Category I Proposal Transmittal Sheet
Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see http://oregonstate.edu/ap/curriculum/cati.html. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal
☑ New degree program
☐ New certificate program or administrative unit
☐ Major change in existing program
☐ Establishment of a new College or Department

Abbreviated Proposal
☐ Rename of an academic program or unit
☐ Reorganization – moving responsibility for an academic program from one unit to another
☐ Merging or splitting an academic unit
☐ Termination of an academic program or unit
☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: http://www.ous.edu/aca/aca-forms.html

Title of Proposal: B.A./B.S. H.B.A./H.B.S. BFA in Digital Communications Major (Formerly New Media Communication Option in Liberal Studies Degree)

Effective Date: Fall, 2011

Department/Program: College of Liberal Arts/School of Arts and Communication

College:

Liberal Arts

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

[Signatures and dates]

John Maul, Director Arts and Communication
Print (Department Chair/Head; Director)

Dr. Lawrence Rodgers, Dean, CLA
Print (Dean of College)
1. Review - College Approver - Liberal Arts

Approved by Sarah Williams Coord-Curriculum / Acad Prgms/Assess/Accred, May 6, 2011 11:46am

Comments
Sarah Williams (College Approver - Liberal Arts) May 6, 2011 11:46am
Moving this proposal along, since it is currently being reviewed by B&FP. SW

2. Review - Curriculum Coordinator

Approved by Sarah Williams Coord-Curriculum / Acad Prgms/Assess/Accred, May 6, 2011 11:48am

Comments
Sarah Williams (Curriculum Coordinator) May 6, 2011 11:48am
Moving this proposal along to B&FP, who were charged with its review on April 15 and should have access to the proposal online.

3. Review - Budgets and Fiscal Planning Committee

Approved by Sarah Williams Coord-Curriculum / Acad Prgms/Assess/Accred, May 17, 2011 9:52am

Comments
Sarah Williams (Budgets and Fiscal Planning Committee) May 17, 2011 9:52am
The BFP Committee has fully approved the BA, BS, BFA in Digital Communication Major proposal (CPS # 81904, https://secure.oregonstate.edu/ap/cps/proposals/view/81904).

Please pdf and post this email to the CPS website as our committee’s feedback on this proposal.

Based on the written responses/feedback that John Maul provided to our questions, all members in attendance at our meeting today (May 16th) voted unanimously in favor of approving this proposal with only the following note/comment.

• Please recomplete and reload the budget sheets for years 1-4 so that all the costs currently shown in Column A (from current budgetary unit) and Column B (institutional reallocation from other budgetary unit) show up only in Column A (there should be no costs in Column B in the final versions of the budget sheets). The costs shown in Column D (from federal funds and other grants) should not change. Likewise, the total costs (Column F – line item total) should not change.

4. Review - CC Rep - Liberal Arts (M-Z)

Sent Back by Sarah Williams Coord-Curriculum / Acad Prgms/Assess/Accred, May 17, 2011 9:55am

Comments
Sarah Williams (CC Rep - Liberal Arts (M-Z)) May 17, 2011 9:55am
Returning this Category I proposal to the Originator so that he can revise it according to the request from the Budgets and Fiscal Planning Committee. Once the revisions are made, the Originator should resubmit to the Curriculum Council. (SW)

5. Originator Response

Dwanee Howard Asst to School Director / History Department, May 18, 2011 4:35pm

6. Review - CC Rep - Liberal Arts (M-Z)

Approved by Sarah Williams Coord-Curriculum / Acad Prgms/Assess/Accred, May 18, 2011 4:41pm

Comments
Sarah Williams (CC Rep - Liberal Arts (M-Z)) May 18, 2011 4:41pm
Moving this proposal along to the Chair of the Curriculum Council, since he is primary reviewer for it, in advance of the discussion with the Curriculum Council. SW

7. Review - Curriculum Council Chair
Proposal
Proposal ID:81904
Type:New Degree Program
Submission Date:June 14, 2011 11:01am
Approval Date:January 9, 2012 3:24pm
Comments:
This proposal seeks to establish a stand alone major in Digital Communication, replacing the current New Media Communication option in the Liberal Studies Degree.

Reviews and approvals:
4/6/2011: Preliminary Meeting with Academic Programs Committee
4/15/2011: Submitted to B&FP for their review via email; submitted to B&FP via the CPS on 5/6/11.
4/16/2011: Approved by B&FP
4/16/2011: Sent to Curriculum Council
CC approval: 10/4/11
Faculty Senate Approval: 10/13/11
Provost: 10/14/11
Provosts Council: 11/17/11
OR State Board of Higher Education Approval: January 6, 2012

**History**

*Active Version - Submitted June 14, 2011 11:01am*

- **Version 3** - Submitted June 13, 2011 4:27pm
- **Version 2** - Submitted May 18, 2011 4:35pm
- **Version 1** - Submitted May 6, 2011 11:46am

**Originators**

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>DEPARTMENT/SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marion Rossi Jr</td>
<td>Associate Professor</td>
<td>Speech Communication</td>
</tr>
<tr>
<td>Loril Chandler</td>
<td>Office Mgr-Asst to Chair</td>
<td>Speech Communication</td>
</tr>
</tbody>
</table>

**Contacts**

No contacts

**Proposal Details**

- **College:** College of Liberal Arts
- **Department/School:** New Media Communications
- **Program Type:** Undergraduate Major
- **New Degree Name:** Cat I: B.A., B.S., B.F.A in Digital Communication Arts
Category I Proposal
For the initiation of a New Instructional Program

B.A., B.S., B.F.A in Digital Communication Arts Major
(Formerly New Media Communications Option in Liberal Studies)
CPS Tracking # 81904
April 2011

Institution: Oregon State University

College/School: College of Liberal Arts/School of Arts and Communication

Department/Program: New Media Communications

Executive Summary:

The communications industry affects the social, economic, cultural and political landscape of Oregon, the nation and the world. Technology has continuously improved communication options for business, community, and personal use. The printing press, the telegraph and telephone, radio and television, the internet, web browsers, I phone apps, Microsoft’s Natal Milo, and whatever this year brings, continue to dramatically shape our lives.

The College of Liberal Arts proposes a new major in Digital Communication Arts to address the rapidly increasing demand from students for a curriculum that embraces these new technologies along with the demands of business across all industrial groups. This generation of students must become nimble, strategic, and fluid in order to seize the opportunity and understand the responsibility the application of new communication technology brings to society. The Digital Communication degree at Oregon State University will give students foundational knowledge in production, the media business, and media in society in order to nimbly navigate the media industry and media communication practice. They will hold many jobs not yet classified or created—social media director, director of corporate integrity, producer, scientific visualization specialist, animator, social networker, user operations analyst, social media strategist, media coordinator, web developer marketing, or corporate tweeter.
Category I Proposal
For the initiation of a New Instructional Program

B.A., B.S., B.F.A in Digital Communication Arts Major
(Formerly New Media Communications Option in Liberal Studies)
CPS Tracking # 81904
April 2011

1. Program Description

   a. Proposed Classification of Instructional Programs (CIP) number.

      The CIP Code is 09.0702.

      CIP # 090702

      Title: Digital Communication and Media / Multimedia.

      Definition: A program that focuses on the development, use, critical evaluation, and regulation of new electronic communication technologies using computer applications; and that prepares individuals to function as developers and managers of digital communications media. Includes instruction in computer and telecommunications technologies and processes; design and development of digital communications; marketing and distribution; digital communications regulation, law, and policy; the study of human interaction with, and use of, digital media; and emerging trends and issues.

      (Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.)

   b. Brief overview (1-2 paragraphs) of the proposed program including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

      The form communication takes and the functions it performs are important to the maintenance of a free democratic society. The New Media Communications program at Oregon State University combines the fundamentals of storytelling, new media production and conceptual design skills, knowledge of media’s impact on society, and media business acumen to produce tomorrow’s media leaders. The proposed degree program in Digital Communication Arts focuses on the cutting edge of digital media technology applications and cultural changes. Oral traditions gave way to print, and
now print has transitioned to electronic formats, yet one thing remains constant: storytelling. No matter the form or format, media communications in the digital era is still storytelling at its core.

The proposed Digital Communication Arts major at OSU is built upon previous OSU programs in Broadcast Media and Journalism. Plans for a new degree program in “media communications” were developed by the College of Liberal Arts in 1997. In 2001, the New Media Communications program was initiated by OSU Departments of Computer Science, English, Speech Communication, Art, and Music as an interdisciplinary consortium. New Media became a program that was offered through the B.A./B.S. degree in Liberal Studies with an Option in New Media Communications. The program also offered four minors: Print, Telemedia, Multimedia, and New Media. Print and Telemedia were removed from the curriculum in 2010. These were transitional degree programs with ties to journalism and broadcast media and no longer served student or academic interests. The Digital Communication Arts B.S., B.A., B.F.A. will be complimented with a Digital Communication Arts Minor (separate Category II proposal) which will complete the transitional period for this long-awaited degree program.

<table>
<thead>
<tr>
<th>NEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic Unit: Department of Art, College of Liberal Arts [Note: The academic home will change to the School of Arts and Communication following approval of an Abbreviated Category I proposal (merger, rename, reorganization) that has yet to be submitted.]</td>
</tr>
<tr>
<td>• Undergraduate Minor: Digital Communication Arts [The new undergraduate minor will be submitted separately through the Category II process.]</td>
</tr>
<tr>
<td>• Courses: [Several new courses will be added to the program separately through the Category II process.]</td>
</tr>
<tr>
<td>• Course Designator: NMC (Existing) [There are no plans to change the course designator.]</td>
</tr>
<tr>
<td>• Faculty: [Two new faculty will be hired to support the proposed program; one Associate Professor and one Assistant Professor.]</td>
</tr>
<tr>
<td>• Proposed Start Date: Fall Term 2011</td>
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</tbody>
</table>

The Digital Communication Arts major will be responsive to increased student and employer interests in teamwork, communication, technological applications, social effects of media, media business, and digital design. The degree will provide students
with the skills necessary to succeed as media communications professionals in a highly
dynamic, technical, and diverse international environment.

c. **Course of study – proposed curriculum, including course numbers, titles, and credit
hours.**

Courses in New Media Communications are designed to prepare students for a variety
of careers in media and allied fields in which knowledge of and skills in mediated
communications are an integral part of professional activity. NMC offers students the
opportunity to pursue a range of theoretical and practical courses. Broad scholarship is
stressed in all the programs to ensure that students attain the background necessary
for serving in leadership roles in mediated communications.

**Core Requirements (39-42)**

- NMC 101. Introduction to New Media Communications (3)
- NMC 260. New Media Futures (3)
- NMC 301. Writing for the Media Professional (3) (WIC)
- NMC 320. History of Telecommunications (3) or History of Broadcasting (3) or
  Landmarks in Media Content (3)
- NMC 351. Media Visualization (3)
- NMC 409. Practicum (1) (must be taken 3 terms for a total of 3 credits) or NMC 410
  internship (3)
- NMC 430. Media Theory (3)
- NMC 490. Media Ethics (3)
- NMC 498. Capstone Project Course (3) (Category II)
- One class from each of the specialties listed below (9 – 12)

**Specialties**

Students have the opportunity to focus their studies on a particular part of the
discipline of New Media Communications. Students in Media Management and the
Media and Society Specialties must complete a minimum of 5 courses from the
following list of specialty classes. Students may also choose the B.F.A. in the Production
specialty. Students must pursue a specialty to attain the B.A./B.S./H.B.A./H.B.S. or
B.F.A. in Digital Communication Arts.

**Media Management Specialty (15-16):** Students pursuing the Media Management
specialty focus on business practices and the regulatory environment. Students learn
effective strategies to form start-up ventures, understand communication regulation,
policy, and law, and gain skills needed to manage media communications enterprises.

- NMC 406. Special Problems/Special Projects (3-4)
- NMC 421. Diffusion of Innovations (3)
- NMC 437. New Media and Society (3)
- NMC 440. Media Management (3)
- NMC 441. Media Entrepreneurship (3)
- NMC 470. Media Law (3)
• NMC 471. Telecommunications Policy (3)

Students pursuing the Media Management Concentration will complete a B.S./B.A. degree with a total of 54 – 58 credits.

Media and Society Specialty (15): Students in this specialty study the intersection of media and social life. Throughout history, new media have produced profound changes in human interaction. Family life, politics, commerce, religion, and the distribution of privileges have all been subject to fundamental revision in the wake of new technologies for communication. This specialty provides students with theoretical and practical understanding of the nature of these changes, and prepares them to anticipate and manage inevitable future changes as the media landscape continues to evolve. This specialty is particularly appropriate for students who seek careers in media research and criticism, graduate studies in media, and work in media policy.

• NMC 330. The Meaning of Video Games (3) (Category II)
• NMC 340. Social Media (3) (Category II in process)
• NMC 421. Diffusion of Innovations (3)
• NMC 435. Media Effects (3)
• COMM 368. Propaganda and Social Control (3)
• COMM 482. The Media in Culture and Society (3)
• COMM 484. Media Criticism (3)

Students pursuing the Media and Society Specialty will complete a B.S./B.A. degree with a total of 54 – 57 credits.

Production B.F.A. Specialty (73-77): The production specialty is designed to provide a foundation in media aesthetics, story conceptualization and preproduction planning for linear and nonlinear/interactive projects, video production, sound design and 3D modeling and animation. Students are encouraged to explore their own creativity within a carefully constructed curriculum that serves as a basis for independent work and portfolio development. Faculty members include artists, videographers, editors and composers from professional production environments.

Foundation Coursework (48-49)
• ART 101. Introduction to the Visual Arts (4)
• ART 115. Foundations: 2-D (4)
• ART 120. Foundations: Digital Imaging (3)
• ART 121. Foundations: Computers in Visual Arts (3)
• ART 122. Foundations: 4-D (4)
• ART 131. Foundations: Drawing 1 (4)
• ART 263 Digital Photography (4)
• TA 242. Visual Principles of Theatre (3)
• TA 346. Scene and Stage Design (3)
• WR 407. Seminar: Screenwriting (3)
• NMC XXX. Visual Communication and Graphics (4) (Category II)
• NMC 330. The Meaning of Video Games (3) (Category II)
• One of the following:
  ENG 125. Introduction to Film Studies: 1945 – Present (3)
  ENG 265. Films for the Future (4)
  ENG 245. The New American Cinema (4)
  ART 206. Introduction to Art History – Western (3)

• One of the following:
  NMC 320. History of Telecommunications (3)
  NMC XXX. History of Broadcasting (3) (Category II)
  NMC XXX. Landmarks of Media Content (3) (Category II)

Production Coursework (select 8 courses) (24-28)
• NMC 302. Reporting (3)
• NMC 305. Copyediting (3)
• NMC 380. Pre Production (3) (Category II to increase to 4 credits)
• NMC 382. Studio and Multi-camera Production (4)
• NMC 383. Field Production (4)
• NMC 409. Portfolio Preparation and Show (Capstone) (Category II)
• NMC 433. New Media Storytelling (nonlinear media) (4)
• NMC 481. Post Production (4)
• NMC 482. Documentary (4)
• NMC 484. New Media Animation (4)
• NMC 485. New Media 3D (4) (Category II)
• NMC/MUS 493. Basic Recording Techniques (3) (Category II for designator)
• NMC/MUS 494. Intermediate Recording Techniques (3) (Category II for designator)
• NMC/MUS 495. Advanced Recording Techniques (3) (Category II for designator)
• NMC/MUS 496. Surround Sound Recording and Mastering (2) (Category II for designator)

Students interested in character animation are recommended to also take:
• TA 248. Fundamentals of Acting I (3)
• ART 234. Drawing II/Figure (4)

Students pursuing the Digital Communication Arts Production B.F.A. will take a total of approximately 119 total credits from the coursework listed above to complete the major. The degree does not require the College of Liberal Arts Core or the College’s B.A./B.S. requirements. The requirements within the major exceed those of the CLA core making it redundant.

The following may be used as additional electives in combination this those listed above to augment individual learning goals and credits for all of the degree options presented:

• NMC 401. Research and Scholarship (3-4)
• NMC 402. Independent Study (3-4)
• NMC 403. Thesis/Dissertation (3-4)
• NMC 404. Writing and Conference (3-4)
• NMC 405. Reading and Conference (3-4)
• NMC 406. Special Problems/Special Projects (3-4)
• NMC 407. Seminar (3-4)
• NMC 408. Workshop (3-4)
• NMC 410. Internship (3-4)
• NMC 499. Special Topics (3-4)
• COMM 180. Introduction to the Rhetoric of the Film (3)
• TA 244. Scene Crafts (3)
• TA 245. Stage Lighting (3)
• TA 248. Fundamentals of Acting I (3)
• TA 249. Fundamentals of Acting II (3)
• TA 346. Scene and Stage Design (3)
• TA 351. Principles of Playwriting (3)
• TA 354. Fundamentals of Play Direction (3)

Complimentary minors and secondary majors include Art, Music, Theatre Arts, Computer Science, Business and the International Studies degree. Additionally, students from other scientific and professional fields are increasingly interested in visual technological applications to analyze, interpret and communicate data. These students will find utility in digital communication arts coursework and minors as well.

Total Requirements: 54-58 credits for the B.A./B.S. degrees in and 119 credits for the B.F.A. Students will not have the option of pursuing dual degrees in Communication Studies.

d. **Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and use of technology (for both on-campus and off-campus delivery).**

This program is available on the OSU main campus only. Some coursework will be available for E-campus students in response to learner needs and interests. The technologically heavy program requires proximity to specialized equipment and labs to meet learning objectives.

e. **Ways in which the program will seek to assure quality, access, and diversity.**

**Quality:** The Liberal Studies NMC Option required a 2.0 GPA for admittance and a 2.3 G.P.A. for graduation. Students must receive a C- or better in all degree coursework. The Digital Communication Arts Major will maintain these standards. Advising services guide students through the preparatory and ancillary activities that support the major (e.g., internships, practicum, and first-year orientation). Students meet the core New Media Communications faculty during the team-taught introductory course.

**Access:** The Digital Communication Arts major is accessible to all on-campus OSU students. Equipment, laboratories, and learning environments are accessible to students in the major. Students must complete a plan of study which requires a meeting with an advisor. The plan allows students to emphasize different aspects of
the New Media Communications program and provides the basis for future options within the degree.

**Diversity:** The program seeks diversity in all aspects of the degree program. Student and faculty recruitment includes outreach to communities of color and immigrant communities.

The College of Liberal Arts has made special efforts to increase the participation of women and include diverse ethnic and cultural perspectives. The faculty is currently 80% male and 20% female. Hiring females and culturally and racially diverse faculty is a high priority for the program.

It is anticipated that the program will benefit from a closer collegial relationship with the diverse perspectives represented in the fields of the arts and communications as the proposed new School of Arts and Communications becomes a reality.

f. **Anticipated fall term headcount and FTE enrollment over each of the next five years.**

The New Media Communications Option Liberal Studies degree program had 325 students enrolled during spring term 2010. It was anticipated that the fall headcount would be approximately 300 students after the program graduated 38 students in June 2010. The fall term 2010 headcount was 360. The program continues to grow at a rate greater than 30% each year. Efforts may be put in place to limit the number of students entering the degree program such as a portfolio review. A minimum grade point average of 2.3 or higher must be maintained by all majors.

Given the demand for the program and the need to limit enrollments at some point, a reasonable assumption of growth and control would result in a student body population such as:

<table>
<thead>
<tr>
<th>Year</th>
<th>number of students</th>
<th>Spring Term</th>
<th>number of graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>325</td>
<td>38 (actual)</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>440</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>475</td>
<td>66</td>
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<td>2013</td>
<td>500</td>
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<td>2014</td>
<td>500</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>500</td>
<td>100</td>
<td></td>
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</tbody>
</table>

It should be noted however that there is a significant demand for this degree program and the formalization of the degree as a major from an option will increase the popularity of the degree beyond that previously experienced. The projections listed above are very conservative.

g. **Expected degrees/certificates produced over the next five years.**

A total of 378 B.A./B.S./B.F.A. degrees are estimated to be completed over the next five years.
h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.)

Students pursuing the Digital Communication Arts major will be resident, nonresident and international full-time and part-time traditional students.

Most of the Digital Communication Arts majors will come from existing majors and undeclared majors already on campus. New Media Communications option did not, as yet, recruit outside of the university. While some students have found and sought out the program prior to enrollment, most come from undeclared students or majors in English, Speech Communications, Art, Music, Theatre, Computer Science, Business, Engineering, and pre-medical fields.

i. Adequacy and quality of faculty delivering the program.

Tenure and tenure track faculty from the instructor to full professor rank will participate in the delivery of this degree program. Due to the dynamic nature of this field of study, adjunct faculty members are used extensively and serve key roles in the program. Adjunct faculty members bring state-of-the-art knowledge, technical skills, best practices, and professional networking opportunities to the student experience.

j. Faculty resources – full-time, part-time, adjunct.

Steven Bagwell, Adjunct Instructor  
Reporting, copyediting
Christopher Becerra, Adjunct Instructor  
Photography, desktop publishing
Lucius Bottaro, Head Advisor  
Orientation and Internships
George Caldwell, Associate Professor  
Stagecraft
Kay Campbell, Professor  
Aesthetics, Design, 3-D Art
Pam Cytrynbaum, Adjunct Instructor  
Reporting, writing
Jim Folts, Professor  
Journalism and Photography
Trisha Goodnow, Associate Professor  
Visual rhetoric
Rick Hangartner, Adjunct Instructor  
Social media, computer science
Kami Hammerschmith, Adjunct Instructor  
Writing
Charlotte Headrick, Professor  
Acting and Directing
Amy Hunter, Adjunct Instructor  
Multi-Camera Production
Robert Iltis, Associate Professor
Persuasion, Propaganda, and Rhetoric
Finn John, Adjunct Instructor
- Writing
Todd Kesterson, Sr. Instructor
- Media technology, 3-D animation, storytelling, design aesthetics

Samuel Kincaid, Instructor
- Sound design and production, surround-sound
Jon Lewis, Professor
- Film studies
William E. Loges, Associate Professor
- Media and society, media history, media ethics
John Marler, Adjunct Instructor
- Production
John Maul, Professor
- Aesthetics, Design, 3-D Art
Mark Moore, Professor
- Criticism, political communication and argumentation
Andrew Myers, Instructor
- Fine art
David Nicholas, Adjunct Instructor
- Social media
Peter Ogle, Adjunct Instructor
- Writing, reporting
Ann Robinson, Adjunct Instructor
- Production
Marion Rossi, Jr., Associate Professor
- Acting and Directing
Julia Sandidge, Director of Student Media
- Practicum, workshops, broadcast journalism
Ron Seymour, Instructor
- Law, ethics, entrepreneurship, management
Erik Talbert, Adjunct Instructor
- Post-Production
Gregg Walker, Professor
- Conflict resolution, bargaining and negotiation
Gerald Voorhees, Assistant Professor, (Provost’s Initiative)
- Media and cultural studies
New Hire, Assistant Professor (Provost’s Initiative)
- Performance and Technology (search in progress)

k. Other staff.
- 1.0 FTE Professional Faculty, Advisor (.5)/Internship Coordinator (.5)
  (Current Hire), Office Specialist I
- (5) Student lab assistants

l. Facilities, library, and other resources.
The Digital Communication Arts major will utilize the current facility located on the third and fourth floors of Strand Agriculture Hall. Additionally, students in the Digital Communication Arts major will have access to learning laboratories in music, studios in art, stagecraft in theatre, and editing facilities in Art and Speech Communication. The proposed program will acquire emerging technologies that can be used by students and applied to real world problems.

Library resources are adequate to support the proposed major. A modest library budget will meet the specialized needs of students in the major and faculty research given the significant library collections within the interdisciplinary (art, music, theatre, film, speech communication, English, computer science) and foundational fields (journalism, broadcast media, advertising, marketing, information systems).

m. Anticipated start date.

Fall term 2011

New Media Communications began in 2001 as collaboration between the Departments of Art, Music, Speech Communications (including Theatre), English, and Computer Science. The program was subsequently “incubated” within the College of Liberal Arts’ Liberal Studies Program. The degree is now ready for delivery and can commence immediately.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution’s mission and goals for access; student learning; research, and/or scholarly work; and service.

The proposed major in Digital Communication Arts is well aligned with the mission and goals of Oregon State University. The proposed degree is ideally positioned to connect thematic areas within the new School of Arts and Communication (proposed), throughout the proposed new schools within Arts and Sciences, and across professional areas of study. Establishing the major in Digital Communication Arts is an essential step toward the creation of an expressive focal point for the new School of Arts and Communication since each of these foundational disciplines are dependent upon the application of new technologies for advancements in their fields as well.

Institutional mission:
The Digital Communication Arts major will advance undergraduate education through interdisciplinary collaborations between the areas of communication, art, design, and technology. Opportunities for graduates in the communications industry, both in research and production, will directly contribute to the promotion of economic growth and social progress of the community, the state, the country and the world. Students in the Digital Communication Arts major will become key players in the future of digital communication. The global importance of that future is clearly evident now, and the proof lies in statistics— 500 million people on Facebook, or documented facts—Egypt’s revolution that began on and gained momentum through Twitter. Applications of
digital communication principles, knowledge and skills through scientific visualization and 3-D production have direct application to the sciences involved in sustainable earth ecosystems and professionals and researchers interested in the promotion of health and wellness.

Institutional goals:

Access: The Digital Communication Arts degree will be accessible to all on-campus students. Students will be recruited from under-represented populations through high school visitation programs, advising relationships with other colleges and cultural centers, and networking with employers.

Student learning: Students will receive an extensive 52-56 credit foundational education at the completion of their digital communication arts major. Most students will gain knowledge of media history, theory, law, ethics, entrepreneurship, and management, combined with the skills of visualization, storytelling, reporting, copyediting, social media, all phases of sound and video production, 3-D and other forms of animation. Students are encouraged to take advantage of study abroad programs, immersion programs, special awards and scholarships, volunteer experiences, internships, practicum and jobs. Upper division courses are organized around team-based projects that encourage creativity, risk-taking, learning new skills, cross-training, and critique.

Research: Students in the Digital Communication Arts major will have the opportunity to engage in faculty and industry sponsored research projects such as the aesthetics of gaming, software visualization, and social media applications. Faculty members will encourage student participation in the research process and corporate partnerships.

Scholarly work: Scholarly areas of interest include gaming, animation, social media, media history, media law, and media’s effects on social life.

Service Learning: Students in the Digital Communication Arts major will be required to provide service to either 1) media production units within OSU for one credit each term for a total of three terms (NMC 409) OR 2) service to industry through an off-campus internship (NMC 410). This requirement helps students become familiar with a variety of work environments within a complex organization and provides support for the many media related functions carried out both on and off the OSU campus.

b. Connection of the proposed program to the institution’s strategic priorities and signature areas of focus.

In 1862, the Land Grant mission for universities focused attention on agriculture, science, and engineering along with classical study in response to the industrial revolution. Now, the University is educating students in the midst of a technological
revolution by advancing the science of sustainable earth ecosystems, improving human health and wellness, and promoting economic growth and social progress.

The Digital Communication Arts major within the School of Arts and Communication will graduate students who contribute to economic growth and social progress through their understanding and application of digital communication skills. Students also learn the role of media in active citizenship and social engagement processes in order to discover and implement creative, economically powerful solutions to Oregon and America’s critical challenges through technological and social leadership.

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support for Oregon and its communities.

The proposed major in Digital Communication Arts meets the needs of the state of Oregon by producing students capable of advancing technological changes in communication. These advances will serve to improve communication amongst the citizens of Oregon. For the foreseeable future, changes in personal communication, entertainment, and marketing will be even more dramatic than in recent years. Digital Communication Arts graduates will be prepared to lead media enterprises, make artistic and cultural contributions, enhance communication, and play an active role in the creation and distribution of media products and services.

Citizens of Oregon will be facing an increasingly difficult set of social, economic, and political challenges, including decisions about natural resources, health care, and public safety. Oregon wants an educated electorate to make critical decisions. Citizens need more than just timely and accurate information, they require tools to communicate with others, get messages out, build consensus, enhance democratic participation, and engage the electorate using communication technology. The faculty members and students in Digital Communication Arts will help meet Oregon’s need for effective public and personal communication for daily life, business activities, and civic engagement. (See sections 1e and 2b above for information on access and learning)

d. Manner in which the program meets broad statewide needs and enhances the state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities.

Oregon’s communication landscape is changing with that of the world. Skype has brought us face-to-face contact across continents. Google is a verb. We use Twitter and Facebook to maintain a tertiary connection to humanity. Our private information is now public (where you shop, what you eat, how far you run, how much money you spend, etc.). The citizens of Oregon, in order to be productive producers and consumers, want an understanding of technology as applied to communications. The knowledge and skills to apply and understand digital communication techniques is highly sought. Students from Oregon State University will go on to influence millions with their creative and insightful discoveries and applications. These achievements will greatly benefit from knowledge of storytelling, scientific visualization, 3-D animation, and video production, to disseminate their importance to the world. Students pursuing
the Digital Communication Arts major will find thousands of job listings to match their educational and career interests in the next few years (See 4b, below).

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

N/A

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

N/A

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

N/A

4. Need

a. Evidence of market demand.

The Liberal Studies New Media Communications Option has grown dramatically over the last 5 years.

New Media Communications Option Enrollment:
Fall 2005 – 25 majors
Fall 2006 – 65 majors
Fall 2007 – 155 majors
Fall 2008 – 211 majors
Fall 2009 – 299 majors
Fall 2010 – 340 majors
Fall 2011 – 440 majors

The program has grown over 1000% with no public recruitment, fundraising or marketing efforts. The creation of the Digital Communication Arts major for New Media Communications students will provide a transcript visible degree and generate even more interest in the form of an “official” major.

b. If the program’s location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g. surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

Students graduating with a degree in Digital Communication Arts will find jobs in such dynamic fields as social media, advertising, digital media, media analytics/research / metrics, animation and graphics, business to business, blogging, content management, creative, customer relationship management, digital video and film, direct marketing, event production and planning, marketing and e-marketing, game development and gaming, graphic design, ecommerce, media planning and buying, media and public relations, mobile marketing, multimedia, internet operations, podcast and webcast, product development, project management, sales/business development, software development, traffic management, testing, user experience and usability, web development, web policy and governance, internet/web Security, wireless and mobile software development, writing and production, media consulting and many more technologies and skills.

Employment in these fields is growing—“The proliferation of sites like Twitter and Facebook as marketing tools has led to a boom in social-media positions at just about any company with a Web presence” (Newsweek 9/12/20). “From January 2009 to June 2010 new media jobs increased 35%” (Simply Hired). “Competition will be keen for jobs at large metropolitan and national newspapers, broadcast stations, and magazines; small publications and broadcast stations and online newspapers and magazines should provide the best opportunities” (Bureau of Labor Statistics). In fact, demand for employees in digital communications fields are needed even if the material is never printed. Effective communication is what is demanded not the medium of the message. “Demand for multimedia artists and animators will increase as consumers continue to demand more realistic video games, movie and television special effects, and 3D animated movies. Additional job openings will arise from an increasing need for computer graphics in the growing number of mobile technologies. The demand for animators is also increasing in alternative areas such as scientific research and design services” (Bureau of Labor Statistics). In the related Information technology field “job prospects are excellent with a growth rate higher than average (Bureau of Labor Statistics). Many of the digital communication jobs in new media are so new that the Bureau of Labor Statistics is just beginning the process of creating categories for them.

c. Manner in which the program would serve the need for improved educational attainment in the region and state.

The Digital Communication Arts major will improve upon the New Media Communications Option in Liberal Studies by giving students the knowledge, skills, and
interest necessary to understand and advance digital communications for business, government, and industry, and an opportunity to concentrate their studies in an area they find particularly suited to their skills and interests. Communication is not just a process of interaction but an extensive field of study with growing importance for the ways we live, work and play. Improving student knowledge of the legal, ethical and practical aspects of communication will strengthen regional business, improve citizen involvement, and enhance outreach and education by government agencies.

d. Manner in which the program would address the civic and cultural demands of citizenship.

Correct and timely information is critical to citizen participation in a democratic society. While plenty of information is available, it is getting harder for citizens to sort meaningful data and engaging content about issues of societal as well as individual interest. Too much of the public dialog is polarized, inaccurate, and ineffectual. Students pursuing the Digital Communication Arts major will be able to identify and validate factual information, use the widest range of communication tools, find creative solutions to community education and involvement challenges, and be able to fully participate in the democratic decision-making process. Students will be able to influence the landscape and quality of content available to people throughout the state, the nation, and the world. The coursework emphasizes team-building, negotiated problem solving, and peer juried productions to ensure students are ready for work, life, and citizen challenges and opportunities. The ability to apply critical thinking to the media content available to us is an ever more important aspect of parenting, voting, neighborliness, travel, shopping, and other day-to-day activities.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Learning Outcomes: Students who successfully complete the Digital Communication Arts degree will be able to:
- critically analyze the application of technology to the legal, moral, practical, and artistic aspects of communication;
- create entertaining, informative, creative, and effective media content utilizing a variety of technologies and storytelling techniques;
- enter graduate study and eventually careers in academia;
- work in a fast-paced, diverse, dynamic and global environment;
- demonstrate critical, informed and curious perspective in any work environment utilizing sound, voice, music, photos, video, visualization, animation, social media, artistic representation, and many other forms of creative expression to tell stories.
- identify and explain communication processes, methods, products, and purposes for application development and design;
- identify and reason through critical moral and legal dilemmas facing communication industries;
- analyze current social, political, economic, and cultural issues solved or exacerbated by the application of communication technologies and emergent practices;
- synthesize communications research and theories to address contemporary communications problems; and
- explain how institutional communications affect access, power, prestige, economic gain, and organizational action.

b. **Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.**

Learning objectives are established for each course and are measured using grading rubrics. The learning outcomes for the Digital Communication Arts degree program will be assessed using exit interviews. Exit interviews will measure 1) student attainment of learning objectives and 2) student post-baccalaureate plans.

Seniors will submit materials for a senior portfolio review. Assessment activities will be aligned with University assessment processes and performance indicators. Seniors will be given the opportunity to integrate themes, approaches, and skill sets from the core curriculum into senior projects in classes such as Writing for the Media Professional, Entrepreneurship, and Management. Students in these courses are required to work in teams, define a problem or opportunity, integrate theoretical knowledge and practical skills, and create a product or process. The assessment of senior course projects uses a rubric that follows from the degree objectives and the existing New Media Communications program objectives:

1) Demonstrated understanding of core concepts including historical context and development, theoretical underpinnings, and contemporary representations from business or industry.
2) Demonstrated understanding of the interaction of concepts (e.g., the relationship between social media and job attainment or between Craig’s List and decreased revenue for print media) on potential outcomes.
3) Demonstration of clear writing and skillful storytelling.
4) Demonstrated application of production processes and skills for communication through numerous modalities to diverse audiences.

Alumni will be surveyed about school and work activities at the completion of 2, 5, and 10-year intervals. Alumni will be asked about their current employment, educational attainments, future plans, and reflect on the preparation they received for present roles and future plans. This information will be used to adjust curricular offerings, internship placements, and degree focus.

c. **Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.**

Students graduating with the Liberal Studies New Media Communications Option have gone on to premier graduate schools including UC Berkeley, University of Southern California, and Syracuse University. They have been hired by a diverse range of
companies including Nike, Intel, ESPN, and Hewlett-Packard. They work for newspapers, radio and television stations, advertising and marketing firms, and nonprofit organizations. Alumnae have started their own media businesses, including commercial video production, website design, and a photography studio.

By all accounts, students and graduates with skills in Digital Communication Arts are in high demand. The New Media Communications option receives multiple requests for student workers and interns each week. Businesses are beginning to build direct relationships with the program to secure entry level employees. Interest in both educational and employment opportunities will increase as the Digital Communication Arts degree is officially established.

d. **Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.**

The faculty members in the New Media Communications program bring diverse skills and forms of scholarship. Depending on the nature of their training, faculty may be expected to study the social influence of media and publish their results in scholarly journals; produce creative media content and publish their work at festivals and in a variety of media formats (e.g., audio recordings, Websites, DVDs, and games); analyze the rhetoric, style, and underlying premises of media content and publish the results in scholarly journals and publications devoted to media criticism.

6. **Program Integration and Collaboration**

a. **Closely related programs in other OUS universities and Oregon private institutions.**

Programs in the following fields currently collaborate with the New Media Communication Option program to deliver digital communications and scientific visualization for their content:

- Science
- Oceanography
- Computer Science
- Business
- Athletics
- Forestry
- And most other fields of study at OSU

b. **Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should state why this program may not be collaborating with existing similar programs.**

No Oregon University System institutions offer a Digital Communication Arts degree. The closest programs in terms of content and proximity are at the University of Oregon. However these majors vary significantly from the proposed broad-based interdisciplinary Digital Communication Arts degree.
The University of Oregon offers:

A *Digital Arts* major that prepares students for a career in the fields of the visual arts, digital arts, and design. Courses include ceramics, digital arts, drawing, fibers, metalsmithing and jewelry, multi-disciplinary arts, painting, photography, printmaking, and sculpture.

The *Journalism—Communication Studies* program is deeply rooted in the field of journalism made possible by the University’s national ranking in this field. The program focuses on the convergence of new media forms with time-honored traditional media. Communication Studies caters to those interested in new online news outlets and literary journals along with traditional print media. Students have professional opportunities as beat reporters, editors, and experts in crafting streaming video.

While these two programs share some elements with the Digital Communication Arts major they are in no way duplicative and serve different purposes and potential student employers (See attached letters of support from the University of Oregon, Portland State University, and Southern Oregon University).

c. **If applicable, proposal should state why this program may not be collaborating with existing similar programs.**

The University of Oregon’s School of Journalism cooperates with OSU’s New Media Communications Option through the organization of Press Day and participation in various student scholarship, awards, and professional programs. The University of Oregon maintains closer ties with traditional media outlets while OSU New Media Communication is placing students in communication jobs both inside and outside of traditional media.

d. **Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.**

Serving increased numbers of Digital Communication Arts students will be challenging. It is anticipated that the increased number of majors and the complexity of this growing field will create demands for greater numbers of tenure-track and adjunct faculty to develop coursework, keep up with changing technology, and engage in campus and community partnerships. It is anticipated that enrollment will exceed projections as the official major adds stability and visibility to the degree compared with the previous New Media Communications Option. New Media Communications faculty members have been stretched to their limit as they rapidly respond to the quickly growing number of students and the decreasing availability of resources. Additional faculty assignments to the proposed Digital Communication Arts degree from other disciplines within the School of Arts and Communications will greatly increase the degree’s depth and capacity from the previous Liberal Studies New Media Communications Option.
7. **Financial Sustainability** (attach the completed Budget Outline)

a. **Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.**

**Long-term Financial Viability:**
The Liberal Studies New Media Communications option has existed in some form at OSU for 10 years. Over the last 5 years, the New Media Communications option has been transcript visible option for students but they desire a full-fledged, diploma visible degree major. Establishment of this degree program will provide the basis for long-term institutional commitment to this cutting-edge interdisciplinary area of study that has such a profound effect on how we work, live, entertain, and communicate with one another. If past and current student interest is an indicator the program will need to be capped to limit growth to ensure quality at approximately 500 students.

**Anticipated Sources of Funds:**
The Digital Communication Arts major will be offered with modest budgetary impact since the degree is already in place for over 300 majors as the Liberal Studies New Media Communications Option. The advantages of the new major are 1) full, free-standing major, 2) branding and brand recognition, 3) a new era of collaboration between the disciplines of art, music, speech communication, and theatre to support the work of digital communication arts majors.

**Faculty Recruitment and Retention:**
A new degree in Digital Communication Arts in the proposed new School of Arts and Communication will provide an attractive opportunity for creativity and leadership among existing faculty and broad-based opportunities for recruits. Faculty members are free to work across the school, college, and institutions to pursue their research, scholarship and creative activities. New Media faculty members are tenured in various disciplines but will work together as a team on the delivery of this exciting new degree program.

**Library Resources:**
See attached library assessment

b. **Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.**

The New Media Communications Option Program moved into newly remodeled facilities in 2008. The new facility has especially configured laboratory space adequate to meet the short-term growth of the program. Additional space resources are available on a shared basis from other disciplines within the School of Arts and Communications. Technology is an obvious added cost for this program. Over the last 5 years all technology equipment needs have been met using TRF funding through a competitive proposal process. Most equipment purchases and maintenance needs can be met with TRF funding, and NMC has demonstrated a very strong track record.
receiving three funded grants for a total of $331,966 since 2004. Occasionally, there will be a need for the purchase of equipment unrelated to TRF (e.g. faculty research projects) that may be funded by outside grants, donor contributions, or in-kind contribution. For example, in the next 5 years the program plans to replace aging motion capture equipment, purchase a 3-D printer, replace workstations, and rebuild a rendering farm. It is estimated that the amortization of these costs will average about $100,000 per year.

c. **Targeted student/faculty ratio (student FTE divided by faculty FTE).**

The current faculty/student ratio is 325/6.5 = 50/1. An increased number of faculty members and the integration of existing faculty into degree delivery will decrease this ratio even with an increase in the number of students in the program. The desired goal for the faculty/student ratio for the program is 22/1 initially. Additional steps will be needed to decrease this ratio, especially for classes in the production specialty.

d. **Resources devoted to student recruitment.**

A small amount of faculty and advisor time is dedicated to student recruitment through special minority outreach programs and periodic contact with cultural centers and recruitment offices. Student recruitment is only necessary for under-represented populations.

The Digital Communication Arts degree will be able to quickly engage Admissions, University Exploratory Studies Program, Intercultural Student Services, and other OSU programs that reach out to current and prospective students. The current option program has developed articulation agreements with the Salem-Keizer School District and works closely with the Corvallis 509J school district and Linn-Benton Community College to assist students in their transition into the program. These agreements will continue following approval of this proposed degree program.

8. **External Review** (if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information).

N/A
Category I Proposal
Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal: B.A./B.S H.B.A./H.B.S./B.F.A in Digital Communications

Department/Program: New Media Communication

College: Liberal Arts

☑ Faculty Guidelines (http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff)
☑ Information Technology Guidelines (http://oregonstate.edu/accessibility/)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

John Maul, Director
Print (Department Chair/Head; Director)

Sign (Dept Chair/Head; Director) Date 2-24-11

This assessment reviews the serial and monographic literature in the area of media, communications and Digital Communication Arts. This new major builds on the existing NMC liberal arts option and adds a number of new courses to the major. Some of these courses are research intensive and require access to library resources.

Summary
The Oregon State university Libraries’ collections are adequate to support an undergraduate degree in Digital Communication Arts. OSU’s monographs collection is not quite as strong as some of the peer institutions but can be easily supplemented with Summit materials. The journal collection is also adequate but the addition of two journals requested for the proposed for the MA in Speech Communication would be very beneficial but not essential.

Monographs

The theory and research courses rely primarily on journal literature and not as heavily on monographic literature. Digital Communication Arts is an interdisciplinary topic and there is no single good subject heading for this area of study so the reviewer selected 10 Library of Congress Subject headings (LCSH) that should cover most of the discipline. Some areas, such as art, theater, English and writing were not reviewed specifically although students may take courses in these colleges or departments. Subject librarians work together to fill in gaps in areas.

An analysis of the OSU Libraries’ Catalog reveals that in the 9 LCSH headings selected, OSU holds 77% or more of the collection of the peer institutions. The only area where OSU is weaker is in Social Media (See Appendix A). This deficiency can be made up with the current book budget and the students have access to Summit books and Interlibrary Loan to supplement OSU holdings. The OSU Libraries belongs to a consortium of Washington and Oregon libraries and students and faculty can easily request materials from these other libraries and receive them within 3-5 days. Since monographic literature is not primary to the program, no change in the book budget is necessary.

Serials/Journals:

Currency is important in this field so access to current periodicals is necessary. Since this is a practical degree with a significant theoretical base, access to some scholarly literature is important.
### Journal of Communication
- **Print**: 1951-2005
- **Online**: 2006-2009
- **ILL requests (5 years by undergrads)**: 14 (2.8 year)

### Human Communication Research
- **Print**: 1985-2005
- **Online**: 2006-2009
- **ILL requests (5 years by undergrads)**: 8 (1.6 year)

### Communication Research
- **Print**: 1974-2007
- **Online**: 1999-present

### Journal of Virtual Worlds Research (open access)
- **Print**: N/A
- **Online**: 2008-present

### Journal of Popular Culture
- **Print**: 1967-2006
- **Online**: 1990-present

### Wired
- **Print**: 1994-
- **Online**: 1993-present

### PC
- **Print**: 1990-2009
- **Online**: 1984-present

### MIT’s Technology Review
- **Print**: 1997-1998
- **Online**: 1997-1998

### Computer Graphics World
- **Print**: 2006-
- **Online**: 1988-present

### Electronic Gaming Monthly
- **Print**: N/A
- **Online**: 1999-2009

### Entrepreneur (partially Open Access)
- **Print**: N/A
- **Online**: 1996-present

### Business Week
- **Print**: 1929-
- **Online**: 2001-present

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The *Journal of Communication* and *Human Communication Research* would be useful journals to have but the students can use interlibrary loan to acquire articles. These two titles were recommended for purchase in the Category I proposal for the MA in Speech Communication submitted in October of 2010. Purchasing these for the MA program would be highly beneficial to this program\(^1\). The number of requests by undergraduates from these two journals is low and interlibrary loan should be able to supply the necessary materials. As an undergraduate program, however, the current journal and magazine access is adequate.

### Media and Video

The students in the program will need access to certain videos and media resources. The library owns the SIGGRAPH video review DVDs (subscription) and the BBC Sound Effects Library on CD-ROM. Additional DVDs can be purchased with the current video fund as necessary.

### Subject-Specific Indexes and Abstracts

OSU Libraries subscribes to the following databases that can be useful for identifying literature covering art, communication, business and technology topics:

- Academic OneFile (1980 – present)
- Academic Search Premier (1975 – present)
- Communication and Mass Media (1980-present)
- LexisNexis Academic (varies)
- Business Source Premier (1886 – present)
- Art Index and Art Fulltext (1984-present)
- CAMIO – catalog of Art Museum Images Online (present)
- Fine Arts and Music Collection (1980-present)

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\(^1\) A subscription to these journals would cost $1,034 for each title.
• Film Literature Index (varies) (free from Indiana University)

Communication and Mass Media database includes 147 full text titles in that database; 101 of these are active and 54 are scholarly/peer-reviewed. This in combination with the other databases provides adequate access to the literature for an undergraduate program.

**Library staff and expertise:**

Librarian support for this program as proposed is Stefanie Buck, librarian for New Media Communication, Speech Communication, Theater Arts and English and Ruth Vondracek, Art librarian.

Respectfully submitted,

Stefanie Buck

02/04/2011
## Appendix A: Monograph Holdings Comparison 2001-2011

<table>
<thead>
<tr>
<th>Core Subject Headings</th>
<th>OSU (ORE)</th>
<th>Oklahoma State (OKS)</th>
<th>Washington State (NTE)</th>
<th>Eastern Washington (WEA)</th>
<th>OSU Rank Among Peers</th>
<th>OSU Compared to Lowest Peer</th>
<th>OSU Compared to Highest Peer</th>
<th>OSU Compared to Average</th>
<th>OSU Compared to Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass media</td>
<td>414</td>
<td>622</td>
<td>849</td>
<td>158</td>
<td>3</td>
<td>262%</td>
<td>49%</td>
<td>81%</td>
<td>80%</td>
</tr>
<tr>
<td>Electronic commerce</td>
<td>209</td>
<td>456</td>
<td>332</td>
<td>114</td>
<td>3</td>
<td>183%</td>
<td>46%</td>
<td>75%</td>
<td>77%</td>
</tr>
<tr>
<td>Multimedia systems</td>
<td>73</td>
<td>65</td>
<td>104</td>
<td>17</td>
<td>2</td>
<td>429%</td>
<td>70%</td>
<td>113%</td>
<td>106%</td>
</tr>
<tr>
<td>Visual Communication</td>
<td>68</td>
<td>80</td>
<td>92</td>
<td>22</td>
<td>3</td>
<td>309%</td>
<td>74%</td>
<td>104%</td>
<td>92%</td>
</tr>
<tr>
<td>Digital media</td>
<td>84</td>
<td>97</td>
<td>108</td>
<td>27</td>
<td>3</td>
<td>311%</td>
<td>78%</td>
<td>106%</td>
<td>93%</td>
</tr>
<tr>
<td>Computer games</td>
<td>52</td>
<td>68</td>
<td>56</td>
<td>57</td>
<td>4</td>
<td>93%</td>
<td>76%</td>
<td>89%</td>
<td>92%</td>
</tr>
<tr>
<td>Communication and technology</td>
<td>26</td>
<td>23</td>
<td>33</td>
<td>7</td>
<td>2</td>
<td>371%</td>
<td>79%</td>
<td>117%</td>
<td>106%</td>
</tr>
<tr>
<td>Media Literacy</td>
<td>20</td>
<td>21</td>
<td>39</td>
<td>6</td>
<td>3</td>
<td>333%</td>
<td>51%</td>
<td>93%</td>
<td>98%</td>
</tr>
<tr>
<td>Social Media</td>
<td>5</td>
<td>28</td>
<td>14</td>
<td>6</td>
<td>4</td>
<td>83%</td>
<td>18%</td>
<td>38%</td>
<td>50%</td>
</tr>
</tbody>
</table>
B.A., B.S., B.F.A in Digital Communication Arts Major

List of Faculty (NOTE: All vitae are on file).

Steven Bagwell, Adjunct Instructor, M.A., NMC
Christopher Becerra, Adjunct Instructor, MAIS, Art
Lucius Bottaro, Head Advisor, ME, CLA Advising
George Caldwell, Associate Professor, Ph.D., Theatre
Kay Campbell, Professor, MFA, Art
Pam Cytrynbaum, Adjunct Instructor, MAT, NMC
Jim Folts, Professor, Ph.D, Art
Trisha Goodnow, Associate Professor, Ph. D., Speech
Rick Hangartner, Adjunct Instructor, Ph. D., NMC
Kami Hammerschmith, Adjunct Instructor, MAIS, NMC
Charlotte Headrick, Professor, Ph.D., Theatre
Amy Hunter, Instructor, MAT, Art/NMC
Robert Iltis, Associate Professor, Ph.D., Speech
Finn John, Adjunct Instructor, MS, NMC
Todd Kesterson, Sr. Instructor, BFA, NMC
Samuel Kincaid, Instructor, MAIS, NMC
Jon Lewis, Professor, Ph. D., English
William E. Loges, Associate Professor, Ph. D., NMC
John Marler, Adjunct Instructor, BS, NMC
John Maul, Professor, MFA, Art
Mark Moore, Professor, Ph. D., Speech
Andrew Myers, Instructor, MFA, Art
David Nicholas, Instructor, BS, NMC
Peter Ogle, Instructor, BS, NMC
Ann Robinson, Adjunct Instructor, MAIS, Student Media
Marion Rossi, Jr., Associate Professor, Ph.D., Theatre
Julia Sandidge, Director of Student Media, BS
Ron Seymour, Instructor, MDiv. NMC
Erik Talbert, Adjunct Instructor, MAT, NMC
Gerald Voorhees, Assistant Professor, Ph.D (Provost's Initiative) NMC
Gregg Walker, Professor, Ph.D., Speech
New Hire, Performance Technology, Assistant Professor (Provost's Initiative) Music
The BFP Committee has fully approved the BA, BS, BFA in Digital Communication Major proposal (CPS # 81904; https://secure.oregonstate.edu/ap/cps/proposals/view/81904).

Please pdf and post this email to the CPS website as our committee’s feedback on this proposal.

Based on the written responses/feedback that John Maul provided to our questions, all members in attendance at our meeting today (May 16th) voted unanimously in favor of approving this proposal with only the following note/comment.
- Please recomplete and reload the budget sheets for years 1-4 so that all the costs currently shown in Column A (from current budgetary unit) and Column B (institutional reallocation from other budgetary unit) show up only in Column A (there should be no costs in Column B in the final versions of the budget sheets). The costs shown in Column D (from federal funds and other grants) should not change. Likewise, the total costs (Column F – line item total) should not change.

Hello John –
Please send your email response to me tomorrow morning – I will convert your email into a pdf document and have it loaded to the CPS website so that the other committees can see our questions and your responses. Jeff Hale brought a paper copy of the responses you sent him to our meeting today (it doesn’t look like I was copied) – we’ll use that as the document to load to the website.

Also, please update the budget sheets per the one note/comment above. Give me a call if you have any questions. Thanks for all your work on the proposal.

Thanks,
Steve Hoelscher
BFP Committee Co-Chair

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The Budget & Fiscal Planning Committee has reviewed the Category 1 Proposal for a B.A./B.S.H.B.A/H.B.S./B.F.A. in Digital Communications. Our committee has the following questions that we would like your assistance with.

Q. The support staff salaries listed on the budget outline form do not appear to be correct. For example in year 1, $15,000 is listed for a 1.0 FTE support staff.
A. Actual support staff is a .5 temp employee, already hired, and therefore not included as part of the new budget. The $15,000 is intended to be for student wages to manage the labs.

Q. This amount calculates to less than minimum wage. Also, the faculty salary amounts in year one calculates to $34,000 per 1.0 FTE. Are any faculty included in this calculation tenured or tenure-track?
A. Three of the faculty are tenured, but the other three positions that Jeff entered at 36,000 were counted as individual faculty teaching one class each at $3000, 12 faculty @ .25 FTE each (the standard practice in NMC for adjunct hires) with an estimation of 25% OPE (no benefits) or $12,000. We added the 12 .25 FTE together to create 3 FTE. Number should probably be 1.00 FTE. One point- adjunct faculty work in industry now, and are our connection to the latest technology.

Q.$30,000 is allocated each year for major renovation. Does this amount include resources for more space? More detail would be helpful.
A. Yes, as we add more faculty, we see a need for renovations to add office space, Telecom and network hook-up. We also recognize that we might have to provide moving expenses for faculty in existing locations asked to move to new locations as NMC brings more faculty in.

Q. Years 2, 3, and 4, show resources coming from institutional reallocation or other budgetary units. If the reference is to Extended Campus tuition revenue, the resources should appear in Column A. If there is another funding source, please explain.
A. Our plan is to use some e-campus revenue, but for the most part, and careful internal reallocation to fund the rest. We have already given up a tenure line + OPE in Art which will support some of our expenses. However, we need to point out that this is a program that is expanding, and we expect that the institution will support that growth as student demand increases. WE have reflected these adjustments on the budget pages as of 5/17/11

Q. Please provide some detail on the equipment allocation in column D from Federal Funds and other grants. The total equipment allocation from all sources exceeds $100,000 each year. Is the total allocation amount essential to maintain the program viability?
A. Yes, this program demands constant hardware and software upgrades if it is to stay current. We have a successful history of being awarded significant revenue through the TRF proposal system, and the Provosts Technology Initiative.
Q. The committee would like information on how the allocation for supplies and services was determined.
A. Jeff Hale, the former Director of NMC, determined that each faculty member requires approximately $2400 in service supply support each year. As we add faculty, we see the necessity of a basic 10% additional S and S requirement annually.

Hope this helps.

John Maul, Transitional Director
School of Arts and Communication
Date: June 6, 2011

To: Mike Bailey, Chair Curriculum Council
    Jack Higgenbotham, President, Faculty Senate
    Members of the Faculty Senate Executive Committee

From: John Maul, Transitional Director
       School of Arts and Communication

Re: Category 1 Proposal # 81904 B.A., B.S., BFA in Digital Communication

This memo is in response to the Executive Committee’s recent review and recommendations to our Category 1 Proposal, # 81904 BA, BS, BFA in Digital Communication. While we are appreciative of the EC's initial support of the proposal, we respectfully request that they defer to our judgment regarding their conditional changes cited below. Items 1 and 2 are evidently connected.

1. **Title of Proposal: EC recommends name change from Digital Communication to Digital Media Communication.** The rationale for this change is that the degree sounds like "a degree in electrical engineering" to the committee.

Our process in researching the name for this degree involved extensive initial research with other public and private universities. Not only did we consider **New Media**, but also **Digital Media, Media and Design**, and a several other combinations before we settled on **Digital Communications**. "Digital Communications" is the name most often used by our comparator institutions and was the degree name at best design schools in the country. Below is a partial list.

- Arkansas Tech University
- California College of the Arts
- California State University-East Bay
- Platt College-San Diego
- Vanguard University of Southern California
- University of Denver
- Corcoran College of Art and Design
- Florida Atlantic University
- The University of Tampa
- University of Miami
- Georgia Institute of Technology
- Georgia Southern University
- Savannah College of Art and Design
- The Art Institute of Atlanta
- Hawaii Pacific University
- University of Northern Iowa
- University of Idaho
- Northwestern University
- The Illinois Institute of Art
- Butler University
- Indiana University-Purdue University
- Emerson College (Boston, MA)
- Massachusetts Institute of Technology

- Northern State University
- College of Notre Dame of Maryland
- Central Michigan University
- Michigan State University
- Northern Michigan University
- Saginaw Valley State University
- University of Detroit Mercy
- Wayne State University
- UNC Chapel Hill
- North Dakota State University
- Southern New Hampshire University
- Western New Mexico University
- Clarkson University
- CUNY City College
- Ithaca College
- Rensselaer Polytechnic Institute
- Art Academy of Cincinnati
- Miami University-Oxford
- Ohio University
- University of Akron
- University of Dayton
- Oklahoma Wesleyan University
- The Art Institute of Portland
University of Oregon
Carnegie Mellon University
Kutztown University of Pennsylvania
Philadelphia University
The Art Institute of Philadelphia
The Art Institute of Pittsburgh
The University of the Arts
University of Scranton
University of South Carolina-Columbia
Baylor University
The Art Institute of Dallas
Texas A & M University

The University of Texas at Arlington
The University of Texas at Dallas
The University of Texas at El Paso
University of North Texas
Art Institute of Washington (Arlington, VA)
Castleton State College (Castleton, VT)
Central Washington University
The Art Institute of Seattle
University of Washington-Seattle Campus
Washington State University
Concordia University-Wisconsin

This list was compiled from a basic Google search using the degree title “Digital Communication.” It indicates that private schools are meta-tagging for top spots. Some schools are public and some are proprietary but someone searching the subject would get a feel for educational opportunities. By contrast, a Google search using the term "digital media communications" eliminates preferencing choices. While the results included a few of the previous sites listed, many of the sites were random and unrelated. It seems much harder to find the information located in the primary search. So, based solely on today’s vernacular as represented by a Google search (the technology of the program), "digital communication" is a superior choice. Ultimately, using the terms “Media” and “Communication” together becomes redundant.

2. The EC recommends that the program shouldn’t offer a B.S. degree. The rationale for this change is that the degree sounds like “a degree in electrical engineering” to the committee.

The notion that the Digital Communication degree should not include a BS seems illogical. This is not about the degree, it’s about the student. The B.S. degree is available to all CLA majors except for Foreign Languages and Literatures, English, and History. By contrast, Digital Communications is likely CLA’s most “technical and scientific” major with the possible exception of Psychology, so a B.S. would appear to make perfect sense. If Music, Art, Theatre, and Speech all have a B.S. degree it seems reasonable that NMC’s Digital Communication degree wouldn’t be any different. To take the point further, why do Geography, General Science, Chemistry, and Physics all offer B.A. degrees?

In considering both points 1 and 2 above, this seems like an appropriately named degree, that has the flexibility to afford students the option of selecting from three different degrees. As Executive Dean Larry Rodgers points out “I am a very strong supporter of faculty senate’s processes, but I am an even stronger proponent of granting disciplinary faculty, whether they are engineers, poets, or communications specialists, the right to have ownership of curricular expertise that years of work in their respective fields have earned them.”

3. The EC recommends that the WIC course Writing for the Media Professional is unnecessary and should be eliminated, in exchange for the inclusion of more writing courses offered through the Department of English.

In designing this degree we were committed to insuring that writing was an integral component. Upon completing WR 121, a majority of NMC students are encouraged to take Writing for the Media and Writing for Business as their Skills courses in order to meet University core
requirements. In addition, writing is an integral component to many of the NMC courses whether they list it in their course description or not. However, we fully believe that a WIC course is essential to this major. If the purpose of WIC is to ensure training in writing within the major subject area, why would we drop *Writing for the Media Professional* which is, in fact, taught by media professionals. Suggested substitutes were courses offered in the BAC Core such as *Writing with Style*, *Writing about Food*, or *Writing about Science*. In our opinion, this suggestion questions the fundamental purpose of the BACC Core and the WIC requirement. Given our students’ writing interests in support of their major, reduces the above mentioned courses to little other than elective credit. CLA doesn’t double-dip courses from the BACC core to the minor, as do other colleges. The sanctity and purpose of the BACC Core is a tradition this college has long respected and upheld.

4. **The EC recommends that the program funds a position to manage internships.**

This is an excellent suggestion, and one that we feel deserves further consideration. Adding the internship supervision on to a faculty member or advisor’s workload has proven to be overwhelming. It is clear that as we move forward and funding becomes available, managing the internships offered through NMC requires a dedicated position. However, we ask that this recommendation not be added to the proposal at this time.