportunities to enhance your skills
- Volunteer with campus media
- Plan a strategy to position yourself to become competitive for internships

**RESEARCH**

- Use Internship Office databases and resources
- Search company websites and social media
- Find companies that will be a good fit for your talents and interests

**APPLY**

- Carefully follow application instructions
- Provide your best work samples in an ePortfolio
- Proofread your application materials for grammatical errors

**FOLLOW UP**

- Follow up unless a company prohibits it
- Contact the company about an interview
- Be persistent

**REGISTER**

- Sign up for the internship prep seminars
- Register for academic credit prior to your internship
- Follow these steps by visiting the School of Communications’ Internship webpage, [www.elon.edu/cominternships](http://www.elon.edu/cominternships)

**Recent Internships**

Weber Shandwick • Baltimore Orioles • Telemundo  
 USA Today • Discovery Channel • Seacrest Studios  
 MTV • O Magazine • Edelman • Vanity Fair  
 Late Night with Conan O’Brien • National Geographic  
 ESPN • Sony • CNN • The View • Pace  
 Nashville Lifestyles • DreamWorks • McKinney  
 U.S. Department of State • Sports Illustrated  
 The Baltimore Sun • CMT • FleishmanHillard  
 Martha Stewart Living Omnimedia • Hearst Television

**Student Comments**

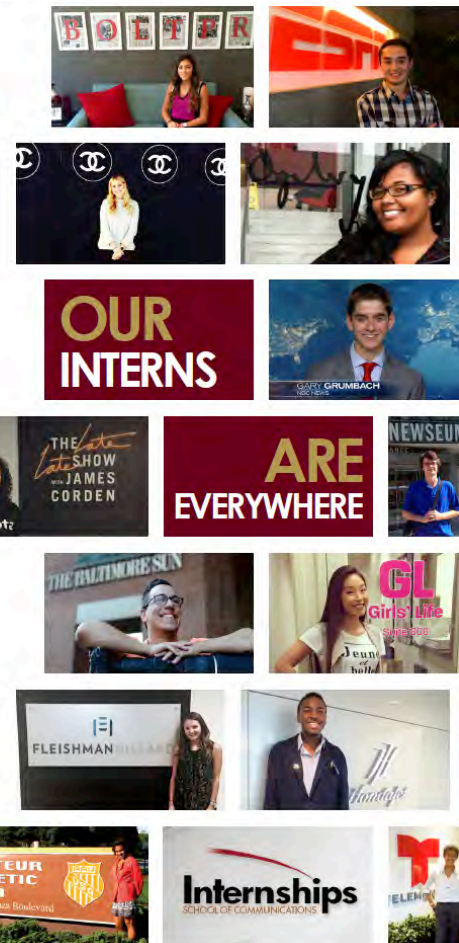
“It was tough! That much was clear, but I wouldn’t take the experience back for the world.”

“The preparation the Internship Office gave us definitely helped me be professional and confident on the job. There was a significant difference between my performance and the performances of other non-Elon interns.”

“I am immensely more confident about the work world and life after college. I was sad to leave after developing such a passion for the organization.”

**Contact**

**NAGATHA TONKINS**  
 Assistant Professor/Internship Director  
 Elon University, School of Communications  
 101D McEwen Communications Building  
 cominternships@elon.edu  
 (336) 278-6336





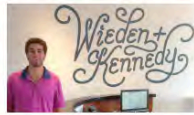
## Course Description

COM 381 is an off-campus, professionally supervised internship in journalism, strategic communications, cinema and television arts, communications design or media analytics. Students secure an internship with guidance from the school's Internship Office and enroll for one or two credit hours, based on at least 80 work hours per credit hour. An internship involves enhancement of a student's ePortfolio/demo reel, reflection assignments and supervisor evaluations. Prerequisite: approval of school's internship director and internship readiness seminars. Maximum of four credit hours applied toward major.

1 credit = 80 work-hours  
2 credits = 160 work-hours

## Registration

Students should sign up online for the Communications internship readiness seminars on the internship website. Also, students will complete an online registration form to obtain internship approval from the internship director. Students should have duties and a supervisor in their discipline of study. Once students have completed the online registration process and are enrolled in the Communications Internship course (COM 381), they submit assignments that bridge their academic coursework with the internship experience.



## Support

First, make an appointment on [www.elon.edu/cominternships](http://www.elon.edu/cominternships) and complete the "Internship Interest Form."

Second, visit the Internship Office to talk about your interests and develop a strategy to position yourself as a competitive applicant.

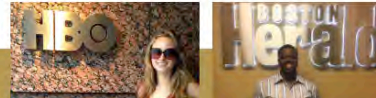
Third, explore our resources to get the best internship possible.

Last, we will guide you through the application process, monitor your internship progress, evaluate your academic learning experience, and answer any questions along the way.

## Resources

Here is a list of some of the resources available in the Communications Internship Office:

- Internship databases, including previous student internships and students' evaluations of their experiences
- Weekly Internship Hotlists, which include a list of companies looking for Elon interns
- A blog with tips on how to be a successful intern: [www.internnetwork.wordpress.com](http://www.internnetwork.wordpress.com)
- Tweets to remind you about application deadlines: [www.twitter.com/cominternships](https://twitter.com/cominternships)
- Facebook to demonstrate how students network and get great internships: [www.facebook.com/eloncominternships](https://www.facebook.com/eloncominternships)
- A website with information about landing an internship and what to do after you get it
- Handouts to guide you through the steps to take when looking for internships
- A personalized list of internship websites tailored to your interests and major
- Books and guides about internships in various professions
- Student Internship Ambassadors who share their experiences and provide invaluable advice
- Connections to alumni who provide assistance and informational interviews about internships
- Networking events with professionals



## Professional master's program

### 7. Describe the process and requirements for admission to the program. If requirements are different for an online program, please explain.

The admissions goal for the M.A. in Interactive Media program is to enroll a cohort of up to 36 qualified students each year. As full-time students on campus, they embark each August on an intensive 10-month, 37-credit-hour program culminating in graduation the following May.

The iMedia program does not have an online option or any online courses.

Applications are submitted to the Office of Graduate Admissions and are to include:

- Evidence of an earned bachelor's degree from an accredited college or university.
- Recommended GPA of 3.0 or higher for undergraduate work.
- Official transcripts of all undergraduate and any graduate studies completed or taken.
- A recommended combined verbal and quantitative score of 297 or higher on the Graduate Record Exam, a score of 3.5 or higher on the 6-point analytical writing scale taken within the last five years OR a recommended Miller Analogies Test (MAT) score of 400 or higher taken within the last five years.
- In certain instances, a student's portfolio of work may be considered in addition to or instead of scores on standardized tests.
- Application letter, resume, and two letters of recommendation.
- The Test of English as a Foreign Language (TOEFL) is required unless English is the student's native language or the language of instruction. A minimum TOEFL score of 550 (paper-based) or 213 (computer-based) or 79 (Internet-based) is required. English translations of transcripts and explanations of grading systems are required.

The Office of Graduate Admissions admits all applicants who meet the stated criteria. If an applicant falls short in any area, the office consults with the graduate program director who has the discretion to accept or deny an application based on the totality of the record.

### 8. Report the applications, admissions and enrollment for the years below. If the degree is offered onsite and online, provide each separately in the chart below.

| All Onsite            | Applications | Admissions | Enrollment |
|-----------------------|--------------|------------|------------|
| 2016-17 academic year | 48           | 39         | 27         |
| 2015-16 academic year | 60           | 46         | 36         |
| 2014-15 academic year | 55           | 45         | 32         |

**9. Tell how the graduate program is distinct from the undergraduate program. Show how instruction and curricular requirements for graduate students are at a more advanced and rigorous level than courses for undergraduate students, including courses open to both undergraduate and graduate students. This discussion should include online courses.**

The graduate program is completely separate from the undergraduate program. Graduate courses are at the 500 level, and there are no cross-listed courses with the undergraduate program. Instead, the school offers a separate undergraduate course titled Interactive Media for juniors and seniors who wish to explore this curricular area and perhaps consider applying for the graduate program.

(In spring 2016, the university's Graduate Council and the full faculty approved allowing undergraduates with a high number of credit hours and grades of distinction to apply to take selected graduate courses as a part of their undergraduate education. Admission into a graduate course by an undergraduate requires approval by the respective graduate director. To date, no undergraduates have applied to take one of the three eligible iMedia electives in the spring term.)

The iMedia program has its own facilities and technology. The graduate program is located on the first floor of a newly renovated Long Building and consists of a classroom, computer lab, innovation lab, six edit bays and a student commons. The graduate program has its own fleet of production equipment (digital still cameras, audio recorders, high-definition video cameras and peripherals). Graduate students have access to the school's television studios, movie theatre, and equipment for special projects.

The iMedia program has a separate budget funded directly from graduate tuition. As a result, the program has no impact on the resources of the undergraduate program. Tuition for the current class is \$37,163. About 10 percent of tuition is returned to students in the form of scholarships based on academic and professional qualifications. As part of their tuition, graduate students receive a software bundle that includes all software used in iMedia courses. Tuition also covers the full cost of the study abroad fly-in during the January winter term.

The one area of integration is the faculty. All faculty members in the school who have appropriate academic credentials and interactive media expertise are eligible to teach in the graduate program (see Standard 4, item 11, for specifics concerning graduate faculty). Since 2009 when the M.A. in Interactive Media program began, 32 faculty members have taught iMedia courses. Every faculty member who teaches at the graduate level also teaches at the undergraduate level, meaning the school has no graduate-only faculty. But a handful of faculty (Lackaff, Moner, Motley, Walsh and Xu) are mainstays in the graduate program, teaching the required core courses in the fall and often the winter term fly-in course and electives or the spring iMedia capstone each spring.

Faculty teaching graduate-level courses set high standards for academic performance, knowing that all students have completed undergraduate degrees with strong GPAs and high scores on

the GRE or MAT exam. In end-of-year interviews, iMedia students describe the curriculum as challenging and the instruction as at a high level.

While the undergraduate program at Elon is built upon 4-credit-hour courses, the graduate program is based on 3-credit-hour courses that require as many contact hours in class as the 4-hour courses. Students enrolled in the master's program are evaluated on a different scale than undergraduate students: H (Honors), P (Pass with mastery), L (Low Pass) and F (Fail). Interactive media students participate in a non-graded, zero-credit Proseminar that deals with topics related to the program and to the professional media world. Some sessions involve professionals from interactive media companies or by those who work in closely related areas.

The iMedia program and Student Professional Development Center conduct a number of sessions and provide individual sessions for students on résumés, portfolios and interviewing techniques. This includes interviews – either mock or real – with employers and other media professionals who agree to come to campus to work with students. The program also hosts a showcase at the end of the spring term that provides students with the opportunity to exhibit their skills and completed work. Students are provided individual spaces to display all that they have created, and the program invites media professionals from the Triangle and Triad regions of North Carolina to the event.

**10. Provide a list and a brief description of specialized professional graduate courses offered as part of the curriculum.**

Non-credit preparatory seminars required for students with undergraduate majors other than communications (offered in July):

- Seminar in Media Law and Ethics
- Seminar in Media Writing

**August term**

Digital Media Workshop 3 credit hours

**Fall term**

|  |   |
|--|---|
| Theory and Audience Analysis in an Interactive Age | 3 |
| Interactive Writing and Design                     | 3 |
| Producing Interactive Media                        | 3 |
| Interactive Media Strategies                       | 3 |
| Visual Aesthetics                                  | 3 |
| Digital Video Production                           | 1 |

**Winter term (January)**

|   |   |
|---|---|
| Interactive Project for the Public Good | 3 |
|---|---|

## Spring term

Interactive Media Capstone (required) 6 credit hours

iMedia electives (*half or more are offered each spring; students choose 3*)

|  |   |
|--|---|
| Intellectual Property Law                  | 3 |
| Multimedia Storytelling                    | 3 |
| Virtual Environments                       | 3 |
| Public Opinion through New Media           | 3 |
| Interactive Media Management and Economics | 3 |
| Application Development                    | 3 |
| SEO, Analytics and Social Media            | 3 |
| Data Mining and Visualization              | 3 |
| Digital Brand Communications               | 3 |
| Game Design & Development                  | 3 |
| Professional Apprenticeship                | 3 |
| Special Topics in Interactivity            | 3 |

## *Preparatory courses for non-Communications majors*

### **Seminar in Media Law and Ethics**

Covers the legal and ethical dimensions of media communications across platforms, with an emphasis on First Amendment, privacy and copyright issues. Students examine historical cases, analyze the contemporary evolution of law as it relates to technological development, and discuss ethical situations that arise from the confluence of accelerated technological development and the culture's ability to understand its consequences, unintended or otherwise. Goal: Learn the legal foundations for freedom of speech and the press, and legal restrictions and ethical principles relevant to media practitioners.

### **Seminar in Media Writing**

Clear, logical writing is necessary to communicate effectively with audiences. This course focuses on background research, interviews, accuracy, attribution, and styles of writing (print, broadcast, online, news releases). Superior grammar and language skills are expected, and Associated Press style is introduced. Goal: Learn accepted practices and skills used in writing for media audiences.

## *Required courses in the iMedia program*

### **Digital Media Workshop**

Provides concepts and applied skills related to visual communication, photo editing, audio processing, video capture and editing, and web publishing. Students develop the ability to organize elements for a variety of visual effects and gain an understanding of how to use technology to create meaningful digital communication. Goal: Learn about media convergence technologies, basic aesthetic principles in visual composition, and techniques applicable to audio, video and web production.

### **Theory and Audience Analysis in an Interactive Age**

Introduces students to the historical and contemporary body of research literature in the scholarly area of interactive communications. Students write research papers capped by a bibliographical essay that



covers books, professional journal articles, or studies focused on interactive communications. Goal: Understand theoretical and historical issues related to the design, development and production of interactive media. Develop an understanding of the audience and how to apply theory in order to effectively analyze and critique visual materials.

### **Interactive Writing and Design**

Provides the student the fundamentals of web programming by establishing a strong foundation in the syntax and structure of coding languages. The course will enable students to identify appropriate technologies and employ applicable problem-solving techniques to solve errors. Projects include interactive content galleries, mobile design techniques, and online portfolio creation. Goal: To understand the roles, strengths and shortcomings of current web-based languages, and to provide students the logic and faculties to adapt to new and emerging programming techniques and languages.

### **Producing Interactive Media**

Covers the fundamental practices associated with interactive media production, including interface design, applied multimedia and usability refinement. To provide users with optimized opportunities for choice and control, students will apply design guidelines and production design trends emerging in various industries. Students will author interactive experiences and explore historical origins, as well as today's best practices. Goal: Understand fundamental interactive media development concepts using common industry development tools. Emerge with enhanced technical skills and theoretically informed insights into interactivity and its increasingly significant role in a variety of communications contexts.

### **Interactive Media Strategies**

Examines how cognitive, social and affective issues apply to interaction design from both theoretical and practical approaches. It provides an overview on how interactive technologies affect users on visceral, cognitive, attitudinal and behavioral levels. It discusses the process of user-centered design, the issues of usability, and the methods for evaluating various interactive interfaces. Goal: Understand the technologies of new media and how they enhance perspectives on global business, ethical and regulatory challenges, and the effect new technologies are having on business strategy and operations.

### **Visual Aesthetics**

Explores the core design components that comprise the majority of interactive visual media. Through an even balance of theory (through reading and discussion), criticism (regular in-class critiques) and practice (through project assignments), students thoroughly explore the design of visual media and interactive artifacts. Goal: Understand aesthetic principles related to interactive media and their relation to and divergence from aesthetic principles underlying traditional forms of artistic expression.

### **Digital Video Production**

Covers the fundamental practices associated with digital video production and storytelling. Students will receive hands-on learning opportunities with cameras, sound and lighting equipment, and video editing programs. Goal: Learn accepted practices in video production in preparation for real-world application during the Interactive Project for the Public Good winter term fly-in.

### **Interactive Project for the Public Good**

Students work in a team environment to create an interactive media project for the public good. In teams, they travel for approximately a week to a site to gather content through interviews, photos, audio and video needed for the project, then teams return to campus to organize this content into a project that will be accessible to the public at large. Students develop, design, and deploy original

interactive projects in a deadline-driven setting. Course may include a domestic or international fly-in component. Goal: Students apply skills and material learned to practice and make a contribution to the betterment of society.

### **Interactive Media Capstone**

Students complete a capstone interactive media project accompanied by an explanatory paper. The master's capstone project requires students to create an original, fully functional presentation for news, entertainment, informational services or strategic communications. Goal: The purpose of the course is to develop expressive ability and a conceptual framework for the design of interactive experiences and use this ability and framework to facilitate each student's talents to conceive, prototype and produce works in various interactive media.

### *Elective courses offered in spring term (students choose 3)*

#### **Intellectual Property Law**

Focuses on how intellectual property law (specifically copyright and trademark law) intersects with new and interactive media such as web journalism, advertising, electronic databases, video games, and visual and performing arts. This course addresses both practical considerations and public policy concerns. Goal: Learn how intellectual property law (copyright and trademark law) intersects with interactive media such as web journalism, advertising, electronic databases, video games, and visual and performing arts.

#### **Multimedia Storytelling**

Analysis of the effective use of online tools to tell stories in journalism, documentary, corporate and marketing applications and then applied through interactive creations such as websites. Students experiment with diverse ways of using text, graphics, photos, sound and video to effectively transmit information and to interact with users. Goal: Learn how to use the tools of interactive media to present compelling information for varied users targeted toward multiple audiences.

#### **Virtual Environments**

Study three-dimensional online environments, massively multiplayer online games (MMOG) and the phenomenon of real-time, online interaction. By examining virtual worlds, students will explore how such realms and the accompanying toolsets can be leveraged in a communications capacity, whether to create an online political presence, disseminate news, or be a virtual forum for marketing and commerce. Goal: Understand past, present and future of virtual reality, and analyze virtual reality concepts. Learn principles of crafting specialized experiences in virtual worlds; creating a virtual presence; modeling objects and environments, and scripting simple animations in Unity.

#### **Public Opinion Through New Media**

With the advent of virtual communities, smart mobs and online social networks, old questions about the meaning of human social behavior have taken on renewed significance. Although this course is grounded in theory, it is equally rooted in practice, and much of the class discussion takes place in social cyberspaces. This course requires active participation of students and a willingness to immerse in social media practices – mailing lists, web forums, blogs, wikis, chat, instant messaging, virtual worlds – for a part of every weekday during the semester. Goal: Learn theories for understanding how public opinion develops, how interactive media can be used to further public opinion in a democratic society, and what role the media play in the process.

## **Interactive Media Management and Economics**

Forms of interactivity are challenging and changing the economic models for media companies, corporations and non-profit organizations seeking to communicate with desired audiences. In turn, this changing economic model influences management strategies for interactive media. Students will understand the driving forces in media management through the exploration of changing theories, content management business practices, audience measurement and analytics, and the leadership vision of modern media managers. Goal: Understand media economic theory and research and how to apply such information in assessments of media performance.

## **Application Development**

The creation of apps (native applications) for tablet computers and other popular mobile devices typically requires an in-depth knowledge of advanced programming languages. Building on previous experience using HTML5, CSS3 and JavaScript, students will create content for tablet and mobile devices and redesign existing websites for optimal mobile/tablet viewing and interaction without additional programming languages. Local device storage, GPS and device detection will be covered. Goal: Understand how to create applications that function on mobile devices and create apps using HTML5 and third-party applications specific to mobile devices.

## **Analytics and Search Engine Optimization**

Develops the ability to use content types, content quality and presentation strategically to engage audiences in online and mobile media. Goal: Successfully create content, use analytics to measure its success and use this information to strategize for new content by creating social media campaigns, using analytics tools to access those campaign's values and using analytics to create goals for improving SEO.

## **Data Mining and Visualization**

Data, whether “big” or “small,” are most often buried in rows and columns of numbers that repel the average communicator, but that data may contain powerful information that could lead to significant actions or decisions by people, businesses, governments or nonprofits. This course teaches students how to find, clean and present data in ways that make it easier for people to understand. Goal: Develop data analysis and visualization techniques by using various computing tools to liberate data from its rows, columns and complexities and to express it in easy-to-understand visual packages.

## **Digital Brand Communications**

Examines new media communication tools and how to communicate about brands successfully in the digital realm. The course covers such topics as sponsored search, advertising on blogs, advertising networks for websites, Twitter/Pinterest as branding tools, advertising and branding in the mobile space, social media and web analytics. Students gain an understanding of the new media landscape and develop skills in digital brand communications. Goal: Acquaint students with the concept of digital brand communications so that they may use this information and knowledge to better understand and apply concepts and skills in advertising and marketing.

## **Game Design and Development**

Introduces students to the process of designing, prototyping and developing games. Students will understand how games are designed through explorations of game theory and best practices; learn how to prototype games using both low fidelity and high fidelity methods; and program games using industry standards for various output devices including mobile, desktop and console environments. Goal: Engage students in the active process of iterative game creation while exploring the history and social dynamics of games and their place in our culture.

### **Contemporary Media Issues**

Focuses on the historical and contemporary state of personal and public interaction with popular media within the context of technological developments and their impact on society and culture. Students study journal articles, survey research literature, and write papers on the historical trajectory of information consumption from the emergence of mass-produced, paper-based texts to the development of the World Wide Web. Students should use this course to evaluate the current ethical, political and economic controversies that will be a part of their daily lives upon entering media professions. Goal: Explore and analyze evolving and emerging issues in mass media, including economic, regulatory and technological developments and trends, and apply this knowledge to professional activities.

### **Professional Apprenticeship**

An independent work experience under a professional mentor provides an opportunity to acquire insights and skills in a professional environment. Students are required to work at least 240 hours in a supervised environment. Apprenticeships must be approved by the graduate program director and will be permitted only under exceptional circumstances. Goal: Apply knowledge and skills acquired in the iMedia program to professional experiences.

### **Special Topics in Interactivity**

Because of the fast-changing world of interactivity, special topics may arise that warrant a special course for iMedia students. Goal: Learn about the newest ideas and production methods available that may not be covered in any other required or elective course.

## **11. Show that at least half the required credit hours in the master's program are in professional skills courses appropriate to professional communications careers.**

Of the 28 hours of required graduate coursework (omitting 9 hours of electives), the following 22 hours are professional skills courses:

|   |                |
|---|----------------|
| Digital Media Workshop                  | 3 credit hours |
| Digital Video Production                | 1              |
| Interactive Writing and Design          | 3              |
| Producing Interactive Media             | 3              |
| Visual Aesthetics                       | 3              |
| Interactive Project for the Public Good | 3              |
| Interactive Media Capstone              | 6              |

Students may supplement their professional skills through electives such as Application Development, Game Design and Development, Multimedia Storytelling, Data Mining and Visualization, and Virtual Environments.

## **12. Complete and attach Table 4 and Table 4A.**

## Table 4. Curriculum for Graduate Professional Programs

Provide the first 15 names on an alphabetical list of the graduate students who received a professional master's degree during the 2016-17 academic year. Provide each student's name, undergraduate major and school attended as an undergraduate. Use the numbers from this list in the table below.

|                    |                                 |   |
|--------------------|---------------------------------|---|
| 1. Ashley Anderson | Creative Writing                | University of North Carolina at Wilmington  |
| 2. Symoné Austin   | Visual Art & Design             | North Carolina A&T State University         |
| 3. Margaret Baker  | Communications                  | Campbell University                         |
| 4. Bria Bass       | Media & Communications Studies  | University of Maryland Baltimore County     |
| 5. Maggie Boulton  | Exercise of Sports Science      | University of North Carolina at Chapel Hill |
| 6. Noah Buntain    | English Literature              | Northwestern University                     |
| 7. Marquita Brown  | Journalism                      | University of Mississippi                   |
| 8. Katie Carpenter | Communications                  | North Carolina State University             |
| 9. Drew Demos      | International Studies           | Elon University                             |
| 10. Kelly Dunville | Psychology                      | University of North Carolina at Chapel Hill |
| 11. Carmen Erdy    | Public Relations/Int'l Politics | Appalachian State University                |
| 12. Evan Gaskin    | Communication Design            | Elon University                             |
| 13. Travis John    | Media Arts & Entertainment      | Elon University                             |
| 14. Amanda Jones   | Environmental Science           | Alfred University                           |
| 15. Jazmin Lucky   | Journalism & Mass Communication | North Carolina A&T State University         |

## Table 4a. Graduate Professional Curriculum

Show master's credit hours earned in all courses by the 15 students listed above.

| Course titles<br>(All courses inside unit) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Digital Media Workshop                     | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 3  | 3  |
| Digital Video Production                   | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  |
| Interactive Design                         | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 3  | 3  |
| Producing Interactive Media                | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 3  | 3  |
| Visual Aesthetics                          | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 3  | 3  |
| Interactive Media Strategies               | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 3  | 3  |
| Theory and Audience Analysis               | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 3  | 3  |
| Interactive Project Public Good            | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 3  | 3  |
| Interactive Media Capstone                 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6  | 6  | 6  | 6  | 6  | 6  |
| Multimedia Storytelling                    |   |   | 3 |   | 3 | 3 | 3 |   | 3 | 3  |    | 3  |    |    | 3  |
| Virtual Environments                       | 3 |   |   | 3 |   | 3 |   |   |   |    | 3  |    | 3  |    | 3  |
| Interactive Media Mngt/Econ                |   | 3 | 3 |   | 3 |   |   | 3 |   |    |    | 3  |    | 3  |    |
| Application Development                    | 3 | 3 |   | 3 |   |   |   |   | 3 |    | 3  | 3  | 3  | 3  |    |
| Digital Brand Communications               |   | 3 | 3 |   | 3 |   | 3 | 3 | 3 | 3  |    |    |    | 3  | 3  |
| Game Design & Development                  | 3 |   |   |   |   |   |   |   |   |    | 3  |    | 3  |    |    |
| Special Topics in Interactivity            |   |   |   |   |   | 3 | 3 |   |   |    |    |    |    |    |    |
| Professional Apprenticeship                |   |   |   | 3 |   |   |   | 3 |   | 3  |    |    |    |    |    |