

College Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: Visual Communication Sequence

Originating Faculty: Sonya Duhe'

Department/College: School of Mass Communication/ CAS Chairperson: Sonya Duhe

Contact Phone/Email: 504 865-3450, sduhe@loyno.edu

Type of Proposal:

New Concentration (Sequence) _____

Undergraduate

1. 1.Resources and Fees:

If this is a proposed revision, are there existing fees? No

Will course or program fees be required for this program? Yes \$100 per semester/major fee

Are new resources needed for implementing this proposal? No

2.College Review and Approvals:

a. Department/School School of Mass Communication, Sonya Duhe' (Chair) Date: 9/22/16
Approved Not Approved _____

b. College Curriculum Committee _____(Chair) Date: _____
Approved _____ Not Approved _____

c. College Dean _____Date: _____
Supported _____ Not Supported _____

3.Intercollegiate Review and Recommendations Required as applicable to proposal:

d. Online Education Committee _____(Chair) Date: _____
Recommended _____ Not Recommended _____

e. Professional and Continuing Studies Committee _____(Chair) Date: _____
Recommended _____ Not Recommended _____

f. Graduate Council _____(Chair) Date: _____
Recommended _____ Not Recommended _____

4.University¹ Recommendations Required as applicable to proposal:

g. University Courses & Curriculum Committee _____(Chair) Date: _____
Recommended _____ Not Recommended _____

h. Standing Council for Academic Planning _____(Chair) Date: _____
Recommended _____ Not Recommended _____

1 Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.
UC&CC approved 11/29/2012

COLLEGE PROGRAM PROPOSAL FORM

Instructions: Use this form for all single discipline program proposals. Use the Interdisciplinary Program Proposal Form for interdisciplinary program proposals.

Title of Program: Visual Communication Sequence _____

Originating Faculty Member: Sonya Duhe' _____

Department: Mass Communication ____ Chairperson: Sonya Duhe' _____

Contact Phone and Email: 504 865-3450 _____

This is a modification of an existing program

Summary Description of Proposal:

The School of Mass Communication currently has a strategic communications sequence (with tracks in advertising and public relations) and a journalism sequence. This proposal is for an additional sequence called "Visual Communication."

The Visual Communication Sequence will involve creativity and flexibility. We describe it as creativity with a purpose. This new sequence addresses the ever-changing mass communication landscape. Graduates with degrees in Visual Communication? from the School of Mass Communication can work in agencies and corporate communications, conduct corporate creative and brand management, serve as creative directors, art directors, documentary photographers, documentary videographers, in-house photographers, in-house designers, music video producers, advertising promotions/marketing managers and artist (music) brand managers. They may also create campaigns, and develop brands and creative strategies. This degree appeals to the entrepreneurial, start-up culture where employees are expected to have various skillsets and job functions.

Like the others, this sequence will consist of 120 total hours including 15 hours in the Mass Communication core, 25 hours in the particular sequence, 39 hours in the Loyola core, a minor of 18-24 hours and remaining Loyola electives. (See DPCL) ACEJMC permits no more than 48 hours in the major and 72 hours in the liberal arts and sciences.

Proposals for programs will be reviewed using the following criteria. The order of the criteria does not imply any ranking of the various items. While all criteria may not be satisfied, all criteria must be addressed in a proposal.

I. **Brief Background of the Program Development**

The mass communication industry has seen massive disruption over the past several years. As digital technology continues to affect the entire economy, it is changing the way people consume and engage with advertising, public relations and journalism.

(<http://www.nolamediagroup.com/2015/03/13/the-smartphone-revolution-continues-to-disrupt-the-media-business-forcing-constant-innovation-ricky-mathews/>)

More than ever, media messages must include video, photography and layout and design at advanced levels. Furthermore, we have seen an increased interest in students' desire to produce messages using digital technology. This sequence appeals to Millennials and Gen Z who have grown up in the digital age.

II. **Description of the Program**

Please organize the proposal utilizing the headings below. The text within each heading can be modified to better meet unit needs/dimensions.

1. **Mission**

Describe the ways in which the program responds directly or indirectly to the mission of the unit (e.g., department, division, college) and the university.

This new sequence responds directly to the mission of the SMC and the university:

In the School of Mass Communication, we educate students in the Jesuit tradition to become intellectual, ethical and creative practitioners and leaders in the professions and industries of journalism and mass communication. This new sequence is in response to changes in the industry to keep our program current.

Loyola University New Orleans, a Jesuit and Catholic institution of higher education, welcomes students of diverse backgrounds and prepares them to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world. Inspired by Ignatius of Loyola's vision of finding God in all things, the university is grounded in the liberal arts and sciences, while also offering opportunities for professional studies in undergraduate and selected graduate programs. Through teaching, research, creative activities, and service, the faculty, in cooperation with the staff, strives to educate the whole student and to benefit the larger community.

2. Alignment with the College and University Strategic Plan

Describe ways in which the proposed program aligns with and will contribute to the unit (e.g., department, division, college) and University's strategic plans.

The proposed sequence aligns directly with the SMC, the College and the University's strategic plan particularly:

Dedicated to a high-quality, experiential, and values-based education and devoted to students' discovery of their career and a life of service.

Students will have the opportunity to work with either for profit and/or nonprofit organizations in New Orleans as part of their capstone experience and in some of their undergraduate courses. Students will have ethics infused across their curriculum and all will graduate with a certification in ethical leadership from the NASBA Center for the Public Trust.

a. Projected Demand

- a. Evidence, quantitative and qualitative data, regarding the potential demand for the proposed program, based on internal information and/or comparisons with peer programs (e.g., informed opinion and source, data-driven from published reports, anecdotal information)

The mass communication industry has seen a disruption in the workforce in terms of roles and responsibilities with the Millennial and Gen Z cohorts. According to Havas Worldwide Global Creative Officer Paul Vinod " Kids come out of college today with a fiery creative spirit and a desire to create all the time. They are hybrids-- defining them would be putting them in a straightjacket."

(ADWEEK 2016: <http://www.adweek.com/news/advertising-branding/new-generation-hybrid-creatives-here-your-agency-ready-them-171249>) The SMC believes this proposed sequence is consistent with the cohorts entering college today.

- b. Trend Data. Provide projected enrollment statistics including numbers of majors and/or minors and full time equivalent (FTE) student enrollment;

Prior to hurricane Katrina, the SMC had more than 500 undergrad students and a master's program. Post-Katrina the total number of students dropped dramatically by some 250 students.

Nationwide, there has been a slight downward trend in journalism ((<http://ajr.org/2014/07/07/journalism-enrollments-fall>)); however, advertising and public relations have seen increases. We want to make sure our curriculum is attractive to the Gen Z cohort. The SMC hopes this proposed sequence will be attractive to Gen Z and address some of the more creative opportunities that exist for our students.

- c. Provide any other relevant information regarding potential market for the proposed program.

According to the U.S. Bureau of Labor Statistics, jobs (for advertising, promotions, and marketing managers) are expected to grow by 9%, which they claim as faster than average between 2014-24. The 2015 media pay is \$124,850. The typical entry-level education is a Bachelor's Degree. Under the Media and Mass Communication section film and video editors, camera operators, and other videographers in the industry are expected to grow 11% which is also faster than the average.

(<http://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>)

- d. If available from the Office of Institutional Research and Effectiveness (OIRE), provide national trend data for degrees awarded over the last five years.

According to data provided by the OIR and posted on the SMC website (<http://cas.loyno.edu/masscomm/student-success-rates>)

In 2015, the SMC had 230 majors and 23 minors (67 freshmen)

In 2014, the SMC had 239 majors and 18 minors (57 freshmen)

In 2013, the SMC had 244 majors and 24 minors (59 freshmen)

In 2011, the SMC graduated 45 seniors in 4 years.

In 2012, the SMC graduated 51 seniors in 4 years.

In 2013, the SMC graduated 68 seniors in 4 years.

In 2014, the SMC graduated 66 seniors in 4 years.

In 2015, the SMC graduated 60 seniors in 4 years.

4. Relationship to Other Existing Programs

- a. Describe ways in which the proposed program will enhance/complement existing programs and curricula, including potential service to majors, minors, other programs and/or the Loyola Core.

This program would pair well with several existing programs to complement the SMC proposed major. The SMC requires all our students to have a minor. We believe students who select this new sequence may want to consider Graphic Design, Film Studies, Music Industry Studies, English and Marketing, for example. We believe these minors will complement the Creative Communication sequence and make the students more competitive in the job market. It should be noted, however, that SMC students may select the minor of their choice.

- b. Describe ways in which the proposed program overlaps with other existing programs.

This program does not overlap with other existing programs. This sequence is made up of all existing courses within the SMC.

5. Adequacy and appropriateness of resource utilization

Evaluate the availability of resources to meet the program's priorities and build strengths. Provide information regarding:

- a. Financial Plan including:
 - i. Annual operating budget

Courses offered in this sequence are all existing courses in the SMC. If there is heavy demand for the sequence, it could mean additional teaching capacity would be necessary, but that is not expected at this time. While the SMC has both still and video equipment, the SMC would most likely have to purchase additional gear. However, there is an SMC tech fee which will absorb some of that cost as well as equipment endowments that must be used exclusively for additional equipment.
 - ii. Actual or potential external grants

There is no plan to apply for any grants at this time.
 - iii. The SMC is currently engaged in a \$5 million campaign for a state-of-the-art multimedia facility. Several of these courses could benefit from the proposed multimedia facility. This new sequence could actually enhance fundraising efforts, too.
 - iv. Plan for profit sharing, if applicable

Increased demand in the SMC directly helps programs across campus since the SMC requires all students to have a minor. While students may pick the minor of their choice, students who would choose the Creative Communications Sequence would most likely minor in areas such as Graphic Design, Film, Music Industry, English and Business.
 - v. Accreditation or certification expenses are already being incurred by the strategic communications and journalism sequences. There will be no additional expenses due to accreditation.
- b. Current faculty resources, including those available through consortial agreements, and number of new faculty required (may involve a stepped approach depending on enrollment projections)

The SMC does not anticipate any new faculty.
- c. Administrative support staff resources

No additional necessary
- d. Space requirements (including both instructional space and administrative support space) and classroom technology

No additional necessary
- e. Course development expenses
- f. Library
 - i. Information and instructional technology resources (e.g., books, journals, databases, learning management system capabilities, streaming media, videoconferencing, classroom capture)

No additional necessary

ii. Confirm that discussion with library representatives has taken place to assure appropriate resources are available.
The SMC has its own technology coordinator.

g. Information Technology and other Technology Needs (e.g., network capacity, lab software, computers, etc.)
SMC has three existing computer labs which are updated with new hardware every three years and new software annually using computer lab funds.

h. Other academic support services

6. Assessment – Projected

- a. Provide the program’s projected assessment plan that includes student learning outcomes, process of implementation, and results;
The SMC as a total unit has an assessment plan (see SMC intranet site) which it uses for ACEJMC accreditation and SACS purposes.
- b. Provide the results of any external reviews or plans for reviews, if available;
The SMC was accredited in 2014 by both ACEJMC and CEPR. The school’s next self-study is due in 2019 with a site visit set for 2020.
- c. Describe the structure and process for administrative and academic oversight;
The director of the SMC serves as the chief academic officer of the school. Assessment is conducted on an annual basis and reviewed by faculty each fall to adjust the curriculum where necessary.

III. Impact on the Curriculum:

- a. Provide copies of the old and new Degree Course Program Lists (DPCL), Progression Plan (PP), or equivalent
(See attached DPCL, old and new)
- b. Provide the following information
- i. New Programs
1. Specify whether any new courses will be offered, and whether this will increase the total number of courses or sections offered by the department
It is impossible to determine if additional sections of courses will need to be added until we see the demand for the program.
 2. To what extent will any new courses for this program impact upon resources in the departments and programs in which these faculty are teaching?
At this time, these courses are already a part of the SMC curriculum.
Will any new courses replace courses currently offered? No.
Will any such courses prevent an important or required course from being offered in a given semester? No

3. Will there be a service learning component? Yes. Description of this component to be provided by director of service learning.
For those students who take layout and design, that course does have a service learning component where students produce layout and design components for nonprofit clients.
4. If new courses will not increase the overall number of offerings, specify which course(s) or section(s) will be dropped in a given semester to create room. NA
5. Specify any anticipated impact on enrollments in other courses or sections within the department and whether or not this program will prevent an important or required course from being offered in a given semester. We hope we WILL need additional sections of courses due to demand in the sequence. At this time, our hope is to increase our total number of students and in some cases fill classes and in others have a need for additional sections due to heavy demand.

ii. Existing programs

1. Review your current course offerings and requirements in light of the proposed change. How will the proposed change or changes improve your program and enhance the educational outcomes you seek to accomplish? The SMC hopes this will be attractive to the journalism student who might not want to cover news and be attractive to potential students who are searching for a more creative position within the mass communication industry. We hope this sequence will better address the desires of prospective students.
2. How will proposed change impact the major/adjunct/elective hour distribution requirement for the major or program? NA
3. Specify whether any new courses will be offered, and whether this will increase the total number of courses or sections offered by the department. Additional necessary sections cannot be determined at this time. The SMC will want to offer some additional courses for the SMC and the sequence in response to changing trends; however, no new courses are being proposed at this time.
4. To what extent will any new courses for this program impact upon resources in the departments and programs in which these faculty are teaching? NA
Will any new courses replace courses currently offered? No
Will any such courses prevent an important or required course from being offered in a given semester? No
6. Will there be a service learning component? Layout and design has been

a service learning course and the plan is to continue that. Also nonprofit capstones are also considered service learning.

Description of this component to be provided by director of service learning.

7. If new courses will not increase the overall number of offerings, specify which course(s) or section(s) will be dropped in a given semester to create room. NA
8. Specify any anticipated impact on enrollments in other courses or sections within the department and whether or not this program will prevent an important or required course from being offered in a given semester. NA
9. Assess the impact of the proposed change on other departments, especially those serviced by your department or program and those that provide adjunct service to your department or program. It is the hope of the SMC that this new sequence will attract new students to the university and therefore there would be a greater demand for courses in the Loyola Core, the liberal arts and sciences, since our accreditation requires 72 hours outside the major and for other programs with minor offerings since all SMC students must also have a minor to graduate. It should be noted that the chair of graphic design sees this program as a conflict to her program; however, the SMC does not agree with that assessment. The graphic design program is a 72-hour program. Ours is a B.A. Degree, 40 hour accredited program which is grounded in the liberal arts and sciences. The core courses for this degree are the same for all mass communication tracks and the four required courses have been in the SMC curriculum for years. This track allows for more flexibility within the SMC major. It also requires by accreditation 72 hours outside the major.

Furthermore, schools such as the University of South Carolina School of Journalism also offers a visual communication track

https://sc.edu/study/colleges_schools/cic/academic_programs/bachelors/visual_communications.php while the university also offers a degree in graphic design

<http://artsandsciences.sc.edu/art/studio/graphicdesign>

Also of note the national organization for graphic designers AIGA is housed at USC.

There is no place currently on the Loyola graphic design department website that even uses the words visual communication. Chairs in both english and music industries offered their support.

All proposals must be accompanied by a supporting letter from the chair confirming the department's support. The submitter of this proposal is the Director of the SMC.

IV. New Course Proposals

- a. List titles of any new courses created for this program. NA
- b. Attach proposals for all new courses including assessment plan, learning outcomes and complete syllabus, each with a Course Proposal cover sheet. NA

Include as appendix a copy of the projected Degree Program Course List (DPCL), Progression Plan (PP), or equivalent for each program of study.



School of Mass Communication sample 4-year plan: Visual Communication

Based on 40-hour major with 21-hour minor. Check with your minor adviser.

Courses in bold are required major courses.

Freshman year		(30 credits)					
Semester Taken		Semester Anticipated		Semester Taken		Semester Anticipated	
_____	CMMNA100	3	_____	_____	CMMNA101	3	_____
_____	FYE	3	_____	_____	ENGLN	3	_____
_____	ENGLT122	3	_____	_____	RELS I	3	_____
_____	MATHT122/A115	3	_____	_____	SCIET129	3	_____
_____	HISTT122/T124	3	_____	_____	PHIL I	3	_____
Sophomore year		(29 credits)					
Semester Taken		Semester Anticipated		Semester Taken		Semester Anticipated	
_____	CMMNA291	1	_____	_____	CMMNA260	3	_____
_____	CMMNA201	3	_____	_____	HIST II	3	_____
_____	CMMNA265	2	_____	_____	Minor 2	3	_____
_____	Minor 1	3	_____	_____	CMMNA266	2	_____
_____	REL II	3	_____	_____	Arts & Cultures	3	_____
_____	PHIL II	3	_____				
Junior year		(30 credits)					
Semester Taken		Semester Anticipated		Semester Taken		Semester Anticipated	
_____	Minor 3	3	_____	_____	Vis Comm elective 1	3	_____
_____	Minor 4	3	_____	_____	Vis Comm elective 2	3	_____
_____	General elective	3	_____	_____	Vis Comm elective 3	3	_____
_____	General elective	3	_____	_____	CMMNA401	3	_____
_____	Natural Science	3	_____	_____	Minor 5	3	_____
STUDY ABROAD							
Senior year		(31 credits)					
Semester Taken		Semester Anticipated		Semester Taken		Semester Anticipated	
_____	Vis Comm elective 4	3	_____	_____	Capstone*	3	_____
_____	CMMNA484	1	_____	_____	CMMNA492	1	_____
_____	Minor 6	3	_____	_____	Minor 7	3	_____
_____	Vis Comm elective 5	3	_____	_____	General elective	3	_____
_____	General elective	3	_____	_____	General elective	3	_____
_____	General elective	3	_____	_____	General elective	2	_____
TOTAL CREDITS						120	

Eight of the general elective credits can be mass communication classes. This plan is not intended to replace your DPCL. This is a guide.

*Must be taken in spring of senior year

KNOW YOUR PREREQUISITES