ACADEMIC PROGRAM REVIEW REPORT

TELEVISION AND DIGITAL MEDIA PRODUCTION

Fall 2010

Program Review Panel

John Conati, Professor
Printing and Imaging Technology Management

Connie Randle Morcom, Assistant Professor
Television and Digital Media Production

Kristy Motz, Associate Professor
FLITE

Glen Okonoski, Associate Professor
Television and Digital Media Production

Clayton Rye, Professor
Television and Digital Medial Production

Fred Wyman, Professor and Chair
Television and Digital Media Production

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HISTORY

The Television and Digital Media Production program began as the Television Production program in 1977. A study was conducted by an advisory committee consisting of corporate television administrators from throughout the Great Lakes region. The results of that survey indicated that there was a need within the television field for trained practitioners with a broad academic background and "hands-on" skills to advance the profession. It was clear from the beginning that the Television Production program would primarily prepare students to work in corporate production departments, cable television stations, independent production companies, and as freelancers. It was never intended to focus on careers in commercial television since other universities were doing that and because there were greater employment opportunities outside of the broadcast sector.

Originally, the program was a junior-senior level program into which students laddered from various associate degree programs at Ferris State University or transferred in from community colleges. During the 1980's an Audio/Visual Production associate degree program (AVP) was also offered through the Television Production department. However, in 1988 a recommendation by the department faculty was accepted by the Academic Senate to modify these programs by combining them into a 4-year Television Production bachelor's degree program and by dropping the associate degree program. Evidence indicated that nearly all of the AVP graduates continued on into Television Production. A four-year degree right from the start seemed sensible. The AVP degree was phased out by 1992.

In the fall of 1993, Ferris State University began a process called fiscal restructuring. The University announced and even informed parents that the Television Production program would "…close this program and reduce by 6 FTE faculty and 2 FTE clerical as it is becoming increasingly difficult to keep pace with expensive technological advances in the field.". With shock and dismay, dozens of cable, broadcast, manufacturing, and institutional video production representatives responded with letters, calls, and personal appearances to protest the closure of a program which contributed significantly to the television production industry in Michigan and in the central United States. Among the companies represented were the largest employers in the State: Ford Motor Company, GM, EDS, Dow, Amoco, the Veteran's Administration, and Amway along with many cable, broadcast, and independent production companies. Through court action and through reconsideration of the evidence by a new administration under President Sederburg, the Television Production program was spared elimination. However, it was reduced significantly.

That reduction resulted in an upper division program which could be taught by 2 FTE faculty members with adjunct support and a cap of 20 students per class level for a total of 40 students. In the winter of 1998, the Academic Senate restored the program to its former four year program status when freshmen were permitted admission directly into

the Television Production Bachelor of Science program. The continued growth of the program led to increased resources becoming available from the administration. A third tenure track faculty position was created in 2001 and equipment was purchased to keep current with changes in the industry.

During the fall of 2001, the program responded to changing conditions in the industry by adding a series of digital media courses which lead to its evolution into the Television and Digital Media Production program. The newly evolved program continued to be career oriented. It was built on past successes in television production while embracing the new realities of more wide spread use of digital media for new forms of communications including DVD and the web. New courses were created that were designed to broaden the range of skills that students could develop in the program.

A fourth tenure-track faculty position was added in the fall semester of 2006. With this faculty addition, the program was able to offer more sections of key courses and handle a greater range of subjects more consistently.

Since 2006, budget reductions have resulted in the loss of a 20 hour per week adult part-time Media Supply Manager and a loss of significant S&E and Sup/Fac budget (approximately 50% of what was available during FY 06 was available in FY 10). The half-time secretary shared by the program was replaced by a full-time Facilities Coordinator who took on the management of Media Supply as well as conducting the office duties necessary to support our facilities and the procedures associated with payroll, scheduling courses, enrolling students in restricted courses, and purchasing card management.

The program underwent a traumatic relocation of five of its labs to Bishop Hall (among the worst teaching buildings on campus) when the IRC was remodeled to provide more room for Business College faculty offices and new more visible office space for the Faculty Center for Teaching and Learning. What might have been seen as a temporary reassignment of space became permanent upon completion of the project. Faculty must share their time between Bishop Hall and the IRC. Quick responses even to simple questions about equipment operation in the studio and edit labs in the IRC have been significantly impacted.

The van used by the TV Production Electronics Technician was declared unsafe for driving on public streets and was taken out of service. There have not been funds available to replace it.

A six-month (18 credits) internship that has always been required in the program continues to permit its students to develop skills and masters equipment not available on campus. These skills have led to high placement rates. The program serves other majors on campus including the Applied Speech Communications major and elective courses for Music Industry Management, and the Communications Teaching Minor.

CURRENT STAFF AND CURRICULUM

Current staff includes 4 FTE faculty (one of whom served ½ FTE as the Program Chair until summer 2010 when that was reduced to ¼ time), and a Facilities Coordinator who has been shared 50% of the time with RLSW for the summer of 2010 as the result of a retirement. TV Technical support is provided by a full-time TV Production Electronics Technician who is a member of the CT staff and has been in the program's employ since 1987. His shop is housed in the IRC and his office like all departmental offices is located in Bishop Hall. In addition to his duties in TDMP he supports the Media Production Center in FLITE and provides some help for Telecom, Student Services, and athletics. The **capacity** of the program is 110 students based on a number of factors. These factors include the number of required course credits taught within the program (52 credits) by the available faculty, the number of elective courses required from within the program (18 credits), the number of seats in the labs (most are limited to 12 or 15 students), the amount of equipment available, the number of full-time faculty and the limited budget for hiring adjuncts.

A. PROGRAM GOALS

The Television and Digital Media Production program statement of purpose reads:

The Purpose of the Television and Digital Media Production Program is to provide opportunities for student learning in the creative and technical communication skills necessary to develop successful careers in Television and Digital Media Production.

In 2008, goals were developed by program faculty and staff based on this purpose. We have refreshed the goals to reflect the new mission of vision statements of the University.

Television Production Departmental Goals

1. Students will demonstrate mastery of skills, knowledge, and behavior appropriate for a television and digital media professional.

2. Retain or hire a faculty who demonstrate current knowledge, skills, and teaching techniques to facilitate student mastery of learning outcomes.

3. Support staff will demonstrate skills, knowledge, and working practices that support the learning outcomes.

4. Maintain, upgrade, and replace equipment and software consistent with industry standards.

5. Provide lab and production spaces appropriate to support instruction and student mastery of learning outcomes.

These goals translated into learning outcomes that have been documented in Trac Dat, the assessment management software purchased by the University. Results are available for spring 2010.

Television and Digital Media Production Program Learning Outcomes

1. **Professionalism** (Interpersonal/Attitude) – Developed skills, competence, and character of a trained professional.

2. **Project Management** (Communication) - Demonstrate directing, planning, organizing, time management, project design, communicating, and measurement of media project outcomes.

3. **Pre-Production** (Producing) – Define and conduct preliminary research related to producing a media project.

4. **Production** (Creation) – Design and develop media projects including videography, lighting and sound.

5. **Post-Production** (Completion) – Assemble and arrange the final stage of media project design.

6. **Technical Skills** (Expertise) – Operate media production studio, equipment, computers, and networks.

7. **Media Design** (Interactive, motion, web and graphic design) – Define, design, demonstrate, develop and deliver interactive DVD and web design, motion graphics, titles, lower thirds and other graphic elements.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

The program is unique in that it prepares its graduates to be generalists. A broad set of skills will keep graduates employable as changing conditions in the media production industries shrink and grow occupational specialties.

Television and Digital Media Production program graduates function as television producers or directors in corporations, industry, education, government and other areas using television. They are skilled in any production capacity where creative use of moving images, graphics, and audio are used to communicate effectively. Graduates use skills in film, audio and video production; digital media production, instructional design, editing, script writing, authoring, and graphics. Graduates are able to plan, script, direct and produce television programs. They do non-linear editing, 3-D animation, 2-D

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animation, DVD authoring, and produce web pages on some of which video is streamed. They install satellite and cable systems and create and operate distance learning systems for private and public institutions. Corporation and institutions, particularly in Michigan, recognize that the Ferris Television and Digital Media Production program prepares students thoroughly for this industry. With these range of possible professions quality students are attracted to the program including many honors students.

Other Michigan universities focus on specific areas such as journalism, film studies, or animation but fail to emphasize program production as our program does.

C. PROGRAM RELEVANCE

An examination of the labor market analysis in Section 3 will show that the industry has grown in size and scope.
As changes occur within the overall field, program faculty prepare themselves with new or more deeply developed skill sets. Among the four full-time faculty, five semesters have been invested in sabbaticals to learn new tools and techniques to prepare to offer new courses or to improve those already being offered. Program faculty continue to improve their skills by continuing to produce video, film, or web projects on a freelance basis. Clayton Rye has written, produced, and directed several award winning television programs of PBS quality. Fred Wyman has developed DVDs for clients and the University. Connie Morcom has created a documentary on the effective use of technology in the classroom. Glen Okonoski is the producer/director/editor of a cooking show seem in the Grand Rapids market.
The Internship Coordinator for the program adjusts to changes in the marketplace by developing 1,000 hour internships with new firms in all parts of the country. As older established media and application slow down their need for employees, internships are found that help direct students into new occupations.

Students come to the program for the **current "hands-on" curriculum** which has resulted in graduates who are employable and have enhanced the media production community in Michigan and throughout the country. Skill based courses are coupled with an understanding of communication theory. A liberal interpretation of the general education requirements prepares students for all phases of television and digital media production based on the advice of their advisor and their career expectations. Students can write, produce, and direct programs from initial pre-production planning to post-production editing and evaluation. Traditional TV distribution of student programs is over the local cable system and through a partnership with University Advancement and Marketing over the northern Michigan Fox affiliate in Cadillac. Other methods of distribution of student work include DVDs, social media, and as streaming media from Ferris' web page. Most of the video on the Ferris web site is created by students as class projects.

A capstone course culminates the student's campus experiences where students produce both studio-based and field-based productions prior to their required 6 month internship. The student program evaluation conducted with the assistance of the Institutional Research office indicated that students think highly of the program for these reason:

- Availability of my advisor
- Willingness of my advisor to help
- Quality of the courses
- Organization of the TDMP curriculum
- Appropriateness of the internship
- Appropriateness of the studio facilities
- Appropriateness of the studio equipment
- Appropriateness of the portable video equipment
- Appropriateness of the of the control room equipment
- Appropriateness of the film equipment
- Quality of the laboratory facilities
- Quality of the laboratory equipment
- Professional competence of the TDMP faculty
- Opportunity for interaction with TDMP faculty
- Appropriateness of procedures used to evaluation students – lab
- Faculty aware of new developments in the field
- Faculty genuinely interested in the welfare/professional development of students
- I would advise a friend to major in TDMP
- Students tend to support and help each other
- (Program) Provides a satisfactory outlet for creative expression

D. PROGRAM VALUE

ALIGNMENT WITH THE UNIVERSITY MISSION

The Television and Digital Media Production program supports the **mission** of Ferris State University which reads: *Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.*

Core Values

- **Collaboration:** Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.

- **Diversity:** By providing a campus which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.

- **Ethical Community:** Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.

- **Excellence:** Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.

- **Learning:** Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.

- **Opportunity:** Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

TDMP faculty align their practices and utilize their resources in support of the university's core values of collaboration, diversity, ethical community, excellence, learning, and opportunity.
Faculty has been consistent, regular contributors to the academic environment within every level of the institution.

COMMITTEES: Faculty have contributed to the committee support function of the institution – even with only four faculty we sit on every committee in the College except the Graduate Program Advisory Committee, host all the same departmental committees as larger departments, and have participated in most Senate committees either as Senators or other volunteers

TEACHING LOAD: Nearly all TDMP faculty have taught overloads for many semesters until the financial resources of Academic Affairs became limited and support for teaching was reduced. Summer teaching loads have provided employment for every faculty member every summer. The result is that we have gotten by with few full-time faculty members than might have otherwise been necessary to offer the quality education that TDMP students receive. A minimum of 58% of the courses taken by TDMP majors are taught by program faculty.

PROFESSIONAL DEVELOPMENT: Two TDMP faculty members have received sabbaticals twice. A third faculty member completed a sabbatical during spring 2010. These opportunities have resulted in new skills for the faculty, in new courses in the department, or in creative work that has received wide acclaim. TDMP faculty members attend conferences to improve their teaching skills and to keep current with the rapid changes in electronic communication. Two members are on the leadership groups of the Mid-Michigan chapter of the Media Communication Association – International and the West Michigan Film Video Alliance. TDMP faculty are also members of the Broadcast Education Association and have attended the Great Lakes Broadcast Conference and the National Association of Broadcasters conference.

PROFESSIONAL SKILLS: The faculty has professional experience collectively amounting to 113 years between the four tenured or tenure-track faculty members. They have produced programs for distribution on affiliates of PBS, CBS, FOX, Comcast, and sold or distributed free by cable and college stations as well as being distributed on DVD, the web, and used in corporate communication.

TDMP is a premier educational partner for government, communities, agencies, businesses, and industries through joint ventures.

All TDMP graduates are required to complete a 6 month internship (18 credits) some of which become full-time jobs upon completion. Nearly all TDMP graduates find employment in their field every year.

PARTNERSHIPS: Students produce 6 hours of original programming every week for cable and broadcast. These videos and others are streamed from the Ferris web site and from the TDMP web server that is managed by students in another TDMP course. Most of the academic programs across campus use promotional videos produced by TDMP students for recruiting and advertising. http://www.ferris.edu/news/week/ Instructional Design projects are created for community and university clients every semester.

TDMP is a preferred choice for students who seek specialized, innovative, career and life-enhancing education.

Enrollment has been stable in recent years. With over 600 graduates in positions of leadership across the country, Ferris TDMP graduates have a national reputation of quality production work.

TDMP provides stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development.

Most TDMP labs in Bishop Hall have received new equipment to keep up with the transition to digital video that is becoming the world-wide standard. Additionally, all video equipment checked out from Media Supply is digital and HD capable.
The TV studio in the IRC uses analog standard definition cameras, switcher, and processing equipment. It still needs an infusion of funds to bring it into compliance with the quality of the equipment available for students to use outside of the studio.
The remote truck is equipped with older analog SD equipment that also needs to be replaced eventually.
The labs in the IRC work well for their designated purpose except the control room that was constructed in the 1960s and has not changed its configuration since that time.
Labs in Bishop Hall have limited space and can accommodate only 12 or 15 students resulting in smaller class sizes. Additionally, Bishop Hall has a problem with condensation in the summer.
Faculty and staff offices are spacious by comparison to new offices in Arts and Sciences and Business.

There are no designated break spaces or lounge spaces for TDMP students other than those shared by the approximately 1,000 students in the Schools of Education and Criminal Justice.

Television shows have included live-on-tape coverage of Ferris sporting events, studio based talk shows, and magazine format shows which are assembled in the post-production suite. Additionally, students work with community, business, and educational clients to create instructional and informational content to support the objectives of those organizations and package those media on videotape, DVDs, or for streaming from a web site.

Many of the public program can be seen from the http://www.ferris.edu home page.

Academic Features	Campus Life	Student Organizations
Study Away July 2010 (32.4 MB)	**Bulldog Story: Bob Daniels** April 2010 (8.2 MB)	**Colleges Against Cancer** April 2010 (10.5 MB)
Mechanical Engineering Technology April 2010 (14.6 MB)	**Health Matters: Wellness at FSU** April 2010 (9.3 MB)	**Volunteer Center** November 2009 (9.8 MB)
Plastics Engineering Technology April 2010 (16.9 MB)	**Health Matters: Student Rec Center** April 2010 (8.8 MB)	**Registered Student Organizations** October 2009 (9.4 MB)
TDMP and *Ferris State Live* April 2010 (11.6 MB)	**Health Matters: Alternative Health** April 2010 (10.0 MB)	**Student Chapter American Red Cross** October 2009 (8.8 MB)
Michigan College of Optometry April 2010 (15.6 MB)	**Bulldog Story: Bonnie Rogers** April 2010 (7.3 MB)	**Society of Automotive Engineers** March 2009 (58.0 MB)
Industrial Chemistry Technology April 2010 (16.1 MB)	**Bulldog Story: Danny Wiegand** April 2010 (8.0 MB)	**Student Government** January 2009 (16.1 MB)
University College April 2010 (15.1 MB)	**Bulldog Story: Jackie Green** April 2010 (7.2 MB)	**Ferris Idols** May 2008 (11.8 MB)
Architectural Technology April 2010 (14.3 MB)	**Health Matters: Stress Management** April 2010 (8.6 MB)	**Awareness Week 2008** April 2008 (18.0 MB)
Ferris Bands Mar. 2010 (10.8 MB)	**Bulldog Story: Clayton Rye** March 2010 (7.0 MB)	**DSAGA** April 2008 (14.1 MB)
Theatre Minor Feb. 2010 (14.8 MB)	**Bulldog Story: Dennis Boyd** March 2010 (7.3 MB)	**Association of Information Technology Professionals** February 2008 (14.7 MB)
Journalism and Technical Communication Dec. 2009 (15.0 MB)	**How to Stay Warm** February 2010 (6.4 MB)	**Media Communications Association** Dec. 2007 (14.8 MB)
History Major Dec. 2009 (14.5 MB)	**Bulldog Story: David Eisler** January 2010 (7.1 MB)	**Bulldog Radio** November 2007 (15.6 MB)
Nursing Nov. 2009 (14.4 MB)	**Bulldog Story: Richard Reed** January 2010 (7.0 MB)	**The Torch (Student Newspaper)** December 2007 (20.2 MB)
Recreation, Leisure Services and Wellness Oct. 2009 (13.3 MB)	**Bulldog Story: Angela Eick** January 2010 (7.4 MB)	**Mixed Martial Arts (Club Sports)** January 2008 (16.0 MB)

Forensic Biology
May 2009 (54.1 MB)

Hospitality Gala
May 2009 (52.7 MB)

Technical and Professional Communication
May 2009 (55.1 MB)

Construction Management
April 2009 (66.1 MB)

Spanish Minor
March 2009 (24.0 MB)

Film Studies Minor
March 2009 (21.7 MB)

Teacher Feature: Fred Heck
March 2009 (12.1 MB)

Program Spotlight: Biotechnology Feb. 2009 (23.9 MB)

Teacher Feature: Glen Okonoski
January 2009 (12.4 MB)

Teacher Feature: Jennifer Johnson
January 2009 (12.6 MB)

Program Spotlight: John Vanderploeg and Ornamental Horticulture Nov. 2008 (12.5 MB)

Program Spotlight: Military Science
November 2008 (23.0 MB)

Program Spotlight: Radiography
November 2008 (22.5 MB)

Teacher Feature: David Aiken
November 2008 (12.8 MB)

Forensic Science
October 2008 (22.0 MB)

Professional Golf Management
October 2008 (24.7 MB)

Teacher Feature: John Conati
September 2008 (11.4 MB)

Study Away: Italy and Greece
May 2008 (24.1 MB)

Teacher Feature: Mary Brayton
June 2008 (9.9 MB)

Bulldog Story: Justin Kandt
January 2010 (7.2 MB)

2010 MLK Celebration
January 2010 (11.2 MB)

Bulldog Service: His House
December 2009 (8.0 MB)

History of Big Rapids
December 2009 (9.2 MB)

Bulldog Service: Project Lunch Pal
December 2009 (9.8 MB)

Bulldog Story: Dominique Gibbs
October 2009 (6.6 MB)

President's 125th Anniversary Message Sept. 2009 (9.7 MB)

Bulldog Story: Nick Blohm
May 2009 (25.7 MB)

Card Wildlife Education Center
May 2009 (43.0 MB)

How to Fill Out Your FAFSA Online
May 2009 (23.4 MB)

Bulldog Story: James O'Gorman
May 2009 (35.1 MB)

Ecomonic Stimulus Plan
April 2009 (48.1 MB)

If You Could Have One Thing Back For One Day April 2009 (29.1 MB)

Bulldog Story: Manan Vyas
March 2009 (36.6 MB)

Bulldog Story: Joy Paquette
February 2009 (13.6 MB)

Bulldog Story: Patsy Eisler
February 2009 (13.2 MB)

Disabilities Services Office
February 2009 (15.0 MB)

Bulldog Story: Cary and Amanda Flagg January 2009 (12.4 MB)

Politics 411: Alternative Energy
December 2008 (13.5 MB)

Year of the Dawg

AIGA "Right Minds"
January 2008 (16.6 MB)

Formula SAE Team Heads to Proving Grounds
May 2007 (10.0 MB)

Surveying Wins ACSM National Competition
April 2007 (14.5 MB)

Special Olympics Charity Basketball Game
March 21, 2007 (12.4 MB)

Snow Bowling Fundraiser for Big Brothers/Big Sisters
Feb. 6, 2007 (3.5 MB)

Delta Chi's Set-Up January Jams
Jan. 31, 2007 (4.1 MB)

Greek Life Recruitment Fair
Jan. 19, 2007 (14.8 MB)

Teacher Feature: James Walker
May 2008 (13.5 MB)

College of Pharmacy
May 2008 (20.9 MB)

Graphic Design
April 2008 (22.4 MB)

Teacher Feature: Trinidy Williams
April 2008 (11.2 MB)

The Healthcare Crisis
April 2008 (15.9 MB)

HVACR
April 2008 (22.3 MB)

Printing and Imaging Technology Management
December 2007 (23.8 MB)

Communication Program
March 2008 (19.3 MB)

Teacher Feature: David Schrock
February 2008 (11.4 MB)

Plastics Engineering Technology
December 2007 (25.0 MB)

Heavy Equipment Technology
November 2007 (21.9 MB)

School of Criminal Justice
November 2007 (24.3 MB)

School of Education
October 2007 (25.0 MB)

Television and Digital Media Production
March 2008 (23.9 MB)

Feature: Manufacturing Tooling Technology
September 2007 (17.2 MB)

Feature: Hospitality Management
September 2007 (23.8 MB)

Feature: Michigan College of Optometry
August 2007 (21.2 MB)

Welding Engineering Technology
April 2007 (27.8 MB)

Recreation Leadership and Management
April 2007 (24.8 MB)

December 2008 (17.1 MB)

University Eye Center
December 2008 (15.1 MB)

Bulldog Story: Judy Mitchell
December 2008 (11.1 MB)

Politics 411: 2008 Election Results
November 2008 (15.5 MB)

Big Rapids Fire Department
November 2008 (18.4 MB)

Bulldog Story: Lizz Ward
November 2008 (10.7 MB)

Intramural Sports
November 2008 (13.4 MB)

Technology Minute
November 2008 (13.4 MB)

Politics 411: Political Engagement Project October 2008 (15.7 MB)

Politics 411: The Economy
October 2008 (15.6 MB)

Bulldog Story: Garry Stewart
May 2008 (9.8 MB)

Bulldog Story: World of Warcraft
May 2008 (8.9 MB)

Smith Greenhouse
April 2008 (19.3 MB)

Michigan Art Walk
April 2008 (17.4 MB)

Student-Athlete Feature: Jake Visser April 2008 (9.1 MB)

Bulldog Stories: Jim Connors, Cheerleader Mar. 2008 (9.5 MB)

Music Video: Recycled Percussion
March 3, 2008 (7.3 MB)

Bulldog Hockey Sweeps Second-Ranked Miami
February 15-16, 2008 (14.7 MB)

Political Engagement Project
February 2008 (15.3 MB)

Festival of the Arts 2008
February 2008 (15.8 MB)

Featured Program: Television and Digital Media Production March 2007 (20.2 MB)	**2007 Homecoming in Review** October 15-20, 2007 (31.7 MB)
Featured Program: Plastics and Rubber Technology March 2007 (24.2 MB)	**Take Back the Night** October 2007 (17.6 MB)
Featured Program: Advertising March 2007 (22.9 MB)	**Climbing the Rock Wall at UREC!** July 2007 (10.9 MB)
Featured Program: Dental Hygiene March, 2007 (21 MB)	**Stanley Cup Comes to Ferris!** July 23, 2007 (82.8 MB)
Featured Program: Automotive March 2007 (7.4 MB)	**Racquet and Fitness Center** June 2007 (13.1 MB)
Featured Program: Heavy Equipment February 2007 (10.9 MB)	**Women's Basketball at NCAA Tournament** March 12, 2007 (8.9 MB)
	FSU Wins Rube Goldberg Competition Feb. 24, 2007 (5.7 MB)
	Ferris Grads Get Jobs! - Job Fair Feb. 16, 2007 (12.7 MB)
	Scuba Diving at the UREC Pool February 2007 (6.8 MB)
	Annual MLK March Jan. 14, 2007 (19.5 MB)
	West Central Concert Band Nov. 8, 2006 (11.8 MB, .wmv) **QuickTime** (2.4 MB, .mov) 1:57
	2006 Homecoming Highlights Oct. 14, 2006 (44.3 MB, .wmv)
	Future Nashville Star Ashley Grutter Dec. 16, 2005 (22.4 MB, .wmv)
	Michigan Construction Hall of Fame Inductions October 20, 2005 (26.1 MB, .wmv)
	2005 Homecoming Highlights October 15, 2005 (22.1 MB, .wmv)

The Television and Digital Media Production program strives to maximize student potential for success by strategically investing in technology that keeps pace with trends in the industry. Cameras range from single chip HD cameras that are used for low-end applications web applications to three-chip HD cameras which are used for cable and broadcast programs. We purchase equipment from industry leaders like Lowell for lighting kits and Vinton for tripods. Editing system purchases have mirrored industry trends with the current versions of Avid Media Composer, Adobe Premiere Pro, and

Final Cut Pro. DVD SP 4, Adobe Encore, and Avid DVD Creator are available for DVD authoring. Adobe Audition is available as a stand-alone audio editing package as is Lightwave for 3-D animation, Adobe After Effects for compositing, and Flash for streaming. The current Provost, Fritz Erickson, has released a draft version of an equipment budget that promises to include some money to continue the transition to digital in the studio based equipment.

ADVISORY COMMITTEE PERCEPTIONS

Survey Approach

An Advisory group meeting was held on February 12, 2010 by way of Adobe Connect, a software package that was used to replace a face-to-face meeting planned for December 11, 2009 but which was cancelled because of inclement weather.

During the course of the meeting several topics were discussed that by implication reflected positively on the program. Those topics included equipment issues, the curriculum, and distribution technologies (broadcast, web, and mobile devices).

Survey Results

The committee members supported the addition of a shared storage device for students in the TVPR 499 Advanced Producing/Directing course. They also supported the combination of two sections of TVPR 243 Video Production into a common lecture section to better utilize a reassigned lab in the IRC building.

A topic of much discussion was the Film Incentive that the State of Michigan offers for large budget film and television projects that are produced in the state. Distribution of films now includes web streaming. The comment was made that the film incentive is helpful but does not create many full-time jobs as of yet.

Study Abroad in London/Paris and the Digital Cinematography course were good examples of how the program has changed to encourage globalization and respond to the new film production incentive tax rebate available for major film and TV productions being shot in Michigan. Other curriculum related issues included video for radio stations and a potential opportunity for digital radio at Ferris. Significant discussion resulted from comments on web and mobile video developments and the expectation that video will soon be expected to be available everywhere just as the cell phone signal is expected everywhere. Higher quality standards are now assumed for video everywhere.

Suggestions for equipment replacement priorities were shared including a new replay unit for the remote truck, a teleprompter for the studio, a GlideCam, as well as the shared storage mentioned earlier. Additionally, the studio is in need of a new digital switcher.

TDMP Advisory Meeting Abbreviated Transcript – 2-12-10

Members attending the webinar meeting were: Andrew Tingley, Bill Baillod, Derek Rottman, Glen Okonoski, Joe Birkmire, Justin Raddatz, Mark Brewster, Patrick Tobin, and Steve Batch. Fred Wyman attended and also served as host.

Glen talked about equipment, and the possibility of sharing servers, and having a teacher's stations with Avid on it. Glen mentioned that it would be a better use of our resources. He also mentioned that there would be 6 edit stations and 6 camera systems available for students.

Fred mentioned that the editing systems student would be working on would be Avid Media Composers, and the cameras would be Sony Z1U's for Video 1 and Video 2. He also mentioned that up till now both Video 1 and 2 were offered twice a year, but starting in the fall 2010, Video 1 will be offered just in the fall and Video 2 in the spring. He also mentioned that the labs for both of these classes will be moved into the IRC which will be very beneficial for both students and faculty.

Attendees were viewing the TDMP course list during this part of the discussion. Fred also explained the changes in curriculum, and described which classes were now required, etc. He also discussed 2 new permanent classes; the Study Abroad class, Entertainment and Production that is now offered to our students in London and Paris during the summer taught by Connie Morcom and Digital Cinematography that has been taught by both Glen and Clayton. Glen described the project students worked on for that class to the attendees. He also mentioned that the writer of that project has entered several contests.

Andrew Tingley, who worked as an adjunct for TDMP for a couple of years and is the owner of Creo Productions, introduced himself to the group.

Fred introduced the new TDMP recruiting DVD that was recently made by a TDMP student under Fred's leadership. A copy of the DVD will be included with a thank you note, and these minutes to each alumni member participating in the webinar.

Fred also asked the group for their input on Michigan's new film industry incentive initiative, and what they feel should be TDMP's response towards that industry in terms of curriculum. Fred mentioned that most of the jobs in the industry have not been for those at an entry level position except for a production assistant s. The group then viewed Michigan Film Job Competency List. This document is 32 pages and is a draft. Fred also referred to the fact that the largest soundstage has just been opened in Grand Rapids and he is hoping that we can anticipate some possible internship opportunities for our students there. Joe Birkmire and Steve Batch commented on the fact that they are more interested in web streaming and video as opposed to the film production industry. Fred added that even Michael Moore's films have been posted out of state. He also mentioned that the film industry does not offer stable employment and our students would have to look elsewhere for more permanent positions.

Joe Birkmire and Mark Brewster added to the discussion focusing on web video and how standards have increased to fit national broadcast levels. Fred summarized by offering the fact that the audience is expecting higher standards now then when video was first introduced to the web. Justin Raddatz added that almost 90% of production at his

workplace has gone to the web. Fred informed the group of TDMP's streaming video class. Glen added that although quality hasn't changed, there has been a shift in the distribution model. Instead of supplying someone with a VHS or DVD the shift is to the web. He added the fact that both the senior and junior productions are now available on the web. Glen asked the group if they thought that the ability to encode is an important skill for our students to have. Fred showed the group many examples of videos on the Ferris website including archives and videos that are available on Fox TV in Cadillac, MI.

Fred informed the group of other curriculum development. He mentioned that Ferris is considering the possibility of a low powered frequency license for Bulldog Radio. He asked the group of what was going on in their area in terms of digital and HD radio. Fred also asked the group if they seeing any new jobs opening up in the area of radio. Several people mentioned that jobs were being lost in the radio field and that more people are tuning in to Pandora to get the music they want, when they want it.

Fred mentioned that the Ferris student newspaper, *The Torch* has migrated some of its news to their website. He indicated that he is considering offering a new class for TDMP students covering convergent media and the possibility of having students create and produce news segments that could be offered on the *Torch's* website. He asked the group for their comments in this regard. Several members of the group agreed that this would be a good possibility since so many other newspapers now have video links to their stories. Justin and Andrew mentioned the challenge of updating such websites. Glen mentioned that one of our students did an internship at the Grand Rapids Press shooting video. He also referred to the fact that many of the videos viewed on newspaper sights are repurposed, and show video footage from the previous night's news. He indicated that this could be a good option for our students to utilize with *The Torch*. Mark Brewster mentioned that there are many portal based technologies similar to what you would find on a news site.

Fred also mentioned another curriculum matter concerning sports communication. The option would not be in production but rather as a spokesperson for sports operations. Students would take a few classes in TDMP, as well as business and communication classes in order to hone their skills on becoming a spokesperson for professional sports organizations.

The discussion moved to equipment. Fred mentioned that the department has been given a week by the University to decide how to spend additional $50,000 of funding from the University for equipment. The equipment needs to be upgraded. Students now use Avid and Premier and Final Cut. Derek asked what classes students are using Final Cut for. Fred indicated that the DVD class and video 2 class both use Final Cut, although Clayton who teaches Video 2 gives students an option over Final Cut or Avid. Derek mentioned that he was grateful for learning Avid when attending TDMP, but he would have like to have also learned Final Cut since that it what he mostly uses at CMU. Andrew also agreed that Final Cut would be very useful to our students. Joe also agreed that if TDMP could offer both Avid and Final Cut it would be very advantageous for our students when

they enter the workforce. Fred mentioned that it is difficult to support all 3 platforms. Several members of the group indicated the cost savings and ease of use with Final Cut. Glen mentioned that we're teaching students editing, and not specific software products. He feels that students who have graduated from TDMP program have always been prepared for the workplace and have the ability to adjust to whatever editing system their employers are using. He also mentioned that there are other equipment needs that the department has to address. He said that knowledge of the Avid would not have a negative impact on our students' ability to work or find jobs. Fred also agreed that the $50,000 would need to be used on hardware. Glen posed the question to group concerning whether it would be better for our students to have a little experience in many things, such as different editing software, or a lot of experience in one particular platform. Mark responded that diverse knowledge of platforms provides an advantage. Derek is a recent graduate in the FSU's TDMP program and is currently in CMU's graduate program. He was very pleased with the excellent training and hands-on experience he received as an undergraduate at FSU. He mentioned his surprise that many of the seniors at CMU did not know how to edit on either Avid or Final Cut and suggested that TDMP continue to provide their students with the excellent training that he was provided.

Fred mentioned that the department was thinking of replacing their replay equipment in the remote truck. He also told the group that the dept wanted to utilize a teleprompter in the studio. Pat mentioned that he received a price quote from TexSkill for a prompter for approx $4000, 17inch screen. Glen asked Bill if he was familiar with prompters that cost about $1500. Bill said that he did have a prompter that cost about $1500 and would provide the group with the information. Fred also mentioned that the dept. was considering buying another pedestal for the studio. There was a discussion regarding shared storage for Final Cut, and recommendation of a company called Maxx Digital and Final Share system.

Fred added that another big purchase would be a switcher in the studio. Glen asked if anyone was familiar with a product called Edit Share. Fred mentioned that currently we have an Echo Lab Analog switcher and would like to be able to upgrade the equipment for HD. Pat mentioned that the Digital Cinematography class will be getting a GlideCam. There were several recommendations from the group regarding additional purchases to go with the GlideCam for stability purposes.

Fred proceeded to direct the focus of the discussion on our student organization which has been MCAI, however currently the Michigan affiliation has not been very active. He asked the group for their recommendations. There were not very many active comments regarding student organizations.

The last part of the discussion concerned mobile and handheld devices. Fred asked the group if anyone was thinking about mobile applications. Fred asked the group about insights towards 3D applications. Derek mentioned that ESPN and Discovery channels were planning to have 3D which would be available for anyone who had 3D TV.

Glen announced to the group that FSU will be hosting their annual Video Festival, April 22 and April 23 and asked the members to inform their colleagues. He also mentioned that the keynote speaker is Jon Rosten who is a graduate of the TDMP program. At the festival there will be a screening of Jon's film, *Valley of Angels.*

Glen also mentioned that the TDMP program will be coming up for Academic Program Review. Glen is responsible for sending out a survey to employers and indicated that many of them may be receiving a survey from him in the near future. He asked for their cooperation in filling out the survey.

Fred ended the discussion thanking everyone for their participation.

EMPLOYER FOLLOW-UP SURVEY

Survey Approach

Employers of Television and Digital Media Production students were surveyed electronically by the Institutional Research and Testing office. The instrument and the tabulated results are attached in the Appendix.
A list of employers who have at some time employed TDMP graduates was compiled. The ten respondents provided ratings and comments about their employees or former employees who graduated from Ferris.

Result Summary

All but one respondent were somewhat satisfied or very satisfied with the quality of the production skills demonstrated by their TDMP employees (one employer failed to answer this question). The skills that best describe the TDMP graduates are sound hands-on abilities that translate into the workplace beyond what might be found at other Universities, good work ethics and strong knowledge base, knowledge of production equipment and software, and good camera skills.

Being inexperienced, not qualified in Final Cut Studio, advanced graphics skills, talking too much and not listening were pointed out areas where some improvements could be made. Eighty or ninety percent of the responses were either somewhat satisfied or very satisfied for all areas of competency except three responses of somewhat satisfied in the areas of initiative and attitude (Q10).

The supervisors were asked to list the strengths of the TDMP program (Q12). The most frequent comments were:

- The TDMP program does a good job of preparing graduates for employment.
- The TDMP program has a unique (6 month internship).
- The TDMP program provides hands-on education.
- The TDMP program benefits by having small class sizes.
- The TDMP program uses the same tools that are found in the industry.

The supervisors were asked to list the areas that might need improvement within the TDMP program (Q13). The responses were:

- More graphic work and encoding for the web would be helpful.
- Housing the program in one building would help improve instruction.
- Add more field and remote experience.
- Have a broader range of faculty.

Additional comments were helpful. These included TDMP faculty have done a great job. Internships in production settings are very much appreciated. The work ethic of the TDMP graduates is exceptional.

FERRIS STATE UNIVERSITY

Television & Digital Media Production APR - Employer

Instructions

Q1 Do you currently have an FSU graduate of the TV & Digital Media Production program in your employ?

     ○ Yes

     ○ No

Q2 What is the total number of FSU TV grads employed by you? (Currently and in the past) *(Please use numbers.)*

     [   ]

Q3 Do you currently have an FSU TV & Digital Media Production program intern in your employ?

     ○ Yes

     ○ No

Q4 Have you had FSU TV interns in the past?

     ○ Yes

     ○ No

Q5 What is the total number of FSU TV interns that you have had? (Currently and in the past) *(Please use numbers.)*

     [   ]

Q6 Of the FSU TV employees you have hired, how many of them did their internship with you? *(Please use numbers.)*

     [   ]

Q7 Of those TV grads you have hired, how satisfied were you with their TV production skills?

     ○ Very Dissatisfied

     ○ Somewhat Dissatisfied

     ○ Somewhat Satisfied

     ○ Very Satisfied

Q8 Based on your review of candidate resumes and job interviews, what skills, in your opinion, are characteristic (strengths) of FSU TV graduates?

     [   ]

Q9   **Also based on your review of candidate resumes and job interviews, what skills, in your opinion, are lacking (weaknesses) in FSU TV graduates?**

Q10   **From your experience with FSU TV graduates, please indicate your level of satisfaction with each of the following competencies.**

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Producer	○	○	○	○
Production	○	○	○	○
Editing	○	○	○	○
Oral & Written	○	○	○	○
Interpersonal Skills	○	○	○	○
Initiative & Attitude	○	○	○	○
Dependability	○	○	○	○

Q11   **Upon interviewing or hiring FSU TV graduates, please indicate your level of agreement that they are up-to-date on the basic technical advances in cameras, editing systems, graphics, and computers.**

○ Strongly Disagree

○ Somewhat Disagree

○ Somewhat Agree

○ Strongly Agree

Q12   **What do you see as the strengths of the TDMP program at Ferris State University?**

Q13   **How would you improve the TDMP program at Ferris State University?**

Q14   **Please use this space for additional comments.**

Thank you for your time and input.

TDMP APR...Employer

Frequencies

Prepared by: Institutional Research & Testing, 06/10

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Currently employ FSU TV grad	10	0	1.30	1.00	.483
q2 Total number of FSU TV grads employed by you	10	0			
q3 Currently have TDMP intern	10	0	1.50	1.50	.527
q4 Had FSU TV interns in the past	10	0	1.00	1.00	.000
q5 Total number of FSU TV interns have had	10	0			
q6 How many grad employees interned with you	10	0			
q7 How satisfied with TV production skills	9	1	3.67	4.00	.500
q8 Skills are strengths of grads	10	0			
q9 Skills are lacking in grads	10	0			
q10a Producer	8	2	2.88	3.00	.354
q10b Production	9	1	3.33	4.00	1.000
q10c Editing	8	2	3.00	3.00	.926
q10d Oral & Written	9	1	3.00	3.00	.707
q10e Interpersonal Skills	9	1	2.89	3.00	.928
q10f Initiative & Attitude	9	1	3.00	3.00	.866
q10g Dependability	9	1	3.22	3.00	.972
q11 Agreement that grads up-to-date on basic tech advances	9	1	3.22	3.00	.441
q12 Strengths of the TDMP program	10	0			
q13 How improve the TDMP program	10	0			
q14 Additional comments	10	0			

Frequency Table

q1 Currently employ FSU TV grad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	70.0	70.0	70.0
	No	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

q2 Total number of FSU TV grads employed by you

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3	30.0	30.0	30.0
	1	2	20.0	20.0	50.0
	2	2	20.0	20.0	70.0
	3	2	20.0	20.0	90.0
	6	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q3 Currently have TDMP intern

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	50.0	50.0	50.0
	No	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

q4 Had FSU TV interns in the past

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	100.0	100.0	100.0

q5 Total number of FSU TV interns have had

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	20.0	20.0	20.0
	2	1	10.0	10.0	30.0
	3	3	30.0	30.0	60.0
	4	1	10.0	10.0	70.0
	5	2	20.0	20.0	90.0
	7	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q6 How many grad employees interned with you

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	50.0	50.0	50.0
	1	2	20.0	20.0	70.0
	2	1	10.0	10.0	80.0
	3	1	10.0	10.0	90.0
	4	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q7 How satisfied with TV production skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	3	30.0	33.3	33.3
	Very Satisfied	6	60.0	66.7	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

q8 Skills are strengths of grads

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	20.0	20.0	20.0
	A wide variety of experience that embraces current technolgies as well as sound hand on abilities that translate quickly to the workplace.	1	10.0	10.0	30.0
	FSU TV graduates have more hands on experience than any other Universities	1	10.0	10.0	40.0
	Good work ethic and a good base knowledge of TV production	1	10.0	10.0	50.0
	knowledge of gear and hands on experience	1	10.0	10.0	60.0
	Photoshop, After Effects, courtesy	1	10.0	10.0	70.0
	Strengths include a good work ethic, good camera skills (both hand held and studio) Generally good storytellers.	1	10.0	10.0	80.0
	Strengths: students are ready to hop into the production on day one. FSU students are better prepared than students that have only a year or two of classes at a local broadcast school.	1	10.0	10.0	90.0
	They are booksmart.	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q9 Skills are lacking in grads

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	30.0	30.0	30.0
	experience	1	10.0	10.0	40.0
	Final Cut Studio, Self motivation	1	10.0	10.0	50.0
	graphic skills beyond the very very basic; internal motivation to go beyond what is required.	1	10.0	10.0	60.0
	Some students appear to need more direction and input on preparing their demo/resume materials tailored towards a specific position. While the content information is very good, the presentation of these materials could use more guidance from the faculty.	1	10.0	10.0	70.0
	talk too much. need to listen to what is being said.	1	10.0	10.0	80.0
	They don't have a lot of field experience.	1	10.0	10.0	90.0
	When I review resume reels, I would like to know what part of the production they were involved in (directing, camera, lights, etc.). Many reels are too vague and make it difficult to determine a candidate's strengths.	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q10a Producer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	10.0	12.5	12.5
	Somewhat Satisfied	7	70.0	87.5	100.0
	Total	8	80.0	100.0	
Missing	System	2	20.0		
Total		10	100.0		

q10b Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	10.0	11.1	11.1
	Somewhat Satisfied	3	30.0	33.3	44.4
	Very Satisfied	5	50.0	55.6	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

q10c Editing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	10.0	12.5	12.5
	Somewhat Satisfied	5	50.0	62.5	75.0
	Very Satisfied	2	20.0	25.0	100.0
	Total	8	80.0	100.0	
Missing	System	2	20.0		
Total		10	100.0		

q10d Oral & Written

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	20.0	22.2	22.2
	Somewhat Satisfied	5	50.0	55.6	77.8
	Very Satisfied	2	20.0	22.2	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

q10e Interpersonal Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	10.0	11.1	11.1
	Somewhat Dissatisfied	1	10.0	11.1	22.2
	Somewhat Satisfied	5	50.0	55.6	77.8
	Very Satisfied	2	20.0	22.2	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

q10f Initiative & Attitude

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	30.0	33.3	33.3
	Somewhat Satisfied	3	30.0	33.3	66.7
	Very Satisfied	3	30.0	33.3	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

q10g Dependability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	10.0	11.1	11.1
	Somewhat Satisfied	4	40.0	44.4	55.6
	Very Satisfied	4	40.0	44.4	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

q11 Agreement that grads up-to-date on basic tech advances

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	7	70.0	77.8	77.8
	Strongly Agree	2	20.0	22.2	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

q12 Strengths of the TDMP program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	20.0	20.0	20.0
	amount of time required is good amount.	1	10.0	10.0	30.0
	Based on the fact that every one of the interns we have had have also gone onto full-time jobs in the industry, I think the TDMP program does a good job of weeding out people who aren't committed.	1	10.0	10.0	40.0
	good education, internship is unique to other schools	1	10.0	10.0	50.0
	Hands-on training in programs most often used in production, versus training in "theory".	1	10.0	10.0	60.0
	The internship program.	1	10.0	10.0	70.0
	The strengths include small class sizes for students that are able to work with great equipment, produce real-world programs, and gain experience in variety of roles in the world of digital media. The 6-month internship program is also an invaluable tool that give students a leg-up on other institutions with similar programs.	1	10.0	10.0	80.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	What I believe sets Ferris State University's TDMP program apart are the professors and staff allow students to jump right in and get experience with tools that professionals are using in the industry. With a program like TDMP student have to stay current with the latest technology.	1	10.0	10.0	90.0
	Your student had good basic knowledge of television production	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q13 How improve the TDMP program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	30.0	30.0	30.0
	I think a greater emphasis on encoding for the web and on graphic work in general would be helpful.	1	10.0	10.0	40.0
	If only you could bring back Jim Breault and Bob Hunter. They were a "good cop/bad cop" combo that really worked. Someone has to teach "real world" hard facts, and not let students off the hook (like Breault) while encouraging teamwork, ethics and commitment in an easygoing manner (like Hunter).	1	10.0	10.0	50.0
	It would be ideal to see this program housed in one building (the IRC) so that students are close to all of the tools they need to complete their projects. As in the real world, time is spent getting equipment, working in the studio, or stopping into the edit suite to check with peers on project status or to collaborate. A central location for all of these activities would not only enhances the experience for students but shows a commitment to the program and its continued growth from the University administration.	1	10.0	10.0	60.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	More field and remote experience. More hands on for specific concentrations. A producer is not always a good editor is not always a good shooter...	1	10.0	10.0	70.0
	no idea	1	10.0	10.0	80.0
	Not familiar enough with your program to comment.	1	10.0	10.0	90.0
	With a limited number of professors they are teaching students the basics that will help them upon completion of the program. If FSU had a couple more highly qualified professors perhaps student could receive a little more specialty instead of try to provide so many classes in a given year.	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q14 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	60.0	60.0	60.0
	The faculty in TDMP has done a great job equipping students with real world tools and experience and I am proud to see there continued success!	1	10.0	10.0	70.0
	Vegas PBS would be willing to give non-paid internships to more of your students.	1	10.0	10.0	80.0
	we are happy to support intens from FSU, it is a win-win for both of us.	1	10.0	10.0	90.0
	With one exception, I have been impressed by the work ethic of each intern we have had. Julie Vance - our current intern - is exceptional.	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

FACULTY PERCEPTIONS

Summary and Comments

The Television and Digital Media Production (TDMP) program at Ferris State University will undergo Academic Program Review during the 2009/2010 academic school year. The purpose of this section is to assess faculty perceptions regarding the following aspects of the program: goals and objectives, curriculum, and resources.

Methodology

November 2009, nine Television and Digital Media Production faculty were asked to respond to a survey instrument sent via email. The respondents consisted of four tenured faculty, and five adjunct faculty who have taught courses in the TDMP program in the past five years. The instrument consisted of thirty five questions that forced the responses into a 5 step likert scale rating of excellent, good, average, poor, or not applicable. All nine faculty responded to the instrument.

Summary of results

The thirty five questions are divided into three categories, goals & objectives, processes, and resources.

Goals & objectives - Faculty responses would seem to indicate that program goals are used as a measure of effectiveness, course objectives inform course planning, current labor market information is reflected in the development of the program as are industry standards, and student follow-up information is useful in evaluating the program. All questions in this area were responded to within the good to excellent range.

Processes – Faculty indicated that they teach using a variety of methods, electives are relevant, the internship provides ample opportunity for field experience and are well coordinated with classroom activities, and the supervision while on the internship is adequate. These questions about field experiences all fell within the good to excellent range.
Another set of questions related to marketing and recruitment. Good to excellent responses suggested that the admission requirements and the prerequisite structure is well known and that advising serves its purpose including career planning guidance. Less favorable responses averaging only slightly below good were in the area of sufficiency of marketing efforts, job placement assistance, and efforts to inform the public about the program and its importance to the community.

Resources – Faculty and program leadership competence was highly regarded. The results would indicate that program administration shows evidence of good leadership, and instructors have the correct background, remain current, and are competent. Clerical and support staff were perceived as being of good quality, professional development opportunities for faculty were not.

Questions that tended toward average in their responses were in the area of the adequacy of the number of faculty and the number of clerical and support staff.

While library and learning resources were considered sufficient, instructional equipment, facilities, materials and supplies, and computers in labs were not. The lowest score was awarded to the inadequacy of the operating budget and out-of-date nature of equipment in the labs.

Program advisory committee membership was representation but the committee was not used as much as it might be based on just a good score.

Ferris State University
Television Production Academic Program Review – 2009
Faculty Survey

GOALS & OBJECTIVES:	Average Score:
1. Program goals, as written, are used as a measure of program effectiveness.	1.67
2. Course objectives are used to plan and organize instruction.	1.67
3. Current labor market information is used to develop the program.	1.67
4. Professional industry standards are used to plan and evaluate the program.	1.44
5. Student follow-up information data is used to evaluate the program.	1.86

PROCESSES:

6. Courses are taught using a variety of teaching methods.	1.33
7. Directed electives are relevant to program goals and needs of students.	1.33
8 Ample opportunities are available for field experiences and internships.	1.38
9. Field experiences and internships are well coordinated with classroom faculty.	1.56
10. Students involved in field experiences and internships are given adequate employer supervision.	1.33
11. Marketing and recruitment is sufficient to make potential admits aware of program offerings.	2.11
12. Marketing and recruitment is sufficient to make potential admits aware of program admission requirements and course prerequisites.	1.89
13. Program faculty and administrators adequately advise student regarding enrolling in appropriate program courses.	1.78
14. Students are given sufficient and up-to-date career planning and guidance information regarding trends and employment	1.78

opportunities in the field.

| 15. | Program personnel locate and coordinate job placement. | 2.00 |

| 16. | An active effort is made to inform the public about the program and its importance to the community. | 2.00 |

RESOURCES:

| 17. | Program administration evidences good leadership, coordination, planning and management. | 1.56 |

| 18. | Instructional staffing is adequate in numbers to promote optimal program effectiveness. | 2.56 |

| 19. | Instructional staff have had relevant employment experience in the field. | 1.63 |

| 20. | Instructional staff remain current in knowledge of the field. | 1.25 |

| 21. | Instructional staff maintain a high level of competence. | 1.25 |

| 22. | Adequate professional development opportunities are made available to the faculty. | 2.22 |

| 23. | Faculty regularly participate in professional development opportunities. | 1.78 |

| 24. | An adequate number of clerical and support staff are available to meet program needs. | 2.00 |

| 25. | The expertise of the clerical and support staff is sufficient to meet program needs. | 1.56 |

| 26. | Instructional equipment is sufficient to meet program needs. | 2.75 |

| 27. | Instructional facilities are sufficient to meet program needs. | 2.50 |

| 28. | Materials and supplies are sufficient to meet program needs. | 2.25 |

| 29. | Library and learning resources are sufficient to meet program needs. | 1.71 |

| 30. | The program advisory committee is utilized to give meaningful input for program development. | 2.00 |

| 31. | The program advisory committee is adequately representative of the various specialty occupations within thee industry. | 1.63 |

| 32. | Current operating budget is adequate to support program objectives. | 2.63 |

| 33. | The equipment in the labs are up-to-date. | 2.63 |

| 34. | The computers in the labs are up-to-date. | 2.34 |
| 35. | The software in the labs are up-to-date. | 1.88 |

Ferris State University
Television Production Academic Program Review – 2009
Faculty Survey

1- Excellent
2- Good
3- Average
4- Poor
5- Not Applicable

GOALS & OBJECTIVES:	1	2	3	4	5
1. Program goals, as written, are used as a measure of program effectiveness.	●	●	●	●	●
2. Course objectives are used to plan and organize instruction.	●	●	●	●	●
3. Current labor market information is used to develop the program.	●	●	●	●	●
4. Professional industry standards are used to plan and evaluate the program.	●	●	●	●	●
5. Student follow-up information data is used to evaluate the program.	●	●	●	●	●

PROCESSES:	1	2	3	4	5
6. Courses are taught using a variety of teaching methods.	●	●	●	●	●
7. Directed electives are relevant to program goals and needs of students.	●	●	●	●	●
8 Ample opportunities are available for field experiences and internships.	●	●	●	●	●
9. Field experiences and internships are well coordinated with classroom faculty.	●	●	●	●	●
10. Students involved in field experiences and internships are given adequate employer supervision.	●	●	●	●	●
11. Marketing and recruitment is sufficient to make potential admits aware of program offerings.	●	●	●	●	●

	1	2	3	4	5

12. Marketing and recruitment is sufficient to make potential admits aware of program admission requirements and course prerequisites. ● ● ● ● ●

13. Program faculty and administrators adequately advise student regarding enrolling in appropriate program courses. ● ● ● ● ●

14. Students are given sufficient and up-to-date career planning and guidance information regarding trends and employment opportunities in the field. ● ● ● ● ●

15. Program personnel locate and coordinate job placement. ● ● ● ● ●

16. An active effort is made to inform the public about the program and its importance to the community. ● ● ● ● ●

RESOURCES:

	1	2	3	4	5

17. Program administration evidences good leadership, coordination, planning and management. ● ● ● ● ●

18. Instructional staffing is adequate in numbers to promote optimal program effectiveness. ● ● ● ● ●

19. Instructional staff have had relevant employment experience in the field. ● ● ● ● ●

20. Instructional staff remain current in knowledge of the field. ● ● ● ● ●

21. Instructional staff maintain a high level of competence. ● ● ● ● ●

22. Adequate professional development opportunities are made available to the faculty. ● ● ● ● ●

23. Faculty regularly participate in professional development opportunities. ● ● ● ● ●

24. An adequate number of clerical and support staff are available to meet program needs.

	1	2	3	4	5

25. The expertise of the clerical and support staff is sufficient to meet program needs.

⬤ ⬤ ⬤ ⬤ ⬤

26. Instructional equipment is sufficient to meet program needs.

⬤ ⬤ ⬤ ⬤ ⬤

27. Instructional facilities are sufficient to meet program needs.

⬤ ⬤ ⬤ ⬤ ⬤

28. Materials and supplies are sufficient to meet program needs.

⬤ ⬤ ⬤ ⬤ ⬤

29. Library and learning resources are sufficient to meet program needs.

⬤ ⬤ ⬤ ⬤ ⬤

30. The program advisory committee is utilized to give meaningful input for program development.

⬤ ⬤ ⬤ ⬤ ⬤

31. The program advisory committee is adequately representative of the various specialty occupations within thee industry.

⬤ ⬤ ⬤ ⬤ ⬤

32. Current operating budget is adequate to support program objectives.

⬤ ⬤ ⬤ ⬤ ⬤

Faculty Name:

Date:

GRADUATE FOLLOW-UP SURVEY

Television Production and Television and Digital Media Production graduates were given an opportunity to respond to a survey that was electronically distributed by the Institutional Research and Testing office. The instrument and the tabulated results are attached in the Appendix.

QUESTION 1 asked about **the importance of individual content areas to the academic program**.

The results indicated strong support for most subject areas. The strongest five results were for video production 1, video production 2, the internship, computer systems for video, and remote TV production. The area perceived to be of less importance were distance learning production, film production, and computer animation for video.

Content area	*Not Important Important*	*Somewhat Important*	*Very*
Intro to Video Communications	2%	32%	65%
Computer Systems for Video	2%	17%	78%
Video Production	0%	3%	93%
TV Studio Production	2%	28%	68%
Remote Television Production	0%	22%	77%
Television Operations	5%	32%	62%
Video Production 2	0%	18%	80%
TV Production Writing	3%	33%	62%
Television Production Internship	0%	12%	87%
Advanced Producing/Directing	0%	27%	72%
Digital Imaging for Video	3%	17%	74%
Distance Learning Production	17%	47%	27%
Audio Production	2%	30%	65%
Compositing Video	5%	32%	59%
Film Production	30%	45%	22%
TV & Digital Media Practicum	5%	37%	49%
Computer Animation for Video	8%	40%	43%
Streaming Media Production	3%	25%	67%
DVD Production	7%	32%	57%
Instructional Design	10%	35%	50%
Lighting Design	0%	28%	68%
Computer Graphics	0%	25%	70%
Broadcast Writing	2%	43%	53%

QUESTION 2 asked **to rate the quality of individual courses**.

All courses were highly regarded. A few stood out as being of very high quality with percentage responses over 40%. Those were Video Production, TV Studio Production, Remote Television Production, TV Operations, Video Production 2, Advanced Producing and Directing, Audio Production, and the Internship which rated highest at 68.3% rating at the Very High Quality level.

Course / Didn't take or Forgot	Low Quality	Good	High Quality	Very High Quality
Intro to Video Communications / 27%	0%	18%	22%	30%
Computer Systems for Video / 73%	0%	8%	5%	8%
Video Production / 3%	2%	10%	27%	48%
TV Studio Production / 2%	0%	13%	30%	49%
Remote Television Production / 25%	0%	10%	18%	42%
Television Operations / 20%	2%	12%	15%	45%
Video Production 2 / 10%	0%	10%	33%	45%
TV Production Writing / 10%	7%	23%	23%	35%
Television Production Internship / 2%	5%	7%	15%	68%
Advanced Producing/Directing / 23%	0%	10%	10%	53%
Digital Imaging for Video / 77%	0%	8%	2%	12%
Distance Learning Production / 81%	2%	5%	2%	7%
Audio Production / 8%	5%	22%	22%	40%
Compositing Video / 65%	0%	8%	8%	15%
Film Production / 12%	3%	20%	25%	35%

TV & Digital Media Practicum 78%	0%	2%	5%	13%
Computer Animation for Video 72%	2%	7%	2%	15%
Streaming Media Production 83%	0%	7%	2%	7%
DVD Production 80%	0%	2%	3%	13%
Instructional Design 27%	3%	23%	18%	27%
Lighting Design 28%	2%	22%	8%	38%
Computer Graphics 55%	2%	12%	8%	22%
Broadcast Writing 22%	3%	22%	25%	27%

QUESTION 3 asked **whether particular activities were perceived as being important to the program**.

Many questions resulted in a large percentage of somewhat or very important responses. Noteworthy is the responses of Not Important for Using the library, Linear Editing, and Film camera operation.

Content area	Not Important Important Important	Somewhat Important	Very
Using the library & looking up info	25%	55%	18%
Using recent textbooks	13%	35%	48%
Using professor developed materials	3%	28%	65%
Writing scripts and other writing	0%	27%	72%
Linear editing	28%	45%	22%
Non-linear editing	0%	8%	88%
Digital Imaging	3%	22%	73%
DVD authoring	8%	25%	62%
Streaming video	7%	22%	70%
Computer-based animation	10%	32%	55%
Field, video camera operation	0%	7%	92%
Studio, video camera operation	8%	15%	73%
Film camera operation	30%	42%	25%
Audio editing	5%	37%	55%
Audio recording	3%	33%	62%
Working with clients	0%	12%	87%
Completing assignments as a team	2%	37%	60%
Participating in field trips	12%	33%	52%
Internship prior to graduation	0%	13%	85%
Other	0%	2%	20%

QUESTION 4 asked about **whether various skill sets should be emphasized more or less within the curriculum**.

Those topics that received a suggestion to <u>increase its emphasis</u> at the 40% level or above were: Writing Scripts, Non-linear editing, Digital Imaging, Streaming Video, Computer Animation, Video camera operation in the field, Working with clients, and completing an internship. The only item in the other category of significance was Blu-Ray authoring.

Those topics that received a suggestion to <u>decrease its emphasis</u> at the 33% and 35% levels respectively were: Linear editing and Film camera operation.

Content area opinion	*Decrease*	*Stay the same*	*Increase*	*No*
Using the library & looking up info	17%	50%	13%	16%
Using recent textbooks	3%	57%	22%	12%
Using professor developed materials	2%	57%	29%	10%
Writing scripts and other writing	2%	38%	45%	10%
Linear editing	33%	30%	18%	13%
Non-linear editing	2%	18%	57%	18%
Digital Imaging	3%	17%	40%	37%
DVD authoring	0%	25%	37%	33%
Streaming video	2%	8%	52%	35%
Computer-based animation	2%	18%	42%	33%
Field, video camera operation	0%	40%	50%	7%
Studio, video camera operation	10%	42%	37%	7%
Film camera operation	35%	32%	17%	13%
Audio editing	8%	47%	32%	10%
Audio recording	3%	52%	32%	10%
Working with clients	0%	18%	70%	8%
Completing assignments as a team	2%	53%	33%	8%
Participating in field trips	7%	40%	38%	12%
Internship prior to graduation	2%	40%	47%	7%
Other	0%	5%	17%	8%

QUESTION 5 asked about **the extent that degree coursework contributed to the respondents perception of gain**.

The only category where course work did not contribute quite a bit or very much was Skills in Computer Graphics.

Area of gain	Very Little	Some	Quite a bit	Very Much
General preparedness professionally	0%	20%	32%	47%
Understanding of producing	0%	25%	30%	42%
Use and understanding of editing	2%	7%	42%	48%
Use and understanding of camera operation	0%	13%	40%	45%
Use and understanding of lighting equipment	10%	22%	28%	38%
Use and understanding of audio techniques	8%	23%	35%	32%
Skills in computer graphics	42%	27%	12%	13%
Writing or scripting skills	8%	37%	37%	17%
General computer skills	28%	30%	18%	17%
Creative advancement	12%	28%	32%	27%

QUESTION 6 attempted to ascertain **the extent that graduates felt that the program prepared them for a profession**.

The responses were overall very positive with over 80% of the respondents somewhat agreed or strongly agreed that:
> Classes were stimulating,
> The program was appropriate at meeting the graduate's professional goals,
> The professors were good,
> The professors were available outside of class.
> The learning environment was relaxed and supportive,
> And the learning related to their eventual job.

Over 70% of the respondents felt that the office staff was friendly and helpful.

The lowest scores at just over 61% came in response to an inquiry about whether the adjunct faculty was of good quality.

Area of interest *Strongly* *Agree*	*Strongly* *Disagree*	*Somewhat* *Disagree*	*No* *Opinion*	*Somewhat* *Agree*
Most TDMP classes were stimulating 50%	2%	0%	3%	43%
The program was appropriate at meeting the graduate's professional goals 53%	2%	3%	10%	30%
The TDMP professors were good 70%	0%	5%	5%	18%
The TDMP professors were available outside of class 50%	2%	5%	8%	32%
The adjunct faculty was of good quality 27%	0%	5%	28%	35%
The office staff was friendly and helpful 42%	2%	3%	20%	32%

The learning environment was relaxed and supportive 47%	5%	3%	2%	42%
The learning related to my job 40%	3%	8%	7%	40%

DEMOGRAPHIC QUESTIONS

Responses came from every graduating class since 1979 except 1989 and 2005 indicating consistent representation among the graduates over the more than 30 years the program has been in place.

Most graduates felt that they received an education that was better than that provided to others (58%). Nearly 97% of our graduates were enrolled full-time. Only 5% of the graduates would probably not recommend the program to others and 0% would not recommend it under any circumstances. The areas outside of TDMP that helped prepare the graduates the best were computer courses, speech, and management/business.

Overall the program prepared graduates at the good or excellent levels for their careers. They are still employed in the field. They work in a wide variety of facilities, with titles that cover nearly every possible function within a television or digital media production organization.

The graduates that responded are mainly white males with bachelor degrees.

The recording formats most used are disc-media and hard drives.

FERRIS STATE UNIVERSITY

TDMP Alumni Survey

As part of the Academic Program Review (APR) process, the Television Digital Media Production Program is asking its graduates to please take a few minutes to complete this survey. Your responses will help us evaluate the program, see where the strengths are and show us where changes need to be made. Thank you for your feedback in this important process.

SECTION I: CONTENT AND DELIVERY

We believe it is essential that we ask those who have received our degree about the importance and quality of the content we require. Therefore, it is important for us to know your perception on (1) the importance of including that content in our core curriculum and (2) if you took that course (or an equivalent) in your program of study at FSU, your rating on its quality.

1. **How important do you perceive this to be as a requirement in the TVP program?**

	Not Important	Somewhat Important	Very Important
Introduction to Video Communications	C	C	C
Computer Systems for Video	C	C	C
Video Production	C	C	C
TV Studio Production	C	C	C
Remote Television Production	C	C	C
Television Operations	C	C	C
Video Production 2	C	C	C
Television Production Writing	C	C	C
Television Production Internship	C	C	C
Advanced Producing/Directing	C	C	C
Digital Imaging for Video	C	C	C
Distance Learning Production	C	C	C
Audio Production	C	C	C
Compositing Video	C	C	C
Film Production	C	C	C
Television and Digital Media Practicum	C	C	C
Computer Animation for Video	C	C	C
Streaming Media Production	C	C	C
DVD Production	C	C	C
Instructional Design	C	C	C
Lighting Design	C	C	C
Computer Graphics	C	C	C
Broadcast Writing	C	C	C

2. If you took the course, please rate the quality of the course.

	Low Quality	Good	High Quality	Very High Quality	Did not take or don't remember
Introduction to Video Communications	○	○	○	○	○
Computer Systems for Video	○	○	○	○	○
Video Production	○	○	○	○	○
TV Studio Production	○	○	○	○	○
Remote Television Production	○	○	○	○	○
Television Operations	○	○	○	○	○
Video Production 2	○	○	○	○	○
Television Production Writing	○	○	○	○	○
Television Production Internship	○	○	○	○	○
Advanced Producing/Directing	○	○	○	○	○
Digital Imaging for Video	○	○	○	○	○
Distance Learning Production	○	○	○	○	○
Audio Production	○	○	○	○	○
Compositing Video	○	○	○	○	○
Film Production	○	○	○	○	○
Television and Digital Media Practicum	○	○	○	○	○
Computer Animation for Video	○	○	○	○	○
Streaming Media Production	○	○	○	○	○
DVD Production	○	○	○	○	○
Instructional Design	○	○	○	○	○
Lighting Design	○	○	○	○	○
Computer Graphics	○	○	○	○	○
Broadcast Writing	○	○	○	○	○

We believe it is also essential to ask those who have received our degree about the importance and amount of course requirements. Therefore, it is important for us to know your perception on (1) the importance of this type of activity or assignment in our courses and (2) your rating on the amount of this activity or assignment we should require for future students.

3. **How important do you perceive this to be as a requirement in the TDMP program?**

	Not Important	Somewhat Important	Very Important
Using the library and looking up information	○	○	○
Using recent textbooks	○	○	○
Using professor-developed handouts and materials	○	○	○
Writing scripts and other writing assignments	○	○	○
Linear editing	○	○	○
Non-linear editing	○	○	○
Digital Imaging	○	○	○
DVD Authoring	○	○	○
Streaming Video	○	○	○
Computer-based animation	○	○	○
Field, video camera operation	○	○	○
Studio, video camera operation	○	○	○
Film camera operation	○	○	○
Audio editing	○	○	○
Audio Recording	○	○	○
Working with clients	○	○	○
Completing assignments as a team rather than an individual during class time	○	○	○
Participating in field trips	○	○	○
Participating in an internship prior to graduation	○	○	○
Other	○	○	○

Please Specify:

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4. As you reflect back upon your coursework, do you think we should **increase, decrease** or keep the same emphasis on the topic?

	Decrease	Stay the same	Increase	No opinion or don't recall
Using the library and looking up information	○	○	○	○
Using recent textbooks	○	○	○	○
Using professor-developed handouts and materials	○	○	○	○
Writing scripts and other writing assignments	○	○	○	○
Linear editing	○	○	○	○
Non-linear editing	○	○	○	○
Digital Imaging	○	○	○	○
DVD Authoring	○	○	○	○
Streaming Video	○	○	○	○
Computer-based animation	○	○	○	○
Field, video camera operation	○	○	○	○
Studio, video camera operation	○	○	○	○
Film camera operation	○	○	○	○
Audio editing	○	○	○	○
Audio Recording	○	○	○	○
Working with clients	○	○	○	○
Completing assignments as a team rather than an individual during class time	○	○	○	○
Participating in field trips	○	○	○	○
Participating in an internship prior to graduation	○	○	○	○
Other	○	○	○	○

Please Specify:

SECTION II: VALUE OF DEGREE

5. **As a result of your degree coursework, to what extent do you feel you gained:**

	Very Little	Some	Quite a Bit	Very Much
A general preparedness professionally	○	○	○	○
The understanding of producing	○	○	○	○
The use and understanding of video editing	○	○	○	○
The use and understanding of camera operation	○	○	○	○
The use and understanding of lighting equipment	○	○	○	○
The use and understanding of audio techniques	○	○	○	○
Skills in computer graphics	○	○	○	○
Writing or scripting skills	○	○	○	○
General computer skills	○	○	○	○
Creative advancement	○	○	○	○

6. **We are concerned with how well you feel you were prepared to become a professional. Please indicate to what extent you agree or disagree with the following statements.**

	Strongly Disagree	Somewhat Disagree	No Opinion/Not Relevant	Somewhat Agree	Strongly Agree
Most of my classes in the TDMP program at Ferris were stimulating.	○	○	○	○	○
My program of study was appropriate in terms of meeting my professional goals.	○	○	○	○	○
Most of my professors at FSU in the TDMP program were good teachers.	○	○	○	○	○
Most of my professors were available outside of class to help students.	○	○	○	○	○
Courses taught by adjunct faculty were very good.	○	○	○	○	○
The office staff at Ferris was friendly and helpful.	○	○	○	○	○
The learning environment in most of the courses was relaxed and supportive.	○	○	○	○	○
The learning experiences in most of the courses related to my job.	○	○	○	○	○

SECTION III: DEMOGRAPHIC AND ACADEMIC ITEMS

7. **What year did you graduate? Please write in year.**

8. **How long did it take you to complete the TDMP program?**

- ○ One year
- ○ Two years
- ○ Three years
- ○ Four years or more

9. How would you compare the quality of education provided in this program with that of other universities/colleges?

- ○ Worse
- ○ About the same
- ○ Better
- ○ Not able to judge

10. What was your enrollment status while attending FSU's program?

- ○ Primarily full-time (12 credits or more)
- ○ Primarily part-time

11. Would you recommend FSU's TDMP program to a friend?

- ○ No, under any circumstances
- ○ No, probably not
- ○ Yes, with reservations
- ○ Yes, without reservations

12. Which of the following areas (aside from TDMP) best prepared you for your current occupation?

- ○ Business
- ○ Management
- ○ Computers
- ○ Advertising/Marketing
- ○ Speech/Communications
- ○ Theatre
- ○ Public Relations

13. Overall, how well do you feel the TDMP program at Ferris prepared you for your career?

- ○ Poor
- ○ Fair
- ○ Good
- ○ Excellent

EMPLOYMENT STATUS

14. Are you presently employed in a career relating to your program of study?

- ○ Yes
- ○ No

15. Are you presently seeking employment in your field?

- ○ Yes
- ○ No

16. **Which <u>one</u> of the following areas classifies your current position?**

- ○ Corporate TV
- ○ Commercial TV
- ○ Cable TV
- ○ Public TV
- ○ Bio/Medical TV
- ○ Educational/Instructional
- ○ independent production facility
- ○ Independent Post-production facility
- ○ Writer
- ○ Freelance
- ○ Other

Please Specify Freelance or Other:

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18. **What is your present job title?**

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19. **What do you estimate your annual salary range to be at this time?**

- ○ $19,999 or below
- ○ $20,000 to $29,999
- ○ $30,000 to $39,999
- ○ $40,000 to $49,999
- ○ $50,000 or above

20. **Number of years in your present role:**

- ○ Less than 1 year
- ○ 1-2 years
- ○ 3-4 years
- ○ 5-8 years
- ○ 9 or more years

21. **What videotape format do you use professionally?** *(Please select all that apply.)*

- ☐ Beta SP
- ☐ Beta SX
- ☐ Digital Beta
- ☐ DVCam
- ☐ Mini DV
- ☐ DVCPro
- ☐ Disk-Based
- ☐ Other

Please Specify:

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22. **Age**

- ○ Under 25
- ○ 25-35
- ○ 36-45
- ○ 46-55
- ○ Over 55

23. **How do you classify your race or ethnic background?**

- ○ White (Not Hispanic)
- ○ Black or African-American
- ○ Hispanic/Latino--White
- ○ Hispanic/Latino--Black
- ○ Asian, Asian Indian, or Pacific Islander
- ○ Native American or Alaskan Native
- ○ Some other race
- ○ Prefer not to respond

24. **Gender**

- ○ Female
- ○ Male

26. **Current Highest Degree:**

- ○ Associates
- ○ Bachelor
- ○ Masters
- ○ Doctorate

27. **Number of years since last college/university course:**

    ○ Currently enrolled

    ○ Less than 1 year

    ○ 1-4 years

    ○ 5 or more years

28. **What is the highest degree you plan to ultimately earn?**

    ○ Masters

    ○ Doctoral

    ○ Not seeking a degree beyond Bachelors

    ○ Uncertain

Frequencies

Prepared by: Institutional Research & Testing, 06/10

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1.a Intro to Video Communications	59	1	2.64	3.00	.517
q1.b Computer Systems for Video	58	2	2.79	3.00	.450
q1.c Video Production	58	2	2.97	3.00	.184
q1.d TV Studio Production	59	1	2.68	3.00	.507
q1.e Remote Television Production	59	1	2.78	3.00	.418
q1.f Television Operations	59	1	2.58	3.00	.593
q1.g Video Production 2	59	1	2.81	3.00	.393
q1.h Television Production Writing	59	1	2.59	3.00	.561
q1.i Television Production Internship	59	1	2.88	3.00	.326
q1.j Advanced Producing/Directing	59	1	2.73	3.00	.448
q1.k Digital Imaging for Video	56	4	2.75	3.00	.513
q1.l Distance Learning Production	54	6	2.11	2.00	.691
q1.m Audio Production	58	2	2.66	3.00	.515
q1.n Compositing Video	57	3	2.56	3.00	.598
q1.o Film Production	58	2	1.91	2.00	.732
q1.p Television and Digital Media Practicum	54	6	2.48	3.00	.606
q1.q Computer Animation for Video	55	5	2.38	2.00	.652
q1.r Streaming Media Production	57	3	2.67	3.00	.546
q1.s DVD Production	57	3	2.53	3.00	.630
q1.t Instructional Design	57	3	2.42	3.00	.680
q1.u Lighting Design	58	2	2.71	3.00	.459
q1.v Computer Graphics	57	3	2.74	3.00	.444
q1.w Broadcast Writing	59	1	2.53	3.00	.537
q2.a Introduction to Video Communications	58	2	3.67	4.00	1.082
q2.b Computer Systems for Video	57	3	4.54	5.00	.946
q2.c Video Production	54	6	3.46	4.00	.818
q2.d TV Studio Production	56	4	3.41	4.00	.757
q2.e Remote Television Production	57	3	3.86	4.00	.934
q2.f Television Operations	56	4	3.75	4.00	.995
q2.g Video Production 2	59	1	3.56	4.00	.815
q2.h Television Production Writing	59	1	3.19	3.00	1.121
q2.i Television Production Internship	58	2	3.57	4.00	.861
q2.j Advanced Producing/Directing	58	2	3.93	4.00	.876
q2.k Digital Imaging for Video	59	1	4.59	5.00	.893
q2.l Distance Learning Production	58	2	4.67	5.00	.886

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q2.m Audio Production	58	2	3.26	3.50	1.069
q2.n Compositing Video	58	2	4.41	5.00	.974
q2.o Film Production	57	3	3.33	3.00	1.058
q2.p Television and Digital Media Practicum	59	1	4.71	5.00	.645
q2.q Computer Animation for Video	58	2	4.53	5.00	.959
q2.r Streaming Media Production	59	1	4.69	5.00	.815
q2.s DVD Production	59	1	4.75	5.00	.604
q2.t Instructional Design	59	1	3.51	4.00	1.223
q2.u Lighting Design	59	1	3.71	4.00	1.160
q2.v Computer Graphics	59	1	4.19	5.00	1.121
q2.w Broadcast Writing	59	1	3.42	3.00	1.163
q3.a Using the library/looking up info	59	1	1.93	2.00	.666
q3.b Using recent textbooks	58	2	2.36	2.50	.718
q3.c Using professor-developed handouts/materials	58	2	2.64	3.00	.552
q3.d Writing scripts/other writing assmts	59	1	2.73	3.00	.448
q3.e Linear editing	57	3	1.93	2.00	.728
q3.f Non-linear editing	58	2	2.91	3.00	.283
q3.g Digital Imaging	59	1	2.71	3.00	.527
q3.h DVD Authoring	57	3	2.56	3.00	.655
q3.i Streaming Video	59	1	2.64	3.00	.609
q3.j Computer-based animation	58	2	2.47	3.00	.681
q3.k Field, video camera operation	59	1	2.93	3.00	.254
q3.l Studio, video camera operation	58	2	2.67	3.00	.632
q3.m Film camera operation	58	2	1.95	2.00	.759
q3.n Audio editing	58	2	2.52	3.00	.599
q3.o Audio Recording	59	1	2.59	3.00	.561
q3.p Working with clients	59	1	2.88	3.00	.326
q3.q Completing assignments as a team	59	1	2.59	3.00	.529
q3.r Participating in field trips	58	2	2.41	3.00	.702
q3.s Internship prior to graduation	59	1	2.86	3.00	.345
q3.t Other	13	47	2.92	3.00	.277
q3.u Other specified	60	0			
q4.a Using the library/looking up info	57	3	2.28	2.00	.940
q4.b Using recent textbooks	56	4	2.45	2.00	.761
q4.c Using professor-developed handouts/materials	58	2	2.48	2.00	.707
q4.d Writing scripts and other writing assignments	57	3	2.67	3.00	.690
q4.e Linear editing	57	3	2.12	2.00	1.053
q4.f Non-linear editing	57	3	2.96	3.00	.680
q4.g Digital Imaging	58	2	3.14	3.00	.826
q4.h DVD Authoring	57	3	3.09	3.00	.786

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q4.i Streaming Video	58	2	3.24	3.00	.683
q4.j Computer-based animation	57	3	3.12	3.00	.781
q4.k Field, video camera operation	58	2	2.66	3.00	.608
q4.l Studio, video camera operation	57	3	2.42	2.00	.778
q4.m Film camera operation	58	2	2.09	2.00	1.048
q4.n Audio editing	58	2	2.45	2.00	.799
q4.o Audio Recording	58	2	2.50	2.00	.731
q4.p Working with clients	58	2	2.90	3.00	.519
q4.q Completing assignments as a team	58	2	2.50	2.00	.682
q4.r Participating in field trips	58	2	2.57	3.00	.797
q4.s Internship prior to graduation	57	3	2.61	3.00	.648
q4.t Other	18	42	3.11	3.00	.676
q4.u Other specified	60	0			
q5.a A general preparedness professionally	59	1	3.27	3.00	.784
q5.b The understanding of producing	58	2	3.17	3.00	.819
q5.c The use and understanding of video editing	59	1	3.39	3.00	.695
q5.d The use and understanding of camera operation	59	1	3.32	3.00	.706
q5.e The use and understanding of lighting equipment	59	1	2.97	3.00	1.017
q5.f The use and understanding of audio techniques	59	1	2.92	3.00	.952
q5.g Skills in computer graphics	56	4	1.96	2.00	1.078
q5.h Writing or scripting skills	59	1	2.63	3.00	.869
q5.i General computer skills	56	4	2.25	2.00	1.083
q5.j Creative advancement	59	1	2.75	3.00	.993
q6.a Most of my classes were stimulating	59	1	4.42	5.00	.724
q6.b My prog was appropriate in terms of meeting my professional goals	59	1	4.32	5.00	.918
q6.c Most of my professors in the program were good teachers	59	1	4.56	5.00	.815
q6.d Most of my professors were available outside of class	58	2	4.28	5.00	.951
q6.e Courses taught by adjunct faculty were very good	57	3	3.88	4.00	.888
q6.f The office staff at Ferris was friendly and helpful	59	1	4.10	4.00	.959
q6.g The learning environment was relaxed and supportive	59	1	4.24	4.00	1.023
q6.h The learning experiences related to my job	59	1	4.07	4.00	1.065
q7 What year did you graduate	60	0			
q8 How long did it take you to complete the TDMP program	59	1	2.86	3.00	.860
q9 Compare the quality of education provided to others	59	1	3.17	3.00	.620

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q10 Enrollment status while attending	59	1	1.02	1.00	.130
q11 Recommend TDMP program to a friend	59	1	3.61	4.00	.588
q12 Which of the following best prepared you	57	3	3.77	4.00	1.711
q13 Overall, how well do you feel the prog prepared you	59	1	3.29	3.00	.767
q14 Are you presently employed in a career relating to program	60	0	1.28	1.00	.454
q15 Are you presently seeking employment in your field	60	0	1.83	2.00	.376
q16 Which classifies your current position	57	3	6.96	7.00	3.615
q16.a Please Specify Freelance or Other	60	0			
q17 Present job title	60	0			
q18 Annual salary range	59	1	4.14	5.00	1.345
q19 Number of years in present role	59	1	3.58	4.00	1.380
q20_1 Format: Beta SP	51	9	.27	.00	.451
q20_2 Format: Beta SX	51	9	.12	.00	.325
q20_3 Format: Digital Beta	51	9	.14	.00	.348
q20_4 Format: DVCam	51	9	.35	.00	.483
q20_5 Format: Mini DV	51	9	.51	1.00	.505
q20_6 Format: DVCPro	51	9	.31	.00	.469
q20_7 Format: Disk-Based	51	9	.10	.00	.300
q20_8 Format: HDV	51	9	.27	.00	.451
q20_9 Format: AVCHD H.264	51	9	.10	.00	.300
q20_10 Format: Card-Based	51	9	.29	.00	.460
q20_11 Format: XDCAM HD	51	9	.16	.00	.367
q20_12 Format: RED	51	9	.02	.00	.140
q20_13 Format: Hard Drives	51	9	.43	.00	.500
q20_14 Format: Other	51	9	.27	.00	.451
q20.a Format: Other specified	60	0			
q21 Age	60	0	3.18	3.00	.892
q22 Race/Ethnicity	60	0	1.50	1.00	1.761
q23 Gender	58	2	1.78	2.00	.421
q24 Current highest degree	60	0	2.23	2.00	.427
q25 Number of years since last college/univ course	60	0	3.60	4.00	.848
q26 Highest degree you plan to ultimately earn	59	1	2.36	3.00	1.156
q27 Additional comments	60	0			

Frequency Table

q1.a Intro to Video Communications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	1	1.7	1.7	1.7
	Somewhat Important	19	31.7	32.2	33.9
	Very Important	39	65.0	66.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q1.b Computer Systems for Video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	1	1.7	1.7	1.7
	Somewhat Important	10	16.7	17.2	19.0
	Very Important	47	78.3	81.0	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q1.c Video Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	2	3.3	3.4	3.4
	Very Important	56	93.3	96.6	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q1.d TV Studio Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	1	1.7	1.7	1.7
	Somewhat Important	17	28.3	28.8	30.5
	Very Important	41	68.3	69.5	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q1.e Remote Television Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	13	21.7	22.0	22.0
	Very Important	46	76.7	78.0	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q1.f Television Operations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	3	5.0	5.1	5.1
	Somewhat Important	19	31.7	32.2	37.3
	Very Important	37	61.7	62.7	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q1.g Video Production 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	11	18.3	18.6	18.6
	Very Important	48	80.0	81.4	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q1.h Television Production Writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	2	3.3	3.4	3.4
	Somewhat Important	20	33.3	33.9	37.3
	Very Important	37	61.7	62.7	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q1.i Television Production Internship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	7	11.7	11.9	11.9
	Very Important	52	86.7	88.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q1.j Advanced Producing/Directing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	16	26.7	27.1	27.1
	Very Important	43	71.7	72.9	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q1.k Digital Imaging for Video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	2	3.3	3.6	3.6
	Somewhat Important	10	16.7	17.9	21.4
	Very Important	44	73.3	78.6	100.0
	Total	56	93.3	100.0	
Missing	System	4	6.7		
Total		60	100.0		

q1.l Distance Learning Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	10	16.7	18.5	18.5
	Somewhat Important	28	46.7	51.9	70.4
	Very Important	16	26.7	29.6	100.0
	Total	54	90.0	100.0	
Missing	System	6	10.0		
Total		60	100.0		

q1.m Audio Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	1	1.7	1.7	1.7
	Somewhat Important	18	30.0	31.0	32.8
	Very Important	39	65.0	67.2	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q1.n Compositing Video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	3	5.0	5.3	5.3
	Somewhat Important	19	31.7	33.3	38.6
	Very Important	35	58.3	61.4	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q1.o Film Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	18	30.0	31.0	31.0
	Somewhat Important	27	45.0	46.6	77.6
	Very Important	13	21.7	22.4	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q1.p Television and Digital Media Practicum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	3	5.0	5.6	5.6
	Somewhat Important	22	36.7	40.7	46.3
	Very Important	29	48.3	53.7	100.0
	Total	54	90.0	100.0	
Missing	System	6	10.0		
Total		60	100.0		

q1.q Computer Animation for Video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	5	8.3	9.1	9.1
	Somewhat Important	24	40.0	43.6	52.7
	Very Important	26	43.3	47.3	100.0
	Total	55	91.7	100.0	
Missing	System	5	8.3		
Total		60	100.0		

q1.r Streaming Media Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	2	3.3	3.5	3.5
	Somewhat Important	15	25.0	26.3	29.8
	Very Important	40	66.7	70.2	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q1.s DVD Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	4	6.7	7.0	7.0
	Somewhat Important	19	31.7	33.3	40.4
	Very Important	34	56.7	59.6	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q1.t Instructional Design

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	6	10.0	10.5	10.5
	Somewhat Important	21	35.0	36.8	47.4
	Very Important	30	50.0	52.6	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q1.u Lighting Design

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	17	28.3	29.3	29.3
	Very Important	41	68.3	70.7	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q1.v Computer Graphics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	15	25.0	26.3	26.3
	Very Important	42	70.0	73.7	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q1.w Broadcast Writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	1	1.7	1.7	1.7
	Somewhat Important	26	43.3	44.1	45.8
	Very Important	32	53.3	54.2	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q2.a Introduction to Video Communications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	11	18.3	19.0	19.0
	High Quality	13	21.7	22.4	41.4
	Very High Quality	18	30.0	31.0	72.4
	Did not take or don't remember	16	26.7	27.6	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q2.b Computer Systems for Video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	5	8.3	8.8	8.8
	High Quality	3	5.0	5.3	14.0
	Very High Quality	5	8.3	8.8	22.8
	Did not take or don't remember	44	73.3	77.2	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q2.c Video Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Quality	1	1.7	1.9	1.9
	Good	6	10.0	11.1	13.0
	High Quality	16	26.7	29.6	42.6
	Very High Quality	29	48.3	53.7	96.3
	Did not take or don't remember	2	3.3	3.7	100.0
	Total	54	90.0	100.0	
Missing	System	6	10.0		
Total		60	100.0		

q2.d TV Studio Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	8	13.3	14.3	14.3
	High Quality	18	30.0	32.1	46.4
	Very High Quality	29	48.3	51.8	98.2
	Did not take or don't remember	1	1.7	1.8	100.0
	Total	56	93.3	100.0	
Missing	System	4	6.7		
Total		60	100.0		

q2.e Remote Television Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	6	10.0	10.5	10.5
	High Quality	11	18.3	19.3	29.8
	Very High Quality	25	41.7	43.9	73.7
	Did not take or don't remember	15	25.0	26.3	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q2.f Television Operations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Quality	1	1.7	1.8	1.8
	Good	7	11.7	12.5	14.3
	High Quality	9	15.0	16.1	30.4
	Very High Quality	27	45.0	48.2	78.6
	Did not take or don't remember	12	20.0	21.4	100.0
	Total	56	93.3	100.0	
Missing	System	4	6.7		
Total		60	100.0		

q2.g Video Production 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	6	10.0	10.2	10.2
	High Quality	20	33.3	33.9	44.1
	Very High Quality	27	45.0	45.8	89.8
	Did not take or don't remember	6	10.0	10.2	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q2.h Television Production Writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Quality	4	6.7	6.8	6.8
	Good	14	23.3	23.7	30.5
	High Quality	14	23.3	23.7	54.2
	Very High Quality	21	35.0	35.6	89.8
	Did not take or don't remember	6	10.0	10.2	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q2.i Television Production Internship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Quality	3	5.0	5.2	5.2
	Good	4	6.7	6.9	12.1
	High Quality	9	15.0	15.5	27.6
	Very High Quality	41	68.3	70.7	98.3
	Did not take or don't remember	1	1.7	1.7	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q2.j Advanced Producing/Directing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	6	10.0	10.3	10.3
	High Quality	6	10.0	10.3	20.7
	Very High Quality	32	53.3	55.2	75.9
	Did not take or don't remember	14	23.3	24.1	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q2.k Digital Imaging for Video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	5	8.3	8.5	8.5
	High Quality	1	1.7	1.7	10.2
	Very High Quality	7	11.7	11.9	22.0
	Did not take or don't remember	46	76.7	78.0	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q2.l Distance Learning Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Quality	1	1.7	1.7	1.7
	Good	3	5.0	5.2	6.9
	High Quality	1	1.7	1.7	8.6
	Very High Quality	4	6.7	6.9	15.5
	Did not take or don't remember	49	81.7	84.5	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q2.m Audio Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Quality	3	5.0	5.2	5.2
	Good	13	21.7	22.4	27.6
	High Quality	13	21.7	22.4	50.0
	Very High Quality	24	40.0	41.4	91.4
	Did not take or don't remember	5	8.3	8.6	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q2.n Compositing Video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	5	8.3	8.6	8.6
	High Quality	5	8.3	8.6	17.2
	Very High Quality	9	15.0	15.5	32.8
	Did not take or don't remember	39	65.0	67.2	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q2.o Film Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Quality	2	3.3	3.5	3.5
	Good	12	20.0	21.1	24.6
	High Quality	15	25.0	26.3	50.9
	Very High Quality	21	35.0	36.8	87.7
	Did not take or don't remember	7	11.7	12.3	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q2.p Television and Digital Media Practicum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	1.7	1.7	1.7
	High Quality	3	5.0	5.1	6.8
	Very High Quality	8	13.3	13.6	20.3
	Did not take or don't remember	47	78.3	79.7	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q2.q Computer Animation for Video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Quality	1	1.7	1.7	1.7
	Good	4	6.7	6.9	8.6
	High Quality	1	1.7	1.7	10.3
	Very High Quality	9	15.0	15.5	25.9
	Did not take or don't remember	43	71.7	74.1	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q2.r Streaming Media Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	4	6.7	6.8	6.8
	High Quality	1	1.7	1.7	8.5
	Very High Quality	4	6.7	6.8	15.3
	Did not take or don't remember	50	83.3	84.7	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q2.s DVD Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	1.7	1.7	1.7
	High Quality	2	3.3	3.4	5.1
	Very High Quality	8	13.3	13.6	18.6
	Did not take or don't remember	48	80.0	81.4	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q2.t Instructional Design

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Quality	2	3.3	3.4	3.4
	Good	14	23.3	23.7	27.1
	High Quality	11	18.3	18.6	45.8
	Very High Quality	16	26.7	27.1	72.9
	Did not take or don't remember	16	26.7	27.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q2.u Lighting Design

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Quality	1	1.7	1.7	1.7
	Good	13	21.7	22.0	23.7
	High Quality	5	8.3	8.5	32.2
	Very High Quality	23	38.3	39.0	71.2
	Did not take or don't remember	17	28.3	28.8	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q2.v Computer Graphics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Quality	1	1.7	1.7	1.7
	Good	7	11.7	11.9	13.6
	High Quality	5	8.3	8.5	22.0
	Very High Quality	13	21.7	22.0	44.1
	Did not take or don't remember	33	55.0	55.9	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q2.w Broadcast Writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Quality	2	3.3	3.4	3.4
	Good	13	21.7	22.0	25.4
	High Quality	15	25.0	25.4	50.8
	Very High Quality	16	26.7	27.1	78.0
	Did not take or don't remember	13	21.7	22.0	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q3.a Using the library/looking up info

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	15	25.0	25.4	25.4
	Somewhat Important	33	55.0	55.9	81.4
	Very Important	11	18.3	18.6	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q3.b Using recent textbooks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	8	13.3	13.8	13.8
	Somewhat Important	21	35.0	36.2	50.0
	Very Important	29	48.3	50.0	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q3.c Using professor-developed handouts/materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	2	3.3	3.4	3.4
	Somewhat Important	17	28.3	29.3	32.8
	Very Important	39	65.0	67.2	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q3.d Writing scripts/other writing assmts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	16	26.7	27.1	27.1
	Very Important	43	71.7	72.9	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q3.e Linear editing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	17	28.3	29.8	29.8
	Somewhat Important	27	45.0	47.4	77.2
	Very Important	13	21.7	22.8	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q3.f Non-linear editing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	5	8.3	8.6	8.6
	Very Important	53	88.3	91.4	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q3.g Digital Imaging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	2	3.3	3.4	3.4
	Somewhat Important	13	21.7	22.0	25.4
	Very Important	44	73.3	74.6	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q3.h DVD Authoring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	5	8.3	8.8	8.8
	Somewhat Important	15	25.0	26.3	35.1
	Very Important	37	61.7	64.9	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q3.i Streaming Video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	4	6.7	6.8	6.8
	Somewhat Important	13	21.7	22.0	28.8
	Very Important	42	70.0	71.2	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q3.j Computer-based animation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	6	10.0	10.3	10.3
	Somewhat Important	19	31.7	32.8	43.1
	Very Important	33	55.0	56.9	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q3.k Field, video camera operation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	4	6.7	6.8	6.8
	Very Important	55	91.7	93.2	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q3.l Studio, video camera operation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	5	8.3	8.6	8.6
	Somewhat Important	9	15.0	15.5	24.1
	Very Important	44	73.3	75.9	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q3.m Film camera operation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	18	30.0	31.0	31.0
	Somewhat Important	25	41.7	43.1	74.1
	Very Important	15	25.0	25.9	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q3.n Audio editing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	3	5.0	5.2	5.2
	Somewhat Important	22	36.7	37.9	43.1
	Very Important	33	55.0	56.9	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q3.o Audio Recording

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	2	3.3	3.4	3.4
	Somewhat Important	20	33.3	33.9	37.3
	Very Important	37	61.7	62.7	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q3.p Working with clients

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	7	11.7	11.9	11.9
	Very Important	52	86.7	88.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q3.q Completing assignments as a team

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	1	1.7	1.7	1.7
	Somewhat Important	22	36.7	37.3	39.0
	Very Important	36	60.0	61.0	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q3.r Participating in field trips

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	7	11.7	12.1	12.1
	Somewhat Important	20	33.3	34.5	46.6
	Very Important	31	51.7	53.4	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q3.s Internship prior to graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	8	13.3	13.6	13.6
	Very Important	51	85.0	86.4	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q3.t Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	1	1.7	7.7	7.7
	Very Important	12	20.0	92.3	100.0
	Total	13	21.7	100.0	
Missing	System	47	78.3		
Total		60	100.0		

q3.u Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		47	78.3	78.3	78.3
	As you already know things change quickly. For my job (Educational and cable TV) understanding the HD world and digtal domain is important. Young students today are learning, collaboration, writing, researching on the internet, reporting findings, intergration of media, streaming of media (uploading and downloading) etc. Changing fast enough to fit the real world paradigm is important. Field trips and internships are VIP to keep up to date.	1	1.7	1.7	80.0
	Copyright issues.	1	1.7	1.7	81.7
	Creative writing and visualization, ethics, basic IT skills and file interactivity, business/accounting/budgeting.	1	1.7	1.7	83.3
	Critical Thinking Skills	1	1.7	1.7	85.0
	Mentor Program	1	1.7	1.7	86.7
	My internship was the most valuable learning experience. dealing with real life clients to prepare for the workforce.	1	1.7	1.7	88.3
	Production finance/budgeting, working knowledge of base grip gear, and beginning photometrics.	1	1.7	1.7	90.0
	Quality and relationship with instructors	1	1.7	1.7	91.7
	Resume writing/interviewing skills	1	1.7	1.7	93.3
	Skills in Budgeting, Time Management, client relationship building, social media skills	1	1.7	1.7	95.0
	Understanding the importance of deadlines, and teamwork.	1	1.7	1.7	96.7
	Using instructional design methodology	1	1.7	1.7	98.3

q3.u Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	You can never get enough on hands training with a client. The project may be similar, but each client will approach the task from a different direction and requirments.	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

q4.a Using the library/looking up info

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	10	16.7	17.5	17.5
	Stay the same	30	50.0	52.6	70.2
	Increase	8	13.3	14.0	84.2
	No opinion or don't recall	9	15.0	15.8	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q4.b Using recent textbooks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	2	3.3	3.6	3.6
	Stay the same	34	56.7	60.7	64.3
	Increase	13	21.7	23.2	87.5
	No opinion or don't recall	7	11.7	12.5	100.0
	Total	56	93.3	100.0	
Missing	System	4	6.7		
Total		60	100.0		

q4.c Using professor-developed handouts/materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	1	1.7	1.7	1.7
	Stay the same	34	56.7	58.6	60.3
	Increase	17	28.3	29.3	89.7
	No opinion or don't recall	6	10.0	10.3	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q4.d Writing scripts and other writing assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	1	1.7	1.8	1.8
	Stay the same	23	38.3	40.4	42.1
	Increase	27	45.0	47.4	89.5
	No opinion or don't recall	6	10.0	10.5	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q4.e Linear editing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	20	33.3	35.1	35.1
	Stay the same	18	30.0	31.6	66.7
	Increase	11	18.3	19.3	86.0
	No opinion or don't recall	8	13.3	14.0	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q4.f Non-linear editing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	1	1.7	1.8	1.8
	Stay the same	11	18.3	19.3	21.1
	Increase	34	56.7	59.6	80.7
	No opinion or don't recall	11	18.3	19.3	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q4.g Digital Imaging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	2	3.3	3.4	3.4
	Stay the same	10	16.7	17.2	20.7
	Increase	24	40.0	41.4	62.1
	No opinion or don't recall	22	36.7	37.9	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q4.h DVD Authoring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stay the same	15	25.0	26.3	26.3
	Increase	22	36.7	38.6	64.9
	No opinion or don't recall	20	33.3	35.1	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q4.i Streaming Video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	1	1.7	1.7	1.7
	Stay the same	5	8.3	8.6	10.3
	Increase	31	51.7	53.4	63.8
	No opinion or don't recall	21	35.0	36.2	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q4.j Computer-based animation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	1	1.7	1.8	1.8
	Stay the same	11	18.3	19.3	21.1
	Increase	25	41.7	43.9	64.9
	No opinion or don't recall	20	33.3	35.1	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q4.k Field, video camera operation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stay the same	24	40.0	41.4	41.4
	Increase	30	50.0	51.7	93.1
	No opinion or don't recall	4	6.7	6.9	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q4.l Studio, video camera operation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	6	10.0	10.5	10.5
	Stay the same	25	41.7	43.9	54.4
	Increase	22	36.7	38.6	93.0
	No opinion or don't recall	4	6.7	7.0	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q4.m Film camera operation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	21	35.0	36.2	36.2
	Stay the same	19	31.7	32.8	69.0
	Increase	10	16.7	17.2	86.2
	No opinion or don't recall	8	13.3	13.8	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q4.n Audio editing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	5	8.3	8.6	8.6
	Stay the same	28	46.7	48.3	56.9
	Increase	19	31.7	32.8	89.7
	No opinion or don't recall	6	10.0	10.3	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q4.o Audio Recording

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	2	3.3	3.4	3.4
	Stay the same	31	51.7	53.4	56.9
	Increase	19	31.7	32.8	89.7
	No opinion or don't recall	6	10.0	10.3	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q4.p Working with clients

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stay the same	11	18.3	19.0	19.0
	Increase	42	70.0	72.4	91.4
	No opinion or don't recall	5	8.3	8.6	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q4.q Completing assignments as a team

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	1	1.7	1.7	1.7
	Stay the same	32	53.3	55.2	56.9
	Increase	20	33.3	34.5	91.4
	No opinion or don't recall	5	8.3	8.6	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q4.r Participating in field trips

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	4	6.7	6.9	6.9
	Stay the same	24	40.0	41.4	48.3
	Increase	23	38.3	39.7	87.9
	No opinion or don't recall	7	11.7	12.1	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q4.s Internship prior to graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	1	1.7	1.8	1.8
	Stay the same	24	40.0	42.1	43.9
	Increase	28	46.7	49.1	93.0
	No opinion or don't recall	4	6.7	7.0	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q4.t Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stay the same	3	5.0	16.7	16.7
	Increase	10	16.7	55.6	72.2
	No opinion or don't recall	5	8.3	27.8	100.0
	Total	18	30.0	100.0	
Missing	System	42	70.0		
Total		60	100.0		

q4.u Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		48	80.0	80.0	80.0
	Blu-ray authoring capabilities and other HD formats	1	1.7	1.7	81.7
	Hands on was extremely valuable.	1	1.7	1.7	83.3
	Hard to answer as I'm not aware of the program right now to give an opinion of what should be increased or decreased.	1	1.7	1.7	85.0
	I graduated in '81 and I'm sure the course has changed drastically; therefore, I cannot comment on the increase, decrease or same emphasis categories...	1	1.7	1.7	86.7
	Imposing strict deadlines that change on a moment's notice. In college, it is extremely important to understand that you will rarely complete a project that has a deadline that will never change. Deadlines change and so do products. If the client does not necessarily approve of the project, the timeline may become even shorter to rehaul the entire piece. The ability to remain flexible and work on multiple products is essential to the success of any professional. Especially in an industry where numbers are dwindling but demand is growing.	1	1.7	1.7	88.3
	MOST IMPORTANT TO WORK IN A TEAM UNDER PRODUCER/DIRECTOR AND DEAL WITH CLIENTS*******	1	1.7	1.7	90.0
	Promote cross curricular collaboration.	1	1.7	1.7	91.7
	Resume writing/interviewing skills	1	1.7	1.7	93.3
	The more hands on training you can get the better. It may become repetitive, but then it will be second nature when it is time to accomplish the task. Your confidence will transfer to quality when dealing with your client or task.	1	1.7	1.7	95.0
	under completing assignments as a team - pay more attention to who is participating and account for that. Outside of FSU, if someone isn't holding up their end of the job chances are good they won't be chosen to work with again. Once students see who works hard and who is sliding by - if they had a choice, they probably would not work with that assigned partner if it was up to them.	1	1.7	1.7	96.7

q4.u Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Video signal and the ways to measure and read it - Scopes!	1	1.7	1.7	98.3
	Working in teams is very important, being graded in individual contribution is essential.	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

q5.a A general preparedness professionally

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some	12	20.0	20.3	20.3
	Quite a Bit	19	31.7	32.2	52.5
	Very Much	28	46.7	47.5	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q5.b The understanding of producing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some	15	25.0	25.9	25.9
	Quite a Bit	18	30.0	31.0	56.9
	Very Much	25	41.7	43.1	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q5.c The use and understanding of video editing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	1	1.7	1.7	1.7
	Some	4	6.7	6.8	8.5
	Quite a Bit	25	41.7	42.4	50.8
	Very Much	29	48.3	49.2	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q5.d The use and understanding of camera operation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some	8	13.3	13.6	13.6
	Quite a Bit	24	40.0	40.7	54.2
	Very Much	27	45.0	45.8	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q5.e The use and understanding of lighting equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	6	10.0	10.2	10.2
	Some	13	21.7	22.0	32.2
	Quite a Bit	17	28.3	28.8	61.0
	Very Much	23	38.3	39.0	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q5.f The use and understanding of audio techniques

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	5	8.3	8.5	8.5
	Some	14	23.3	23.7	32.2
	Quite a Bit	21	35.0	35.6	67.8
	Very Much	19	31.7	32.2	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q5.g Skills in computer graphics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	25	41.7	44.6	44.6
	Some	16	26.7	28.6	73.2
	Quite a Bit	7	11.7	12.5	85.7
	Very Much	8	13.3	14.3	100.0
	Total	56	93.3	100.0	
Missing	System	4	6.7		
Total		60	100.0		

q5.h Writing or scripting skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	5	8.3	8.5	8.5
	Some	22	36.7	37.3	45.8
	Quite a Bit	22	36.7	37.3	83.1
	Very Much	10	16.7	16.9	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q5.i General computer skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	17	28.3	30.4	30.4
	Some	18	30.0	32.1	62.5
	Quite a Bit	11	18.3	19.6	82.1
	Very Much	10	16.7	17.9	100.0
	Total	56	93.3	100.0	
Missing	System	4	6.7		
Total		60	100.0		

q5.j Creative advancement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	7	11.7	11.9	11.9
	Some	17	28.3	28.8	40.7
	Quite a Bit	19	31.7	32.2	72.9
	Very Much	16	26.7	27.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q6.a Most of my classes were stimulating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.7	1.7	1.7
	No Opinion/Not Relevant	2	3.3	3.4	5.1
	Somewhat Agree	26	43.3	44.1	49.2
	Strongly Agree	30	50.0	50.8	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q6.b My prog was appropriate in terms of meeting my professional goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.7	1.7	1.7
	Somewhat Disagree	2	3.3	3.4	5.1
	No Opinion/Not Relevant	6	10.0	10.2	15.3
	Somewhat Agree	18	30.0	30.5	45.8
	Strongly Agree	32	53.3	54.2	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q6.c Most of my professors in the program were good teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	5.0	5.1	5.1
	No Opinion/Not Relevant	3	5.0	5.1	10.2
	Somewhat Agree	11	18.3	18.6	28.8
	Strongly Agree	42	70.0	71.2	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q6.d Most of my professors were available outside of class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.7	1.7	1.7
	Somewhat Disagree	3	5.0	5.2	6.9
	No Opinion/Not Relevant	5	8.3	8.6	15.5
	Somewhat Agree	19	31.7	32.8	48.3
	Strongly Agree	30	50.0	51.7	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q6.e Courses taught by adjunct faculty were very good

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	5.0	5.3	5.3
	No Opinion/Not Relevant	17	28.3	29.8	35.1
	Somewhat Agree	21	35.0	36.8	71.9
	Strongly Agree	16	26.7	28.1	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q6.f The office staff at Ferris was friendly and helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.7	1.7	1.7
	Somewhat Disagree	2	3.3	3.4	5.1
	No Opinion/Not Relevant	12	20.0	20.3	25.4
	Somewhat Agree	19	31.7	32.2	57.6
	Strongly Agree	25	41.7	42.4	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q6.g The learning environment was relaxed and supportive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	5.0	5.1	5.1
	Somewhat Disagree	2	3.3	3.4	8.5
	No Opinion/Not Relevant	1	1.7	1.7	10.2
	Somewhat Agree	25	41.7	42.4	52.5
	Strongly Agree	28	46.7	47.5	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q6.h The learning experiences related to my job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.3	3.4	3.4
	Somewhat Disagree	5	8.3	8.5	11.9
	No Opinion/Not Relevant	4	6.7	6.8	18.6
	Somewhat Agree	24	40.0	40.7	59.3
	Strongly Agree	24	40.0	40.7	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q7 What year did you graduate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	1.7	1.7	1.7
	1979	1	1.7	1.7	3.3
	1979. So what I have learned in the past 30 years has been my post graduate degree. My experience at FSU was wonderful. Did it prepare me then for that world? It did in some ways, but nothing compares to real world experience.	1	1.7	1.7	5.0
	1980	3	5.0	5.0	10.0
	1981	2	3.3	3.3	13.3
	1982	3	5.0	5.0	18.3
	1983	4	6.7	6.7	25.0
	1983... Digital Media and Non-linear editing were not invented yet! :-)	1	1.7	1.7	26.7
	1984	1	1.7	1.7	28.3
	1985	2	3.3	3.3	31.7
	1986	2	3.3	3.3	35.0
	1987	2	3.3	3.3	38.3
	1988	1	1.7	1.7	40.0
	1990	4	6.7	6.7	46.7
	1991	3	5.0	5.0	51.7
	1992	2	3.3	3.3	55.0
	1993	5	8.3	8.3	63.3
	1994	1	1.7	1.7	65.0
	1995	2	3.3	3.3	68.3
	1996	1	1.7	1.7	70.0
	1997	1	1.7	1.7	71.7
	1998	1	1.7	1.7	73.3
	1999	2	3.3	3.3	76.7
	2000	2	3.3	3.3	80.0
	2002	3	5.0	5.0	85.0
	2003	2	3.3	3.3	88.3
	2004	2	3.3	3.3	91.7
	2006	2	3.3	3.3	95.0
	2007	1	1.7	1.7	96.7
	2008	1	1.7	1.7	98.3
	transfer student, graduated fron Ferris 1987	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

q8 How long did it take you to complete the TDMP program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Two years	26	43.3	44.1	44.1
	Three years	15	25.0	25.4	69.5
	Four years or more	18	30.0	30.5	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q9 Compare the quality of education provided to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	About the same	7	11.7	11.9	11.9
	Better	35	58.3	59.3	71.2
	Not able to judge	17	28.3	28.8	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q10 Enrollment status while attending

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primarily full-time (12 credits or more)	58	96.7	98.3	98.3
	Primarily part-time	1	1.7	1.7	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q11 Recommend TDMP program to a friend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, probably not	3	5.0	5.1	5.1
	Yes, with reservations	17	28.3	28.8	33.9
	Yes, without reservations	39	65.0	66.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q12 Which of the following best prepared you

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	6	10.0	10.5	10.5
	Management	8	13.3	14.0	24.6
	Computers	13	21.7	22.8	47.4
	Advertising/Marketing	8	13.3	14.0	61.4
	Speech/Communications	15	25.0	26.3	87.7
	Theatre	2	3.3	3.5	91.2
	Public Relations	5	8.3	8.8	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q13 Overall, how well do you feel the prog prepared you

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.7	1.7	1.7
	Fair	8	13.3	13.6	15.3
	Good	23	38.3	39.0	54.2
	Excellent	27	45.0	45.8	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q14 Are you presently employed in a career relating to program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	71.7	71.7	71.7
	No	17	28.3	28.3	100.0
	Total	60	100.0	100.0	

q15 Are you presently seeking employment in your field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	16.7	16.7	16.7
	No	50	83.3	83.3	100.0
	Total	60	100.0	100.0	

q16 Which classifies your current position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Corporate TV	6	10.0	10.5	10.5
	Commercial TV	4	6.7	7.0	17.5
	Cable TV	3	5.0	5.3	22.8
	Public TV	3	5.0	5.3	28.1
	Educational/Instructional	11	18.3	19.3	47.4
	independent production facility	7	11.7	12.3	59.6
	Writer	2	3.3	3.5	63.2
	Freelance	2	3.3	3.5	66.7
	Other	19	31.7	33.3	100.0
	Total	57	95.0	100.0	
Missing	System	3	5.0		
Total		60	100.0		

q16.a Please Specify Freelance or Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		38	63.3	63.3	63.3
	Administrative	1	1.7	1.7	65.0
	Advertising, Marketing, Public Relations Firm	1	1.7	1.7	66.7
	Business	1	1.7	1.7	68.3
	Career change to Health Care	1	1.7	1.7	70.0
	Currently head of Technical Resources area for Medical Education at large regional medical center	1	1.7	1.7	71.7
	Currently working as a real estate investor. May go back to freelance video production at a later date.	1	1.7	1.7	73.3
	Design, installation, and repair of multimedia equipment (projectors, touchpanel control systems and audio equipment)	1	1.7	1.7	75.0
	Human Resources	1	1.7	1.7	76.7
	I am an Emmy-winning casting director and producer in Los Angeles, casting mostly non-scripted.	1	1.7	1.7	78.3
	Manage a Government Access TV Station for a mid sized city.	1	1.7	1.7	80.0
	Manufacturing	1	1.7	1.7	81.7
	Marketing	1	1.7	1.7	83.3
	Office Manager/Administrative (Was in TV for until 2001) Preferred producing over actual production anyway.	1	1.7	1.7	85.0
	Other	1	1.7	1.7	86.7
	Public Relations	1	1.7	1.7	88.3
	Public Relations/Media Relations	1	1.7	1.7	90.0
	Satellite TV	1	1.7	1.7	91.7

q16.a Please Specify Freelance or Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Software Designer	1	1.7	1.7	93.3
	Systems Administator information Systems	1	1.7	1.7	95.0
	Touring Stage Manager/Projectionist/Camera-Op/Barco LED S-O Lite Assist! I am currently employed by three companies, Gaylord Entertainment, Mootv and the CMA (Country Music Association) Projects have included, Kid Rock, Wynonna, ABC, CBS, Toby Keith...	1	1.7	1.7	96.7
	Working in govement communications.	1	1.7	1.7	98.3
	Writer/Producer/Shooter/Editor of Promotions - CW22/MyRDC	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

q17 Present job title

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administrative Assistant	1	1.7	1.7	1.7
	Assistant Professor	1	1.7	1.7	3.3
	Audiovisual Support Technician	1	1.7	1.7	5.0
	Broadcast Programming Specialist	1	1.7	1.7	6.7
	Casting Director	1	1.7	1.7	8.3
	Certified Nurse Aide- Student Nurse	1	1.7	1.7	10.0
	Chief of Public Affairs	1	1.7	1.7	11.7
	Clinical Services Technology Resources Coordinator	1	1.7	1.7	13.3
	Computer Technician	1	1.7	1.7	15.0
	Content Editor	1	1.7	1.7	16.7
	Creative Director	1	1.7	1.7	18.3
	Currently, FOH Camera (Long Lens) / Handheld and Projection for the 2009-2010 Toby Keith Tour! Our rig consist of Eiki 10k side projection, (2) 20k Barco projectors, and a Barco LED/ s-lite wall that consist of 104 3'x3' tiles! Mootv currently has 15 major tours on the road!	1	1.7	1.7	20.0
	Deputy Director of Logistics	1	1.7	1.7	21.7
	Director of Engineering	1	1.7	1.7	23.3
	Director of Human Resources	1	1.7	1.7	25.0
	Director of Instruction	1	1.7	1.7	26.7
	Director of Learning Resources	1	1.7	1.7	28.3
	Director of Media Production	1	1.7	1.7	30.0
	Director Support	1	1.7	1.7	31.7
	DP and Editor	1	1.7	1.7	33.3
	Freelance writer	1	1.7	1.7	35.0
	Graduate Assistant at News Central 34	1	1.7	1.7	36.7

q17 Present job title

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I own a Video Production company	1	1.7	1.7	38.3
	Marketing Coordinator	1	1.7	1.7	40.0
	Media Production Tech	1	1.7	1.7	41.7
	Multimedia Producer	1	1.7	1.7	43.3
	news photographer	1	1.7	1.7	45.0
	Office Manager at Big Brothers Big Sisters in the Heart of Michigan	1	1.7	1.7	46.7
	Owner/Producer/Director	1	1.7	1.7	48.3
	partner and producer	1	1.7	1.7	50.0
	Photographer	1	1.7	1.7	51.7
	Photojournalist	1	1.7	1.7	53.3
	Photojournalist/Editor	1	1.7	1.7	55.0
	Producer	1	1.7	1.7	56.7
	Producer / Director - KTV - The Kroger Company	1	1.7	1.7	58.3
	Producer/Director/Apple User Group Coordinator	1	1.7	1.7	60.0
	Producer/Director/Videographer	1	1.7	1.7	61.7
	Production Assistant	1	1.7	1.7	63.3
	Production Manager, Studios at Channel 55	1	1.7	1.7	65.0
	Production Operations Supervisor at ESPN, Domestic Studio Group	1	1.7	1.7	66.7
	Professional Musician	1	1.7	1.7	68.3
	Program Manager	1	1.7	1.7	70.0
	Real Estate Investor	1	1.7	1.7	71.7
	School Library Media Specialist	1	1.7	1.7	73.3
	Screenwriter	1	1.7	1.7	75.0
	Senior Architect	1	1.7	1.7	76.7
	Senior Broadcast Technologist Engineer	1	1.7	1.7	78.3
	Senior Communications Writer GM OnLine	1	1.7	1.7	80.0
	Senior Managing Producer	1	1.7	1.7	81.7
	Senior Writer/Producer of Promotions	1	1.7	1.7	83.3
	Software and Zangle Specialist	1	1.7	1.7	85.0
	Sr. Systems Administator	1	1.7	1.7	86.7
	Station Manager	1	1.7	1.7	88.3
	Substitute teacher	1	1.7	1.7	90.0
	Supervisor/Team Leader	1	1.7	1.7	91.7
	Technical Mgr	1	1.7	1.7	93.3
	Television News Photographer	1	1.7	1.7	95.0
	TV Station Manager	1	1.7	1.7	96.7
	Vice President/Co-Owner	1	1.7	1.7	98.3
	Video Specialist	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

q18 Annual salary range

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	$19,999 or below	5	8.3	8.5	8.5
	$20,000 to $29,999	4	6.7	6.8	15.3
	$30,000 to $39,999	7	11.7	11.9	27.1
	$40,000 to $49,999	5	8.3	8.5	35.6
	$50,000 or above	38	63.3	64.4	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q19 Number of years in present role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	5	8.3	8.5	8.5
	1-2 years	11	18.3	18.6	27.1
	3-4 years	10	16.7	16.9	44.1
	5-8 years	11	18.3	18.6	62.7
	9 or more years	22	36.7	37.3	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q20_1 Format: Beta SP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	37	61.7	72.5	72.5
	Selected	14	23.3	27.5	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20_2 Format: Beta SX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	45	75.0	88.2	88.2
	Selected	6	10.0	11.8	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20_3 Format: Digital Beta

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	44	73.3	86.3	86.3
	Selected	7	11.7	13.7	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20_4 Format: DVCam

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	33	55.0	64.7	64.7
	Selected	18	30.0	35.3	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20_5 Format: Mini DV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	25	41.7	49.0	49.0
	Selected	26	43.3	51.0	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20_6 Format: DVCPro

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	35	58.3	68.6	68.6
	Selected	16	26.7	31.4	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20_7 Format: Disk-Based

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	46	76.7	90.2	90.2
	Selected	5	8.3	9.8	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20_8 Format: HDV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	37	61.7	72.5	72.5
	Selected	14	23.3	27.5	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20_9 Format: AVCHD H.264

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	46	76.7	90.2	90.2
	Selected	5	8.3	9.8	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20_10 Format: Card-Based

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	36	60.0	70.6	70.6
	Selected	15	25.0	29.4	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20_11 Format: XDCAM HD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	43	71.7	84.3	84.3
	Selected	8	13.3	15.7	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20_12 Format: RED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	50	83.3	98.0	98.0
	Selected	1	1.7	2.0	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20_13 Format: Hard Drives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	29	48.3	56.9	56.9
	Selected	22	36.7	43.1	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20_14 Format: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	37	61.7	72.5	72.5
	Selected	14	23.3	27.5	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

q20.a Format: Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		41	68.3	68.3	68.3
	3/4 inch - I was at Ferris a long time ago. VHS	1	1.7	1.7	70.0
	D5	1	1.7	1.7	71.7
	Do not use in present position.	1	1.7	1.7	73.3
	Doremi and watch-out! We power the LED-walls with LED-pro!	1	1.7	1.7	75.0
	Have transitioned into the Engineering side (Video over ATM & IP)	1	1.7	1.7	76.7
	HDCam	1	1.7	1.7	78.3
	HDCam, HDCam SR	1	1.7	1.7	80.0
	I don't work with video	1	1.7	1.7	81.7
	My husband is a trailer editor and works on AVID. His media lives on his hard drive or on company server. They can output to any medium.	1	1.7	1.7	83.3
	n/a	1	1.7	1.7	85.0
	none	1	1.7	1.7	86.7
	None	2	3.3	3.3	90.0
	None at present.	1	1.7	1.7	91.7
	none for this position	1	1.7	1.7	93.3
	servers	1	1.7	1.7	95.0
	Streaming	1	1.7	1.7	96.7
	VHS, Hi8	1	1.7	1.7	98.3
	Work primarily with computers- Graphics, lecture presentation and production	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

q21 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-35	15	25.0	25.0	25.0
	36-45	23	38.3	38.3	63.3
	46-55	18	30.0	30.0	93.3
	Over 55	4	6.7	6.7	100.0
	Total	60	100.0	100.0	

q22 Race/Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White (Not Hispanic)	54	90.0	90.0	90.0
	Black or African-American	2	3.3	3.3	93.3
	Prefer not to respond	4	6.7	6.7	100.0
	Total	60	100.0	100.0	

q23 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	13	21.7	22.4	22.4
	Male	45	75.0	77.6	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

q24 Current highest degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	46	76.7	76.7	76.7
	Masters	14	23.3	23.3	100.0
	Total	60	100.0	100.0	

q25 Number of years since last college/univ course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Currently enrolled	3	5.0	5.0	5.0
	Less than 1 year	5	8.3	8.3	13.3
	1-4 years	5	8.3	8.3	21.7
	5 or more years	47	78.3	78.3	100.0
	Total	60	100.0	100.0	

q26 Highest degree you plan to ultimately earn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masters	22	36.7	37.3	37.3
	Doctoral	4	6.7	6.8	44.1
	Not seeking a degree beyond Bachelors	23	38.3	39.0	83.1
	Uncertain	10	16.7	16.9	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

q27 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		31	51.7	51.7	51.7
	A college friend who was NOT in TV made the comment that the TV student's work was all project based, especially compared to other fields of study. He was right. What I got most from the TV curriculum was an understanding on how to create projects with a group of people - planning, executing, and finishing. This has been a tremendous asset to me in my chosen career, which didn't end up being TV after all.	1	1.7	1.7	53.3
	Although I no longer use my degree, it did help me get where I am today. The internship gave me professional contacts and I did work in a related field for about 10 years after graduation.	1	1.7	1.7	55.0
	Did the AVP program then moved over to business school - graduated BS degree. Moved to information systems in 1993. Ferris is great school, would recommend it!!!	1	1.7	1.7	56.7
	Ferris is a find institution. I feel that I got a better education at Ferris than at the graduate level at Michigan State University (MA) and the University of Illinois (MSLIS).	1	1.7	1.7	58.3
	Ferris provided an excellent background for my career. I was able to participate in an internship and that turned in to my current, full-time job [just started my 28th year with the same company].	1	1.7	1.7	60.0
	Fred Wyman and Clayton Rye are the cornerstones of the TDMP Program. I give all credit to these two fine outstanding educators who have had a huge impact not only on my career but my life in general.	1	1.7	1.7	61.7

q27 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hard to judge the current program as it was TVP when I attended. However, it would seem to me that digital media would be a separate course of study, most likely a 2 year program, associates degree. Writing, Producing, Directing, my internship, and learning how to use the equipment was what helped me prepare for my occupation as a producer and casting director. I also work sometimes as a writer. I have worked 15 years in Television Production industry in Los Angeles.	1	1.7	1.7	63.3
	I believe I was part of one of the last TVP groups before the program changed so I entered a fast changing T.V environment when I graduated (almost outdated when I left). So I can't comment on how the program has changed and therefore my answers may be useless. I would not recommend students enter the field because its getting to hard to make a living in television. Even the news stations are entering into news sharing agreements which means less staff is necessary. I work in government television and do not see myself employed in 5 years. People I know that are already looking for work in television are having a hard time. Everyone and their mother is starting their own wedding video business in order to generate enough income to get by - too much work for too little pay. I love television but I do not believe I will retire from a career in television at the end of my life. Sorry for the gloomy outlook but I see dark clouds on the horizon.	1	1.7	1.7	65.0
	I believe that Ferris State's Television Program should be recognized as one of the top in the nation. With the friendly and extremely knowledgeable staff to the ability to get hands on from day one, Ferris' TDMP program is second to none! My only addition to the course would be to add a much greater respect of brand development and creating a solid marketing strategy. When producing quality and informative pieces, knowledge of the brand and target market is absolutely essential. Students should be required to learn about brand development and how to produce their pieces to fit a target market. Without these basics, videos can be relatively useless. Brand recognition, marketing strategy, quality writing and a creative eye are all important "skills" that should be honed in addition to learning basic video production.	1	1.7	1.7	66.7

q27 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I completed 3 years at a community college before transferring to Ferris State University. I completed the TDMP sequence in 18 months, because I have the macro agreement that allows me to transfer to any school in MI and they must accept all under grad courses for general requirements. Fred, Connie and Clayton were the best teachers. Even though I was only there for a limited time, I got to know them and felt very comfortable asking questions.	1	1.7	1.7	68.3
	I enjoyed my time at FSU in TDMP, but there aree not many jobs in the field so I decided to switch to Health Care. I believe that my B.S. degree with help me in the future although I am no longer in that field.	1	1.7	1.7	70.0
	I felt this program covered a lot of areas, but not one area really well where I could go get a job and and start that position that day.	1	1.7	1.7	71.7
	I filled out this survey with the perspective of someone who graduated over 20 years ago. I presume the program has changed a great deal (many of the classes/disciplines on the survey didn't exist then) so I'm not sure how valid my feedback is. However, I applaud the effort to evaluate and adapt the program to the rapidly changing environment. Will the outcome(s) of the evaluation and consequential changes be announced?	1	1.7	1.7	73.3
	I have worked in this business since my graduation in 1983. The reputation of my FSU education preceeded me and finding work was not difficult. I'm not familiar with the program now but I believe that young people today have many more choices if they want to be in the business of production. I think this survey is a good idea as Ferris will need to as I'm sure they do stay ahead of the game in educating students in this field.	1	1.7	1.7	75.0
	I interned with the Buffalo Bills. They told me I was the most prepared intern they'd ever had at that time and would definitely consider someone from Ferris again. I feel that I've been very prepared for every TV job that I've had coming from Ferris. As long as the TDMP program stays up with the times (HD, 3D etc) the future graduates shouldn't have any issues finding work after graduation.	1	1.7	1.7	76.7
	I look back on my time at Ferris State as the second most rewarding experience in my life, only my military time was more rewarding in personal growth. I will always value my Ferris days. In all aspects the experience I gained made me a better more productive individual. Thank you.	1	1.7	1.7	78.3

q27 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I was a graduate of the TVP program and am not really familiar with the current TDMP program and it's requirements. The survey may be a little skewed due to this issue. If the new program is managed like the TVP program then I'm confident that you are preparing students with a rigorous program to qualify them for multiple career opportunities.	1	1.7	1.7	80.0
	I wish back in during my internships we could have looked outside of the Michigan area. I am glad to see Ferris does that now.	1	1.7	1.7	81.7
	Keeping pace with technology is always the hardest thing to accomplish. What is state of the art today is obsolete tomorrow. Finding funds to keep is up with this is always a challenge. Not everyone will find a job with a major telecommunications company. Finding industrial work can also be difficult due to the low density in most companies. Be willing to branch out and work your way back in or use those skills to accomplish where you are at.	1	1.7	1.7	83.3
	Loved my time at Ferris. TV Production Skills were excellent and much more technical than CMU's, but had a hard time locally finding work that was over minimum wage and where you didn't have to relocate.	1	1.7	1.7	85.0
	Many of the courses listed above were not part of the program during my time in TVP. It might be interesting to divide the program into 2 categories; those that wish to produce/direct and write and those who wish to work technically. It's good to have knowledge of the process on both fronts, however.	1	1.7	1.7	86.7
	Television and Digital Media Production is light years ahead of most video production education units that I've experienced. A majority of students that graduate from Universities like Central Michigan University have no experience with video equipment until they are seniors. TDMP has prepared my for any video production avenue I want to pursue. The faculty members are all top-notch.	1	1.7	1.7	88.3
	Thanks, congrats to Clayton and Fred for keeping the high quality program alive! Michael Atkinson, 1991	1	1.7	1.7	90.0

q27 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The many young "professionals" I see, from many different schools, do not seem to have a basic understanding of story telling, exposure, camera operation, or pacing. We recently hired a Ferris grad who was born the year I graduated. Although young in many areas, he is well grounded and well rounded in production and has a positive confidence that I've seen motivate the other young folks around him. I look to him more than many so-called veterans when I need to get the job done well with little to no superision. It's good to see the staff still turning out qaulity young professionals!	1	1.7	1.7	91.7
	The most valuable part for me was the professional contact through instructors and internships. The istructors varied from great to horrible. Having taught college for 10 years I appreciate the difficulty in finding and retaining good ones and weeding out bad ones. Hands on training with equipment is important. Also teaching students to work in teams is not enough. Team BUILDING and leadership skills are as important as the technical skills. Goals are reached with PEOPLE who use the tools. I know it's hard to fit everytihing into a four your program. I appreciate you commitment to refining and building upon the program you have. Thanks and good luck.	1	1.7	1.7	93.3
	The TVP program gave me great tools and skill sets for the world of work.	1	1.7	1.7	95.0
	The TVP program was rigorous and, at times, stressful. However, I learned quite a bit from Jim Breault and Bob Hunter and Jerry Scholl. I look back fondly on my years at Ferris and my friends from TVP.	1	1.7	1.7	96.7
	When I took my internship I was not able to really use any video cameras, and between that and the 3 months of not being employed i forgot how to shoot and then got a job and had to be trained on the equipment and since i did not train on linear editing, I had to be trained on that to. The good news is we are going tapeless! Now we are editing on AVID which i remember!	1	1.7	1.7	98.3
	Wondering if Jim Breault is still around / alive???	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

STUDENT PROGRAM EVALUATION

Survey Approach

The current students of the Department of Television and Digital Media Production were asked to fill out the following survey in the classroom, or while out on internship assignment. Towards the end of spring semester of 2010 they responded to questions and were given the opportunity to write comments. The first forty-one questions asked the respondents to rate various aspects of the program from "excellent" to "poor", with the fifth column representing "unknown". The last twenty questions allowed the students to Agree or Disagree with specific statements about the Program. Seventy anonymous surveys were completed by students and processed by Institutional Research and Testing.

Result Summary

The results overall are positive. The majority of the questions were responded to with ratings ranging from "somewhat satisfied" to "very satisfied". The Faculty are perceived as being good advisors, who offer quality courses, are skilled in their fields and are supported by helpful staff. Equipment and facilities are perceived as being appropriate in most areas. The curriculum is well organized and supported with an excellent internship.

The most outstanding responses using a mean of 3.70 on a 4.0 scale as the measure of outstanding were:

- Availability of my advisor
- Willingness of my advisor to help
- Quality of the courses
- Organization of the TDMP curriculum
- Appropriateness of the internship
- Appropriateness of the studio facilities
- Appropriateness of the studio equipment
- Appropriateness of the portable video equipment
- Appropriateness of the of the control room equipment
- Appropriateness of the film equipment
- Quality of the laboratory facilities
- Quality of the laboratory equipment
- Professional competence of the TDMP faculty
- Opportunity for interaction with TDMP faculty
- Appropriateness of procedures used to evaluation students – lab
- Faculty aware of new developments in the field
- Faculty genuinely interested in the welfare/professional development of students
- I would advise a friend to major in TDMP
- Students tend to support and help each other
- (Program) Provides a satisfactory outlet for creative expression

The top five of these responses were:

- Appropriateness of the internship
- Appropriateness of the studio facilities
- Appropriateness of the studio equipment
- I would advise a friend to major in TDMP
- Students tend to support and help each other

The survey results also indicate that some areas and issues may need continued attention.

Those areas with the lowest six scores were:

- Quality of textbooks used in TDMP classes
- Appropriateness of the Graphics Equipment – Hardware/software
- Appropriateness of the Lighting Equipment
- Different scholarly points of view are encouraged by the faculty
- The program is academically demanding for most students
- Satisfaction with the quality of classmates

Textbooks in the Television and Digital Media Production field are often out of date by the time they are published. The technology of television, video, and web based media changes so rapidly that supplemental publications often provide more appropriate reading material.

The graphics equipment is housed in Bishop Hall in a lab shared with the Schools of Education and of Criminal Justice. TDMP students do not have 24/7 access to the lab. As a result of being an open lab, TDMP students are not permitted to save files to the hard drive. The physical space is inadequate for uses that it is put to.

Other than the fact that lighting equipment is heavy and is not always taken on location when it should be, it is difficult to understand this comment.

Some production techniques work and some don't. The faculty encourage students to learn the rules of production that have developed since images were first set into motion on a screen. Only after learning those rules can the rules be broken to good effect. Glad to see that faculty are on one page in this production curriculum.

The program's demands are for high production standards rather than the more traditional academic pursuits.

Television and digital media production is usually accomplished by a team. Some individuals prefer to conduct every aspect of production by themselves. While less skilled team members may not appear as critical to another member, that less skilled member may have talents not evident on that particular production. Our graduates work in a wide range of facilities from local cable access facilities to high end broadcast and cable network facilities. Their skill levels vary just as widely.

Additional comments are available in the appendix. .

Greetings!

Below is a link to an electronic survey to which the Television and Digital Media Production Program at Ferris would greatly appreciate your response!

http://www.ferris.edu/admissions/testing/survey/tdmp_apr_emp.htm

You are receiving this survey as a current or past employer of a Ferris State University TDMP intern/graduate. As our program is going through its periodic program review process, your responses will be very helpful in shaping the future scope of the program. The electronic survey will take only a few minutes to complete and your feedback will be greatly appreciated. There is space provided for you to provide any additional comments that you may have.

If you have any questions, please contact me. Thank you for your work with our students, and thank you for your time spent completing this survey.

Sincerely,
Glen

Glen Okonoski
Assistant Professor,
Television and Digital Media Production
Ferris State University
231.591.2709
www.ferrisstate.tv

Debbie,

Please send the below message out to all TDMP majors. Thank you!

Greetings TDMP majors!

Below is a link to a survey that the TDMP department - and particularly Fred, Connie, Clayton and I -
would greatly appreciate your response to. We are conducting it as part of our routine Academic Program
Review - a process that helps shape the future of our program. The few minutes it will take to provide your
thoughtful response to the on-line survey will be very helpful to us as we prepare our report. We would like
to have participation from every student in the program so your voice can be heard. Please use the link
below to complete the survey.

Thank you in advance for your response!
Glen

http://www.ferris.edu/admissions/testing/survey/tdmp_apr_curr_stu.htm

Glen Okonoski
Assistant Professor,
Television and Digital Media Production
Ferris State University
231.591.2709
www.ferrisstate.tv

FERRIS STATE UNIVERSITY

Television & Digital Media Production APR - Current Students

Instructions

Q1   **Please rate your level of satisfaction with each of the following items.**

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Don't Know
Availability of my advisor	○	○	○	○	○
Willingness of my advisor to help	○	○	○	○	○
Quality of advising by TDMP faculty	○	○	○	○	○
Quality of courses in helping me to prepare for employment	○	○	○	○	○
Fairness of grading in my TDMP classes	○	○	○	○	○
Quality of instruction in my TDMP classes	○	○	○	○	○
Quality of textbooks used in my TDMP classes	○	○	○	○	○
Helpfulness of TDMP office staff	○	○	○	○	○
Helpfulness of Media Supply staff	○	○	○	○	○
Availability of TDMP required courses	○	○	○	○	○
Availability of non-TDMP classes which are required for graduation	○	○	○	○	○
Organization of the curriculum for the major	○	○	○	○	○
Appropriateness of the internship experience	○	○	○	○	○
Appropriateness of studio facilities	○	○	○	○	○
Appropriateness of studio equipment	○	○	○	○	○
Appropriateness of portable video equipment	○	○	○	○	○
Appropriateness of control room equipment	○	○	○	○	○
Appropriateness of graphics equipment hardware & software	○	○	○	○	○
Appropriateness of editing equipment	○	○	○	○	○
Appropriateness of film equipment	○	○	○	○	○
Appropriateness of lighting equipment	○	○	○	○	○
Appropriateness of audio equipment	○	○	○	○	○
Quality of TDMP classroom facilities	○	○	○	○	○
Quality of TDMP laboratory facilities	○	○	○	○	○
Quality of TDMP laboratory equipment	○	○	○	○	○
Quality of TDMP checkout equipment	○	○	○	○	○
Clarity of degree requirements in TDMP	○	○	○	○	○
Professional competence of TDMP faculty	○	○	○	○	○
Opportunity for interaction with TDMP faculty	○	○	○	○	○
Attitude of Program Coordinator towards students	○	○	○	○	○
Faculty helpfulness in dealing with classwork & projects	○	○	○	○	○
Usefulness of faculty criticism of classwork & projects	○	○	○	○	○
Appropriateness of procedures used to evaluate students in their lecture courses	○	○	○	○	○
Appropriateness of procedures used to evaluate students in their lab/hands-on courses	○	○	○	○	○

Faculty awareness of new developments in the television production/media field	○	○	○	○	○
Overall quality of teaching in TDMP	○	○	○	○	○
Overall quality of the TDMP program	○	○	○	○	○
Overall adequacy of financial resources in support of this program	○	○	○	○	○

Q2   **To what extent do you agree with the following statements about the Television and Digital Media Production Program?**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Most faculty members are genuinely interested in the welfare and the professional development of the students	○	○	○	○
Different scholarly points of view are encouraged by the faculty	○	○	○	○
The program is academically demanding for most students	○	○	○	○
The program has a humane environment characterized by mutual respect between the student and faculty	○	○	○	○
I have learned a great deal as a major in the Television and Digital Media Program at Ferris	○	○	○	○
I would advise a friend with similar interests to major in Television and Digital Media Production at Ferris	○	○	○	○
Students tend to support and help each other meet the academic demands of this program	○	○	○	○
The Television and Digital Media Program is an academically stimulating place to learn	○	○	○	○
There are opportunities outside the classroom for professional growth	○	○	○	○
The program actively helps graduates of this program find appropriate employment or pursue further study	○	○	○	○
Faculty members appear to be prepared for their courses	○	○	○	○
This program is providing me with a very good preparation for what I perceive as my future professional work or advanced study	○	○	○	○
The Television Production faculty members work together to achieve the program's goals	○	○	○	○
The program faculty are receptive to new ideas and ways of doing things	○	○	○	○
There is good communication between faculty members and the students regarding student needs, concerns, and suggestions	○	○	○	○
Students are provided sufficient opportunities to work in groups	○	○	○	○
I am satisfied with the caliber of my classmates	○	○	○	○
Students are provided sufficient opportunities to work alone	○	○	○	○
The Television and Digital Media Production Program provides a satisfactory outlet for creative expression	○	○	○	○

Q3   **Please use this space for additional comments.**

Thank you for your time and input.

TDMP APR...Current Students

Frequencies

Prepared by: Institutional Research & Testing, 06/10

Statistics

	N				
	Valid	Missing	Mean	Median	Std. Deviation
q1a Availability of my advisor	27	0	3.74	4.00	.594
q1b Willingness of my advisor to help	27	0	3.74	4.00	.447
q1c Quality of advising by TDMP faculty	27	0	3.67	4.00	.620
q1d Quality of courses	27	0	3.70	4.00	.609
q1e Fairness of grading in my TDMP classes	27	0	3.30	3.00	.669
q1f Quality of instruction in my TDMP classes	27	0	3.48	4.00	.643
q1g Quality of textbooks used in my TDMP classes	27	0	3.22	3.00	.751
q1h Helpfulness of TDMP office staff	27	0	3.67	4.00	.679
q1i Helpfulness of Media Supply staff	27	0	3.52	4.00	.580
q1j Availability of TDMP required courses	27	0	3.30	3.00	.869
q1k Availability of required non-TDMP classes	27	0	3.56	3.00	.641
q1l Organization of the curriculum for the major	27	0	3.74	4.00	.764
q1m Appropriateness of the internship experience	27	0	4.59	5.00	.501
q1n Appropriateness of studio facilities	27	0	4.07	4.00	.616
q1o Appropriateness of studio equipment	27	0	4.00	4.00	.679
q1p Appropriateness of portable video equipment	27	0	3.78	4.00	.698
q1q Appropriateness of control room equipment	27	0	3.78	4.00	.801
q1r Appropriateness of graphics equipment hardware/software	26	1	3.08	3.00	1.093
q1s Appropriateness of editing equipment	27	0	3.44	4.00	.801
q1t Appropriateness of film equipment	27	0	3.96	4.00	.854
q1u Appropriateness of lighting equipment	27	0	3.22	3.00	.801
q1v Appropriateness of audio equipment	27	0	3.59	4.00	.797
q1w Quality of TDMP classroom facilities	27	0	3.63	4.00	.688
q1x Quality of TDMP laboratory facilities	27	0	3.70	4.00	.724
q1y Quality of TDMP laboratory equipment	27	0	3.74	4.00	.656
q1z Quality of TDMP checkout equipment	26	1	3.69	4.00	.679
q1aa Clarity of degree requirements in TDMP	27	0	3.56	4.00	.698
q1ab Professional competence of TDMP faculty	27	0	3.70	4.00	.542

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1ac Opportunity for interaction with TDMP faculty	27	0	3.89	4.00	.424
q1ad Attitude of Program Coordinator towards students	27	0	3.67	4.00	.734
q1ae Faculty helpfulness in dealing with classwork & projects	27	0	3.59	4.00	.572
q1af Usefulness of faculty criticism of classwork & projects	27	0	3.56	4.00	.641
q1ag Appropriateness of procedures used to evaluate students-lecture	27	0	3.52	4.00	.700
q1ah Appropriateness of procedures used to evaluate students-lab	27	0	3.74	4.00	.594
q1ai Faculty aware of new dev'ments in the TV prod/media field	27	0	3.74	4.00	.656
q1aj Overall quality of teaching in TDMP	27	0	3.67	4.00	.480
q1ak Overall quality of the TDMP program	27	0	3.74	4.00	.526
q1al Overall adequacy of financial resources in support of this program	26	1	3.69	4.00	.928
q2a Faculty genuinely interested in the welfare/pro devmt of students	27	0	3.70	4.00	.465
q2b Different scholarly points of view are encouraged by the faculty	27	0	3.22	3.00	.424
q2c The program is academically demanding for most students	27	0	3.22	3.00	.847
q2d The program has a humane environment	27	0	3.59	4.00	.501
q2e I have learned a great deal	27	0	3.67	4.00	.620
q2f I would advise a friend to major in TDMP	27	0	3.81	4.00	.483
q2g Students tend to support and help each other	27	0	3.78	4.00	.424
q2h Academically stimulating place to learn	27	0	3.67	4.00	.555
q2i Opportunities outside the classroom for professional growth	27	0	3.59	4.00	.636
q2j The program actively helps graduates of this program	27	0	3.67	4.00	.480
q2k Faculty members appear to be prepared for their courses	27	0	3.59	4.00	.572
q2l This program is providing me with a very good preparation	27	0	3.63	4.00	.688
q2m Faculty members work together to achieve the program's goals	27	0	3.52	4.00	.700
q2n Faculty are receptive to new ideas and ways of doing things	27	0	3.26	3.00	.447
q2o Good communication between faculty members and the students	27	0	3.59	4.00	.501
q2p Students are provided sufficient opportunities to work in groups	27	0	3.44	4.00	.698
q2q I am satisfied with the caliber of my classmates	27	0	3.22	3.00	.847

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q2r Students are provided sufficient opportunities to work alone	27	0	3.59	4.00	.636
q2s Provides a satisfactory outlet for creative expression	27	0	3.74	4.00	.594
q3 Additional comments	27	0			

Frequency Table

q1a Availability of my advisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	7.4	7.4	7.4
	Somewhat Satisfied	3	11.1	11.1	18.5
	Very Satisfied	22	81.5	81.5	100.0
	Total	27	100.0	100.0	

q1b Willingness of my advisor to help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	7	25.9	25.9	25.9
	Very Satisfied	20	74.1	74.1	100.0
	Total	27	100.0	100.0	

q1c Quality of advising by TDMP faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	7.4	7.4	7.4
	Somewhat Satisfied	5	18.5	18.5	25.9
	Very Satisfied	20	74.1	74.1	100.0
	Total	27	100.0	100.0	

q1d Quality of courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.7	3.7	3.7
	Somewhat Satisfied	7	25.9	25.9	29.6
	Very Satisfied	18	66.7	66.7	96.3
	Don't Know	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

q1e Fairness of grading in my TDMP classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	11.1	11.1	11.1
	Somewhat Satisfied	13	48.1	48.1	59.3
	Very Satisfied	11	40.7	40.7	100.0
	Total	27	100.0	100.0	

q1f Quality of instruction in my TDMP classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	7.4	7.4	7.4
	Somewhat Satisfied	10	37.0	37.0	44.4
	Very Satisfied	15	55.6	55.6	100.0
	Total	27	100.0	100.0	

q1g Quality of textbooks used in my TDMP classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.7	3.7	3.7
	Somewhat Dissatisfied	2	7.4	7.4	11.1
	Somewhat Satisfied	14	51.9	51.9	63.0
	Very Satisfied	10	37.0	37.0	100.0
	Total	27	100.0	100.0	

q1h Helpfulness of TDMP office staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.7	3.7	3.7
	Somewhat Satisfied	9	33.3	33.3	37.0
	Very Satisfied	15	55.6	55.6	92.6
	Don't Know	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

q1i Helpfulness of Media Supply staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.7	3.7	3.7
	Somewhat Satisfied	11	40.7	40.7	44.4
	Very Satisfied	15	55.6	55.6	100.0
	Total	27	100.0	100.0	

q1j Availability of TDMP required courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	6	22.2	22.2	22.2
	Somewhat Satisfied	8	29.6	29.6	51.9
	Very Satisfied	12	44.4	44.4	96.3
	Don't Know	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

q1k Availability of required non-TDMP classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	14	51.9	51.9	51.9
	Very Satisfied	11	40.7	40.7	92.6
	Don't Know	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

q1l Organization of the curriculum for the major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.7	3.7	3.7
	Somewhat Satisfied	9	33.3	33.3	37.0
	Very Satisfied	13	48.1	48.1	85.2
	Don't Know	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

q1m Appropriateness of the internship experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	11	40.7	40.7	40.7
	Don't Know	16	59.3	59.3	100.0
	Total	27	100.0	100.0	

q1n Appropriateness of studio facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	4	14.8	14.8	14.8
	Very Satisfied	17	63.0	63.0	77.8
	Don't Know	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

q1o Appropriateness of studio equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	6	22.2	22.2	22.2
	Very Satisfied	15	55.6	55.6	77.8
	Don't Know	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

q1p Appropriateness of portable video equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.7	3.7	3.7
	Somewhat Satisfied	7	25.9	25.9	29.6
	Very Satisfied	16	59.3	59.3	88.9
	Don't Know	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

q1q Appropriateness of control room equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.7	3.7	3.7
	Somewhat Satisfied	9	33.3	33.3	37.0
	Very Satisfied	12	44.4	44.4	81.5
	Don't Know	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

q1r Appropriateness of graphics equipment hardware/software

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	11.1	11.5	11.5
	Somewhat Dissatisfied	4	14.8	15.4	26.9
	Somewhat Satisfied	8	29.6	30.8	57.7
	Very Satisfied	10	37.0	38.5	96.2
	Don't Know	1	3.7	3.8	100.0
	Total	26	96.3	100.0	
Missing	System	1	3.7		
Total		27	100.0		

q1s Appropriateness of editing equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	4	14.8	14.8	14.8
	Somewhat Satisfied	8	29.6	29.6	44.4
	Very Satisfied	14	51.9	51.9	96.3
	Don't Know	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

q1t Appropriateness of film equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	10	37.0	37.0	37.0
	Very Satisfied	8	29.6	29.6	66.7
	Don't Know	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

q1u Appropriateness of lighting equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	5	18.5	18.5	18.5
	Somewhat Satisfied	12	44.4	44.4	63.0
	Very Satisfied	9	33.3	33.3	96.3
	Don't Know	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

q1v Appropriateness of audio equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	7.4	7.4	7.4
	Somewhat Satisfied	10	37.0	37.0	44.4
	Very Satisfied	12	44.4	44.4	88.9
	Don't Know	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

q1w Quality of TDMP classroom facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	7.4	7.4	7.4
	Somewhat Satisfied	7	25.9	25.9	33.3
	Very Satisfied	17	63.0	63.0	96.3
	Don't Know	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

q1x Quality of TDMP laboratory facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.7	3.7	3.7
	Somewhat Satisfied	9	33.3	33.3	37.0
	Very Satisfied	14	51.9	51.9	88.9
	Don't Know	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

q1y Quality of TDMP laboratory equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	10	37.0	37.0	37.0
	Very Satisfied	14	51.9	51.9	88.9
	Don't Know	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

q1z Quality of TDMP checkout equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.7	3.8	3.8
	Somewhat Satisfied	8	29.6	30.8	34.6
	Very Satisfied	15	55.6	57.7	92.3
	Don't Know	2	7.4	7.7	100.0
	Total	26	96.3	100.0	
Missing	System	1	3.7		
Total		27	100.0		

q1aa Clarity of degree requirements in TDMP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	7.4	7.4	7.4
	Somewhat Satisfied	9	33.3	33.3	40.7
	Very Satisfied	15	55.6	55.6	96.3
	Don't Know	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

q1ab Professional competence of TDMP faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.7	3.7	3.7
	Somewhat Satisfied	6	22.2	22.2	25.9
	Very Satisfied	20	74.1	74.1	100.0
	Total	27	100.0	100.0	

q1ac Opportunity for interaction with TDMP faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	4	14.8	14.8	14.8
	Very Satisfied	22	81.5	81.5	96.3
	Don't Know	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

q1ad Attitude of Program Coordinator towards students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.7	3.7	3.7
	Somewhat Satisfied	7	25.9	25.9	29.6
	Very Satisfied	18	66.7	66.7	96.3
	Don't Know	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

q1ae Faculty helpfulness in dealing with classwork & projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.7	3.7	3.7
	Somewhat Satisfied	9	33.3	33.3	37.0
	Very Satisfied	17	63.0	63.0	100.0
	Total	27	100.0	100.0	

q1af Usefulness of faculty criticism of classwork & projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	7.4	7.4	7.4
	Somewhat Satisfied	8	29.6	29.6	37.0
	Very Satisfied	17	63.0	63.0	100.0
	Total	27	100.0	100.0	

q1ag Appropriateness of procedures used to evaluate students-lecture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	7.4	7.4	7.4
	Somewhat Satisfied	10	37.0	37.0	44.4
	Very Satisfied	14	51.9	51.9	96.3
	Don't Know	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

q1ah Appropriateness of procedures used to evaluate students-lab

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	9	33.3	33.3	33.3
	Very Satisfied	16	59.3	59.3	92.6
	Don't Know	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

q1ai Faculty aware of new dev'ments in the TV prod/media field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	7.4	7.4	7.4
	Somewhat Satisfied	4	14.8	14.8	22.2
	Very Satisfied	20	74.1	74.1	96.3
	Don't Know	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

q1aj Overall quality of teaching in TDMP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	9	33.3	33.3	33.3
	Very Satisfied	18	66.7	66.7	100.0
	Total	27	100.0	100.0	

q1ak Overall quality of the TDMP program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.7	3.7	3.7
	Somewhat Satisfied	5	18.5	18.5	22.2
	Very Satisfied	21	77.8	77.8	100.0
	Total	27	100.0	100.0	

q1al Overall adequacy of financial resources in support of this program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	11.1	11.5	11.5
	Somewhat Satisfied	7	25.9	26.9	38.5
	Very Satisfied	11	40.7	42.3	80.8
	Don't Know	5	18.5	19.2	100.0
	Total	26	96.3	100.0	
Missing	System	1	3.7		
Total		27	100.0		

q2a Faculty genuinely interested in the welfare/pro devmt of students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	8	29.6	29.6	29.6
	Strongly Agree	19	70.4	70.4	100.0
	Total	27	100.0	100.0	

q2b Different scholarly points of view are encouraged by the faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	21	77.8	77.8	77.8
	Strongly Agree	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

q2c The program is academically demanding for most students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.7	3.7	3.7
	Somewhat Disagree	4	14.8	14.8	18.5
	Somewhat Agree	10	37.0	37.0	55.6
	Strongly Agree	12	44.4	44.4	100.0
	Total	27	100.0	100.0	

q2d The program has a humane environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	11	40.7	40.7	40.7
	Strongly Agree	16	59.3	59.3	100.0
	Total	27	100.0	100.0	

q2e I have learned a great deal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	7.4	7.4	7.4
	Somewhat Agree	5	18.5	18.5	25.9
	Strongly Agree	20	74.1	74.1	100.0
	Total	27	100.0	100.0	

q2f I would advise a friend to major in TDMP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	3.7	3.7	3.7
	Somewhat Agree	3	11.1	11.1	14.8
	Strongly Agree	23	85.2	85.2	100.0
	Total	27	100.0	100.0	

q2g Students tend to support and help each other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	6	22.2	22.2	22.2
	Strongly Agree	21	77.8	77.8	100.0
	Total	27	100.0	100.0	

q2h Academically stimulating place to learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	3.7	3.7	3.7
	Somewhat Agree	7	25.9	25.9	29.6
	Strongly Agree	19	70.4	70.4	100.0
	Total	27	100.0	100.0	

q2i Opportunities outside the classroom for professional growth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	7.4	7.4	7.4
	Somewhat Agree	7	25.9	25.9	33.3
	Strongly Agree	18	66.7	66.7	100.0
	Total	27	100.0	100.0	

q2j The program actively helps graduates of this program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	9	33.3	33.3	33.3
	Strongly Agree	18	66.7	66.7	100.0
	Total	27	100.0	100.0	

q2k Faculty members appear to be prepared for their courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	3.7	3.7	3.7
	Somewhat Agree	9	33.3	33.3	37.0
	Strongly Agree	17	63.0	63.0	100.0
	Total	27	100.0	100.0	

q2l This program is providing me with a very good preparation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	11.1	11.1	11.1
	Somewhat Agree	4	14.8	14.8	25.9
	Strongly Agree	20	74.1	74.1	100.0
	Total	27	100.0	100.0	

q2m Faculty members work together to achieve the program's goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.7	3.7	3.7
	Somewhat Agree	10	37.0	37.0	40.7
	Strongly Agree	16	59.3	59.3	100.0
	Total	27	100.0	100.0	

q2n Faculty are receptive to new ideas and ways of doing things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	20	74.1	74.1	74.1
	Strongly Agree	7	25.9	25.9	100.0
	Total	27	100.0	100.0	

q2o Good communication between faculty members and the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	11	40.7	40.7	40.7
	Strongly Agree	16	59.3	59.3	100.0
	Total	27	100.0	100.0	

q2p Students are provided sufficient opportunities to work in groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	11.1	11.1	11.1
	Somewhat Agree	9	33.3	33.3	44.4
	Strongly Agree	15	55.6	55.6	100.0
	Total	27	100.0	100.0	

q2q I am satisfied with the caliber of my classmates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.7	3.7	3.7
	Somewhat Disagree	4	14.8	14.8	18.5
	Somewhat Agree	10	37.0	37.0	55.6
	Strongly Agree	12	44.4	44.4	100.0
	Total	27	100.0	100.0	

q2r Students are provided sufficient opportunities to work alone

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	7.4	7.4	7.4
	Somewhat Agree	7	25.9	25.9	33.3
	Strongly Agree	18	66.7	66.7	100.0
	Total	27	100.0	100.0	

q2s Provides a satisfactory outlet for creative expression

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	7.4	7.4	7.4
	Somewhat Agree	3	11.1	11.1	18.5
	Strongly Agree	22	81.5	81.5	100.0
	Total	27	100.0	100.0	

q3 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		16	59.3	59.3	59.3
	110 is a worthless class. Reformat it or drop it all together.	1	3.7	3.7	63.0
	Glad I choose this program. Best hands on experience and you learn so much!	1	3.7	3.7	66.7
	I feel that there are some students extremely far along in the program that should not be as far as they are. From a technical standpoint, some students can barely operate editing suites and are very sloppy with setting exposure, white balance, etc. on their cameras. There are some of these students in the Spring 2010 Senior Sequence and I question how they got as far as they have. This comment does NOT pertain to the majority of students. Actually, this assessment is based off of a minuscule portion of the students. However, I still feel this as important to address. I don't know what to suggest as a solution, but it's obvious to me that these particular individuals were simply "passed on" (or so it would seem). I don't think this is fair to those of us who actually work hard at what we do. Overall, I am proud to be a part of this program and the problems mentioned above are those of the students who cannot perform tasks, not my own. However, to ensure the conti nuance of academic excellence and high standards set forth by the Television & Digital Media Production program, I feel it incumbent upon me as a future alum to speak on this issue.	1	3.7	3.7	70.4
	I really do like the program! I just wish that there was a better course map; some required courses are blow off and some non required classes should be required. The lack of knowlage the professors have about special effects and the editing software is frustrating at times. The digital imaging for video class should have been call digital imaging for printing. (Martel didn't know anything about how to size images for video I could have taught the class) They know alot about production, but post production is lacking. The studio classes really push the students and the video one class is really good. Video two needed to be graded tougher, its one project for the entire semester and half the students made worse stuff than video one. I want a respect for the television program with professors collaborating. What are you teaching in your class so I can affirm that in my class and build on that. I know that I am being harsh, but I want to do well in the field and I fee I that we need more knowlage in the department. the gear is fine for the most part! Thank you for your time and I hope this helps. I don't want to be just negative, but I want the program to get better!	1	3.7	3.7	74.1

q3 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I was very disappointed to find out after already joining the TVMP program that there is very little preparation/resources available to media students interested in entering the motion graphics aspect of this job field. Graphic arts play an extremely large role in the entertainment industry and the program's lack of courses seriously undermines the TVMP's standard of staying up to date with new technology and media opportunities their students need to be qualified in post production. Because of this I will be required to earn an extra two years of education in order to make up for this which is incredibly discouraging considering the fact I was reassured that this program covered the graphic arts as well as digital media. Also, I felt that though my courses have thus far been very helpful and educational I do feel that when it comes to beginner courses such as Video 1, students should have had more in class opportunities to learn how to use gear such as the camera and l ighting equipment. Often in that class we were given one session to practice leaving myself and nearly all of my classmates unsure and second guessing ourselves while shooting footage during multiple projects. It is true that a class such as Video 1 is first and foremost a learning experience. However, many students who attend Ferris (particularly during this time in our economy) rely on academic scholarships in order to have the opportunity to go away to school. I feel that had my peers and myself been given more time to gain a better grasp on aspects such as lighting, functioning the camera, and using editing software, many mistakes could have been avoided an much time could have been saved. Although focusing purely on the learning experience of a class sounds good on paper, it is unrealistic for the program to expect students to not care what damage missed points can do to their GPA.	1	3.7	3.7	77.8
	More computers for video production or put AVID on more machines and the termination of those dinosaurs in the Animation room.	1	3.7	3.7	81.5
	N/A	1	3.7	3.7	85.2
	Nothing to say that I haven't said before...be that it has been heard and taken to to heart... or not.	1	3.7	3.7	88.9

q3 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Out of all my professors I feel that Connie was the most enjoyable to have as a professor, a very intelligent lady! I really don't have anything bad to say about any of my other professors in TDMP but I enjoyed Connie's motivation for my future career and her encouragement of my many possibilities. I feel that she believed if I set my mind to it I can achieve it and she motivates me to be the best I can be! Classes; Computer Networking for Video and Streaming Media.	1	3.7	3.7	92.6
	Thank you!	1	3.7	3.7	96.3
	This is an excellent program overall. Concerning improvement, I think connections between new media and forms of delivery with real examples would be helpful-in particular, the process from front to back. Being that a lot of new media is being delivered and/or converted for viewing on smaller screens/devices, a basic tutorial showing that process would be valuable: from production to delivery to a small device such as a cell phone or media player; audio concerns (dealing with quality) and output formats; video concerns (dealing with quality) and output formats; delivery to such devices and hands on critique, discussion-experiencing the final product on a sampling of these devices-would be valuable. I like the news of moving video edit labs to one location, and if the offices were able to follow that would aid in the area of personal communication. A move such as this would also make sense economically in the long run. I do wish that there was more of a connectio n between the various NLE software and platforms. I believe that once a student has completed Video 1, they should have the editing skills and wherewithal to be given basic instruction on each NLE (at least the common, most utilized in our field of study) with their respective similarities and differences. I believe this could be either: broken down into sections as part of an existing class; offered as an elective of peripherals that include NLE suites and their complementary software programs IE Adobe Premiere with Soundbooth, After Effects, and Photoshop, Final Cut Pro with Soundtrack, Motion, and Compressor, and Avid Media Composer with Smartsound, Avid FX and so on. If the class or section(s) were designed to have students using the same pre-recorded media on each NLE, it could provide students with an unmatched level of diversity and value to future employers in the field. I do feel that the program overall provides each student with the opportunity for real world experiences within the field, and am very satisfied. Thanks!	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

PROFILE OF STUDENTS

STUDENT DEMOGRAPHIC PROFILE
QUALITY OF STUDENTS

Data were generated by the Institutional Research and Testing Office and si included for your review.

Ferris State University
APR 05-09 Enrollment by Sex and Ethnicity

ED
Television and Digital Media Production
BS

		Gender			Ethnicity							Full/Part Time	
Term	Enrolled	Male	Female	Unknown	Black	Hispanic	Indian/Alaskan	Asian/Pac Islander	White	Foreign	Full Time	Part Time
200508	129	88	41	6	18	2	1	1	101	0	124	5
200608	113	81	32	5	9	3	0	0	96	0	108	5
200708	109	84	25	0	7	4	0	0	98	0	102	7
200808	100	70	30	1	12	4	0	2	81	0	98	2
200908	98	73	25	2	15	1	0	0	80	0	96	2

Ferris State University
APR 05-09 Enrollment by Residency, Age, FSU GPA, and ACT

ED
Television and Digital Media Production
BS

Term	Blank	Resident	Residency Midwest Compact	Non-Resident	Age Avg. Age	FSU GPA Avg. GPA	Min. GPA	Max. GPA	ACT Avg. ACT	Min. ACT	Max. ACT
200508	0	126	3	0	21	2.80	1.771	3.933	20.00	13	33
200608	0	109	4	0	21	2.91	1.77	3.94	20.61	14	33
200708	0	104	5	0	21	2.86	1.46	4	20.88	14	33
200808	0	96	4	0	21	3.00	1.88	3.95	20.19	14	33
200908	0	95	3	0	21	2.95	1.69	4	19.99	14	28

Ferris State University
Administrative Program Review 2009
SCH's

ED
Television and Digital Media Production
BS

Student Credit Hours - On Campus, Off Campus, Online and Total

		<u>On</u>	<u>Off</u>	<u>Online</u>	<u>Total</u>
Term					
200908	Freshman	325	0	0	325
	Sophomore	245	0	0	245
	Junior	319	0	0	319
	Senior	399	0	0	399
	1st Professional	0	0	0	0
	Masters	0	0	0	0

Ferris State **.iversity**
Administrative Program Review 2008
Graduates

ED
Television/Digital Media Prod
BS

Graduate Headcount

Academic Year	On Campus	Off Campus	Total
2003-2004	9	0	9
2004-2005	20	0	20
2005-2006	23	0	23
2006-2007	23	0	23
2007-2008	19	0	19

Ferris State University
APR Graduated 2004-05 Through 2008-09
Average ACT

ED
Television/Digital Media Prod
BS

ACT

Year	Average ACT	Min. ACT	Max. ACT
2004-2005	21.71	13	29
2005-2006	21.15	12	28
2006-2007	18.24	13	28
2007-2008	19.39	15	27
2008-2009	21.04	14	33

Ferris State University
APR Graduated 2004-05 Through 2008-09
Average GPA

ED
Television/Digital Media Prod
BS

FSU GPA

Year	Average GPA	Min. GPA	Max. GPA
2004-2005	3.14	2.170	3.832
2005-2006	3.05	2.276	3.933
2006-2007	3.03	2.038	3.64
2007-2008	3.23	2.51	3.89
2008-2009	3.00	2.37	3.92

Ferris State University
Administrative Program Review 2008
Graduates

ED
Television Production
BS

Graduate Headcount

Academic Year	On Campus	Off Campus	Total
2003-2004	3	0	3

Ferris State University
Administrative Program Review 2009
Graduates

ED
Television/Digital Media Prod
BS

Graduate Headcount

Academic Year	On Campus	Off Campus	Online	Total
2008-2009	28	0	0	28

Ferris State University
Administrative Program Review 2008
SCH's

ED
Television and Digital Media Production
BS

Student Credit Hours - On, Off, and Total

Term	Fresh On	Fresh Off	Fresh Tot	Soph On	Soph Off	Soph Tot	Junior On	Junior Off	Junior Tot	Senior On	Senior Off	Senior Tot	1st Prof On	1st Profl Off	1st Prof Total	Mast On	Mast Off	Mast Tot
200408	486	0	486	302	0	302	348	0	348	481	0	481	0	0	0	0	0	0
200508	455	0	455	457	0	457	285	0	285	564	0	564	0	0	0	0	0	0
200608	290	0	290	378	0	378	410	0	410	434	0	434	0	0	0	0	0	0
200708	306	0	306	284	0	284	280	0	280	565	0	565	0	0	0	0	0	0
200808	323	0	323	265	0	265	247	0	247	477	0	477	0	0	0	0	0	0

Ferris State University
Administrative Program Review 2008
Enrollment (Headcounts)

ED
Television and Digital Media Production
BS

Enrollment (Headcounts) - On, Off, and Total

Term	Fresh On	Fresh Off	Fresh Tot	Soph On	Soph Off	Soph Tot	Junior On	Junior Off	Junior Tot	Senior On	Senior Off	Senior Tot	1st Prof On	1st Prof Off	1st Prof Tot	Mast On	Mast Off	Mast Tot
200408	35	0	35	21	0	21	24	0	24	37	0	37	0	0	0	0	0	0
200508	32	0	32	32	0	32	21	0	21	44	0	44	0	0	0	0	0	0
200608	22	0	22	26	0	26	31	0	31	34	0	34	0	0	0	0	0	0
200708	24	0	24	21	0	21	20	0	20	44	0	44	0	0	0	0	0	0
200808	24	0	24	20	0	20	18	0	18	38	0	38	0	0	0	0	0	0

Ferris State University
Administrative Program Review 2009
Enrollment (Headcounts)

ED
Television and Digital Media Production
BS

Enrollment (Headcounts) - On, Off, Online and Total

		On Campus	Off Campus	Online	Total
Term					
200908	Freshman	24	0	0	24
	Sophomore	18	0	0	18
	Junior	24	0	0	24
	Senior	32	0	0	32
	1st Professional	0	0	0	0
	Masters	0	0	0	0

PROFILE OF STUDENTS

EMPLOYABILITY OF STUDENTS

This section of the report is provided to describe the marketability of current and future graduates of the Television and Digital Media Production program. In overview, the range of employment growth predictions for TDMP graduates until 2016 ranges from 7% to 18% growth within Michigan. For the entire United States those percentages ranged from 9% to 26% growth for the same period according to the Bureau of Labor Statistics.

The average salary for these job classifications ranges from $31,600 to $70,500 annually as of 2008 in Michigan and from $29,440 to $76,980 nationally.

For the TDMP graduates surveyed in the report referenced in Section 2, 8.3% earned $19,000 or below, 6.7% earned $20,000 to $29,999, 11.7% earned $30,000 to $39,999, 8.3% earned $40,000 to $49,999, and 63.3% earned $50,000 or more annually.

The diversity of occupational opportunities available that require specific current generation hardware and software must be balanced with the need to prepare graduates to remain productive over their entire career. This challenge requires that the program teach the fundamentals of television and digital media production skills and illustrate those fundamentals with current media technology including computer-based production tools.

The U.S. Department of Labor job classification of **Arts/Design/Entertainment/Sports/Media Occupations** most closely matches the areas where our graduates seek employment.

27-1014 - Multi-Media Artists and Animators
Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials.

Sample of reported job titles: Animator, Artist, Creative Director, Illustrator, 3D Animator, Animation Director, Animation Producer, Digital Artist, Graphic Artist, Media Producer

27-1027 - Set and Exhibit Designers
Design special exhibits and movie, television, and theater sets. May study scripts, confer with directors, and conduct research to determine appropriate architectural styles.

Sample of reported job titles: Exhibit Designer, Set Designer, Designer, Exhibit Preparator, Design Chief, Display Coordinator, Exhibitions Curator, Scenic Designer, Show Design Supervisor, Historical Society Window Dresser

27-2012 - Producers and Directors
Produce or direct stage, television, radio, video, or motion picture productions for entertainment, information, or instruction. Responsible for creative decisions, such as interpretation of script, choice of guests, set design, sound, special effects, and choreography.

Sample of reported job titles: This title represents a group of more specific occupations: <u>Producers, Directors- Stage, Motion Pictures, Television, and Radio</u>, Program Directors, <u>Talent Directors</u>, Technical Directors/Managers

27-3043 - Writers and Authors
Originate and prepare written material, such as scripts, stories, advertisements, and other material.

Sample of reported job titles: This title represents a group of more specific occupations: Copy Writers, Poets, Lyricists and Creative Writers

27-4011 - Audio and Video Equipment Technicians
Set up or set up and operate audio and video equipment including microphones, sound speakers, video screens, projectors, video monitors, recording equipment, connecting wires and cables, sound and mixing boards, and related electronic equipment for concerts, sports events, meetings and conventions, presentations, and news conferences. May also set up and operate associated spotlights and other custom lighting systems.

Sample of reported job titles: Production Assistant, Audio Visual Technician, Master Control Operator (MCO), Broadcast Engineer, Stagehand, Videographer, Audio/Visual Manager, Audio/Visual Operator, Equipment Technician, Master Control Engineer

27-4014 - Sound Engineering Technicians
Operate machines and equipment to record, synchronize, mix, or reproduce music, voices, or sound effects in sporting arenas, theater productions, recording studios, or movie and video productions.

Sample of reported job titles: Audio Engineer, Recording Engineer, Sound Engineer, Audio Operator, Sound Technician, Broadcast Engineer, Broadcast Technician, Master Control Operator, Studio Engineer, Dub Room Engineer

27-4031 - Camera Operators, Television, Video, and Motion Picture
Operate television, video, or motion picture camera to photograph images or scenes for various purposes, such as TV broadcasts, advertising, video production, or motion pictures.

Sample of reported job titles: Camera Operator, Photojournalist, Television News Photographer, Production Assistant, Videographer, Master Control Operator (MCO), Cameraman, Production Technician, Studio Camera Operator, Floor Director

27-4032 - Film and Video Editors
Edit motion picture soundtracks, film, and video.

Sample of reported job titles: Editor, News Editor, Video Editor, Videographer, News Video Editor, News Videotape Editor, Non-Linear Editor, Multimedia Artist, Production Manager, Tape Editor

Information is also included for these related occupations (identified as Secondary Occupations) which might also provide positions for our graduates.

27-1011 - Art Directors
Formulate design concepts and presentation approaches, and direct workers engaged in art work, layout design, and copy writing for visual communications media, such as magazines, books, newspapers, and packaging.

Sample of reported job titles: Art Director, Creative Director, Production Manager

27-1024.00 - Graphic Designers
Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects.

Sample of reported job titles: Graphic Designer, Graphic Artist, Designer, Creative Director, Artist, Design Director, Composing Room Supervisor, Creative Manager, Desktop Publisher, Graphic Designer/Production

27-1019 - Artists and Related Workers, All Other
All artists and related workers not listed separately.

27-1029 - Designers, All Other
All designers not listed separately.

27-3042 - Technical Writers
Write technical materials, such as equipment manuals, appendices, or operating and maintenance instructions. May assist in layout work.

Sample of reported job titles: Technical Writer, Information Developer, Documentation Specialist, Documentation Designer, Engineering Writer, Technical Communicator

27-3099.00 - Media and Communication Workers, All Other
All media and communication workers not listed separately.

27-4012.00 - Broadcast Technicians
Set up, operate, and maintain the electronic equipment used to transmit radio and television programs. Control audio equipment to regulate volume level and quality of sound during radio and television broadcasts. Operate radio transmitter to broadcast radio and television programs.

Sample of reported job titles: Master Control Operator (MCO), Broadcast Engineer, Broadcast Technician, Production Assistant, Broadcast Maintenance Engineer, Broadcast Operations Engineer, Board Operator, Master Control Supervisor, Newcast Director, Operations Technician

27-4021.00 – Photographers
Photograph persons, subjects, merchandise, or other commercial products. May develop negatives and produce finished prints.

Sample of reported job titles: Photographer, Photojournalist, Newspaper Photographer, Newspaper Photojournalist, Advertising Photographer, News Photographer, Photo Editor, Sports Photographer, Studio Photographer

27-4099.00 - Media and Communication Equipment Workers, All Other

All media and communication equipment workers not listed separately.

Occupational indicators vary depending upon the region of the country that is examined. Since Michigan is our primary market, an occupational forecast of the Michigan Labor Market is excerpted below from the Department of Energy, Labor, and Economic Growth at Michigan.gov. (http://www.michigan.gov/dleg)

See **Table 1**. Each of these areas shows an expected growth over the period of the forecast.

Data has been selected to show the primary occupations where our graduates might logically seek employment. The secondary occupations listed in the table might also employ our graduates.

The most current salary and wage estimates from the State of Michigan complied by the Department of Energy, Labor, and Economic Growth range from $31,600 to $57,000 in the primary occupations selected by our graduates. These estimates are shown in **Table 2**. The results in Michigan indicate that there is positive growth expected over the next six years in all of the areas where TDMP graduates might typically seek employment.

Several of our graduates might logically be expected to seek employment outside of Michigan. The United States Department of Labor statistics cited in **Table 3** indicate that employment opportunities will continue to grow at the national level at rates equal to or higher than in Michigan. In **Table 4**, again using Bureau of Labor statistics, two of the occupations are projected with growth at much faster than average, with a growth rate of 21% or higher, and one occupation is projected at faster than then average, with a 14% - 20% growth rate. All occupations are showing an expected positive growth.

In the past, *AV Video Multimedia Producer Magazine* ran an annual salary and attitude survey which provided useful statistics. The magazine has now become *Studio Monthly*. The last annual survey was published by Studio Daily in 2004, and the information was distributed in two parts:
Part 1 - The In-House Producer
http://www.studiodaily.com/main/work/The-2004-Salary-and-Attitudes-Survey-Part-I_5014.html
Part II – The Independent Producer
http://www.studiodaily.com/main/work/The-2004-Salary-and-Attitudes-Survey-Part-II_5017.html

This survey is attached in hard copy. In addition, a copy of the *2008-2009 Broadcast Education Association Salary Survey* is attached, listing the salaries of full-time faculty teaching in electronic media programs.
http://www.beaweb.org/Content/ContentFolders/Journals2/feed50v2.pdf
(p 27)

Table 5 lists current openings in a variety of fields. All data was retrieved 12/01/2009. Much of the information is taken from an industry standard, the StudioDaily Career Center.
http://jobs.studiodaily.com

Data is also displayed from several other sources which list position openings in the field:

Indeed.com – Video
http://www.indeed.com/q-video-jobs.html

ProductionHUB.com
http://www.productionhub.com/jobs/

The Michigan Association of Broadcasters Job Bank, (the state organization of the National Alliance of Broadcasters)
http://www.michmab.com/JobBank/index.html

Monster.com – Media and Broadcast
http://salary.monster.com

TV Technology.com
http://www.tvtechnology.com/story.aspx?id=59754

In **Table 6** current openings for specific careers within the field are listed, using data from the StudioDaily Career Center (retrieved 12/01/2009.)
http://jobs.studiodaily.com

Table 7 displays current openings within specific industries where our graduates could seek employment. All data on this table is provided by the StudioDaily Career Center and was retrieved 12/01/2009.
http://jobs.studiodaily.com

TABLE 1

MICHIGAN OCCUPATIONAL EMPLOYMENT FORECASTS
2006 - 2016 (BY SOC CODE)

SOC CODE	OCCUPATION	EMPLOYMENT 2006	EMPLOYMENT 2016	CHANGE %	ANNUAL AVERAGE OPENINGS TOTAL
27-0000	Arts/Design/Entertain/Sports/Media Occup				
27-1014	Multi-Media Artists and Animators	1,310	1,500	15%	50
27-1027	Set and Exhibit Designers	170	190	10%	N/A
27-2012	Producers and Directors	1,820	1,990	9%	70
27-3043	Writers and Authors	2,990	3,200	7%	80
27-4011	Audio/Video Equipment Technicians	1,190	1,410	18%	60
27-4014	Sound Engineering Technologies	280	300	9%	10
27-4031	Camera Operators: TV/Video/Motion Pictures	590	650	9%	20
27-4032	Film and Video Editors	370	420	13%	10
	SECONDARY OCCUPATIONS				
27-1011	Art Directors	2,320	2,480	7%	70
27-1024	Graphic Designers	6,900	7,590	10%	250
27-1019	Artists and Related Workers, AO*	360	410	13%	10
27-1029	Designers, AO*	1,020	1,130	11%	40
27-3042	Technical Writers	1,920	2,130	11%	80
27-3099	Media & Communication Workers, AO*	2,010	2,160	7%	60
27-4012	Broadcast Technicians	1,270	1,410	11%	60
27-4021	Photographers	3,080	3,350	9%	100
27-4099	Media/Communication Equipment Workers, AC	400	420	6%	10

AO* means All Others

State Data Source: Michigan Wage Information
(Department of Energy, Labor, and Economic Growth - Michigan.gov)

SOC codes refer to the Standard Occupational Classification system used by the Occupational Employment Statistics program

TABLE 2

MICHIGAN EMPLOYMENT AND WAGES
BY SOC CODE

SOC CODE	OCCUPATION	Employment (2006)	Hourly Median Wages (2008)	Annual Median Wages (2008)
27-0000	Arts/Design/Entertain/Sports/Media Occup			
27-1014	Multi-Media Artists and Animators	1,310	$22.84	$47,500
27-1027	Set and Exhibit Designers	170	$22.04	$45,800
27-2012	Producers and Directors	1,820	$27.41	$57,000
27-3043	Writers and Authors	2,990	$21.87	$45,500
27-4011	Audio/Video Equipment Technicians	1,190	$15.18	$31,600
27-4014	Sound Engineering Technicians	280	$16.19	$33,700
27-4031	Camera Operators: TV/Video/Motion Pictures	590	$21.35	$44,400
27-4032	Film and Video Editors	370	$20.78	$43,200
	SECONDARY OCCUPATIONS			
27-1011	Art Directors	2,320	$33.90	$70,500
27-1024	Graphic Designers	6,900	$19.02	$39,600
27-1019	Artists and Related Workers, AO*	360	$15.57	$32,400
27-1029	Designers, AO*	1,020	$22.13	$46,000
27-3042	Technical Writers	1,920	$28.30	$58,900
27-3099	Media & Communication Workers, AO*	2,010	$18.31	$38,100
27-4012	Broadcast Techncians	1,270	$15.48	$32,200
27-4021	Photographers	3,080	$15.40	$32,000
27-4099	Media/Communication Equipment Workers, AO*	400	$17.09	$35,500

AO* means All Others

State Data Source: Michigan Wage Information
(Department of Energy, Labor, and Economic Growth - Michigan.gov)

SOC codes refer to the Standard Occupational Classification system used by the Occupational Employment Statistics program

TABLE 3

UNITED STATES OCCUPATIONAL EMPLOYMENT FORECASTS
2006 - 2016 (BY SOC CODE)

SOC CODE	OCCUPATION	EMPLOYMENT 2006	2016	CHANGE %	Total	ANNUAL AVERAGE OPENINGS GROWTH
27-0000	Arts/Design/Entertain/Sports/Media Occup					
27-1014	Multi-Media Artists and Animators	87,300	109,800	26%		4,300 In Demand
27-1027	Set and Exhibit Designers	12,300	14,400	18%		540
27-2012	Producers and Directors	93,100	103,400	11%		3,800
27-3043	Writers and Authors	135,200	152,600	13%		4,160
27-4011	Audio/Video Equipment Technicians	50,000	62,000	24%		2,830
27-4014	Sound Engineering Technologies	16,100	17,600	9%		670
27-4031	Camera Operators: TV/Video/Motion Pictures	26,900	30,000	12%		810
27-4032	Film and Video Editors	20,500	23,200	13%		640
	SECONDARY OCCUPATIONS					
27-1011	Art Directors	77,900	84,900	9%		2,520
27-1024	Graphic Designers	260,800	286,400	10%		9,490 In Demand
27-1019	Artists and Related Workers, AO*	13,800	15,000	8%		440
27-1029	Designers, AO*	16,000	17,900	12%		620
27-3042	Technical Writers	49,000	58,700	20%		2,440
27-3099	Media & Communication Workers, AO*	35,700	39,800	12%		1,270
27-4012	Broadcast Technicians	38,000	42,500	12%		1,690
27-4021	Photographers	122,500	135,100	10%		3,960
27-4099	Media/Communication Equipment Workers, AO*	18,800	20,700	10%		670

AO* means All Others

National Data Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

SOC codes refer to the Standard Occupational Classification system used by the Occupational Employment Statistics program

TABLE 4

UNITED STATES EMPLOYMENT, WAGES, GROWTH AND NEED
(BY SOC CODE)

SOC CODE	OCCUPATION	Employment (2006)	Hourly Median Wages (2008)	Annual Median Wages (2008)	Projected Growth (2006-2016)	Projected Need (Additional employees) (2006 - 2016)
27-0000	Arts/Design/Entertain/Sports/Media Occup					
27-1014	Multi-Media Artists and Animators	87,000	$27.08	$56,330	Much faster than average (21% or higher)	43,000
27-1027	Set and Exhibit Designers	12,000	$21.47	$44,660	Faster than average (14% to 20%)	5,000
27-2012	Producers and Directors	93,000	$30.98	$64,430	Average (7% to 13%	38,000
27-3043	Writers and Authors	135,200	$25.51	$53,070	Average (7% to 13%)	42,000
27-4011	Audio/Video Equipment Technicians	50,000	$18.30	$38,100	Much faster than average (21% or higher)	28,000
27-4014	Sound Engineering Technologies	16,000	$22.83	$47,490	Average (7% to 13%)	7,000
27-4031	Camera Operators: TV/Video/Motion Pictures	27,000	$20.03	$41,670	Average (7% to 13%)	8,000
27-4032	Film and Video Editors	21,000	$24.31	$50,560	Average (7% to 13%)	6,000

SECONDARY OCCUPATIONS

SOC Code	Occupation	Employment	Median Hourly Wage	Median Annual Wage	Projected Growth	Projected Need
27-1011	Art Directors	78,000	$37.01	$76,980	Average (7% to 13%)	25,000
27-1024	Graphic Designers	261,000	$20.39	$42,400	Average (7% to 13%)	95,000
27-1019	Artists and Related Workers, AO*	14,000	$24.81	$51,600	Average (7% to 13%)	4,000
27-1029	Designers, AO*	16,000	$21.07	$43,830	Average (7% to 13%)	6,000
27-3042	Technical Writers	49,000	$29.62	$61,620	Faster than average (14% to 20%)	24,000
27-3099	Media & Communication Workers, AO*	36,000	$19.99	$41,570	Average (7% to 13%)	13,000
27-4012	Broadcast Technicians	38,000	$15.82	$32,900	Average (7% to 13%)	17,000
27-4021	Photographers	122,000	$14.15	$29,440	Average (7% to 13%)	40,000
27-4099	Media/Communication Equipment Workers, AO*	19,000	$25.45	$52,930	Average (7% to 13%)	7,000

AO* means All Others

Source: Bureau of Labor Statistics 2008 wage data and 2006-2016 employment projections
"Projected growth" represents the estimated change in total employment over the projections period (2006-2016).
"Projected need" represents job openings due to growth and net replacement.

SOC codes refer to the Standard Occupational Classification system used by the Occupational Employment Statistics program

TABLE 5

CURRENT OPENINGS FROM STUDIODAILY.COM	12/1/2009
Type of Position	Number of Openings
All positions All industries, **All Job Types** - All Locations	438
All positions, All industries, **Full-time - All Locations**	101
All positions, All industries, **Full-time - Michigan**	11
All positions, All industries, **Temporary** - All Locations	21
All positions, All industries, **Part-time** - All Locations	29
All positions, All industries, **Volunteer** - All Locations	26
http://jobs.studiodaily.com	

CURRENT OPENINGS FROM INDEED.COM	12/9/2009
	Number of Openings
Video	16,071
http://www.indeed.com/jobs?q=video&l=	

CURRENT OPENINGS FROM PRODUCTIONHUB.COM	12/9/2009
	Number of Openings
Entertainment Jobs in Film, Television, Video and Digital Media Production	235
http://www.productionhub.com/jobs/	

CURRENT OPENINGS FROM MICHIGAN ASSOCIATION OF	12/1/2009
	Number of Openings
All Categories - Michigan Only	24
Administration	
Management	
News	
Programming	
Sales	
http://www.michmab.com/JobBank/index.html	

CURRENT OPENINGS FROM MONSTER.COM

12/1/2009

Number of Openings

Media Broadcast Positions

All positions - All Locations

http://salary.monster.com

29

CURRENT OPENINGS FROM TVTECHNOLOGY.COM

12/1/2009

Number of Openings

TV TechnologyIndustry Jobs

All positions - All Locations

http://www.tvtechnology.com/story.aspx?id=59754

19

TABLE 6

STUDIODAILY.COM   12/1/2009
Jobs traditionally taken by graduates of the TDMP program: (Full-time and all locations)
Positions Open at jobs.studiodaily.com

Animator	7
Assistant Director	0
Cinematographer	2
Camera Operator	15
Camera Assistant	1
Colorist	1
Compositor	6
Data Technician	0
Director	99
DVD Author	0
Encoding	4
Editor	171
Editorial Assistant	0
Electrician	1
Graphic Designer	9
Grip	6
Location Scout	0
Producer	43
Production Assistant	5
Script Supervisor	2
Sound Designer	0
Sound Mixer (Studio)	0
Sound Mixer (Location)	0
VFX Artist	8
Video Engineer	1
Web Designer	10

TABLE 7

STUDIODAILY.COM   12/1/2009

Positions by Industry	Openings
Broadcast/Commercials	0
Film	72
Mobile Media	0
News	36
Television	57
Web Design	14

ENROLLMENT

The total does not include TIPS students who are taking TDMP classes as if they were majoring in this program until they are juniors and are no longer eligible for that financial aid. At that point, they transfer into the TDMP program. We currently have 13 TIPS students this year.

FALL ENROLLMENT BY PROGRAM

EDUCATION & HUMAN SERVICES	2006/07			2007/08			2008/09			2009/10		
	On	Off	OL	On	Off	OL	On	Off	OL	On	Off	OL
TELEVISION PRODUCTION												
Television & Digital Media Production BS	113			109			100			98		
PROGRAM LOCATION TOTAL	**113**	**0**	**0**	**109**	**0**	**0**	**100**	**0**	**0**	**98**	**0**	**0**
DEPARTMENT TOTAL		**113**			**109**			**100**			**98**	

EDUCATION & HUMAN SERVICES	On	Off	OL	On	Off	OL	On	Off	OL	On	Off	OL
Art Education CERT for BFA	3			2			5			10		
Undeclared Undergraduate	1	19		0	8		0	4		0	3	
Undeclared Graduate	8	38		7	35		10	38		15	8	
PROGRAM LOCATION TOTAL	**12**	**57**	**0**	**9**	**43**	**0**	**15**	**42**	**0**	**25**	**11**	**0**
DEPARTMENT TOTAL		**69**			**52**			**57**			**36**	

	On	Off	OL	On	Off	OL	On	Off	OL	On	Off	OL
COLLEGE LOCATION TOTAL	**1,410**	**704**	**0**	**1,318**	**695**	**0**	**1,283**	**710**	**0**	**1,289**	**781**	**15**
COLLEGE TOTAL		**2,114**			**2,013**			**1,993**			**2,085**	

Note: Methodology for determining program location changed as of Summer Semester 2009. See page XX for more details.

Enrollment by Curriculum	90-91	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
AVP		2	0	0	0	0	0	0	0	0	0								
TVP/TDMP	136	113	122	99	77	42	38	57	66	77	76	108	112	117	129	115	109	100	97
Subtotal		115	122	99	77	42	38	57	66	77	76	108	112	117	129	115	109	100	97

Fall 2010 Registration

8/11/2010

CAMPUS	COLLEG	PROG	200908 HEAD	SCH	201008 HEAD	SCH	Difference HEAD	SCH
		Televis	97	1,284	98	1,272	1	-12

SEMESTER	COURSE_SECTION	COURSE_TITLE	CRN	CREDIT_HOURS	INSTRUCTOR_NAME	# ENROLLED
200808	TVPR-110-001	Video Communications	80104	3.000	Carley, Deborah	25
200901	TVPR-110-001	Video Communications	10223	3.000	Carley, Deborah	23
200808	TVPR-120-211	Digital Imaging for Video	80103	3.000	Kuiper, Nicholas	15
200901	TVPR-120-211	Digital Imaging for Video	10218	3.000	Williams, Marshall	15
200901	TVPR-126-211	Distance Learning Production	11043	3.000	Knapp, William	12
200808	TVPR-132-211	Computer Systems for Video	80077	3.000	Randle-Morcom, Connie	15
200901	TVPR-132-211	Computer Systems for Video	10166	3.000	Randle-Morcom, Connie	15
200808	TVPR-136-211	Audio Production	80097	3.000	Cox, Steven	13
200901	TVPR-136-211	Audio Production	10224	3.000	Cox, Steven	13
200808	TVPR-210-221	Compositing Video	82771	3.000	Tingley, Andrew	14
200808	TVPR-243-211	Video Production	80082	3.000	Okonoski, Glen	14
200901	TVPR-243-211	Video Production	10170	3.000	Okonoski, Glen	12
200901	TVPR-301-211	Television Studio Techniques	10171	3.000	Okonoski, Glen	9
200808	TVPR-314-211	Remote TV Production	80100	3.000	Cox, Steven	12
200901	TVPR-314-211	Remote TV Production	10225	3.000	Cox, Steven	9
200808	TVPR-320-211	Computer Animation Video	80102	3.000	Tingley, Andrew	8
200808	TVPR-326-001	Television Production Writing	80085	3.000	Rye, Clayton	12
200901	TVPR-326-001	Television Production Writing	10216	3.000	Rye, Clayton	13
200808	TVPR-326-002	Television Production Writing	80086	3.000	Rye, Clayton	13
200808	TVPR-328-211	Streaming Media Production	82726	3.000	Randle-Morcom, Connie	12
200901	TVPR-328-211	Streaming Media Production	10167	3.000	Randle-Morcom, Connie	9
200808	TVPR-343-211	Video Production 2	80087	3.000	Rye, Clayton	10
200901	TVPR-343-211	Video Production 2	10217	3.000	Rye, Clayton	12
200808	TVPR-345-211	TV Studio Production	80083	4.000	Okonoski, Glen	11
200901	TVPR-345-211	TV Studio Production	10172	4.000	Okonoski, Glen	14
200808	TVPR-389-211	Television Operations	80088	3.000	Wyman, Fred	6
200901	TVPR-389-211	Television Operations	10219	3.000	Wyman, Fred	11
200901	TVPR-389-212	Television Operations	12975	3.000	Wyman, Fred	10
200901	TVPR-420-211	DVD Production	10227	3.000	Kuiper, Nicholas	10
200808	TVPR-464-001	Seminar in TV Production	80081	2.000	Randle-Morcom, Connie	12
200901	TVPR-464-001	Seminar in TV Production	10169	2.000	Randle-Morcom, Connie	5
200808	TVPR-466-211	Instructional Design	80080	4.000	Randle-Morcom, Connie	7
200901	TVPR-466-211	Instructional Design	10168	4.000	Randle-Morcom, Connie	5
200808	TVPR-493-401	Television Production Intern	80105	6.000	Rye, Clayton	13
200901	TVPR-493-401	Television Production Intern	10228	6.000	Rye, Clayton	11
200808	TVPR-499-211	Adv TV Producing-Directing	80084	6.000	Okonoski, Glen	12
200901	TVPR-499-211	Adv TV Producing-Directing	10215	6.000	Okonoski, Glen	5

PROGRAM CAPACITY

The approximate program capacity of the program is 110 students given the available faculty, equipment, and lab space.

RETENTION AND GRADUATION

Data were generated by the Institutional Research and Testing Office and is included for your review.

There are no specific strategies for retaining students in the program who feel that they are not a good fit. This field takes passion for production. The salaries are not so high as to motivate students to seek out employment just for the money as one might find in other fields. If the students don't have a passion for some aspect of our field they should follow their hearts and not their purse to where ever their passions might be within the Ferris family of programs.

For those who make a decision to stay with the program, every effort will be made by faculty to encourage success. Examples include extra labs, study group facilitation, review sessions, extra credit opportunities, and redos when appropriate.

Ferris State University
Retention and Graduation Rates of Full-Time FTIAC Students - By Major
Four-Year Degree Programs

Entering Fall Term	Major	N		Year 2	Year 3	Year 4	Year 5	Year 6
						Fall Term		
200108	TDMP	13						
			% Graduated By	0	0	8	23	38	46
			% Still Enrolled In	85	54	46	31	16	8
			% Persisters	85	54	54	54	54	54
			% Non-Persisters	15	46	46	46	46	46
200208	TDMP	28						
			% Graduated By	0	0	4	29	43	50
			% Still Enrolled In	61	54	53	25	11	0
			% Persisters	61	54	57	54	54	50
			% Non-Persisters	39	46	43	46	46	50
200308	TDMP	16						
			% Graduated By	0	0	0	31	44	50
			% Still Enrolled In	69	69	69	38	19	13
			% Persisters	69	69	69	69	63	63
			% Non-Persisters	31	31	31	31	37	37
200408	TDMP	23						
			% Graduated By	0	4	4	26	48	
			% Still Enrolled In	74	57	57	26	0	
			% Persisters	74	61	61	52	48	
			% Non-Persisters	26	39	39	48	52	
200508	TDMP	24						
			% Graduated By	0	0	0	17		
			% Still Enrolled In	67	50	46	29		
			% Persisters	67	50	46	46		
			% Non-Persisters	33	50	54	54		
200608	TDMP	19						
			% Graduated By	0	5	5			
			% Still Enrolled In	79	53	32			
			% Persisters	79	58	37			
			% Non-Persisters	21	42	63			

Retention and Graduation Rates of Full-Time FTIAC Students - By Major
Four-Year Degree Programs

Fall Term

Entering Fall Term	Major	N		Year 2	Year 3	Year 4	Year 5	Year 6
200708	TDMP	13						
			% Graduated By	0	0			
			% Still Enrolled In	46	46			
			% Persisters	46	46			
			% Non-Persisters	54	54			
200808	TDMP	18						
			% Graduated By	0				
			% Still Enrolled In	56				
			% Persisters	56				
			% Non-Persisters	44				

DEGREES CONFERRED BY PROGRAM

ACADEMIC YEAR (SUMMER, FALL, SPRING SEMESTERS)

EDUCATION & HUMAN SERVICES	2006-07				2007-08				2008-09			
	CERT	AS	BS	MS	CERT	AS	BS	MS	CERT	AS	BS	MS
CRIMINAL JUSTICE												
Criminal Justice Administration				28				23				38
Criminal Justice			169				198				195	
Pre-Criminal Justice		74				58				69		
TOTAL	0	74	169	28	0	58	198	23	0	69	195	38
REC LEISURE SERVICES & WELLNESS												
Recreation Leadership & Management			10				12				19	
Festivals, Community, & Special Events									1			
TOTAL	0	0	10	0	0	0	12	0	1	0	19	0
SCHOOL OF EDUCATION												
Advanced Studies for Total Quality Mgmt					1				2			
Allied Health Education			3				3					
Biology Education			2				7				3	
Business Education			5				1				2	
Career & Technical Education				34				23			1	20
Chemistry Education			1				1				1	
Curriculum & Instruction				61				41				53
Early Childhood Education		9	4		4		3			10	8	
Elementary Education			75				76				85	
English Education			9				13				9	
History Education			5				10				17	
Mathematics Education			11				7				4	
Philanthropy Education	1											
Pre-Teaching Elementary		2								1		
Pre-Teaching Secondary		1								1		
Social Studies & Elementary Education							7					
Social Studies Education			2				2				1	
Technical Education			35				18				16	
Wage Earning Home Economics Education			2									
TOTAL	1	12	154	95	1	4	148	64	2	12	147	73
TELEVISION PRODUCTION												
Television & Digital Media Production			22				18				28	
TOTAL	0	0	22	0	0	0	18	0	0	0	28	0
COLLEGE TOTAL	1	86	355	123	1	62	376	87	3	81	389	111

Source: Office of Institutional Research and Testing

ACCESS

TDMP courses are offered only on the Mother campus in Big Rapids. Some sections are offered at night for the convenience of students and to attract adjuncts who work during the daytime. Many elective courses are offered during the summer when students might be able to focus on one or two subjects. For example, Film Production and Digital Cinematography are only offered during the summer when it easier to shoot dramatic production because students can work on projects for longer blocks of time without being interrupted to attend other classes.

Internships are offered during the summer as well so that students can complete the 1,000 hour commitment during a consecutive six month period, January through the end of June or July through the end of the year.

CURRICULUM

Purpose
The purpose of the curriculum review is to determine through a comprehensive review of the curriculum and determine if current industry needs and standards are being met. Beginning June 12, 2009 all television broadcasts in the United States have become digital under new broadcast standards set by the Advanced Television Systems Committee. In today's marketplace, it is the high definition option, commonly referred to as 720 P, 1080i, or 1080P, that have become the default formats for any new television or digital cinematography production in the state.

In the Television and Digital Media Production (TDMP) program, students acquire skills in digital cinematography, audio, and video production. Students also learn interactive media production and authoring, instructional design, editing, scriptwriting, graphics, and web development for streaming video production. All of these skills are built on a foundation of planning, scripting, directing and producing television and video programs. Both creative and technical communication skills are necessary to develop successful careers in Television and Digital Media Production. Almost all of the program classes are hands-on which is unique for students who have the opportunity to work with on a variety of media and distribution methods.

After completing the necessary requirements, the student will further perfect their skills in a 6-month internship off campus. The student internship will take place at a production facility or station typically in Michigan or Chicago. This exciting class allows the student to gain experience in a real-world setting working full-time with industry professionals.

Graduates learn communication skills in visual media that apply to a wide range of careers. Alumni have been employed in television and digital media production positions in broadcasting, cable, corporations, manufacturing facilities, hospitals, professional sports venues, independent production companies, post-production firms, education, government and industry.

Equipment and Facilities

Currently, the TDMP program uses the new High Def format HDV as well as the professional mini-DV format for video (camcorders and studio recorders), DAT for digital audio, and cameras with Memory Sticks for digital stills. The camcorders vary from single chip Sony models for web and other lower-end applications to three chip JVC, Canon, and new Sony High Definition models are higher-end applications.

In the studio or on a multi-camera remote, students use the Inscriber Character

Generators, visual mixers, Mackie audio mixers, Lowell and Colortran lights and lighting controls, Clearcom intercoms, and Tektronix waveform monitors and vectorscopes.

For post-production, students edit on a variety of nonlinear editing systems including Adobe Premiere Pro, Apple Final Cut Pro, and Avid Media Composer.

For distribution, student productions created are released on a local cable channel locally and Fox 33. Students in the program also encode video on demand on the web at www.ferrisstate.tv. Distribution technology is changing and upgrades for equipment for Blu-Ray DVD's and improved technical support services for video streaming and backend technologies is currently needed.

Rationale for Change

A selection of elective courses has given students more choices in targeting their education toward a more specialized career while still providing students with a strong generalist foundation. In comparing TDMP courses against other programs with similar degrees we have found that our hands-on approach to learning traditional production techniques and integrating new digital technologies such as a tapeless workflow are providing students with necessary employable skills.

Recent surveys taken from employers and current students have agreed that hands-on training is a strength that gives our students a huge advantage over other programs at other schools. Comments from employers include recommendations for more field and remote experience and a greater emphasis on encoding for the web and graphic work in general. The TDMP remote equipment needs updated equipment. Improved graphic hardware and dedicated encoding equipment is also needed for to meet the needs of industry in distribution technologies for video growth on the web.

The TDMP studio courses and the Remote course provide programming on local cable access channels. Currently, University Advancement and Marketing is producing a show in the TDMP studio about the University that is aired on FOX33 and distributed on the web through the Streaming Media Production course on the TDMP server at www.ferrisstate.tv. There are additional costs for the product and distribution technologies that are paid for through equipment request funds by COEHS in TDMP. This content provides outreach for stakeholders internally and externally. Improved support for

equipment, technical support and additional faculty would the program and the entire FSU learning community.

Updating the equipment and technology in the Television and Digital Media Production program to also meet current industry digital high definition standards will benefit the University and keep one of the strongest hands-on program curriculum up to date. Students will benefit by becoming equipped to learn the same high definition equipment that they will find in the workplace upon graduation. Michigan and the television production community will benefit by growing a more highly skilled local work force in high definition production and current digital technologies.

Challenges

Constantly changing technology and the shifting career opportunities in the field have been an ongoing concern since the inception of the program over 30 years ago. Students enrolled in the program have learned creative and technical communication skills with analog standards and the integration of newly designed digital media courses during the past ten years. A small faculty group is has been teaching many courses to meet industry standards for career placement.

Employment of wage and salary workers in motion picture and video industries, 2008 and projected change, 2008-2018.
(Employment in thousands)

Occupations Motion Picture and Video Industries	Employment 2008 Number	Percent	Percent Change 2008-18
Professional and related occupations	-	-	-
Computer specialists	7.5	2.1	18.1
Multi-media artists and animators	8.9	2.5	29.0
Graphic designers	4.7	1.3	17.2
Actors	11.0	3.0	15.4
Producers and directors	23.7	6.5	17.2
Writers and editors	5.4	1.5	17.4
Audio and video equipment technicians	6.0	1.7	15.9
Camera operators, television, video, and motion picture	6.7	1.9	16.8
Film and video editors	12.4	3.4	16.9

Occupations in Broadcasting	Employment 2008 Number	Percent	Percent Change 2008-18
Professional and related occupations	166.7	52.8	4.4
Computer specialists	9.3	3.0	18.8
Producers and directors	27.2	8.6	4.7
Radio and television announcers	34.2	10.8	-9.5
Broadcast news analysts	5.7	1.8	5.1
Reporters and correspondents	9.8	3.1	7.3
Public relations specialists	5.0	1.6	19.9
Writers and editors	7.4	2.4	12.7
Broadcast technicians	25.2	8.0	-0.1
Photographers	4.4	1.4	13.0

A thorough analysis of the curriculum and the focus of the program have been assisted by conducting a survey of all student graduates on record as well as current students and their perception of the program is included in the report.

Alumni of the program have been employed in television and digital media production positions in broadcasting, cable, corporations, manufacturing facilities, hospitals, professional sports venues, independent production companies, post-production firms, education, government and industry for over thirty years. Labor market analysis, surveys from advisory committee members and surveys from TDMP employer sites have also been conducted. The TDMP Internship course is by far the most credits out of all of the schools and is recognized by both students and employers as highly successful. Weekly reports are submitted by students about their experience and

performance outcomes are assessment every semester from the Internship Supervisor.

Curriculum Analysis

Included are curriculum courses taken from school catalogs available on the internet. The schools selected are a sampling of competing school with similar degrees in Michigan that students seeking a degree in either broadcasting, video or digital media might choose from.

Television and Digital Media Production TDMP

Degree Type: <u>Bachelor of Science</u>

College: <u>Education and Human Services</u>

Career Path: <u>Arts and Communications</u>

Required Courses		Credit Hours
<u>TVPR 110</u>	Video Communications	3
<u>TVPR 132</u>	Computer Systems for Video	3
<u>TVPR 243</u>	Video Production	3
<u>TVPR 345</u>	TV Studio Production	4
<u>TVPR 389</u>	Television Operations	3
<u>TVPR 343</u>	Video Production 2	3
<u>TVPR 326</u>	Television Production Writing	3
<u>TVPR 464</u>	Seminar in TV Production	1
<u>TVPR 466</u>	Instructional Design	4
<u>TVPR 493</u>	Television Production Intern	18
<u>TVPR 499</u>	Adv TV Producing-Directing	4
Electives:	Directed (Select a minimum of 18 elective credits from this list)	
<u>TVPR 120</u>	Digital Imaging for Video	3
<u>TVPR 126</u>	Distance Learning Production	3

TVPR 136	Audio Production	3
TVPR 210	Compositing Video	3
TVPR 240	Entertainment Arts-Production	3
TVPR 277	Film Production	3
TVPR 314	Remote TV Production	3
TVPR 318	TV and Digital Media Practicum	3
TVPR 320	Computer Animation Video	3
TVPR 328	Streaming Media Production	3
TVPR 376	Digital Cinematography	3
TVPR 420	DVD Production	3
TVPR 497	Special Studies in TVPR	3
Other departments offer elements that can assist in preparing for the job market including:	(Select a minimum of 9 credits)	
ADVG 222		3
BUSN 122	Introduction to Business	3
COMM 336	Tech and Prof Presentation	3
COMM 385	Broadcast Writing	3
HUMN 240	Popular Culture	3
HUMN 253		3
MGMT 301	Applied Management	3
MKTG 321	Principles of Marketing	3
NMPP 330	Digital Multimedia Production	3
NMPP 420	World Wide Web Publishing	2
THTR 219	Beginning Technical Theatre	3
THTR 225	Stage Make-Up	3
THTR 350	Lighting Design	3
VISD 116		3

VISD 126	3
VISD 216	3
VISD 226	3

Students must also take courses from a selection of General Education requirements.

Admission Requirements

High school students and transfer students with 29 credit hours or less must possess a high school grade point average of 2.5 (on a 4.0 scale) and an ACT composite score of 17. Transfer students with 30 credit hours or more must possess a 2.50 cumulative GPA

Graduation Requirements

Completion of the TDMP program at Ferris leads to a Bachelor of Science degree. Graduation requires a minimum 2.5 GPA in the curriculum and minimu 2.25 GPA overall. Students must complete all general education requirements as outlined on the General Education website.

Central Michigan University

Central Michigan University has a Broadcast and Cinematic Arts Major some of the same career opportunities that we offer at Ferris. However, those students will earn a B.A.A. degree in Broadcast & Cinematic Arts with 23 hours of required courses and 12 hours of electives following the B.A.A. degree. Although they have over $1 million in new equipment they do not have required a required studio class. The BCA course work is selected by the student.

Broadcast & Cinematic Arts at Central Michigan University

The School of Broadcast and Cinematic Arts at CMU offers one of the largest electronic media programs in the country. In the past six years, CMU's television and radio stations have won more first place finishes and total awards than any other university in Michigan. Consider these key features distinguishing this program at CMU:

- Production facilities recently enhanced with more than $1 million in new equipment
- Theoretical and applied courses to prepare students for a wide variety of media-related careers
- Practical on-campus electronic media opportunities with radio station WMHW-FM, community cable station MHTV, and multimedia design, development, and production laboratory M2D2

- Professional development through chapters of Alpha Epsilon Rho/The National Broadcasting Society, and the Radio-Television News Directors Association

Career outlook

According to the Bureau of Labor Statistics Occupational Outlook Handbook, for all occupations through the year 2014:

- Employment in broadcasting is expected to increase 11 percent, and employment of camera operators and editors is expected to grow nine to 17 percent.
- Rapid expansion of the entertainment market, especially motion picture production and distribution, will spur growth of camera operators. In addition, computer and Internet services will provide new outlets for interactive productions.
- Job prospects will be best for applicants with a college degree in broadcasting or a related field, and relevant experience, such as work at college radio and television stations or internships at professional stations.

Career options

Graduates of the broadcast and cinematic arts program at CMU will find a variety of career opportunities. Some of these may require additional education.

- Anchorperson
- Business manager
- Copywriter
- Media Researcher
- News Producer
- Radio Producer
- TV Director
- Public Relations Specialist
- Production Director
- Music Director

Program Overview

The course listings below are a **representation** of what this academic program requires. For a full review of this program in detail please see our official online academic bulletin AND consult with an academic advisor. This listing does not include the General Education courses required for all majors and may not include some program specific information, such as admissions, retention, and termination standards.

Broadcast & Cinematic Arts Major

(Total: 35 semester hours Students following the B.A.A. degree: Three hours of electives from ART or MUS are also required and these three hours cannot be used to satisfy University Program requirements.)

(23 hours)

Required Courses

4

BCA 210 Survey of the Mass Media

3

BCA 222 Audio Production

3

BCA 223 Video Production

Introductory course in video studio systems. Emphasis on structuring and integrating the various production elements that comprise video presentations. Prerequisites: BCA 210 with a C or better; or a signed minor in Media Design, Production and Technology.

3

BCA 310 Broadcast History and New Media Technology

3

BCA 311 Electronic Media Copywriting

1

BCA 499 Senior Seminar

3

BCA 503 Critiquing Mass Media

3

BCA 510 Electronic Media Law

(12 hours)

Electives

BCA course work selected by the student. Six of these 12 hours must be at the 400 or 500 level. BCA 490 and 529 do not fulfill this 400-500 requirement.

http://www.cmich.edu/Admissions/Academic_Programs/Communications/Broadcast_and _Cinematic_Arts.htm

Eastern Michigan University also offers very few courses in studio or video production within their Communication Technology Program. There approach is very broad based with only 9 credits in Media Production and a choice of 56 credits in different areas. They offer similar courses as TDMP in Digital Media Production but have many other career options that include business, manufacturing, computer science and communication technologies.

Eastern Michigan University

Communication Technology is one of the fastest growing, most exciting majors at Eastern Michigan University. Because the Communication Technology Program was created to meet the changing demands of the world of work, students enrolled in the program will fine a unique blend of technical, business and communication classes. Students will take a broad approach to learning how to integrate business, manufacturing, media, computer science, and communication technologies. And, students will learn how to apply that technology to 21st century communication needs. This program, offered jointly through the School of Technology Studies and the Department of Communication

and Theatre Arts, provides an excellent background for students who seek careers as managers of communication-based industries.

About the Curriculum

General Education Requirements	40 Credit Hours

Major Requirements	65 Credit Hours

Media Production   **9 Credit Hours**

CTAT130 Introduction to Electronic Media   3
CTAT141 Audio and Video Production for Nonmajors   3

One course from the following:

CTAT331 Intermediate Television Production and Direction   3
CTAT332 Intermediate Television Production and Direction   3

Transmission Systems   **9 Credit Hours**

CMT305 Communication Transmission Systems   3
CMT408 Telephone Technology   3
ELEC120 Principles of Electrical Theory   3

Computer Technology   **12 Credit Hours**

Choose one option from the following:
Option I: Computer Programming

COSC138 Computer Science I   3
COSC238 Computer Science II   3
COSC239 Assembly and Machine Language   3
COSC 255 Introduction to Computer Hardware and Software Systems   3

Option II: Information Management

IS219 File Processing and COBOL Programming   3
IS380 Database Concepts   3
IS420 Business Data Communications and Computer Networks   3
One course from the following:
IS442 Information Resource Management   3
IS417 Systems Analysis and Design   3

Option III: Graphic Applications   3
   3

CMT205 Digital Photo Technology	3
CMT301 Multimedia Authoring	
CMT421 Web Publishing Technology	
CMT436 Electronic Publishing Technology	

Communication Theory and Practice	**6 Credit Hours**
CTAC227 Interpersonal Communication	3
CTAC354 Organizational Communication	3

Business and Investment Skills	**6 Credit Hours**
MKTG360 Principles of Marketing	3
PSY205 Quantitative Methods in Psychology	3

Management Skills	**6 Credit Hours**
ACC130 Accounting for Nonbusiness Majors	3
MGMT202 Business Communication	3

Interdisciplinary Technology	**17 Credit Hours**
CMT121 Graphic Communication	3
CMT231 Introduction to Computer Graphic Systems	3
CMT387 Cooperative Education in Interdisciplinary Technology	3
CMT409 Emerging Technologies in Storage and Retrieval	3
CMT425 Communication Technology and Social Change	3
CMT470 Senior Seminar in Communication Technology	2

Minor Requirements	**0 Credit Hours**

No minor is required.

University Elective Courses	**19 Credit Hours**

Program Total	**124 Credit Hours**

http://www.emich.edu/cot/undergrad_ct.htm

Grand Valley State University Film and Video Production Program is within the School of Communication. They have a very diverse curriculum offering courses in film, video and digital technologies. They have a larger group of faculty and also state that they have hands-on production skills. Their methodology is to fuse liberal arts with a career oriented perspective.

They also offer a Broadcast Major with two areas of emphasis. One emphasis is in Broadcast News and another in Production. Their graduates seek out similar career occupations as our students but GVSU students do not have the advantage of a concentrated Internship course.

Grand Valley State University – School of Communication

Film & Video Production
The Film & Video Production major emphasizes the integration of theory and practice, of liberal and professional studies, and of film, video, and digital technologies.

Students have the opportunity to develop hands-on production skills and to achieve aesthetic and technical proficiency in one of four emphasis areas. The curriculum integrates production experience with the insights offered by media history, theory and interpretations.

We are committed to teaching that fuses the liberal arts with a career-oriented perspective, so that students become better equipped as citizens as they become more skilled in their craft.

- **CFV 123** - Survey of Media Production Modes
- **CFV 124** - Image and Sound
- **CFV 125** - Media Production I
- **CFV 226** - Media Production II
- **CFV 261** - Scriptwriting I
- **CFV 320** - Television Studio Production
- **CFV 321** - 16mm Film Production I
- **CFV 322** - Documentary Production I
- **CFV 323** - Media Technologies
- **CFV 324** - 3D Computer Animation
- **CFV 325** - Animation I
- **CFV 326** - Computer Image Making
- **CFV 327** - Film and Video Art
- **CFV 328** - Film Practicum I
- **CFV 329** - Post-Production
- **CFV 362** - Scriptwriting II
- **CFV 368** - Lighting for Film & Video Productions
- **CFV 370** - Film and Television Interpretation
- **CFV 380** - Special Topics
- **CFV 399** - Independent Study
- **CFV 422** - Documentary Production II
- **CFV 424** - 16 mm Film Production II
- **CFV 425** - Animation II
- **CFV 426** - Cinematic Multimedia
- **CFV 428** - Film Practicum II
- **CFV 470** - Nonfiction Film/Video Practicum
- **CFV 482** - Sound Design for Film & Video
- **CFV 490** - Internship
- **CFV 498** - Senior Thesis/Project\

Broadcasting

The Broadcasting major is firmly rooted in theoretical concepts of communication and critical thinking. Within this approach, the professional instruction strives to equip students with skills, abilities and ethical standards that will serve them well in their electronic media careers.

The Broadcasting major has two areas of emphasis. The Broadcast News emphasis is designed for students interested in careers as reporters, news producers, or news writers. The Production emphasis is designed for students interested in behind-the-scenes careers, such as producers, directors, writers, and editors.

Students have numerous opportunities for internships at radio and television stations in the greater Grand Rapids area. Graduates of the program find employment with broadcast or cable television and radio stations, production companies, or other media related fields.

- **CBR 220** - Beginning TV Studio Production
- **CBR 240** - Survey of Electronic Media
- **CBR 281** - Audio Production 1
- **CBR 340** - Life on Television
- **CBR 320** - Advanced TV Studio Production
- **CBR 350** - Broadcast Operations
- **CBR 368** - Broadcast News 1
- **CBR 382** - Audio Production 2
- **CBR 411** - Broadcast Seminar
- **CBR 468** - Broadcast News 2
- **CBR 484** - TV News Workshop
- **CBR 485** - Audio Production 3

http://www.gvsu.edu/soc/majors-35.htm

Michigan State University offers two majors in the Department of Telecommunication, Information Studies and Media. A Bachelors of Arts in Media, Arts and Technology and a Bachelors of Science in Media and Communication Technology. Their Media courses are in concentrations that include TV, Cinema and Radio (TCR) (13-15 credits), or Games, Web, and Interactive Media (GWIM) (14-15 credits),
Michigan State University
Media and Communication Technology

The goal of this major is to train tomorrow's media and communication technology leaders, to prepare them to make informed decisions about how to apply, manage, and evaluate the many forms of media products, applications, and services available to us. In addition to the core program, there are two concentrations available to Media and Communication Technology majors, both of which are built upon a fundamental understanding of communication principles as they apply

to current and new media, the communication technologies that make the current and new service possible, the historical development of the current and new media, and the political and economic forces that shape this development.

http://cas.msu.edu/

Degree Requirements for Media Arts & Technology - The following degree requirements are for students with a primary major in Media Arts & Technology.

University Requirements (31-34 credits)
1. Complete all of the following*:

IAH 201-210 (4)
IAH 211 or higher (4)
ISS 200 level (4)
ISS 300 level (4)
*Each IAH and ISS course emphasizes national diversity (designated "N" at the end of the course title) or international and multicultural diversity (designated "I") or both (designated "D"). Students MUST complete at least one "N" course and one "I" course. A "D" course may meet either an "N" or an "I" requirement, but not both.
2. Complete all of the following:
ISB 200 level (3)
ISP 200 level (3)
ISB or ISP lab (2)
WRA 110-150 (4)

University math or appropriate score on proctored test (3-5)
(MTH 1825 and MTH 103 will not complete MTH requirement)

Media Arts & Technology Major Courses: minimum of 30 credits must be earned

Media Arts & Technology Core (12 credits):

TC 100 (3) The Information Society
TC 110 (3) Understanding Media
TC 242 (3) The Digital Image
TC 243 (3) Story, Sound, and Motion
Media Arts & Technology Concentration: choose one of the following concentrations - TCR or GWIM

1. TV, Cinema and Radio (TCR) (13-15 credits)

TC 340 (3) Introduction to Video and Audio

Choose at least 3 of the following courses; one must be a capstone course (*):
TC 247 (3) 3D Design of the Virtual Form
TC 341 (4) Film Style Production for Cinema & TV
TC 342 (4) Multi-Camera Production for Cinema & TV
TC 343 (4) Basic Audio Production
TC 347 (4) 3D Computer Animation
TC 351 (3) Producing for Cinema and TV
TC 437 (4) Video Compositing and Special Effects

TC 442* (4) Design of Cinema and TV Projects

TC 443* (4) Audio Industry and Management

TC 447* (4) Advanced 3D Animation Studio

TC Electives (3-25) to fulfill remaining credit requirement

2. Games, Web, and Interactive Media (GWIM) (14-15 credits)

TC 331 (3) Introduction to Interactive Media Design
Choose at least 3 of the following courses. One must be a capstone course designated
with a (*):
TC 247 (3) 3D Design of the Virtual Form
TC 346 (4) Web-Based Interactive Media Design
TC 347 (4) 3D Computer Animation
TC 349 (4) Client-Side Web Development
TC 437 (4) 2D Animation & Compositing

TC 445* (4) Digital Game Design

TC 446* (4) Advanced Interactive Media Workshop

TC 447* (4) Advanced 3D Animation Workshop

TC 449* (4) Server-Side Web Development.

TC 450* (4) HCI & Experience Design

TC 455* (4) 3D Game & Simulation Design

Additional Requirements - pick one course from EACH of the following 3 categories

1. CSE 101 (3), CSE 131 (3), CSE 231 (4) or CSE 101 waiver
2. PSY 101 (4), PHL 130 (3) or SOC 100 (4)

3. ADV 205 (4), ADV 260 (3), COM 100 (3), COM 225 (3), COM 275 (3), JRN 108 (3), or RET 261 (3)

Cognate:

Minimum of 18 credits and 6 courses (three courses at the 300/400 level) from one of the following:

- Social Science
- Fine Arts
- Physical Sciences
- Business
- or the completion of an approved University Specialization (outside of the dept. of Telecommunication, Information Studies and Media)

Electives: Additional electives to get you to:

120/123 credits total
40 credits at the 300 or 400 level
60 credits outside of the College of Communication Arts and Sciences

Calvin College is a distinctive Christian liberal arts college that has many different majors including Film, Media Production and Media Studies. The Media Studies curriculum has sequences of courses that are somewhat similar to TDMP and they also have an Internship course.

Study media production at Calvin

Major in media production will prepare you to use some of culture's most powerful tools for a life of transformational service to society.

Program overview

As a media production major, you will:

- acquire sequenced principles and skills
- study media theory, history and criticism
- collaborate in time-intensive group activities
- enjoy mentoring relationships with professors
- develop a graduate reel of media projects

Program requirements

Take the following sequences of courses:

Level 1

CAS 145: Introduction to Film (3)
CAS 190: Introduction to Video Production (4)
(*see a sample syllabus for this course*)

Level 2

CAS 248: Scriptwriting (3)
CAS 249: Audio Design and Aesthetics (3)
(*see a sample syllabus for this course*)
— Prerequisites for both courses: CAS 145, CAS 190

Two Courses selected from:
CAS 250: Multi-Camera Production (3) (*see a sample syllabus for this course*)
CAS 316: Principles of Directing (4)
— Prerequisite: CAS 218
CAS 290: Video Production II (3)

Level 3

Two Courses from:
CAS 346: Internship in Communication (4)
CAS 351: Advanced Media Production (3): Repeatable.
— Prerequisite: CAS 248, CAS 250, or 290, and permission of instructor
CAS 390: Independent Study (3-4)

Integration Requirement: CAS 352 or 399

Electives

Three courses (with at least one from each category):

Media History:
CAS 230: History of North American Media (3)
CAS 255: Documentary Film and Television (4)
CAS 281: American Film (4)
CAS 282: World Cinema (4)

Media Theory and Criticism:
CAS 238: Theory and Communication (3)
CAS 254: Media Criticism (3)
CAS 284: Critical Approaches to Film (4)
CAS 305: Persuasion and Propaganda (3)
CAS 383: Film Theory and Aesthetics (3)

Cornerstone University Media (Film or Audio) is a media major that offers two degree tracks: film or video in Communications & Media Studies. It is an undergraduate degree that includes a focus working as a church media director or major Christian ministry. They also place students in positions in television studios and production houses. An Internship course is also part of the coursework.

Cornerstone University

The Communication & Media Studies Division is passionate about instructing, equipping and mentoring students who we can empower to engage the marketplace of ideas as they take their graduation portfolios into their first jobs as skilled agents of reconciliation and Biblical Worldview in their initial spheres of influence.

We provide our students access to the latest equipment and gear from our Center for Academic Media Services. Newly remodeled classrooms include new shooting stages, recording studios and fully equipped editing rooms. Our experienced professors have decades of connections with professionals in each of the media fields. Our students are candidates for significant internships throughout their upper division coursework. Student also benefit from the media-rich Grand Rapids/West Michigan marketplaces.

Cornerstone theatre majors and minors have multiple opportunities each academic year to participate in award-winning productions. *The Herald*, our weekly newspaper, was named Best College Newspaper in its division in 2008. Student recently took multiple prestigious NRB AWARDS of EXCELLENCE FOR VIDEO PRODUCTION THIS YEAR, as they entered and won short film awards from several festivals in Michigan.

Our superb faculty brings a firm commitment to Christ and demonstrate their passion for teaching and mentoring as they encourage our students to go farther, faster and deeper into their coming professional careers.

• MDA 232 Film A-Z

• MDA 234 Mass Media and Society

• MDA 255 Basic Film Editing

• MDA 352 Faith, Film & Culture

• MDA 354 Announcing and Reporting

• MDA 317 Media Literacy

• MDA 356 Corporate Video Production

• COM 112 Communication in Culture

• COM 262 Advertising Principle

http://www.cornerstone.edu/academics/communication/

FERRIS STATE UNIVERSITY - COLLEGE OF EDUCATION and HUMAN SERVICES
TELEVISION and DIGITAL MEDIA PRODUCTION MAJOR - Bachelor of Science degree 120 credits minimum
Graduation Requirements: A 2.50 major GPA and a 2.25 CHPA are required for graduation.
Student and advisors should check the web for current information.http://www.ferris.edu/HTMLS/academics/gened/courses.html

REQUIRED		COMMUNICATION COMPETENCE - 12 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1	3	
ENGL		Industrial and Career Writing (ENGL 211) **OR** English 2 (ENGL250)	3	
COMM		Interpersonal Communication (COMM 105 or COMM 200), Fundamentals of Public Speaking (COMM 121or COMM 201), Small Group Decision Making (COMM 221) or Argumentation and Debate (COMM 251)	3	
		Select a 200 level or above Communications course. COMM 336 or 385 recommended. ******EXCLUDE COMM 200 AND 201******	3	
SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required: Two courses (one must be a lab course). Consult the Ferris Website for approved courses. www.ferris.edu/htmls/academics/gened/scicourses.html				
			4	
			3-4	
QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher (i.e. MATH 117): This requirement can be completed by **ONE** of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
			3	
CULTURAL ENRICHMENT - 9 Credit Hours Required: including one at the 200 level or above: No more that **5** hours of music activities courses or theater activities courses shall count toward fulfillment of this requirement. HUMN 240 & 253 recommended. Consult the Ferris Website for approved courses. www.ferris.edu/htmls/academics/gened/cultcourses.html				
			3	
			3	
			3	
SOCIAL AWARENESS – 9 Credit Hours Required: 3 courses from at least two of the following areas, including at least one "Foundations" course and **one at the 200 level or above.** Consult the Ferris Website for approved courses. www.ferris.edu/htmls/academics/gened/soccourses.html				
			3	
			3	
			3	
GLOBAL CONSCIOUSNESS: Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.				
			3	
RACE/ETHNICITY/GENDER: Each student must complete one course from the Race/Ethnicity/Gender group. Please note that many Race/Ethnicity/Gender courses also meet Social Awareness or Cultural Enrichment requirements.				
			3	

FERRIS STATE UNIVERSITY
TELEVISION AND DIGITAL MEDIA PRODUCTION MAJOR
A total of 120 semester credit hours are required for graduation.
A 2.50 GPA is required in the major courses in order to complete the program.

Core Required Courses - 52 credits

Required		Course Title	S.H.	Grade
TVPR	110	Introduction to Video Communications	3	
TVPR	132	Computer Systems for Video (pre-requisite TDMP major)	3	
TVPR	243	Video Production (pre-requisite TDMP major)	3	
TVPR	326	Television Production Writing (WIC class, ENGL 150 required)	3	
TVPR	343	Video Production 2 (pre-requisite TVPR 243)	3	
TVPR	345	TV Studio Production (pre-requisite TVPR 389)	4	
TVPR	389	Television Operations (co-requisite TVPR 343)	3	
TVPR	464	Seminar in TV Production (co-requisite TVPR 499)	2	
TVPR	466	Instructional Design (WIC class, co-requisite TVPR 499)	4	
TVPR	493	Television Production Internship (pre-requisite TVPR 499)	18	
TVPR	499	Advanced Producing/Directing (co-requisite TVPR 464, 466)	6	

Television and Digital Media Production Electives - Select at least 18 elective credits from this list

		Course Title	S.H.	Grade
TVPR	120	Digital Imaging for Video (prerequisite TDMP major)	3	
TVPR	126	Distance Learning Production	3	
TVPR	136	Audio Production	3	
TVPR	210	Compositing Video (pre-requisite TVPR 243)	3	
TVPR	240	Entertainment Arts and Production	3	
TVPR	277	Film Production	3	
TVPR	314	Remote Television Production (pre-requisite TVPR 243)	3	
TVPR	318	Television and Digital Media Practicum (permission required)	3	
TVPR	320	Computer Animation for Video (pre-requisite TVPR 132)	3	
TVPR	328	Streaming Media Production (pre-requisite TVPR132 & TVPR243)	3	
TVPR	376	Digital Cinematography	3	
TVPR	420	DVD Production (pre-requisite TVPR 389 or permission)	3	
TVPR	497	Special Studies in TVPR (permission required)	3	

Select **Electives** in consultation with your advisor to meet the required number of credits for graduation.

		Elective Course Title	S.H.	Grade
			3	
			3	
			3	
			3	
			3	
			3	
			2 or 3	

Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. Check the web for current information.
http://www.ferris.edu/HTMLS/academics/gened/courses.html
This program complies with the MACRAO agreement as seen at http://www.ferris.edu/admissions/Transfer/Homepage.htm.
Effective Fall 2010

QUALITY OF INSTRUCTION

Students believe that the TDMP faculty are aware of new developments in the field and are genuinely interested in the welfare and professional development of students. Graduates reflected these same perceptions. The TDMP faculty were perceived as good by 88% of the surveyed graduates. Only 62% of the graduates felt the same about the adjuncts. Eighty-two percent fo the graduates felt that the TDMP faculty were available outside of class.

Employers felt that The TDMP program does a good job of preparing graduates for employment.
It has a unique (6 month) internship. The TDMP program provides hands-on education obviously through it s faculty and benefits by small class sizes and the same tools that are found in the industry.

TDMP faculty participate in The American Democracy Project, the Fine Arts Committee, serve on search committees for other programs, serve on HLC sub-committees, serve on the Faculty Center for Teaching and Learning Advisory Committee, the Diversity Committee, and have lead hundreds of students to produce hundreds of TV programs about nearly every academic program on campus and many of the RSOs as well.

COMPOSITION AND QUALITY OF THE FACULTY

The faculty are in rank order:

Clayton Rye, Professor, MFA in Cinema, Production emphasis
1 merit since last APR

Fred Wyman, Professor, MA in Mass Communications with a Television emphasis
1 merit since last APR

Glen Okonoski, Associate Professor, MS in Career and Technical Education
1 promotion since last APR

Connie Morcom, Assistant Professor, MS. Ed. in Instructional Technology
1 merit since last APR

Professional activities are summarized on the attached resumes.

The workload in the program is 12 credits per semester.

One faculty member receives Reallocated Responsibilities equivalent to 6 credits per semester to be the program chair.

There is no normal recruitment procedure for faculty. Faculty don't leave. Ferris is a great place to work. We follow the university and college diversity guidelines.

We have developed no reward structure other than what the university and the union have negotiated.

The adjuncts that have taught for us over the last year are amount to 26% for fall 2009 and 22% for Spring 2010.

Steve Cox
Debbie Carley
Johnny Allen
Marshall Williams
Nathan Meadows
Rick Piippo
Duane Weed

Qualifications are knowledge and experience in the subject matter taught, an interest and a gift for teaching, and at least a Bachelor's degree.

SERVICE TO NON-MAJORS

No general education service course are offered by the TDMP faculty.

DEGREE PROGRAM COST and PRODUCTIVITY DATA

Note that the data provided by Institutional Research and Testing includes an anomaly for our TVPR 126 course. The instructor cost of $20,339,457 over states the actual cost which was approximately $3,375 for a staff overload instructor.

Ferris State University
Degree Program Costing 2007- 2008 (Summer, Fall, and Spring)

College : College of Education-Human Ser
Department : Television Production

Program Name: Television and Digital Media Production BS

Program Credits Required (Total credits to graduate)   **120**

*Instructor Cost per Student Credit Hour(SCH) (Average for program)	$155.48
**Department Cost per Student Credit Hour	$63.80
***Dean's Cost per Student Credit Hour	$15.82

Total Cost per Student Credit Hour (Average for program)   **$235.10**

Total Program Instructor Cost (Assumes a student will complete program in one year)	$18,657.46
Total Program Department Cost	$7,655.85
Total Program Dean's Cost	$1,898.78

Total Program Cost (Assumes a student will complete program in one year)   **$28,212.09**

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
COMM105	L	$335,403	$33,251	$18,883	2595	$129	$13	$7	3	$388	$38	$22
COMM336	U	$45,520	$3,883	$2,205	303	$150	$13	$7	3	$451	$38	$22
CULNELE	E	$2,631,554	$275,920	$152,652	20950	$126	$13	$7	3	$377	$40	$22
CULTELE	E	$2,675,583	$291,797	$155,186	21264	$126	$14	$7	6	$755	$82	$44
ENGL150	L	$723,614	$74,757	$42,087	5784	$125	$13	$7	3	$375	$39	$22
ENGL211	L	$130,632	$9,577	$5,392	741	$176	$13	$7	3	$529	$39	$22
FREEELE	E	$36,514,335	$7,313,839	$3,940,189	272160	$134	$27	$14	17	$2,281	$457	$246
SCIUELE	E	$3,713,452	$755,669	$256,811	35293	$105	$21	$7	7	$737	$150	$51
SOCAELE	E	$1,886,041	$285,747	$223,491	22494	$84	$13	$10	6	$503	$76	$60
SOCNELE	E	$1,928,984	$290,438	$226,489	22906	$84	$13	$10	3	$253	$38	$30
TVPR110	L	$7,254	$12,813	$2,552	123	$59	$104	$21	3	$177	$313	$62
TVPR120	L	$7,440	$9,376	$1,867	90	$83	$104	$21	3	$248	$313	$62
TVPR126	N	$20,339,457	$3,911,112	$2,143,941	122577	$166	$32	$17	3	$498	$96	$52
TVPR132	L	$18,977	$9,376	$1,867	90	$211	$104	$21	3	$633	$313	$62
TVPR136	L	$9,068	$9,063	$1,805	87	$104	$104	$21	3	$313	$313	$62
TVPR210	L	$5,740	$3,125	$622	30	$191	$104	$21	3	$574	$313	$62
TVPR243	L	$13,909	$9,376	$1,867	90	$155	$104	$21	3	$464	$313	$62
TVPR277	L	$12,395	$3,125	$622	30	$413	$104	$21	3	$1,239	$313	$62
TVPR314	U	$5,441	$4,063	$809	39	$140	$104	$21	3	$419	$313	$62
TVPR326	U	$11,247	$4,375	$871	42	$268	$104	$21	3	$803	$313	$62
TVPR343	U	$13,727	$7,813	$1,556	75	$183	$104	$21	3	$549	$313	$62
TVPR345	U	$15,452	$10,417	$2,075	100	$155	$104	$21	4	$618	$417	$83
TVPR389	U	$10,487	$9,688	$1,929	93	$113	$104	$21	3	$338	$313	$62
TVPR464	U	$14,443	$5,834	$1,162	56	$258	$104	$21	2	$516	$208	$41
TVPR493	U	$87,263	$43,127	$8,589	414	$211	$104	$21	18	$3,794	$1,875	$373
TVPR499	U	$23,178	$17,501	$3,485	168	$138	$104	$21	6	$828	$625	$124

*   Instructor Cost - *Salary & Fringe* - the actual cost to teach a course
**   Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department
***   Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

Methodology

The costing procedure for *__Instructor Cost__* was accomplished by using the Ferris faculty load system data. The costing system uses a faculty member's salary plus the cost of fringe benefits. For 12-month faculty, 40% fringe is applied for summer, fall, and spring. For 9-month faculty, 40% fringe is applied for fall and spring. For 9-month faculty teaching in the summer and all part-time faculty, 24% fringe is applied (FICA and retirement only).

The salary plus fringe is multiplied by the course credit hour and divided by the faculty member's total course credit hours taught. An average cost per course is then determined by dividing the total instructor costs, including fringes, by the SCH's produced by a course. NOTE: University-wide, there are a few courses (primarily special studies) that have been assigned to administrators. These courses have no teaching dollars associated with them but do include the student credit hours produced.

The following is an example of the methodology described above:

	Term Salary	Courses	Course Credits
Joe Smith	$25,000	ACCT 201 001	3
		ACCT 201 006	3
		ACCT 202 001	3
		ACCT 202 002	3

Term Salary		Fringe		Course Credits / Total Credits		Instructor Cost
$25,000	X	1.40	X	3 / 12	=	$8,750
$25,000	X	1.40	X	3 / 12	=	$8,750
$25,000	X	1.40	X	3 / 12	=	$8,750
$25,000	X	1.40	X	3 / 12	=	$8,750
						$35,000

Pooling of all of the instructor costs and SCH's for ACCT201 courses for the year is shown below:

	Instructor Costs	SCH's Produced		
ACCT201010	$7,982.00	117		
ACCT201001	$8,750.00	123		
"	"	"		
"	"	"		
"	"	"		
	$272,038.02	/	2,517 =	$108.08

The costing procedure for ***Department and Dean's Cost*** calculations were accomplished by using the actual year end 2008 spending data from the Finance Office. The department and dean's cost totals were prorated back to courses based on SCH's produced. These totals included non instructor compensation, supplies and equipment. The account codes included in the totals are as follows:

6200	Administrative Professional
6216	Clerical
6220	General Maintenance
6360	Non Credit Producing (SLA, writing lab, tutors and lab assistants)
643x	Release Time Academic Year
6500	Non Teaching Faculty (librarians and counselors)
663x	Release Time Summer
6690	Non Instructional Assignment in Summer for 9 month Faculty
6710	Adult Part Time
6810/6811	Student Wage
71xx–74xx	Supply and Expense
75xx	Equipment

The following is an example of the methodology used to calculate department and dean's cost:

Department	Dept Cost	Dept SCH's	Cost / SCH
ABC	$238,212	5,163	$46.14

College	Dean's Cost	College SCH's	Cost/SCH
A	$555,233	19,184	$28.94

The departmental and dean's average cost per SCH is then applied to all course prefixes within the department or college. A listing of the Average Department Cost Per SCH for all departments is in Table IX of the report. A listing of the Average Dean's Cost Per SCH for all Colleges is in Table X of the report.

To arrive at the total cost for a degree, all courses and credits required for each instructional program were taken from the 2007-08 student checksheets. These were obtained from each instructional department. The cost of each degree assumes a hypothetical situation in which all courses required for the degree would have to be taken in one year.

The following is an example of a hypothetical program at Ferris:

Ferris State University
Degree Program Costing 2007 - 2008 (Summer, Fall, and Spring)

College: A
Department: ABC

Program Name: WEB Master Certificate

Program Credits Required (Total credits to graduate)		18
Instructor Cost per Student Credit Hour(SCH) (average for program)		$142.28
Department Cost per Student Credit Hour		$41.33
Dean's Cost per Student Credit Hour		$13.61
Total Cost per Student Credit Hour (Average for program)		**$197.22**
Total Program Instructor Cost (Assumes a student will complete program in one year)		$2,561.00
Total Program Department Cost		$744.00
Total Program Dean's Cost		$245.00
Total Program Cost (Assumes a student will complete program in one year)		**$3,550.00**

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Deans Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
WEBM101	L	$205,544	$124,657	$36,474	2565	$80	$49	$14	3	$240	$146	$43
WEBM301	U	$22,453	$7,436	$2,176	153	$147	$49	$14	3	$440	$146	$43
WEBM501	G	$54,152	$8,165	$2,389	168	$322	$49	$14	3	$967	$146	$43
FREEELE	E	$1,423,036	$449,669	$160,912	17382	$82	$26	$9	6	$491	$155	$56
LITR287	N	$10,841,552	$3,857,577	$1,547,475	76848	$141	$50	$20	3	$423	$151	$60

Program Credits Required: This number is the total of all the *Credits Required* for a program.

Instructor Cost Per SCH: This number is the result of dividing *Total Program Instructor Cost by Program Credits Required*.

Department Cost Per SCH: This number is the result of dividing *Total Program Department Cost by Program Credits Required*.

Dean's Cost Per SCH: This number is the result of dividing *Total Program Dean's Cost by Program Credits Required*.

Total Cost per Student Credit Hour: This number is the sum of *Cost per Student Credit Hour (Instructor, Dept and Dean's)*.

Total Program Instructor Cost: This number is the sum of all the *Program Instructor Costs*.

Total Program Department Cost: This number is the sum of all the *Program Dept Costs*.

Total Program Dean's Cost: This number is the sum of all the *Program Dean's Costs*.

Total Program Cost: This number is the sum of all the *Program Costs (Instructor, Dept and Dean's)*.

Course ID: Each course represents all sections for that specific course.

Level: L - Lower (100 and 200 level courses); U - Upper (300 and 400 level courses); G - Graduate (500 and above level courses); E - Elective courses; N - Course not offered during the year.

Instructor Cost: The instructor costs for L, U, and G are explained on the previous pages. The teaching costs for E are explained in Appendix A. The teaching costs for N are explained in Appendix B.

Dept Cost: The dept costs for L, U, and G are explained on the previous pages. The teaching costs for E are explained in Appendix A. The teaching costs for N are explained in Appendix B.

Dean's Cost: The teaching costs for L, U, and G are explained on the previous pages. The teaching costs for E are explained in Appendix A. The teaching costs for N are explained in Appendix B.

SCH's Produced: These numbers represent the total number of student credit hours produced for a specific course (summer, fall and spring).

Instructor Cost/SCH: These numbers are a result of dividing *Instructor Cost* by *SCH's Produced* for a specific course.

Dept Cost/SCH: These numbers are a result of dividing *Dept Cost* by *SCH's Produced* for a specific course.

Dean's Cost/SCH: These numbers are a result of dividing *Dean's Cost* by *SCH's Produced* for a specific course.

Credits Required: These numbers are the total number of credits needed by a student for a specific course. These are the credits required to graduate, listed on the program checksheet.

Program Instructor Cost: These numbers are a result of multiplying the *Instructor Cost/SCH* by the *Credits Required.*

Program Dept Cost: These numbers are a result of multiplying the *Dept Cost/SCH* by the *Credits Required.*

Program Dean's Cost: These numbers are a result of multiplying the *Dean's Cost/SCH* by the *Credits Required.*

In the graph section of the report please note that the average Instructor, Dept and Dean's Cost/SCH are averages for all of the courses needed to complete a degree within the particular Colleges (graphs 2-12) and Departments (graphs 13-48). This includes average Dept and Dean's Costs from *other* departments and colleges i.e. the Dept and Dean's Cost for ENGL and MATH are included in the costing of a program in the College of Business. The *unique* Average Department and Dean's Cost per SCH for colleges and departments can be found in Tables IX and X of the report.

See Appendix A for the costing of elective courses within a program. See appendix B for the costing of courses not yet offered.

ASSESSMENT AND EVALUATION

Assessment data is now available in TracDat. The attached reports are drawn from that data base.

Program - Television and Digital Media Production (B.S.) - Curriculum Map

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

Outcomes	TV PR —	TV PR 110	TV PR 120	TV PR 126	TV PR 132	TV PR 136	TV PR 210	TV PR 243	TV PR 277	TV PR 290	TV PR 297	TV PR 301	TV PR 314	TV PR 318	TV PR 320	TV PR 326	TV PR 328	TV PR 343	TV PR 345	TV PR 389	TV PR 397	TV PR 420	TV PR 464	TV PR 466	TV PR 490	TV PR 493	TV PR 497	TVPR 499
Professionalism (Interpersonal/Attitude)		I	I	I	I	I	M	M	M				M	M	M	M	M	R	R	R			A, M			A, M		A, M
Project Management (Communication)				I	I	I	R	I	I				R	R	I	R	R	R	R	M		M		M		A		A
Pre-Production (Producing)			I			I		I	R				R	R		M		R	R					M				M
Production (Creation)			I	I	I	I		R	R			I	R	R		R		R	R			R	A, M			A, M		A, M
Post-Production (Completion)							I							R				R				R		R		R		A, M
Technical Skills (Expertise)					I	I		I	I			I	R	R		R		R	R	R		R		M		M		M
Media Design (Interactive, motion, web and graphic design)			I	I	I		R	R					R	R	R			R	R	R		R		M				M

**Unit Assessment Report - Four Column

Ferris State University

Program - Television and Digital Media Production (B.S.)

Mission Statement: The purpose of the Television and Digital media Production program is to provide opportunities for student learning in the creative and technical communication skills necessary to develop successful careers in Television and Digital Media Production.

Advisory Board/Committee Meetings: Once every two years

Next FSU Academic Program Review: 2009-2010

Accreditation Body: None

College: COEHS

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Program - Television and Digital Media Production (B.S.) - Professionalism (Interpersonal/Attitude) - Develop skills, competence, and character of a trained professional. **Outcome Status:** Active	**Assessment Method:** Students will demonstrate professionalism in the capstone class. **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** Every student will demonstrate appropriate oral and written skills and behavior characteristic of a working professional while serving as a TV producers and in various crew positions based upon established rubrics.	06/23/2010 - All but one of the twenty-five students enrolled in our capstone course, TVPR 499 this Academic Year completed the course with a B or better grade and were successfully placed in an internship. One student received a C+ and was successfully placed on an internship. **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/23/2010 - Each of the twenty-five students enrolled in the TVPR 464 Seminar course presented a capstone portfolio and as a result passed the course with a C or better grade. **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/18/2009 - All seventeen students enrolled in our capstone course, TVPR 499 this Academic Year completed the course with a B or better grade and were successfully placed in an internship. **Classification:** Criterion Met **Action:** 3 - Action Completed	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method: Students will demonstrate advanced skills and strategies while working on a television or digital media internship. **Assessment Method Category:** Internship Evaluation **Criterion for Success:** Each student will successful complete an internship.	06/23/2010 - sixteen out of seventeen students completed the internship with a grade of B+ or better. The one outlier received an incomplete and continues to work toward completion which is expected at the end of summer 2010. **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/18/2009 - Twenty-four out of twenty-five students completed the internship with a grade of B+ or better. The one outlier received an incomplete and continues to work toward completion. **Classification:** Criterion Met **Action:** 3 - Action Completed	06/07/2010 - The one student with the incomplete finished the course with an A. As a result 25 out of 25 students completed the internship with a grade of B+ or better.
	Assessment Method: Students will demonstrate career entry and advancement knowledge of being a media professional. **Assessment Method Category:** Portfolio/E-Portfolio **Criterion for Success:** Each student will present a capstone portfolio for the Television and Digital Media Production Seminar course.	06/18/2009 - Each of the seventeen students enrolled in the TVPR 464 Seminar course presented a capstone portfolio and as a result passed the course with a C or better grade. **Classification:** Criterion Met **Action:** 3 - Action Completed	
Program - Television and Digital Media Production (B.S.) - Project Management (Communication) - Demonstrate planning, organizing, time management, project design, communicating, directing, and measurement of media project outcomes. **Outcome Status:** Active	**Assessment Method:** Students will examine a client's available media resources, determine their communication/media needs, and create media that addresses those needs. **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** All students will develop a project proposal that meets established industry standards and then upon approval produces the	06/23/2010 - All of the twenty-four students enrolled in TVPR 466 successfully completed a project proposal that met established industry standards and which resulted in a completed media project. **Classification:** Criterion Met **Action:** 1 - No Action Required	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	media.		
Program - Television and Digital Media Production (B.S.) - Pre-Production (Producing) - Define and conduct preliminary research related to producing a media project. Outcome Status: Active	**Assessment Method:** Students will research facts, organize facts into a visual and auditory story, and present the results to her peers. **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** Every student will write scripts for video and digital media projects.	06/23/2010 - All 24 students enrolled in TVPR 326 (TV Production Writing) and the 24 students enrolled in TVPR 466 (Instructional Design) completed extensive writing assignments with a grade of C or better. Both courses are designed as Writing Intensive Courses. Additionally TVPR 243, TVPR 343, TVPR 464, and TVPR 499 all require writing. **Classification:** Criterion Met **Action:** 1 - No Action Required	
Program - Television and Digital Media Production (B.S.) - Production (Creation) - Design and develop media projects including videography, lighting and sound. Outcome Status: Active	**Assessment Method:** Students will demonstrate career entry skills by servings in all crew positions related to the production of TV programs created in the field and in the studio. **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** Each student will design and develop a half-hour magazine format TV program. Each student will design and develop a half-hour studio format TV program. Each student will serve in all crew positions both in the studio and on location.	06/23/2010 - All twenty-five students enrolled in the capstone course, TVPR 499 designed and developed a hal-hour magazine format TV program, a half-hour studio format TV program, and served in all crew positions in the studio and on location as demonstrated by passing with grades of B or better except one student with a grade of C+. **Classification:** Criterion Met **Action:** 1 - No Action Required	
Program - Television and Digital Media Production (B.S.) - Post-Production (Completion) - Assemble and arrange the final stage of media project design. Outcome Status: Active	**Assessment Method:** Students will demonstrate career entry and advancement skills in progressively complex editing assignments for distribution in various media. **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** Each student will edit a finished video	06/23/2010 - All of the twenty-four students enrolled in TVPR 343 (Video Production 2) edited a finished video program using non-linear editing software for a client which was distributed as demonstrated by the twenty-two of the group earning a C+ or better grade and two earning a C-grade. **Classification:** Criterion Met	

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Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	program using non-linear editing software for a client which is distributed on videotape, DVD, and online.	**Action:** 1 - No Action Required	
Program - Television and Digital Media Production (B.S.) - Technical Skills (Expertise) - Operate media production studio, equipment, computers, and networks. **Outcome Status:** Active	**Assessment Method:** Students will demonstrate the correct operation of equipment used in studio, field, and computer project production. **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** Each student will demonstrate their skills by obtaining a 70% score on a series of practical individual assessments in the studio, on various pieces of field equipment, and using software for media production purposes.	06/23/2010 - Of the nineteen students enrolled in TVPR 389 (TV Operations) eighteen completed the practical exams with a 70% or higher score. The one student who did not do so failed the course. **Classification:** Criterion Met **Action:** 1 - No Action Required	
Program - Television and Digital Media Production (B.S.) - Media Design (Interactive, motion, web and graphic design) - Define, design, demonstrate, develop and deliver interactive DVD and web design, motion graphics, titles, lower thirds and other graphic elements. **Outcome Status:** Active	**Assessment Method:** Students will create media projects where graphic design elements are and integral part of the communication. **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** Each student will demonstrate skills in production of computer graphics for inclusion in other media projects.	06/23/2010 - All twenty-four students enrolled in TVPR 499 (Advanced Producing and Directing) completed the computer graphics as part of their requirements to pass the course which they all did with a grade of C+ or better. **Classification:** Criterion Met **Action:** 1 - No Action Required	

Ferris State University
Program - Television and Digital Media Production (B.S.)

Program - Television and Digital Media Production (B.S.)

Mission Statement: The purpose of the Television and Digital media Production program is to provide opportunities for student learning in the creative and technical communication skills necessary to develop successful careers in Television and Digital Media Production.

Advisory Board/Committee Meetings: Once every two years

Next FSU Academic Program Review: 2009-2010

Accreditation Body: None

College: COEHS

Outcome: Professionalism (Interpersonal/Attitude)

Develop skills, competence, and character of a trained professional.

Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Students will demonstrate professionalism in the capstone class. **Assessment Method Category:** Project/Model/Invention	Every student will demonstrate appropriate oral and written skills and behavior characteristic of a working professional while serving as a TV producers and in various crew positions based upon established rubrics.	Every semester	Yes
Students will demonstrate advanced skills and strategies while working on a television or digital media internship. **Assessment Method Category:** Internship Evaluation	Each student will successful complete an internship.	After completition of all course work leading to the B.S. degree.	Yes
Students will demonstrate career entry and advancement knowledge of being a media professional. **Assessment Method Category:** Portfolio/E-Portfolio	Each student will present a capstone portfolio for the Television and Digital Media Production Seminar course.	During the semester prior to enrolling in the internship course.	Yes

Related Courses

* TVPR 110 - Video Communications
* TVPR 120 - Digital Imaging for Video
* TVPR 126 - Distance Learning Production
* TVPR 132 - Computer Systems for Video
* TVPR 136 - Audio Production
* TVPR 210 - Compositing Video
* TVPR 243 - Video Production
* TVPR 277 - Film Production
* TVPR 314 - Remote TV Production
* TVPR 318 - TV and Digital Media Practicum
* TVPR 320 - Computer Animation Video
* TVPR 326 - Television Production Writing
* TVPR 328 - Streaming Media Production
* TVPR 343 - Video Production 2

* TVPR 345 - TV Studio Production
* TVPR 389 - Television Operations
* TVPR 464 - Seminar in TV Production
* TVPR 493 - Television Production Intern
* TVPR 499 - Adv TV Producing-Directing

Results			
Result	**Action**	**Follow-Up**	**Action**
Internship Evaluation - 06/23/2010 - sixteen out of seventeen students completed the internship with a grade of B+ or better. The one outlier received an incomplete and continues to work toward completion which is expected at the end of summer 2010. **Classification:** Criterion Met			1 - No Action Required
Project/Model/Invention - 06/23/2010 - All but one of the twenty-five students enrolled in our capstone course, TVPR 499 this Academic Year completed the course with a B or better grade and were successfully placed in an internship. One student received a C+ and was successfully placed on an internship. **Classification:** Criterion Met			1 - No Action Required
Project/Model/Invention - 06/23/2010 - Each of the twenty-five students enrolled in the TVPR 464 Seminar course presented a capstone portfolio and as a result passed the course with a C or better grade. **Classification:** Criterion Met			1 - No Action Required
Portfolio/E-Portfolio - 06/18/2009 - Each of the seventeen students enrolled in the TVPR 464 Seminar course presented a capstone portfolio and as a result passed the course with a C or better grade. **Classification:** Criterion Met			3 - Action Completed
Project/Model/Invention - 06/18/2009 - All seventeen students enrolled in our capstone course, TVPR 499 this Academic Year completed the course with a B or better grade and were successfully placed in an internship. **Classification:** Criterion Met			3 - Action Completed
Internship Evaluation - 06/18/2009 - Twenty-four out of twenty-five students completed the internship with a grade of B+ or better. The one outlier received an incomplete and continues to work toward completion. **Classification:** Criterion Met	06/07/2010 - The one student with the incomplete finished the course with an A. As a result 25 out of 25 students completed the internship with a grade of B+ or better.		3 - Action Completed

Outcome: Project Management (Communication)

Demonstrate planning, organizing, time management, project design, communicating, directing, and measurement of media project outcomes.

Outcome Status: Active

Means of Assessment

Assessment Method	Criterion for Success	Assessment Schedule	Active
Students will examine a client's available media resources, determine their communication/media needs, and create media that addresses those needs. **Assessment Method Category:** Project/Model/Invention	All students will develop a project proposal that meets established industry standards and then upon approval produces the media.	Every semester	Yes

Related Courses

* TVPR 126 - Distance Learning Production
* TVPR 132 - Computer Systems for Video
* TVPR 136 - Audio Production
* TVPR 210 - Compositing Video
* TVPR 243 - Video Production
* TVPR 277 - Film Production
* TVPR 314 - Remote TV Production
* TVPR 318 - TV and Digital Media Practicum
* TVPR 320 - Computer Animation Video
* TVPR 326 - Television Production Writing
* TVPR 328 - Streaming Media Production
* TVPR 343 - Video Production 2
* TVPR 345 - TV Studio Production
* TVPR 389 - Television Operations
* TVPR 420 - DVD Production
* TVPR 466 - Instructional Design
* TVPR 493 - Television Production Intern
* TVPR 499 - Adv TV Producing-Directing

Results

Result	Action	Follow-Up	Action
Project/Model/Invention - 06/23/2010 - All of the twenty-four students enrolled in TVPR 466 successfully completed a project proposal that met established industry standards and which resulted in a completed media project. **Classification:** Criterion Met			1 - No Action Required

Outcome: Pre-Production (Producing)

Define and conduct preliminary research related to producing a media project.

Outcome Status: Active

Means of Assessment

Assessment Method	Criterion for Success	Assessment Schedule	Active
Students will research facts, organize facts into a visual and auditory story, and present the results to her peers. **Assessment Method Category:** Project/Model/Invention	Every student will write scripts for video and digital media projects.	Every semester	Yes

Related Courses

* TVPR 120 - Digital Imaging for Video

* TVPR 136 - Audio Production
* TVPR 243 - Video Production
* TVPR 277 - Film Production
* TVPR 314 - Remote TV Production
* TVPR 318 - TV and Digital Media Practicum
* TVPR 326 - Television Production Writing
* TVPR 343 - Video Production 2
* TVPR 345 - TV Studio Production
* TVPR 466 - Instructional Design
* TVPR 499 - Adv TV Producing-Directing

Results			
Result	**Action**	**Follow-Up**	**Action**
Project/Model/Invention - 06/23/2010 - All 24 students enrolled in TVPR 326 (TV Production Writing) and the 24 students enrolled in TVPR 466 (Instructional Design) completed extensive writing assignments with a grade of C or better. Both courses are designed as Writing Intensive Courses. Additionally TVPR 243, TVPR 343, TVPR 464, and TVPR 499 all require writing. **Classification:** Criterion Met			1 - No Action Required

Outcome: Production (Creation)

Design and develop media projects including videography, lighting and sound.

Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Students will demonstrate career entry skills by servings in all crew positions related to the production of TV programs created in the field and in the studio. **Assessment Method Category:** Project/Model/Invention	Each student will design and develop a half-hour magazine format TV program. Each student will design and develop a half-hour studio format TV program. Each student will serve in all crew positions both in the studio and on location.		Yes

Related Courses

* TVPR 120 - Digital Imaging for Video
* TVPR 126 - Distance Learning Production
* TVPR 132 - Computer Systems for Video
* TVPR 136 - Audio Production
* TVPR 210 - Compositing Video
* TVPR 243 - Video Production
* TVPR 277 - Film Production
* TVPR 301 - Television Studio Techniques
* TVPR 314 - Remote TV Production
* TVPR 318 - TV and Digital Media Practicum

* TVPR 328 - Streaming Media Production
* TVPR 343 - Video Production 2
* TVPR 345 - TV Studio Production
* TVPR 420 - DVD Production
* TVPR 466 - Instructional Design
* TVPR 493 - Television Production Intern
* TVPR 499 - Adv TV Producing-Directing

Results			
Result	**Action**	**Follow-Up**	**Action**
Project/Model/Invention - 06/23/2010 - All twenty-five students enrolled in the capstone course, TVPR 499 designed and developed a hal-hour magazine format TV program, a half-hour studio format TV program, and served in all crew positions in the studio and on location as demonstrated by passing with grades of B or better except one student with a grade of C+. **Classification:** Criterion Met			1 - No Action Required

Outcome: Post-Production (Completion)

Assemble and arrange the final stage of media project design.

Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Students will demonstrate career entry and advancement skills in progressively complex editing assignments for distribution in various media. **Assessment Method Category:** Project/Model/Invention	Each student will edit a finished video program using non-linear editing software for a client which is distributed on videotape, DVD, and online.	Every semester	Yes

Related Courses

* TVPR 243 - Video Production
* TVPR 318 - TV and Digital Media Practicum
* TVPR 343 - Video Production 2
* TVPR 420 - DVD Production
* TVPR 466 - Instructional Design
* TVPR 499 - Adv TV Producing-Directing

Results			
Result	**Action**	**Follow-Up**	**Action**
Project/Model/Invention - 06/23/2010 - All of the twenty-four students enrolled in TVPR 343 (Video Production 2) edited a finished video program using non-linear editing software for a client which was distributed as demonstrated by the twenty-two of the group earning a C+ or better grade and two earning a C- grade. **Classification:** Criterion Met			1 - No Action Required

Outcome: Technical Skills (Expertise)

Operate media production studio, equipment, computers, and networks.

Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Students will demonstrate the correct operation of equipment used in studio, field, and computer project production. **Assessment Method Category:** Project/Model/Invention	Each student will demonstrate their skills by obtaining a 70% score on a series of practical individual assessments in the studio, on various pieces of field equipment, and using software for media production purposes.	Every semester	Yes

Related Courses

* TVPR 132 - Computer Systems for Video
* TVPR 136 - Audio Production
* TVPR 243 - Video Production
* TVPR 277 - Film Production
* TVPR 301 - Television Studio Techniques
* TVPR 314 - Remote TV Production
* TVPR 318 - TV and Digital Media Practicum
* TVPR 328 - Streaming Media Production
* TVPR 343 - Video Production 2
* TVPR 345 - TV Studio Production
* TVPR 389 - Television Operations
* TVPR 420 - DVD Production
* TVPR 466 - Instructional Design
* TVPR 493 - Television Production Intern
* TVPR 499 - Adv TV Producing-Directing

Results			
Result	**Action**	**Follow-Up**	**Action**
Project/Model/Invention - 06/23/2010 - Of the nineteen students enrolled in TVPR 389 (TV Operations) eighteen completed the practical exams with a 70% or higher score. The one student who did not do so failed the course. **Classification:** Criterion Met			1 - No Action Required

Outcome: Media Design (Interactive, motion, web and graphic design)

Define, design, demonstrate, develop and deliver interactive DVD and web design, motion graphics, titles, lower thirds and other graphic elements.

Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Students will create media projects where graphic design elements are and integral part of the communication. **Assessment Method Category:** Project/Model/Invention	Each student will demonstrate skills in production of computer graphics for inclusion in other media projects.	Every semester	Yes

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**

Related Courses

* TVPR 120 - Digital Imaging for Video
* TVPR 126 - Distance Learning Production
* TVPR 132 - Computer Systems for Video
* TVPR 210 - Compositing Video
* TVPR 243 - Video Production
* TVPR 314 - Remote TV Production
* TVPR 318 - TV and Digital Media Practicum
* TVPR 320 - Computer Animation Video
* TVPR 328 - Streaming Media Production
* TVPR 343 - Video Production 2
* TVPR 345 - TV Studio Production
* TVPR 389 - Television Operations
* TVPR 420 - DVD Production
* TVPR 466 - Instructional Design
* TVPR 499 - Adv TV Producing-Directing

Results			
Result	**Action**	**Follow-Up**	**Action**
Project/Model/Invention - 06/23/2010 - All twenty-four students enrolled in TVPR 499 (Advanced Producing and Directing) completed the computer graphics as part of their requirements to pass the course which they all did with a grade of C+ or better. **Classification:** Criterion Met			1 - No Action Required

Assessment Plan

Ferris State University

Program - Television and Digital Media Production (B.S.)

Program - Television and Digital Media Production (B.S.)

Mission Statement: The purpose of the Television and Digital media Production program is to provide opportunities for student learning in the creative and technical communication skills necessary to develop successful careers in Television and Digital Media Production.

Advisory Board/Committee Meetings: Once every two years

Next FSU Academic Program Review: 2009-2010

Accreditation Body: None

College: COEHS

Outcome: Professionalism (Interpersonal/Attitude)

Develop skills, competence, and character of a trained professional.

Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Students will demonstrate professionalism in the capstone class. **Assessment Method Category:** Project/Model/Invention	Every student will demonstrate appropriate oral and written skills and behavior characteristic of a working professional while serving as a TV producers and in various crew positions based upon established rubrics.	Every semester	Yes
Students will demonstrate advanced skills and strategies while working on a television or digital media internship. **Assessment Method Category:** Internship Evaluation	Each student will successful complete an internship.	After completition of all course work leading to the B.S. degree.	Yes
Students will demonstrate career entry and advancement knowledge of being a media professional. **Assessment Method Category:** Portfolio/E-Portfolio	Each student will present a capstone portfolio for the Television and Digital Media Production Seminar course.	During the semester prior to enrolling in the internship course.	Yes

Related Courses

* TVPR 110 - Video Communications
* TVPR 120 - Digital Imaging for Video
* TVPR 126 - Distance Learning Production
* TVPR 132 - Computer Systems for Video
* TVPR 136 - Audio Production
* TVPR 210 - Compositing Video
* TVPR 243 - Video Production
* TVPR 277 - Film Production
* TVPR 314 - Remote TV Production
* TVPR 318 - TV and Digital Media Practicum
* TVPR 320 - Computer Animation Video
* TVPR 326 - Television Production Writing
* TVPR 328 - Streaming Media Production
* TVPR 343 - Video Production 2

* TVPR 345 - TV Studio Production
* TVPR 389 - Television Operations
* TVPR 464 - Seminar in TV Production
* TVPR 493 - Television Production Intern
* TVPR 499 - Adv TV Producing-Directing

Outcome: Project Management (Communication)

Demonstrate planning, organizing, time management, project design, communicating, directing, and measurement of media project outcomes.

Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Students will examine a client's available media resources, determine their communication/media needs, and create media that addresses those needs. **Assessment Method Category:** Project/Model/Invention	All students will develop a project proposal that meets established industry standards and then upon approval produces the media.	Every semester	Yes

Related Courses

* TVPR 126 - Distance Learning Production
* TVPR 132 - Computer Systems for Video
* TVPR 136 - Audio Production
* TVPR 210 - Compositing Video
* TVPR 243 - Video Production
* TVPR 277 - Film Production
* TVPR 314 - Remote TV Production
* TVPR 318 - TV and Digital Media Practicum
* TVPR 320 - Computer Animation Video
* TVPR 326 - Television Production Writing
* TVPR 328 - Streaming Media Production
* TVPR 343 - Video Production 2
* TVPR 345 - TV Studio Production
* TVPR 389 - Television Operations
* TVPR 420 - DVD Production
* TVPR 466 - Instructional Design
* TVPR 493 - Television Production Intern
* TVPR 499 - Adv TV Producing-Directing

Outcome: Pre-Production (Producing)

Define and conduct preliminary research related to producing a media project.

Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Students will research facts, organize facts into a visual and auditory story, and present the results to her peers. **Assessment Method Category:** Project/Model/Invention	Every student will write scripts for video and digital media projects.	Every semester	Yes

Related Courses

* TVPR 120 - Digital Imaging for Video
* TVPR 136 - Audio Production
* TVPR 243 - Video Production
* TVPR 277 - Film Production
* TVPR 314 - Remote TV Production
* TVPR 318 - TV and Digital Media Practicum
* TVPR 326 - Television Production Writing
* TVPR 343 - Video Production 2
* TVPR 345 - TV Studio Production
* TVPR 466 - Instructional Design
* TVPR 499 - Adv TV Producing-Directing

Outcome: Production (Creation)

Design and develop media projects including videography, lighting and sound.

Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Students will demonstrate career entry skills by servings in all crew positions related to the production of TV programs created in the field and in the studio. **Assessment Method Category:** Project/Model/Invention	Each student will design and develop a half-hour magazine format TV program. Each student will design and develop a half-hour studio format TV program. Each student will serve in all crew positions both in the studio and on location.		Yes

Related Courses

* TVPR 120 - Digital Imaging for Video
* TVPR 126 - Distance Learning Production
* TVPR 132 - Computer Systems for Video
* TVPR 136 - Audio Production
* TVPR 210 - Compositing Video
* TVPR 243 - Video Production
* TVPR 277 - Film Production
* TVPR 301 - Television Studio Techniques
* TVPR 314 - Remote TV Production
* TVPR 318 - TV and Digital Media Practicum
* TVPR 328 - Streaming Media Production
* TVPR 343 - Video Production 2
* TVPR 345 - TV Studio Production
* TVPR 420 - DVD Production
* TVPR 466 - Instructional Design
* TVPR 493 - Television Production Intern
* TVPR 499 - Adv TV Producing-Directing

Outcome: Post-Production (Completion)

Assemble and arrange the final stage of media project design.

Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Students will demonstrate career entry and advancement skills in progressively complex editing assignments for distribution in various media. **Assessment Method Category:** Project/Model/Invention	Each student will edit a finished video program using non-linear editing software for a client which is distributed on videotape, DVD, and online.	Every semester	Yes

Related Courses

* TVPR 243 - Video Production
* TVPR 318 - TV and Digital Media Practicum
* TVPR 343 - Video Production 2
* TVPR 420 - DVD Production
* TVPR 466 - Instructional Design
* TVPR 499 - Adv TV Producing-Directing

Outcome: Technical Skills (Expertise)

Operate media production studio, equipment, computers, and networks.

Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Students will demonstrate the correct operation of equipment used in studio, field, and computer project production. **Assessment Method Category:** Project/Model/Invention	Each student will demonstrate their skills by obtaining a 70% score on a series of practical individual assessments in the studio, on various pieces of field equipment, and using software for media production purposes.	Every semester	Yes

Related Courses

* TVPR 132 - Computer Systems for Video
* TVPR 136 - Audio Production
* TVPR 243 - Video Production
* TVPR 277 - Film Production
* TVPR 301 - Television Studio Techniques
* TVPR 314 - Remote TV Production
* TVPR 318 - TV and Digital Media Practicum
* TVPR 328 - Streaming Media Production
* TVPR 343 - Video Production 2
* TVPR 345 - TV Studio Production
* TVPR 389 - Television Operations
* TVPR 420 - DVD Production
* TVPR 466 - Instructional Design
* TVPR 493 - Television Production Intern

* TVPR 499 - Adv TV Producing-Directing

Outcome: Media Design (Interactive, motion, web and graphic design)

Define, design, demonstrate, develop and deliver interactive DVD and web design, motion graphics, titles, lower thirds and other graphic elements.

Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Students will create media projects where graphic design elements are and integral part of the communication. **Assessment Method Category:** Project/Model/Invention	Each student will demonstrate skills in production of computer graphics for inclusion in other media projects.	Every semester	Yes

Related Courses

* TVPR 120 - Digital Imaging for Video
* TVPR 126 - Distance Learning Production
* TVPR 132 - Computer Systems for Video
* TVPR 210 - Compositing Video
* TVPR 243 - Video Production
* TVPR 314 - Remote TV Production
* TVPR 318 - TV and Digital Media Practicum
* TVPR 320 - Computer Animation Video
* TVPR 328 - Streaming Media Production
* TVPR 343 - Video Production 2
* TVPR 345 - TV Studio Production
* TVPR 389 - Television Operations
* TVPR 420 - DVD Production
* TVPR 466 - Instructional Design
* TVPR 499 - Adv TV Producing-Directing

ADMINISTRATION EFFECTIVENESS

Administrative duties are performed by a 6 credit released time Chair who came from the faculty. That arrangement works well since whom better to work for the faculty than a faculty member. The only perceived issues is that the position should be rotated every five years to give others a change to enjoy the opportunity for higher service.

While the number of support staff has been reduced over the last two decades, it is now at the very minimum needed to survive. One Facilities Coordinator manages Media Supply and performs office and facilities duties to support the students and faculty. One TV Production Electronics Technician maintains the equipment and facilities for the program and serves that same function for the video production functions in the Media Production Center. Under these fiscal realities this level of support works.

Students are able to progress through the curriculum within four years but must enroll at least one summer for the internship. Without the four faculty slots the students would be dramatically hurt.

Faculty are able to teach overloads nearly every semester should they desire since adjuncts are required to teach from three to six courses each semester.

The NTSC broadcast television color analog standard that, adopted in 1953, was replaced by a new digital standard on June 12, 2009. The new standard changed not only the analog transmission process but the quality of the video and audio signals and the aspect ratio. As a result there are now thirteen potential signal types possible for transmission. A concurrent change was adopted by the manufacturers of production equipment for cameras, recorders, switcher, and editing equipment now on computer platforms. The industry standard is for digital processing from image acquisition to deliver to the viewer. These sweeping changes, initiated by the television industry, have permeated other forms of distribution including the web, disc media (DVD and Blu-Ray), cell phones, and dedicated mobile TV devices. As a result of these developments, much of the equipment used by the Television and Digital Media Production program in the early part of this century is in the process of being replaced with new digital equipment. Rapid developments in computer technology have also impacted the labs within the program where these tools are used for both editing and image creation and manipulation.

A. INSTRUCTIONAL ENVIRONMENT

The television production courses in the program are housed primarily in the Interdisciplinary Resource Center while several of the computer specific courses are taught in labs in Bishop Hall and FLITE. The IRC spaces are certainly adequate for the courses that are taught there in the studio, post-production suite, audio production labs, and the new AVID editing lab that will be returned to the program for courses starting fall 2010.

Bishop Hall is where many of the digital media courses are offered. It leaves much to be desired. The four labs in that building assigned exclusively to TDMP are 13 feet wide and can only seat 12 students. An additional lab that serves the entire College of Education and Human Services is where as many as five TDMP courses are offered. It seats only 15 enrolled students, a lab assistant position, and a teaching station. The room measures approximately 700 square feet with support pillars inside that space as well. The size of the labs limit class sizes and mandates multiple sections when one might suffice. The small size inhibits instructor movement within the room to examine student work. Additionally the air conditioning in Bishop Hall was poorly designed when the building was converted from a dormitory to classroom space in 1987. The result is condensation during the cooling months that drips into waste baskets and potentially onto equipment. Effective lab size is further reduced since equipment must be kept at a distance from the bulk head from which condensation and water overflowing from the floors above drips.

Since our offices are at a distance from the labs in the IRC building, quick responses to student equipment questions outside of scheduled class times is difficult. Ideally our offices and all our labs should be housed in the same space. The IRC served that function until it was remodeled to provide more space for Business faculty offices and another

new office space for the Faculty Center for Teaching and Learning which had been relocated from the IRC to FLITE under a previous administration.

The current plan for facilities improvement is to wait until a new College of Education and Human Services building is constructed on the central campus. We have been told that building is the highest priority for an academic building. The new building could bring together all of our courses into a single space where group projects could be facilitated in close proximity to faculty offices. If reorganization included accepting other programs where students develop similar skills into the college new synergistic benefits could result.

B. COMPUTER ACCESS AND AVAILABILTY

Outside of computer in faculty and staff offices, several labs meet the computer needs of the program. Currently the assignments are:

Computer resources   15 shared Dell computers in the BIS 223 COEHS computer lab have the Adobe Production Suite CS5 on them. They are used by TVPR 132 Computer Systems for Video, TVPR 120 Digital Imaging for Video, TVPR 126 Distance Learning Production, TVPR 210 Compositing Video, TVPR 328 Streaming Media Production and TVP R 466 Instructional Design for graphics, motion graphics, encoding, editing, and streaming.

Computer resources   6 iMacs computers are in BIS 316 for use by the TVPR 318 TV Practicum course which will rotate with TVPR 420 DVD Production for the use of that space. Three of the computers have Avid Media Composer 4 and three have Apple Final Cut Studio for video and audio editing, graphics creation, and DVD authoring.

Computer resources   12 iMacs are loaded with Avid Media Composer 5.0 software in IRC 154. These are used by TVPR 243 Video Production in the fall semester and TVPR 343 Video Production 2 in the spring semester.

Computer resources   A Mac Pro with Avid Media Composer 4 and Final Cut Studio software is housed in the Control Room IRC 153B along with a Dell with Avid Media Composer software. These are used by TVPR 345 TV Studio Production, TVPR 389 TV Operations, & TVPR 499 Advanced Producing and Directing for upstream video storage and play out, editing, encoding, and recording of video and audio for studio based productions.

Computer resources   3 Dell computers with Avid Media Composer 4 software are housed in the Post Production Suite IRC 153A for use by the TVPR 499 Advanced Producing and Directing course for video and audio editing and program assembly prior to delivery to cable, web, and broadcast distribution facilities.

Computer resources   2 Dell computers (1 per lab) are loaded with Adobe Audition for audio editing and are located in IRC 047 and 049. They are used by the TVPR 120 Audio Production course.

Computer resources   15 copies of Audition are also loaded onto Dell computers in FLITE for use by the TVPR 120 Audio Production course.

Computer resources   Three other computers are owned by the program. One is used for streaming video (see ferrisstate.tv). Two are used as Network Storage Devices (NAS) for bulk storage of video and audio data.

Computer resources   2 Dell computers are used by Media Supply for equipment inventory control, data base management, payroll, and image creation purposes.

Computer resources   1 Dell laptop is used by the departmental Electronics Engineer for maintenance and testing purposes.

The computers that the program is assigned for use in labs are all capable of operating the current versions of all the software that the faculty feels are best for preparing students for the workplace. This area is among the best support within the program. The Media Supply computers are hand-me-downs for elsewhere on campus.

FerrisConnect is used by some courses in the program and is adequate for that purpose.

Computer support for desktop computers is more than adequate. Computer technicians work with our Electronics Engineer to reach a satisfactory result on all departmental production computer support issues. The area where additional support is desired is for backend video streaming coding. No one on campus has the expertise to do what the instructor in the streaming media course knows is possible.

C. OTHER INSTRUCTIONAL TECHNOLOGY

Many of the TDMP courses require equipment for use outside of the studio. Media Supply is staffed by our Facilities Coordinator and student workers. They check out equipment and supporting materials for field use from its IRC 152 location.

Equipment resources   3 Sony HVRHD1000U single CMOS HD video cameras and Bogen tripods are used by the TVPR 132 Computer Systems course for shooting video/audio and stills. Additionally, 3 digital still cameras are available for use in that class along with Lowell light kits and diffusion materials. Their editing is done in BIS 223 where they have use of HDV recorder/players for capture video to the computers for editing.

Equipment resources   3 Sony HVRZ1U HDV 3 CCD HD video cameras and Vinton Pro 6 tripods are used by the TVPR 243 Video Production course for shooting video/audio and stills. These students have access to Lowell light kits and a range of microphones. HDV source decks are located in the Avid editing lab to capture video/audio to the computers for editing.

Equipment resources   3 Sony HVRZ1U HDV 3 CCD HD video cameras and Vinton Pro 6 tripods are used by the TVPR 343 Video Production 2 course for shooting video/audio and stills. These students have access to Lowell light kits and a range of microphones. HDV source decks are located in the Avid editing lab to capture video/audio to the computers for editing.

Equipment resources   3 Sony HVRZ7U HDV 3 CMOS HD video cameras and Vinton Pro 6 tripods are used by the TVPR 466 Instructional Design, TVPR 376 digital Cinematography, and TVPR 499 Advanced Producing and Directing courses for shooting video/audio and stills. These students have access to Lowell light kits and a range of microphones. A HDV source deck is located in the IRC 153A Post-Production Suite to capture video/audio to the computers for editing when the Compact Flash recorder is not used.

Equipment resources   2 JVC DV 550 SD video cameras with CCUs and Miller pedestal and 1 JVC DV 50000 video camera with a Miller pedestal, 4 Time base Correctors, a EchoLab MVS5 switcher, a Mackie Audio Mixer, a CD player, an Inscriber Xtreme Character Generator, two HDV recorders, and a waveform monitor/ vectorscope along with other distribution amplifiers and audio monitors are used by the TVPR 345 TV Studio Production, TVPR 389 TV Operations, & TVPR 499 Advanced Producing and Directing courses for shooting video/audio in the studio. These students operate a Colortran Lighting board and a number of dedicated lighting instruments in the studio as well along with a range of wired and wireless microphones.

Equipment resources   2 Bogen 16mm film cameras are used by the TVPR 277 Film Production course along with tripods. These students have access to Lowell lighting kits.

Equipment resources   3 DAT recorders, microphones, and related gear are sued by students in the TVPR 136 Audio Production course.

Equipment resources   3 JVC DV 500 SD video cameras and tripods, a Time base Corrector, a Sony switcher, a Mackie Audio Mixer, a CD player, an Inscriber Extreme Character Generator, a HDV recorder, a U-Matic Recorder, and a waveform monitor/ vectorscope along with other distribution amplifiers, microphones, and audio monitors are used by the TVPR 314 Remote Production course for shooting video/audio on location (typically a sports venue).

Most of the equipment used outside of the studio has made the transition to digital. All the video cameras checked out from Media Supply are High Definition. Lighting kits and tripods are comparable to what one might find in professional settings except for the tripods for the TVPR 132 course which still must be upgraded. The studio is not yet up to standard. There is a tentative proposal to begin to equip the studio with current digital equipment. As of this writing, final approval for the first purchases has not been announced.

The blue sky equipment list can be found below. Even if the transition to a digital studio takes many years, TDMP will be able to integrate new equipment into the system as it becomes available. We are making good progress toward replacing the necessary elements with the expected investment fall 2010.

Television and Digital Media Production Equipment Request

Solid State Data Recorders for existing Sony Z1U cameras
WASP Tracker software and scanner
HD Integrated Instant Replay System
HD Switcher   Panasonic AV HS 450N Multi-format, multi view option
Video Monitors   - Panasonic Professional Plasma 58 "
Deko Character Generator
Sony PCM-D50 Professional Portable Stereo Digital Audio Recorder
Canon EOS 7D Digital SLR Camera w/ EF-S 18-135mm f/3.5- 5.6 lens
3 HD 16x9 studio cameras with studio accessories
Signal Analyzer   Harris Videotek AVM 717
Distribution Amplifiers   Leitch
Signal Generator
Teleprompter
Blu-Ray burners
Cinema 4D broadcast edition software for animation
Tripods - 3 Vinten Pro-06 tripods
3 HD 16x9 cameras   with studio accessories
HD Switcher   Panasonic AV-HS 400A for remote truck
3 HD 16x9 studio cameras with studio accessories
Video Monitors   - Panasonic Professional Plasma 58 "
Character Generator for truck
Studio AVID Nitris DX software
Dell T5400 computer
Audio Monitors   for control room
HDV to SDI Encoder
Digital Format Converter
Arri Alexa 35 mm style digital film camera system
Tripod - Vinten VB250AP2 tripod
Indie-Dolly Delux Kit – dolly and track
Full HD 3D Video Camera – Panasonic AG3D A1
3D TV
Dolby 569 5.1 Encoder
Optical Fiber Encoder/Decoder
Professional LCD 4K 56" Monitor – Astro Systems

D. LIBRARY RESOURCES

The resources available in FLITE to support the program are adequate. No complaints have been received. Resources acquired to support the program's needs in FLITE are processed rapidly. We have no opinion on the FLITE budget.

Relationship to FSU Mission

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

TDMP faculty align their practices and utilize their resources in support of the university's core values of collaboration, diversity, ethical community, excellence, learning, and opportunity. It creates and maintain on and off campus partnerships. TDMP clearly provides a hands-on, applied curriculum which produces a career-oriented, professional education for undergraduate students in Michigan, across the country, and as far as Europe.

Program Visibility and Distinctiveness

The Television and Digital Media Production Program is unique in that freshmen entering the program have the opportunity to combine strong classroom instruction with extensive hands-on experience. The program has been making progress in visibility with the creation and distribution of a DVD about the program, Many dozen videos on the Ferris homepage, maintains its own webserver <http://www.ferrisstate.tv> , and the Ferris Video Festival for the last ten years. Advanced Producing and Directing students air weekly programming over Cable locally, in Grand Rapids, and broadcast over Fox 32 to northern Michigan. Award winning creative projects produced by faculty and students provides additional visibility both locally and nationally. The program has always maintained industry standards in non-broadcast, corporate and institutional video now streamed to the world.

Program Value

The program prepares the next generation of TV/video production professionals for the industry in Michigan and high placement rates and decent salaries. It serves an important outreadh.service. recruiting function for Ferris as well.

Enrollment

Student enrollment in the program has been relatively stable since 1999. As a result of continued recruitment efforts, the program stays at capacity considering the number of faculty, laboratory capacity, current equipment and current levels of S&E. The data of the enrollment does not include students who are enrolled in other programs (TIP) for financial aid purposes but who are taking TDMP classes because of their intention to transfer into the program when they are Juniors.

Characteristics, Quality, and Employability of Students

Demand for graduates in the program has been good with projections of positive growth in the next 6 years. Students find employment in cable, broadcast, non-broadcast, corporate television, production and post-production settings. The introduction of new technology such as streaming media and DVD production offers graduates additional employment. However, graduates may need to seek employment outside of Michigan. The US Department of Labor Statistics indicate that employment opportunities will continue to grow at the national level at rates equal to or higher than in Michigan.

Quality of Curriculum and Instruction

The program has been making significant improvements in the curriculum with the instructional paradigm shift from analog video technology to digital video and digital media. Through attendance and involvement with professional organizations such as the Media Communications Association International, the Michigan Association of Broadcasting, Broadcasting Education Association, National Association of Broadcasters, West Michigan Film video Alliance, vendors, list serves and internship site visitations the program continues to improve the curriculum to meet current industry standards.

Faculty have been rewarded for their excellence by being promoted or receiving merit increases regularly.

The Graduate Follow-up Survey results indicated that the existing curriculum is meeting the perceived needs of the respondents except that there should be less emphasis on Distance Learning Production, Film Production, and Computer Animation for Video.

Composition and Quality of the Faculty

There are currently four tenured track faculty in the program with one serving as Department Chair at .5FTE Reallocated Time.

Fred Wyman, holds a Master of Arts degree from Emerson College in Mass Communications with an Emphasis in Television (see the appendix for resumes). He has taught at Ferris State University since 1988. Fred serves as Department Chair for the program. Wyman has attained the rank of Professor and has many award winning DVD's.

Clayton Rye has a Master of Fine Arts in Cinema Production from the University of Southern California, and a Bachelor of Arts in Advertising from Michigan State University. Clayton had over 15 years of professional film and television experience before coming to Ferris 22 years ago. Rye has attained the rank of Professor and

continues to be an active producer of international award wining work with videos in national distribution.

Connie Morcom earned a Masters in Education and Instructional Technology from Northern Illinois University and a Bachelor of Science in Television Production from Ferris State College. Connie joined FSU January of 2000 after nearly 20 years of teaching and professional experience in broadcasting, corporate non-broadcast communications and multimedia. Without her Ferris would have little or no video on the web.

Glen Okonoski is a home-grown professional. Ferris is the only institution of higher education he has attended receiving his BS in Television Production and an MS in Career and Technical Education while serving on the alumni board and reaching out to share the Ferris story with the world. His professionalism has rubbed off on the students now that he has expanded their distribution to a broadcast station.

Appendix A Faculty Curriculum Vitae

Connie L. Randle/Morcom
Assistant Professor
Television and Digital Media Production
morcomc@ferris.edu

Office:	Residence:
Television and Digital Media Production	11940 190th Ave.
Ferris State University	Big Rapids, MI 49307
1349 Cramer Circle	(231) 796-6466
BIS 303	Cell (616) 581-1182
Big Rapids, MI 49307	
(231) 591-2772	

Academic Degrees

M.S. Ed. Northern Illinois University 1994 Instructional Technology
B.S.   Ferris State University   1983 Television Production
43.5 credits master's degree plus   2010 IT and Total Quality Management

Professional Experience

2000 – present	Ferris State University, Assistant Professor Television and Digital Media Production (tenured) Big Rapids, Michigan
1985 – 2000	Lake County High Schools Technology Campus Multimedia Instructor and Technologist (tenured) Grayslake, Illinois
1992 – 1999	College of Lake County, Adjunct Instructor Communication Arts & Humanities Grayslake, Illinois
1994- 1996	Arthur Andersen & Co., Instructional Designer, Senior St. Charles, Illinois
1984 – present	Communications Consultant/Multimedia and Instructional Design and Web 2.0
1983 – 1985	Broadcasting (NBC and PBS affiliates) Grand Rapids, Michigan
1982-1983	General Motors Education and Training, Flint, Michigan

Professional Affiliations

Academy of Television Arts and Sciences, Fellow
Broadcast Education Association, Member
Ferris Faculty Association, Member
Linkedin Business and Social Directory, http://www.linkedin.com

Adobe Groups Ann Arbor and Adobe Flash Media Server
Cambridge Who's Who Professional Registry

Academic Courses taught – 2000 – present

FSUS 100		1 credit
TVPR 132	Computer Systems for Video	3 credits
TVPR 243	Video Production	3 credits
TVPR 120	Digital Imaging for Video	3 credits
TVPR 210	Compositing for Video	3 credits
TVPR 290	Study Away	3 credits
TVPR 240	Entertainment, Arts and Production	3 credits
TVPR 320	Computer Animation for Video	3 credits
TVPR 328	Streaming Media Production	3 credits
TVPR 370	Video Graphics	3 credits
TVPR 464	Seminar	3 credits
TVPR 466	Instructional Design	4 credits
TVPR 493	Television Production Internship	18 credits
TVPR 497	Special Studies in TVPR	3 credits
TVPR 499	Advanced Producing and Directing	6 credits
	Internship Placement	4 credits

Professional Assignments and Activities   2009-2010
Awarded Fellow selection on the Academy Television Arts and Sciences Foundation
Faculty Seminar 2009   November 2009
Awarded Faculty Sabbatical   Spring 2010
Enable Interactive Student Learning Through Convergent Digital Technology research
using Web 2.0 tools and prototype http://digiproftdmp.wordpress.com
Awarded Professional Development Grant   Spring2010

Ferris State University Committees
Chairperson, Academic Affairs Awards Committee   Fall 2007
Academic Program Review Council Committee   Fall 2003 - 2005
Writing Intensive Committee   Fall 2003 – present
Faculty Center for Teaching and Learning
Advisory Board   Fall 2002 - present
General Education and Student Learning   Fall 2003 - 2004
Arts and Lectures Committee   Fall 2002 - 2004
Distinguished Teacher Committee   Fall 2005 - 2008

College of Education and Human Services Committees

Curriculum Committee   Fall 2000 - present
Sabbatical Committee   Fall 2001 – 2002
Technology/Library Committee   Fall 2001 - 2002
Promotions/Merit Committee   Fall 2004 – 2005
International Studies   Fall 2010

Professional Development Activities

Conferences Attended

National Association of Broadcasters, Broadcast Education Association, Digital Summit Las Vegas Nevada, April 2010
National Association of Broadcasters, Broadcast Education Association, Las Vegas Nevada, April 2009

Media Communications Association International and InfoComm 05, MCA-I Video Festival, Las Vegas Nevada, June 2005

2004 Lily Conference, Traverse City, September 2004

2003 Lily Conference, San Bernadino, California, Spring of 2003

2002 Assessment Institute, Indianapolis, Indiana, November 2002

Workshops Attended

Streaming Production and Flash Delivery Workshop, Flash Media Server Crash Course, Fashion Institute of Technology, New York City, March 2010

Mogo Media Dreamweaver and Flash Seminar, Chicago, February 2010

Michigan Production Alliance "P.A. Boot Camp", November 2008

WebCT: Preparing for your First Semester, May 27, 2004 – July, 2004

FPW "Negotiation Strategies", Feb. 3rd, 2005

Avid Express DV Editing, Ascend Training, August 2003

After Effects 5.5, Ascend Training, August 2003

Kalamazoo Animation Festival International, Educator's Conference, May 2003

Spring Learning Institute 2003, Teaching That Promotes Learning, March 2003

Continuous Quality Improvement Workshop, Cornesky & Associates, February, 2001

University Service

FerrisState.tv website administration for TDMP and University Advancement and Marketing programming, 2009, 2010.

Dawg Days representative for TDMP from 2000 until present

Television and Digital Media Production Summer High School Camp, June 2009

Service Award Celebration, ten years of service at Ferris State University, January, 2010
Service Award Celebration, five years of service at Ferris State University, January, 2005

Ferris Video Festival, Media Communications Association website, 2005, 2004, 2003

Media Production Focus Group, February 2005

Capital Area Career Center, Capstone Projects, took Digital Imaging students, June 2004

Muskegon Area Intermediate School District, 27th Annual High School Career Fair, April 2004

Marshal for the May 2003 Commencement ceremony

Participant in DAWG DAY presentations, 2003, 2004, 2005

TVP Black Alumni Gathering, Detroit, December 2003

Fourth annual Spaghetti Bridge Competition, March 2003

Great lakes Broadcasting Conference & Expo, took MCA students, February 2003

Presenter

Media Communications Association International, Website Development and the Ferris Video Festival, http://tdmp.ferris.edu/fvf04, April 2004

Alumni Board Awards Banquet and Ceremony, April 2003

Recreation Leadership and Management Program, 25th Anniversary Program, Multimedia Technology and Marketing Your Agency on the WEB, September 2002

Scholarly Activities

Faculty Sabbatical – Enable Interactive Student Learning Through Convergent Digital Technology Research and Prototype, Spring Semester 2010

Selection as a Fellow on the Academy of Television Arts and Sciences Foundation, Faculty Seminar, 2009

Professional Development Grant –Interactive Student Learning, Spring 2010

Ferris Art Festival, Art Works, YouTube and Video as Art, February 2009

Timme Grant Award, Attendance and participation NAB/BEA, April 2010
Timme Grant Award, Attendance and participation NAB/BEA, April 2009

Faculty Writing Institute, Summer 2008

Outcomes Assessment Development, Summer 2008

Academic Senate approval for International course, TVPR 240 Entertainment, Arts and Production with Global Consciousness credit, Fall 2009.

Study Away courses, Study Abroad England and France, Summers, 2010, 2008, 2006

Timme Grant Award, MCA-I Video Festival, March 2005

Ferris Foundation 2003 – 2004 Exceptional Merit Faculty/Staff Award, The Michigan Career Pathways Project Proposal, April 2004 (see DVD)

General Education and Student Learning Committee, Preliminary Report, October 2004

Professional Development Award, Digital Student Portfolios and Outcomes Assessment Proposal, April 2003. Website URL http://tdmp.ferris.edu/portfolios

Michigan Quality Leadership Lighthouse Award, Process Improvement and Self-Assessment Study, College of Education Human Services, Fall 2001.

Academic Program Review 2005 participant, program enhancement, May 2005

Community Service

Benefit Production for Women's Information Service, Inc. (WISE), Student Leadership & Activities fundraiser, February 2004

Service Learning DVD for Women's Information Service, Inc. (WISE), "Sexual Assault Advocacy Volunteer" training, Spring 2006

S.S. Badger, team work and training DVD in cooperation with West Shore Community College, Fall 2007

Spectrum Health, "Planetree Journey", delivery of care philosophy, Service Learning DVD, Spring 2007

Service Learning project, Equity Conference Spring 2007, website development, "Diversity Is", Faculty Center for Learning and Development, FSU, Spring 2008

Service
Interim Department Chair, Television and Digital
Media Production   Fall 2007

Ferris State University Committees

Academic Senator 2007-2008 re-elected 2008-2009	Fall 2008
Chairperson, Academic Affairs Awards Committee	Fall 2007
Academic Affairs Awards Committee	Fall 2005 – 2006
Academic Program Review Council Committee	Fall 2003 - 2005
Writing Intensive Committee	Fall 2003 – present
Faculty Center for Teaching and Learning Advisory Board	Fall 2002 - present
General Education and Student Learning	Fall 2003 – 2004
Arts and Lecture Committee	Fall 2002 – 2004
	Fall 2008
Distinguished Teacher Committee	Fall 2005 – present

College of Education and Human Services Committees, Grants and Groups

Assessment Committee	Fall 2007 - present
Sabbatical Committee	Fall 2006 - 2009
Curriculum Committee	Fall 2000 –2005
Tenure Committee – Matt Wagenheim and Glen Okonowski	Fall 2007 - 2010
Technology/library Committee	Fall 2001 - 2002
Promotions/Merit Committee	Fall 2004 – 2005

Study Abroad Courses – Entertainment, Arts and Production	
London, England	Summer 2005 – 2007
Englland and France	Summer 2010
Grant – TIMME – Center for Faculty and Learning	Spring 2010
	Fall 2008
Grants – Ferris Faculty Development Grant and Ferris Foundation	Fall 2003 – 2007
Professional Development Grant	Spring 2010
Service Award Celebration, ten years of service FSU	Fall 2010
Service Award Celebration, five years of service FSU	Fall 2005
Ferris Video Festival, Media Communications Association	Fall 2003 – 2007
Student Advisor	
Media Production Focus Group	February 2005
Participant Dawg Day Presentations	Fall 2003 – present
CACC, Muskegon ISD, LCC, DCC Career Fairs and Advisory	Fall 2004 – present
Marshal May 2003 Commencement Ceremony	Spring 2003
TVP Black Alumni Gathering, Detroit	December 2003

Glen T. Okonoski ─────────────────────

3275 Riverwoods NE
Rockford, MI 49341
(616) 889-0783

Experience

Ferris State University, Television and Digital Media Production
Big Rapids, Michigan 49307
Assistant Professor, August 2006-Present
Adjunct Instructor, August 2005-May 2006

Classes taught:
TVPR 110 Video Communications, including a WebCT component for Quiz
administration.
TVPR 243 Video Production 1, Lecture and Lab. Use of Canon GL-1 and AVID
Express software for beginning video producers.
TVPR 326 Television Production Writing. Script writing techniques and formats.
TVPR 345 Television Studio Production, Lecture and Lab. Applied studio production
techniques. Students experience duties associated with crew positions in the
control room and studio while producing a variety of half-hour televised
programs.
TVPR 389 Television Operations, Lecture and Lab. Develop student knowledge of
the technical specifications and equipment required to create, transmit and
broadcast a television signal.
TVPR 499 Advanced Producing and Directing. Students apply, develop and refine
the skills necessary to produce entertaining and engaging stories through the
weekly production of two half-hour television shows.
FSUS 100 Introduction to Ferris State University for incoming freshmen into the
Television and Digital Media Production Program.

Grand Rapids Community College, Media Technologies
Grand Rapids, Michigan 49503
Television Production Coordinator, September 2000-August 2006
Produce, shoot and edit programs for the college, the Grand Rapids Public Schools
and local non-profit groups. Major projects include producing and editing the
"Cooking with Angus Campbell" series and co-producing "Time Out with Bert".

Amway Corporation, Video Production Department
Ada, Michigan 49355
Media Specialist, March 1997-August 2000
AVID on-line and off-line edit training and promotional projects; filling various film
and video crew positions including shooting, lighting, gripping, and audio duties for
multiple productions in on-complex, on-location, and studio sites.

Independent Contractor, September 1995-present
Hired by Amway Corporation, Intaglio and other local clients to AVID on-line and
off-line edit, operate camera at sporting events, live switch remote cameras, grip,
assistant produce, and fill other video crew positions.

Professional Skills	Experience as on-line editor on AVID Media Composer Adrenaline HD and Express HD, CMX, Mach, and Sony editing systems.

Operation of Sony ENG and Panasonic High Definition cameras including hand held, tripod, and dolly scenarios.

Experience creating DVDs using Sonic solutions software to author and duplicate programs.

Proficient in Windows and Macintosh based applications including Adobe Photoshop CS3, TypeDeko CG, and AVID including Animatte and 3-D Effects.

AVID certified in 3-D Effects, Graphics, and Paint on Media Composer systems.

Ability to operate digital online editing suite including Phillips Diamond Digital 200 switcher, Dveous effects box, and Profile storage system. |
| **Activities** | Member and former President of the Ferris State University College of Education and Human Services Alumni Board. Member of the University-wide Alumni Board.

Ad-hoc member of KETA (K-12 Educational Television Access), which supervises the operation of Comcast cable channel 27 in the greater Grand Rapids market. August 2004-August 2006

Producer / Editor of the Philo T. Farnsworth Award winning *Cooking with Angus* television series which is broadcast on cable access stations across the state.

Co-producer / Editor of the Telly award winning *Successful Aging* series, also broadcast on cable access stations across the state.

Producer / Editor of the MSPRA (Michigan School Public Relations Association) Award winning program, *Academia de Espanol Dual Immersion Program.*

2003 Alumni of the Year for the College of Education and Human Services. |
| **Education** | Ferris State University
Big Rapids, Michigan 49307
Master of Science in Career and Technical Education, May 2006
Bachelor of Science in Television Production, June 1995 |
| **References** | References and resume reel available upon request |

Resume of

Clayton Rye

11980 183rd Ave.
Big Rapids, MI 49307

Phone: (231) 796-1776
(231) 591-2716
clayton_rye@ferris.edu

Education:

1974-1977	University of Southern California, Los Angeles, CA MFA in Cinema, Production Emphasis. CBS Scholarship Award.
1970-1973	Michigan State University, East Lansing, MI. BA in Advertising.
1966-1968	Macomb Community College, Warren, MI. AA in Business.
1980-1981	Idaho State University, Pocatello, ID. Fourteen (14) Credits in Art.

Experience:

1988-Present — **Tenured Professor**, Ferris State University, Big Rapids, MI.
Teaches a variety of hands-on Film and Television, Writing and Production related classes. Works as freelance Film/Video Producer and Screenwriter.

1985-1988 — **Video Supervisor**. St Joseph Hospital, Phoenix, AZ.
Created a wide variety of programs for patients, staff and general audiences. Supervised operation of closed circuit TV systems for patient education. Coordinated satellite teleconferences and distribution of AV equipment. Trained and supervised staff, interns, and volunteers.

1977-1985 — **Producer/Director**, KISU PBS TV, Idaho State University, Pocatello, ID.
Shot and edited film and videotape. Worked on a variety of studio and remote productions, in sports, public affairs and cultural affairs. Produced magazine segments as well as full-length documentaries. Directed multi-camera as well as single-camera productions. Trained and supervised student interns and college work-study personnel.

1976-1977 — **Freelance Film Technician**, Hollywood, CA.
Worked as a boom operator, editor, camera assistant or grip on documentaries and several feature films.

1975-1977 — **Lead Graduate Assistant**, University of Southern California, Los Angeles, CA.
Taught Animation and Graphics for Cinema Department. Introduced students to 16 mm compound animation stands and an optical printer.

1968-1970 — **Infantry Sergeant**, U. S. Army, Vietnam.
Served as a light weapons infantryman and worked in field radio communications.

Feature Length Scripts by Clayton Rye

F.N.G. Written 1977, Vietnam War Drama. Optioned by Phil Lucas Productions, Inc., Seattle, WA

Abel Cue. Written 1982. Optioned by Phil Lucas Productions, Inc., Seattle, WA.

Eye Teeth. Written for TV in 1990. Romantic Comedy. Winner of Women in Film Chicago Screenwriting Competition.

Drawing Flies. Written 1994 as a F.S.U. Faculty Research Grant project. Vietnam War aftermath drama. Video was produced by Clayton Rye.

Award Winning Work Samples – (Available upon Request)

2004. "**Jim Crow's Museum,**" Grim/Rye Productions, 29 minutes, Digital Video, directed, shot and edited by Rye. Unlinked to all PBS stations nationwide. Currently sold as a DVD by Jim Crow's Museum at Ferris State University. Winner of Best Documentary Award at Flint Film Festival, Audience Choice Award, Stoney Brook Digital Video Festival and Best Documentary, Grand Rapids Arts Festival, Golden Cassette Award, MCA-I, Detroit Chapter.

2001. "**Drawing Flies,**" Rye Productions, 81 minute drama film and tape; written, produced, shot and edited by Rye. Edited during sabbatical leave. Partly funded by Art Serve Michigan. Winner of Broadcast Education Association Award in narrative category.

1992. "**Frontiers.**" Rye Productions. 7 minutes. Produced, shot and edited by Clayton Rye Time-lapse cinematography . 16 mm Music Video with Beta Fleck and the Flecktones. Partially funded by Center for New TV in Chicago and Ferris State University. Winner of Broadcast Education Association Award.

1990. "**Yard Sale. A How To Video.**" Rye Productions. 27 minutes. 16 mm/video. This instructional video is designed for libraries and the home rental market. Distributed by Chip Taylor Communications, Derry, NH. Currently selling in small numbers nationwide.

1989. "**Taking Care of Business.**" Yates Dial-A-Ride, 14 minutes. Video. Educational/Public Relations piece promoting local transportation. Won two awards from Michigan Transportation Association. Best Audio Visual program and Best of Festival.

1987. "**My Child is Alive. What Now?**" St Joseph Hospital. 15 minutes. Video. Educational/Public Relations piece for Barrows Neurological Institute. Co-produced, shot and edited by Clayton Rye. 1st place Cooper Quill Award from Arizona Public Relations Association. Award of Excellence from Phoenix Chapter ITVA. 3rd place EMMY Award, Arizona State Health Department.

1983. "**Ten Vietnam Vets.**" KISU-TV. 1 hour Documentary. Video. Shot, edited, produced and directed by Clayton Rye. 1st place at the Northwest Film Studies Center Festival. Special Jury Award, San Francisco International Film Festival. Honorable Mention, American Film Festival, New York. Honorable Mention, Corporation for Public Broadcasting Local Program Awards. Idaho State Broadcasters Association Award for Best Public Affairs Program. Selected for the Texas Tech. University and the LaSalle University Vietnam Archives.

1982. "**Mustachioed Daffodils.**" KISU-TV and Idaho Falls School District. ½ hour Documentary/Promotional piece designed to define the District's talented and gifted programs. Shot, directed and edited by Clayton Rye. 30-second PSA– Talented and Gifted, won Silver Rocky Award for the Idaho Advertising Federation.

1980. "**That Awesome Space.**" KBGL-TV. ½ hour Documentary. 16 mm/Video. Shot and edited by Clayton Rye. Aired on many PBS stations. Nominated for two Rocky Mountain Emmy Awards. Best Documentary and Best Photography.

1979. "**Hurt on the Job.**" KBGL-TV. ½ hour Documentary about industrial accident victims. 16 mm/Video Produced entirely by Clayton Rye and funded by a grant from Western States Arts Foundation for video or film artists. The program aired nationally and was chosen to screen at INPUT 80, the International Public Television Conference.

1978. "**The Vanishing Flock.**" KBGL-TV. ½ hour Documentary. 16mm/Video. Shot and edited by Clayton Rye. Received a Rocky Mountain Emmy Nomination and an Idaho State Broadcasters Association Award for "Best Documentary."

1976. **"Boom."** USC Cinema. 1-1/4 minutes. Animated Vietnam Cartoon.
.   Filmed entirely by Clayton Rye. Distributed internationally with "The Best of the USC Student Films." 2nd Place, East Lansing
          Film Festival, Selected for the Texas Tech. University and the LaSalle University Vietnam Archives. Currently distributed by
          Atomfilms.com.

1975. **"F.N.G."** USC Cinema. 14 minutes. Vietnam War Drama. 16mm.
          Written and directed by Clayton Rye. Finalist in the Academy of Motion Picture Arts and Sciences. Student Film Awards.
          Winner of the Expose Yourself Festival, Washington, D.C. Also one of "The Best of the USC Student Films. Selected for the
          Texas Tech. University and the LaSalle University Vietnam Archives. Chosen to screen at the Waterfront Film Festival . Also
          featured on Atomfilms.com with 100 best USC student films. Rye was the only filmmaker with two films selected for the
          website.

2006. **"Vietnam Trilogy."** Rye Productions. 1-1/2 hours. DVD. Various Vietnam Related Projects from above have
          been produced as a DVD by FSU-TDMP students. This is being used by the Veterans Administration for psychological
          counseling of combat veterans of three wars.

Current Vitae for Fred Wyman

Fall 2009

Home   5942 S. La Casa CT SE
        Kentwood, MI 49508
        (616) 827-2163 home

Office   Ferris State University
          Television and Digital Media Production
          1349 Cramer Circle
          BIS 303
          Big Rapids, MI 49307
          (231) 591-2714 work

FredWyman@ferris.edu

Personal

Citizenship - United States of America

Married with three children. Excellent Health. Hobbies include bicycle riding, walking, gardening, reading, and carpentry.

Military Experience

U.S. Army Corp of Engineers, Specialist 5.
Active Duty - June 1968 until June 1970.
Inactive Reserves - June 1970 until June 1974.
Certificate of Recognition for service during the Cold War in promoting peace and stability for the Nation.
Honorable Discharge.

Education

MA, in Mass Communications with an emphasis in Television, Emerson College, Boston, Massachusetts
Third Class Radio Telephone Operator Permit, Federal Communications Commission, Kansas City, MO
BS, Geography; Art minor, Worcester State College, Worcester, Massachusetts
AA, Liberal Arts, Quinsigamond Community College, Worcester, Massachusetts

Academic and Professional Statement

All of the world's people are inextricably tied together as a single species on a planet whose life sustaining qualities are being threatened on the one hand by runaway technology and on the other hand by 4th century thinking.

I believe that communication technology holds the potential to ameliorate those extremes and to be a source of great good for the people of the world. Boundaries of nation, language, and religion become more porous through the camera lens. The rapid transition to digital distribution of images and sound through cable, broadcast, satellite, cellular means, and the Internet is empowering those in society who do not have a voice. Despite the concentration of ownership of various media entities and the convergence of technologies the free flow of ideas has not been stifled. Production technology is becoming more universally available at prices within the reach of the average citizen. Distribution of locally produced

media is becoming available through the Internet or disc based media like DVD as well as the older technologies of cable and broadcast. Soon, video production and distribution tools will be as ubiquitous as is the telephone.

I am committed to facilitating student learning in the creative and technical communication skills necessary for their success and for our society to thrive.

Employment in Education

Graphic Designer, Worcester State College, 1974
Production Director, Worcester Consortium for Higher Education, 1974 – 1975
Production Director, Worcester Community Television Council (WCTC), 1975 – 1976
Video Coordinator, Southeast Missouri State University, 1976 – 1983
Instructor of Mass Communications, Southeast Missouri State University, 1984 - 1988
Assistant Professor of Television Production, Ferris State University, 1988 – 1997
Associate Professor of Television Production, Ferris State University, 1997 – 2002
Professor of Television Production, Ferris State University, 2002 – present
Television Production Program Coordinator, Ferris State University, July 1992 – August 2001
Television and Digital Media Production Program Coordinator, Ferris State University,
        August 2001 – August 2005
Television and Digital Media Production Program Chair, Ferris State University,
        August 2005 – present

Courses Taught from among those currently offered at Ferris State University

FSUS 100 Freshman Seminar
TVPR 110 Introduction to Video Communication (developed and taught)
TVPR 243 Video Production
TVPR 318 Television and Digital Media Practicum (developed and taught)
TVPR 345 TV Studio Production
TVPR 389 TV Operations (developed and taught)
TVPR 420 DVD Production (developed and taught)
TVPR 493 Television Production Internship
TVPR 499 Advanced Producing and Directing (revised and taught)

Appendix B Sample Syllabi

INTRODUCTION TO VIDEO COMMUNCATIONS
Spring 2010
TVPR 110 – 001
3:00-4:15 pm Mondays and Wednesdays

Instructor: Debbie Carley   Phone: x 2712, home: 832-3022 (until 9:30pm)
                 Bishop 303A   Office Hrs: Wednesdays 2-3pm
                                             carleyd@ferris.edu

Course description and objectives: Introduction to Video Communications is a three-credit course designed to familiarize the student with a history and overview of electronic media broadcast, cable, film and other methods of distribution.

Learning Objectives:
Students will study and demonstrate through their performance on quizzes, tests, and papers, and group work their knowledge of:
1. The telecommunications industry including broadcast (radio and television both commercial and non-commercial), corporate, cable, and the internet
2. Audience conceptualization, advertising, and programming techniques.
3. Regulatory and legal framework, ethics, media trends, and effects.

Required Text: Telecommunications – An Introduction to Electronic Media, 10th Edition, by Lynn Schafer Gross. Students are expected to read each chapter in its entirety in order to do well in the class. **Textbooks must be brought to each class.**

Academic Honesty:
Honesty is of utmost value in learning. Cheating and plagiarism of any kind will not be tolerated. Students are expected to adhere to FSU policy in accordance to the FSU Student Handbook: http://www.ferris.edu/admissions/registrar/schdbook/page16.htm. If dishonesty is encountered the student will receive zero points for that assignment. If dishonesty is encountered again, the student will automatically fail the class.

Notes on Grading: You will be graded on several factors: class attendance, quizzes, group participation, projects, papers and presentations, midterm, and a final exam. There will be no make-up quizzes or make-up exams during the course of the semester, however there will be one **substitute quiz** available towards the end of the semester. Students will be able to replace their grade received on the substitute quiz with that of their lowest graded quiz. All quizzes except for the substitute quiz will be available on-line only. Additional instructions regarding the days and time available for the on-line quizzes will be further specified during the first week of class.

Group work: Each student will be assigned to a group for the entire semester. The group will be given a particular topic each week and work together during class time to write and report their findings to the entire class.

Attendance: Attendance is required. Points can be earned by attending class. Students can receive 100 points plus 10 extra credits for perfect attendance. Over 4 absences is considered excessive resulting in students receiving an excessive absence warning that will be sent to the Dean's office. **Over six absences will result in a zero for attendance.**

Schedule of due dates, quizzes, exam, projects, readings.

Week 1 January 11, 13	Readings:	Chapter 1 – Significance of Media Chapter 5- Radio

MONDAY JANUARY 18TH – NO CLASSES in honor of MARTIN LUTHER KING

Week 2 Wednesday, Jan 20th	Readings: **Quiz 1**	Chapter 5 - Radio (chap 1,5)
Week 3 January 25,27	Readings:	Chapter 3 - Early TV Chapter 3 - Early TV
Week 4 February 1, 3	Readings: **Quiz 2**	Chapter 4 – Modern TV Chapter 4 – Modern TV (chap 3,4)
Week 5 February 8,10	Readings:	Chapter 6– Movies Chapter 6 – Movies
Week 6 February 15,17	Research: **Quiz 3**	Chapter 2 - Internet Chapter 2 - Internet (Chapter 6)
Week 7 February 22, 24	 Readings:	**Internet Project Group Presentations** Chapter 8 – Programming
Week 8 March 1 March 3	Readings: **Midterm**	Chapter 8 – Programming (chap. 1-6)

SPRING RECESS – NO CLASSES MARCH 8-12

Week 9 March 15, 17	Readings:	Chapter 9 - Advertising Chapter 9 - Advertising **Due: Term Paper Proposals**
Week 10 March 22, 24	Readings: **Quiz 4**	Chapter 10 - Sales - Audience Feedback Chapter 10 - Sales - Audience Feedback (Chapters 8-10)
Week 11 March 29, 31	Readings:	Chapter 11 – Laws & Regs Chapter 11 – Laws & Regs
Week 12 April 5, 7	Readings:	**Laws & Regs Pro/Con Group Debate** Chapter 12 – Ethics
Week 13 April 12, 14	Readings	Chapter 12 - Ethics Chapter 14 –International Media
Week 14 April 19, 21	Readings: **Quiz 5**	Chapter 14 – International Media Review **(Chapters 11,12, 14)**
Week 15 April 26, 28 **Term Paper Due**	Careers in Electronic Media **Monday, April 26,**	
Finals Week – Note:	**FINAL EXAM – Tuesday, May 4th, 2pm-3:40pm** changes in the syllabus schedule may be necessary	

Point Breakdown:

Attendance	**100 points**

(3+ points earned for each class with a bonus point of 10 points for perfect attendance. Points will be deducted for lateness.)

Quizzes (25 points each)	125 points
Internet Group & Writing Project presentation)	75 points (25 individual paper, 50 group
Midterm	50 points
Questions of the week	50 points (10 questions)
Term Paper	50 points
Final Exam	50 points
TOTAL:	**500points**

Grading: Grades will be assigned, based on the number of points earned as follows:

Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% or below

Mid term grades will be calculated based on the percentage of possible points earned at that time.

TVPR - 132– Computer Systems for Video
Ferris State University – Television and Digital Media
Fall 2008, (3 credits)
Syllabus

Instructor: Connie L. Morcom
Office (room number/building):   BIS 312
Office Phone: 231-591-2772
Office Hours: Mon. and Wed. 2 – 4pm
E-Mail: morcomc@ferris.edu

COURSE DESCRIPTION:

In this course will capture artists, designers and specialists in exploring digital media. As a survey course in computers and systems for digital video, new media and historical perspectives from the past to the future in digital technology will be demonstrated and discussed. A comprehensive overview of the Windows Operating system and Microsoft Office. Key concepts and techniques will be covered in using a digital camera, and the Adobe Creative Suite 3 Premium Production Suite will be used to demonstrate underlying concepts of digital media. A comprehensive explanation of the visual arts and how digital media, art and computer technology will provide the student with a broad understanding of digital tools and techniques.

COURSE OUTCOMES:

As a result of their successful completion of TVPR 132, learners will:

- Identify concepts in the world of Art related to digital media and technology.
- Determine historic events and the development of computers, art, digital media tools, technology and the internet.
- Apply functions of hardware, operating systems, software, data management and digital data storage.
- Design a digital presentation including a treatment, storyboard and digital media.
- Apply video transcoding, encoding and digital media formats in projects.
- Demonstrate operation and features of a digital camera and aesthetics.
- Determine and apply techniques of digital image editing and digital file formats and compression schemes.
- Design a website portfolio project demonstrating coding with html, image creation, media and interface design.

REQUIRED COURSE MATERIALS:
1. Textbook(s):   Digital Media An Introduction
2. Other Materials: A 3 ring notebook
3. Lab Manuals   On-line tutorials http://www.microsoft.com and http://www.adobe.com

HTML and http://htmlgoodies.com

4. Media 1 Mini DV, 2 DVD+RW's . One DVD will be kept by the Professor throughout the course. You will need to back-up your work at all times. A portable hard Disk is required for digital data back-up or projects. The Campus Bookstore will have a Lacie 250GB Firewire drive for $159.00. First week of classes it can be billed to FSU account. http://incompetech.com/m/c/royalty-free/index.html?genre=Jazz

COURSE SCHEDULE:

TVPR 132 -211 Mon.- Wed. 12:00– 1:50 PM
      BIS 223

Course Expectations:

In this course, students will create and explore computer and digital media applications in a learner centered laboratory. This is a production course where you as a student are responsible for using electronic equipment and digital media software to create digital media projects through computer systems and video technology. The following policies are designed to ensure that the workplace, (our classroom/lab) flows as smoothly as possible, and that all students have the opportunity to succeed.

PERFORMANCE CRITERIA:

- Academic scores will result from an assessment of exams, quizzes and writing assignments.

- Performance exercises and projects will demonstrate the acquisition of skills and competencies in meeting course objectives.

- Class participation is essential. It is your responsibility to come to class prepared for assignments and exercises. You must bring appropriate materials and equipment to class when needed to complete projects. Be prepared and make contributions to class discussions.

POINT ASSIGNMENT:

The following is a list of the major assignments that we will have during the semester. The list of assignments, or the point values of any assignment, can change at any time and is only meant as a guide. You will be notified in class of any changes that are made.

Exams and Quizzes	250 points
Paper - research	100 points
Projects, performance exercises	500 points
Class participation and attendance	150 points

GRADING: ASSESSMENT:

This is a graded course. Grades in this class will be based on
attendance, papers, exams, exercises, performance and projects.
The number of points earned will be divided by the total number of
points possible.

950	-	1000	A
900	-	940	A-
870	-	890	B+
830	-	860	B
800	-	820	B-
770	-	790	C+
730	-	760	C
700	-	720	C-
670	-	690	D+
630	-	660	D
600	-	620	D-
590	OR Less		F

SPECIAL NEEDS:
It is the responsibility of the student to notify me concerning any special learning needs.
If student has documentation of disability, please give a copy to the instructor. As an
educator, it is my goal to create a learning environment where all students succeed.

ATTENDANCE:

Class attendance is highly valued in this course and will be graded using the scale below.
These points will equal one test score. This attendance test score will be averaged with
the other tests, quizzes, projects and homework in this course in reaching a final grade.
Exceptions and make-up packets must be negotiated with instructor.

100% attendance	=100 points
1 absence	= 95 points
2 absences	= 90 points
3 absences	= 85 points
4 absences	= 75 points
5 absences	= 0 points

Attendance will be taken by the instructor at the beginning of class and is also recorded
by the student signing the attendance sheet every class period. Not signing the

attendance sheet could result in an absence. Students may only sign the attendance sheet for themselves. Signing for another student is not permitted. Excessive absences (6 or more) will result in a loss of attendance points.

TARDINESS:

When students are late it is very disruptive to everyone. There is a 5-minute grace period. Exceptions for tardiness must negotiated with the instructor. There is a 5 point deduction from your overall grade for each tardy.

DUE DATES/ASSIGNMENT QUALITY

All assignments will have a clear due date. They are due at the beginning of the class period, unless otherwise stated. All assignments must be saved in an appropriate folder on a zip. All written work must be typed using a word processor and printed on plain white paper. Only assignments for this course may be printed on the laser printer in the lab.

LATE ASSIGNMENTS

If assignments are late, the grade on the assignment will decrease by 50% of the total points possible on that assignment. If you are absent on the day an assignment is due, you must discuss immediately with instructor or it is considered late. Any assignment with an unexcused absence submitted more than a week late will not be accepted.

CLASSROOM AND LAB POLICIES:

Food and beverages are not allowed in the lab. All cell phones, pagers, etc. must be either turned off or in vibrate mode. It is not appropriate to answer a call during class.

After attendance is taken it is inappropriate to check your e-mail in class. Checking your email and surfing the net for anything except sites appropriate for assigned projects during class could result in a loss of class participation points. **Example: A student checking email could lost class participation points.**

Leaving class early or sleeping in class could result in a loss of class participation points.

Student will need to checkout equipment from Media Supply in the IRC building in accordance to their rules and regulations. Only appropriate equipment designated for this course may be checked out for projects and Media Supply policies must be adhered to.

Classroom behavioral expectations and the policies established by Ferris State University, Academic Affairs, Classroom Rights and Responsibilities are applicable.

Failure to comply will result in a reduction of your class participation points.

ACADEMIC DISHONESTY AND ORIGINAL WORK

All work turned in must be authentic. It must be your original work. There is a huge difference between collaboratively working with someone and doing your own work. This is a performance-based course with many hands-on production assignments that will demonstrate outcomes of your skills and performance-based assessments of your work.

OPTIONAL WORK:

Video production outside of class may be necessary to complete projects. Additional computer production work may also need to be scheduled outside of class. You will have access to BIS 223 with a lab assistant at scheduled times. See the lab schedule for hours.

All equipment checked or used must be the equipment assigned for a specific course and only for assignments in that course. No personal projects or freelance work is to be done with TDMP equipment.

ADDITIONAL COMMENTS:

Full class participation, respectful demeanor, and the ability to work in a group setting are important. Any attitude or disruptive behavioral problems will result in a loss of class participation points and possible removal from the class.

NOTE: Should circumstances dictate, the instructor reserves the right to modify, at any time, any aspect of this syllabus, course, calendar, or total points. Written notification will be made to students in the advent of a deviation from the original instructional plan.

TVPR 243 Video Production 1
Spring 2010 – Tuesdays, Thursdays 9:00-10:50am
Bishop Hall 321, IRC 156

Instructor: Glen Okonoski
Phone: 231.591.2709 (Office – Bishop Hall 309)
        616.889.0783 (Cell, until 10:00 p.m.)
Email: okon2@ferris.edu
Office Hours: Monday: 4:15-6:15pm, Tuesday: 3:30-5:30pm, or by appointment as needed

COURSE DESCRIPTION:

Video Production introduces you to (1) the set-up and operation of camcorders (Sony Z1U), camera techniques, basic composition, terminology, shot lists; (2) producing and directing single camera remotes, production planning and organization; (3) basic lighting techniques; (4) field audio, voice-overs, and sound-on-tape (natural sound); (5) video editing equipment and concepts (Avid).

LEARNING OUTCOMES:

Upon successful completion of this course you should be able to:

1. Plan, produce, light, shoot, direct, edit and evaluate basic video productions (*Projects 3, 4, peer evaluations, exams*).
2. Demonstrate proper handling of a portable digital video camcorder (*Projects 1, 2, 3, 4, exams*).
3. Set up and operate camera equipment including white balance, tripod (leveling fluid head) and selection of camera positions (*Lighting project, Projects 1, 2, 3, 4*).
4. Demonstrate the use of the lens: focal lengths, f/stop, shutter speed and the effects of depth of field. (*Projects 1, 2, 3, 4, exams*)
5. Identify proper composition and utilize composition in communicating a message or telling a story. (*Projects 2, 3, 4, peer evaluations, exams*)
6. Identify and utilize proper sequencing of shots in shooting and editing sessions. (*Projects 2, 3, 4, peer evaluations*)
7. Manipulate lighting and camera controls to produce aesthetics and create mood in video images. (*Lighting project, Projects 2, 3, 4, exams*)
8. Identify and describe various formats of both analog and digital video. (*Exams*)
9. Demonstrate the editing concepts of B-roll, cutaways, cut-ins, match action and montage. (*Projects 2, 3, 4, exams*)
10. Demonstrate and utilize video editing on Avid software. (*Projects 2, 3, 4*)
11. Determine microphone selection. (*Projects 3, 4, exams*)
12. Demonstrate proficiency by completing video projects and by recalling information and solving problems on exams. (*All class projects and exams*)

REQUIRED TEXT:

Video Field Production and Editing (7th Edition) by Ronald J. Compesi
The textbook in this class will play an integral role in our class discussions and in the development of exams. **You are expected to read the text as outlined in the course schedule**.

Materials:

Mini-DV tapes (***MUST BE PURCHASED FROM MEDIA SUPPLY***)

Lab Work:
You will be required to checkout equipment through Media Supply in accordance to their rules and regulations and the production schedule of the class. Only designated equipment for this course shall be used for assigned projects. **All projects must be edited with Avid software.**

GRADING:
Performance exercises, projects, and your performance on exams will demonstrate the acquisition of skills and competencies in meeting course objectives. Class participation is essential. It is your responsibility to come to class prepared for assignments and exercises. You must bring appropriate materials and equipment to class when needed to complete projects. Be prepared and make contributions to class discussions.

Attendance:
Class attendance is highly valued in this course and will be graded using the scale below:

100% attendance	=	100 points
1 absence	=	95 points
2 absences	=	90 points
3 absences	=	85 points
4 absences	=	80 points
5 absences	=	75 points
6 or more	=	0 points

Point Breakdown:

Quizzes (2, 50 points each)	100 points
Lighting Project	50 points
Project 1	50 points
Project 2	100 points
Project 3	100 points
Project 4	150 points
Peer Evaluations (projects 2, 3, 4)	30 points (10 points each)
Guest speaker reaction	20 points
Mid-term Exam	100 points
Final Exam	100 points
Attendance	100 points
	900 points

DUE DATES/ASSIGNMENT QUALITY
All assignments will have a **clear due date** and clear criteria for successful completion. They are **due at the beginning of the class** period, unless otherwise stated. You should **be sure your project meets all the objectives** of the assignment. All **projects must be turned in on Mini-DV tape**, noting the Avid system that was used. **Late projects will receive a maximum of half credit.**

TVPR 243 VIDEO PRODUCTION 1 COURSE SCHEDULE

DATE	TUESDAY	THURSDAY
1/12 & 1/14	Intro to Course & Chapter 1	Chapter 3, Tour Media Supply
1/19 & 1/21	Chapter 4	Camera Set-up
1/26 & 1/28	Chapter 6, Project 1 Assigned	Composition Video
2/02 & 2/04	Chapter 7 **Quiz Chapters 1, 3, 4, 6**	Lighting Equipment & Video
2/09 & 2/11	Chapter 2 **Project 1 Due**	Lighting Project
2/16 & 2/18	Chapter 8	Audio Equipment **Quiz Chapters 2, 7, 8**
2/23 & 2/25	Chapter 9, 10 **Lighting Project Due**	Editing Lab Project 2 Assigned
3/02 & 3/04	Chapter 12,	**MID TERM EXAM**
Week of 3/08	**SPRING BREAK**	
3/16 & 3/18	Chapter 11 Project 3 Assigned	Editing Lab
3/23 & 3/25	**Project 2 Due/Peer Eval.**	Guest Speaker
3/30 & 4/01	Chapters 13, 14 Project 4 Assigned **Speaker assignment Due**	**Easter Break**
4/06 & 4/08	AVID Titling tool	**Project 3 Due / Peer Eval.**
4/13 & 4/15	Chapter 5	Production Analysis
4/20 & 4/22	Open Edit Lab	**Project 4 Rough Edit Viewing**
4/27 & 4/29	**Project 4 Due / Peer Eval.**	Manage Media on Avid Systems Review for Final Exam
5/04	**8:00-9:40am**	***FINAL EXAM***

CHANGES IN SYLLABUS AND SCHEDULE MAY BE NECESSARY

CLASSROOM AND LAB POLICIES:

Food and beverages are not allowed in the lab. All cell phones, pagers, etc. must be either turned off or in vibrate mode. It is not appropriate to answer a call during class.

Leaving class early or sleeping in class could result in a loss of attendance points.

You will need to checkout equipment and reserve editing stations through Media Supply. Media Supply policies must be adhered to.

ACADEMIC DISHONESTY AND ORIGINAL WORK
All work turned in must be authentic. It must be your original work. There is a big difference between collaboratively working with someone and doing your own work. This is a performance-based course with many hands-on production assignments. Your work should demonstrate the progress you are making towards meeting the outcomes of the class.

Grades will be assigned based on the number of points earned as follows:

Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% or below

Mid term grades will be calculated based on the percentage of possible points earned at that time.

TVPR 326 TELEVISION PRODUCTION WRITING
COURSE DESCRIPTION//FALL 2009

Instructor: Clayton Rye   **Office Hours:**
                  Bishop Hall   Mon & Wed 11-1:00
                  Ext/2716, Home 796-1776   also will schedule
                  clayton_rye@ferris.edu   time as needed

DESCRIPTION:

TVPR 326 is a three-credit course designed to familiarize the student with a variety of writing styles and formats common to both commercial (broadcast) and non-commercial (non-broadcast) mediums. The student will upon completion of this class demonstrate an understanding of the use of documentaries, dramatizations, public affairs (public service) programming, news-style presentations, and educational/training (informational/instructional) productions in a manner consistent with media standards. Students will also be able to evaluate the strengths and weakness of such productions.

Required text: NONE

NOTES ON GRADING:

ALL WRITING ASSIGNMENTS MUST BE WORDPROCESSED (except for work entirely completed during the class period).

There are penalties for spelling and grammar mistakes; you must write and proofread carefully. In order to communicate effectively, you must communicate clearly. If a student has a history of difficulty with basic writing skills, she/he should establish a regular schedule at the Writing Center. Plagiarism will not be tolerated and may result in an F for the course and disciplinary action as determined by the policies of Ferris State University.

PSA/Commercial/Review/Conceptual	20%	(5%x4)
Mid Term	10%	
Drama/Instructional	20%	(10%+10%)
Attendance and Participation	10%	
Final Project	30%	
Final Exam	10%	
	100%	

NOTE: Sleeping in class will result in the student being considered absent! Please turn off cell phones.

CHANGES IN THE SYLLABUS AND SCHEDULE MAY BE NECESSARY

SUMMARY OF WRITNING ASSIGNMENTS FOR TVPR 326 TELEVISION
PRODUCTION WRITING:

- **Assignment #1-Public Service Announcement**
  Write a creative split page script for 30 seconds or 1 minute. TV spot as
  discussed in class. 5% of grade

- **Assignment #2-TV Commercial**
  Write a creative split page or other format script for 30 seconds or 1 minute. TV
  spot as discussed in class. 5% of grade

- **Assignment #3-Commentary or Opinion Piece**
  Write a one page (minimum) narration only script or an opinion piece as
  discussed in class. 5% of grade.

- **Assignment #4- Conceptual Outline for a Reality Based Show**
  Write a one page (minimum) creative proposal for a TV program or series idea, as
  presented in class. 5% of grade

- **Assignment #5- Informational/Instructional Script**
  Research and write a five page (minimum) script for an informational or
  instructional subject as discussed in class. 10% of grade

- **Assignment #6- Drama Script**
  Write a five page (minimum) original script in screenplay format with dialogue
  and screen descriptions included. 10% of grade

- **Assignment #7- Final Scriptwriting Project**
  Produce a ten page (minimum) creative script of your choice. Use an appropriate
  format as learned in class. 20% of grade

  Most written assignments will also be presented in class by the writer during
  critique sessions.

TVPR 326/ COURSE SCHEDULE

WEEK	DATE	ASSIGNMENT
1	9/1 & 9/3	Intro to Scriptwriting Discuss PSAs & Commercials
2	9/8 & 9/10	PSA or Commercial **due** More about Advertising
3	9/15 & 9/17	Considering Creativity Commercial or PSA **due**
4	9/22 & 9/24	Editorials and News An idea is **due** for your final script
5	9/29 & 10/1	Creativity Exercise Commentary or Opinion Piece **due**
6	10/6 & 10/8	Interviewing & Writing Documentaries
7	10/13 & 10/15	Interview Exercise Pitch your final project idea
8	10/20 & 10/22	Review & Reality Shows **MIDTERM EXAM**
9	10/27& 10/28	Educational & Corporate Writing In class documentary exercise
10	11/3 & 11/5	Children's Programming Pitch your reality show- Conceptual **due**

11	11/10 & 11/12	Types of Drama Informational /Instructional **due**
12	11/17 & 11/19	Nature of Drama Plot & Theme
13	11/24	Drama-Character, Dialogue, Narration Drama Script **due** 11/24, no class on 11/26
14	12/1 & 12/3	Writing Comedy Material Expanding Your Creativity
15	12/8 & 12/10	**FINAL PROJECT DUE** Selling to The Industry
16	12/14 - 12/17	**FINAL EXAM WEEK**

MORE ON GRADING:
Grades in this class will be based on attendance, papers, exams, scripts and other projects.
95 - 100 A
90 - 94 A-
87 - 89 B+
83 - 86 B
80 - 82 B-
77 - 79 C+
73 - 76 C
70 - 72 C-
67 - 69 D+
63 - 66 D
60 - 62 D-
59 OR Less F
SPECIAL NEEDS
It is the responsibility of the student to notify the instructor concerning any special learning needs. If student has documentation of disability, provide a copy to the instructor. Our learning environment is designed so all students succeed, but it is best to make any concern known so it can be properly addressed.
CHANGES AND ADDITIONS TO THIS SYLLABUS AND SCHEDULE MAY BE NECESSARY

Instructor: Clayton Rye
BISHOP- Office #314
Ext: 2716   Home: 796-1776
clayton_rye@ferris.edu

Office Hours: Mon. & Wed. 11:00-1:00
also willing to schedule
times as needed

DESCRIPTION:

Video Production II provides the student with additional experience producing videos. In addition to in-class/lab assignments and other exercises, each student will complete a fully developed production. From concept to completion, each student will; research, write, plan, produce, direct, shoot and edit a high quality, original, five-minute (approximate length) video. Emphasis will be on lighting, shot composition and nonlinear editing techniques, but using the video media as a tool to communicate a meaningful message is the ultimate goal of the course.

REQUIRED TEXT: *Digital MovieMaking,* by Lynne S. Gross and Larry W. Ward. **Any Edition.**

GRADING:

Final Video Production	40%	
Other Assignments	30%	(Exper.10%+Tech.10%+Script 10%)
Midterm Exam	10%	
Final Exam	10%	
Attendance and Participation	10%	
	100%	

Late projects will be accepted up to one week late but will be marked down one full grade. Anyone who gets an "F" on the final project will fail the course. Grades may be lowered if equipment is abused or if Media Supply rules are not adhered to. You are financially responsible for the loss or damage of any FSU equipment that you misuse. **FSU EQUIPMENT IS FOR CLASS ASSIGNMENTS ONLY.**

NOTE: Sleeping in class will not be tolerated. Please turn off your cell phones.

TVPR 343/VIDEO PRODUCTION II -COURSE SCHEDULE

WEEK	DATE	ASSIGNEMNT
1	8/31 & 9/2	Intro to Video II - Consider Final Project and Political Engagement
2	9/9	Read Chapter 1 No classes on (9/7) Labor Day
3	9/14 & 9/16	Read Chapter 2 LAB –Lighting (light kits)
4	9/21 & 9/23	Read Chapter 3 -Techniques Assigned LAB – Idea for Final Project Due
5	9/28 & 9/30	Read Chapter 4 LAB – Editing
6	10/5 & 10/7	Read Chapter 5 LAB – Scripts Due
7	10/12 & 10/14	Read Chapter 6 LAB – Techniques Assignment Due
8	10/19 & 10/21	Read Chapter 7 **MIDTERM EXAM**
9	10/26 & 10/28	Read Chapter 8 LAB – Lighting
10	11/2 & 11/4	Read Chapter 9 LAB – Editing (early rough cuts)
11	11/9 & 11/10	Read Chapter 10 LAB – Editing – Experiments Due

12	11/16 & 11/18	Read Chapter 11 LAB – Rough Cut Due
13	11/23 & 11/25	Read Chapter 12 Critique Rough Cuts
14	11/30 & 12/2	Read Chapter 13 LAB – More Rough Cuts
15	12/7 & 12/9	**FINAL PROJECT DUE** Read Chapters 14 & 15
16	12/14 - 12/18	**FINAL EXAM WEEK**

MORE ON GRADING:

Grades in this class will be based on attendance, video projects, exams, scripts and other projects.

95 - 100 A
90 - 94 A-
87 - 89 B+
83 - 86 B
80 - 82 B-
77 - 79 C+
73 - 76 C
70 - 72 C-
67 - 69 D+
63 - 66 D
60 - 62 D-
59 OR less F

SPECIAL NEEDS

It is the responsibility of the student to notify the instructor concerning any special learning needs. If student has documentation of disability, provide a copy to the instructor. Our learning environment is designed so all students succeed, but it is best to make any concern known so it can be properly addressed.

CHANGES AND ADDITIONS TO THIS SYLLABUS AND SCHEDULE MAY BE NECESSARY

Instructor: Glen Okonoski
Phone: 231.591.2709 (Office – Bishop Hall 309)
        616.889.0783 (Cell, until 10:00 p.m.)
Email: okon2@ferris.edu
Office Hours: Monday: 4:15-6:15pm,
                Tuesday: 3:30-5:30pm, or by Appointment as needed

COURSE DESCRIPTION:
TV Studio Production introduces you to basic studio production techniques including lighting, audio, studio camera operation, floor managing, video switcher operation and directing. You will participate weekly in the creation of studio-based productions which will demonstrate your understanding of each component of a studio production.

LEARNING OUTCOMES:
Upon successful completion of this course you should be able to:
1. Set-up and operate a video camera in studio configuration including zoom and focus using studio controls, tilt and pan, and dolly and truck using a pedestal.
2. Demonstrate the proper operation of audio gear including lavaliere microphone placement and managing multiple sources on an audio board.
3. Operate video cassette machines including playback and record, and selecting proper input source.
4. Create graphics, titles and name keys using the character generator.
5. Demonstrate aesthetically pleasing lighting of subjects and sets using various lighting instruments, a lighting grid, and various grip equipment.
6. Operate a video switcher including proper source selection and use of effects (wipe, dissolve, cut, etc.)
7. Produce a basic video production including planning meetings with host/guests, and development of various support material to ensure an engaging final product.
8. Direct a multi-camera production creating a visually appealing show for your audience.
9. Design a set that allows for various camera angles and depth for the viewing audience.
10. Identify and discuss the characteristics of various studio productions.
11. Operate under deadlines and pressure in a collaborative manner with fellow crew members.
12. Demonstrate proficiency by attending all labs and by recalling information and solving problems on exams.
13. Understand the responsibilities and skills required of each crew position.

REQUIRED TEXT:
Television Production Handbook (10th Edition) by Herbert Zettl
The textbook in this class will play an integral role in our class discussions and in the development of exams. **You are expected to read the text as outlined in the course schedule.**

Materials:
Mini-DV tapes (***MUST BE PURCHASED FROM MEDIA SUPPLY***)

Lab Work:
You may be required to checkout equipment through Media Supply or access the studio outside of class time. This is a responsibility given to students in this program that reflects your potential experiences in future work places. You are expected to demonstrate proper care and respect for this equipment, the studio, and control room. Only designated equipment for this course shall be used for assigned projects.

Grading:
Performance exercises, studio projects, and your performance on exams will demonstrate the acquisition of skills and competencies in meeting course objectives. Class participation is essential. It is your responsibility to come to class and labs prepared for assignments and exercises. You must bring appropriate materials and equipment to class when needed to complete projects. Be prepared and make contributions to class discussions.

Attendance:
Your attendance of lectures is highly valued and will be graded using the scale below:

100% attendance	= 100 points
1 absence	= 95 points
2 absences	= 90 points
3 absences	= 85 points
4 absences	= 80 points
5 absences	= 75 points
6 or more	= 0 points

Much of the work on projects in this course will occur during our scheduled lab times. Therefore, **your attendance of labs is mandatory** in order for you to experience and display the skills this class seeks to develop. You will be playing a vital role in the success of our weekly productions. **Unexcused absences of labs will result in a loss of 25 points** and a required meeting with your professor. Additionally, **three absences (for any reason) from your lab will result in a failing grade for the course.**

Point Breakdown:

Lab participation (20 points/week possible)	280 points
Show Director	100 points
Show Producer	100 points
Weekly discussion question (15 points/week)	150 points
Lighting Design Paper	70 points
Mid-term Exam	100 points
Final Exam	100 points
Attendance	100 points
	1000 points

TVPR 345 Studio Production Course Schedule:

DATE	TUESDAY	THURSDAY
1/12 & 1/14	Intro to Course Chapter 1	Studio / Equipment Tour Chapter 16 / Show Choice
1/19 & 1/21	Chapter 10 Studio set-up	Show Assignment Getting to Know You Rehearsals
1/26 & 1/28	Chapter 2.1 Discussion Question Due	Chapter 8.1 Getting to Know You Shows
2/02 & 2/04	Chapter 17.1 Discussion Question Due	**Show 1** Student Choice **Show 2** Expect Diversity
2/09 & 2/11	Chapters 5, 6 Discussion Question Due	**Show 3** Making the Grade **Show 4** FSU Student Life
2/16 & 2/18	Chapters 7 Discussion Question Due	**Show 5** Student Choice **Show 6** Who's Who at FSU
2/23 & 2/25	Chapter 13 Discussion Question Due	**Show 7** Beyond the Campus **Show 8** Expect Diversity
3/02 & 3/04	Lighting Paper assigned **MID TERM EXAM**	**Show 9** Making the Grade **Show 10** FSU Student Life
Week of 3/08	**SPRING BREAK**	
3/16 & 3/18	Chapters 8.1, 9.1 Discussion Question Due	**Show 11** Student Choice **Show 12** Who's Who at FSU
3/23 & 3/25	Chapters 14 Discussion Question Due	**Show 13** Beyond the Campus **Show 14** Expect Diversity
3/30 & 4/01	**Field Trip**	**Easter Break**
4/06 & 4/08	Chapter 15, 2.2 Discussion Question Due	**Show 15** Making the Grade **Show 16** FSU Student Life
4/13 & 4/15	Chapter 4, 12.1 Discussion Question Due	**Show 17** Student Choice **Show 18** Who's Who at FSU
4/20 & 4/22	Chapter 18 Discussion Question Due	**Show 19** Beyond the Campus **Show 20** Expect Diversity

TVPR 345 Studio Production Course Schedule (continued):

DATE	TUESDAY	THURSDAY
4/27 & 4/29	Review for Final Exam Lighting Design Paper Due	**Show 21** Making the Grade **Show 22** FSU Student Life
5/05	2:00 – 3:40 pm	***FINAL EXAM***

CHANGES IN SYLLABUS AND SCHEDULE MAY BE NECESSARY

Classroom and Lab Policies:
Food and beverages are not allowed in the lab. All cell phones, pagers, etc. must be either turned off or in vibrate mode. It is not appropriate to answer a call during class.

Leaving class early or sleeping in class could result in a loss of attendance points.

You will need to checkout equipment and reserve editing stations through Media Supply. Media Supply policies must be adhered to.

Academic Dishonesty and Original Work:
All work turned in must be authentic. It must be your original work. There is a big difference between collaboratively working with someone and doing your own work. This is a performance-based course with many hands-on production assignments. Your work should demonstrate the progress you are making towards meeting the outcomes of the class.

Grades will be assigned, based on the number of points earned, as follows:

Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% or below

Mid term grades will be calculated based on the percentage of possible points earned at that time.

Crew Position Rotation:

1. Producer

2. Avid Record

3. Avid Playback

4. Technical Director

5. Director

6. Open

7. Camera 1

8. Camera 2

9. Camera 3

10. Stage Manager

11. Lighting Director

12. Audio

13. Graphics

14. Show Timing

TVPR 389 TELEVISION OPERATIONS – Spring 2010

Instructor: Fred Wyman
Office: BIS 303B
Class Meetings – 11:00 – 12:50 AM
       Lecture meetings are Mondays in BIS 327
       Lab meetings are Wednesdays in IRC 153
Office hours: Mondays and Wednesdays – 2:00 – 4:00 PM or by appointment.
Phone - 591-2714 (office), (616) 827-2163 home (don't call after 9:00 PM)
e-mail: **wymanf@ferris.edu**

TEXT: 1) <u>How Video Works</u>, by Marcus Weise and Diana Weynand, 2nd Edition
        2) <u>The HD Survival Handbook (2009 – 10)</u> by Philip Hodgetts, available for $15.95 at
           http://www.proappstips.com/HDSurvivalHandbook/

CATALOG DESCRIPTION: Refinement of skills needed for television production activities in the technical area, including the use of the remote camera package, waveform monitors and vectorscopes, high definition standards, and editing equipment. Pre-requisites: TVPR 243 and junior standing.
3 credits (2 hrs lecture +2 hrs lab)

LEARNING OUTCOMES: The student will be able to:

1) Explain the parameters of a television signal including both the NTSC standard and the ATSC standard especially the relationship between the video, sync, luminance, chrominance, sub-carrier, and audio portions of the signal.
2) Identify, select, and use proper cables and connectors for composite, component, and IEEE 1394 (FireWire) for video, sync, and audio.
3) Demonstrate the correct operation of television test equipment including the waveform monitor, the vectorscope, and test signal generators.
4) Set-up television cameras including white balance, registration, back focus, shading, white level, black level, burst phase, and horizontal phase.
5) Set-up television monitors including proper color level, brightness, contrast, and hue.
6) Set-up recorders including the use of time base correctors and time code to correctly record, playback, and digitize video and audio.
7) Understand and demonstrate the principles and operation of nonlinear editing systems.
8) Set-up multi-camera systems including distribution amplifiers, switchers, and mixers.
9) Perform basic operator level maintenance.
10) Demonstrate your understanding on quizzes, written tests, practical exams and production assignments.

METHOD OF INSTRUCTION: A combination of lectures, assigned readings, demonstrations, and intensive laboratory exercises will be used.

EVALUATION: The student's understanding and successful execution of the above-cited objectives will be assessed through:

Quizzes	120 points	
Inscriber Assignment	60 points	(Late assignments will not be accepted.)
Mid-term Exam	100 points	
Final Exam	100 points	
Practical Exams	120 points	
Total	500 points	

Note: Failure to pass the collective practical examinations with at least a 70% score will be scored as a failure for the course. Retakes of some quizzes may be necessary to checkout certain pieces of equipment. Only the original score will be recorded.

GRADING:
Grades will be assigned, based on the number of points earned, as follows:

Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% or below

Mid-term grades will be calculated based on the percentage of possible points earned at that time.

ATTENDANCE: Attendance is mandatory. Twenty (20) points will be deducted from the final grade for each unexcused absence. Anyone who is ten or more minutes late will be marked tardy. Two tardies equals one absence. Exceptions to this policy will be granted for extenuating and/or important circumstances only. (Work is not considered an excuse for missing class). If, for any reason, you cannot attend class, it is your responsibility to obtain all pertinent class information.

ACADEMIC HONESTY: Honesty is of utmost value in learning. Being who you are and allowing others to view and even evaluate and offer feedback about your true level of ability will facilitate your personal, academic, social, and professional growth. Think for yourself. Take credit for your own ideas. Defend them or change them. Give others credit for their ideas. You not only don't learn the techniques and technology but lose self-confidence if you do not complete your assignments yourself. If dishonesty is encountered you will receive zero points for that assignment. If it happens a second time you will fail the class.

USE OF FACILITIES AND EQUIPMENT: University facilities and equipment were purchased for use on classroom projects only. Usually, there are specific labs and pieces of equipment assigned to individual classes. Use of the facilities and equipment for private purposes is specifically not allowed. Violation of this policy may result in restrictions that limit your access to those facilities and equipment, failure of the class, or more severe repercussions under the most extreme circumstances.

DISABILITIES SERVICES: Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities services Office, located in Arts & Sciences Commons 1017K, x 3772 or ASC 1021, x 5039.

January 11
Lecture/Discussion Topic: Introduction, Video Imaging & Scanning Overview;
Read before next week: How Video Works chapters 1 & 2

January 18
Lecture/Discussion Topic: *HOLIDAY* No Class;
Readings for this week: How Video Works chapter 3

January 25
Quiz 1 (chapters 1, 2, & 3) 10 points
     Lecture/Discussion Topic: NTSC Scanning and sync;
     Readings for this week: How Video Works chapter 4, 5, & 6

February 1
Quiz 2 (How Video Works chapters 4, 5, & 6) 10 points
     Lecture/Discussion Topic: Transmission standards & Color;
     Readings for this week: How Video Works chapters 7, 8, & 9

February 8
Quiz 3 (How Video Works chapters 7, 8, & 9) 10 points
     Lecture/Discussion Topic: System timing and operation,
     Readings for this week: How Video Works chapters 10, 20 & 21

February 15
Quiz 4 (How Video Works chapters 10, 20 & 21, Camera Timing & set-up, Waveform & Vectorscope) 20 points
     Lecture/Discussion Topic: Digital Theory & encoding; DTV Transition Party unless delayed
     Readings for this week: How Video Works chapters 11, 12, & 13 and The HD Survival Handbook, pages 11 – 29.

February 22
Quiz 5 (How Video Works chapters 11, 12, & 13 and The HD Survival Handbook pages 11 - 29) 20 points
     Lecture/Discussion Topic: Digital Theory & encoding;
     Readings for this week: The HD Survival Handbook pages 30 – 43

March 1
MID-TERM EXAM (How Video Works chapters1 – 13 & 20 – 21) & The HD Survival Handbook (pages 11 - 43) 100 points

MARCH 8   ****** SPRING BREAK **********

March 15
> Lecture/Discussion Topic: Return exams, the Digital Video Standard
> Readings for this week: The HD Survival Handbook pages 44 – 61

March 22
Quiz 6 (The HD Survival Handbook pages 44 - 61) 10 points
> Lecture/Discussion Topic: Digital Compression;
> Readings for this week: How Video Works chapters 14 & 15

March 29
Quiz 7 (How Video Works chapters 14 & 15) 10 points
> Lecture/Discussion Topic: Tape and optical media;
> Readings for this week: How Video Works chapters 16 & 17
>   and The HD Survival Handbook pages 107 – 126

April 5
Quiz 8 (How Video Works chapters 16 & 17 and The HD Survival Handbook pages 107 - 126) 10 points
> Lecture/Discussion Topic: Timecode and Monitoring HD and HD Workflow and Intro Inscriber
> Readings for this week: How Video Works chapter 18 & The HD Survival Handbook pages 127 – 136

April 12
Quiz 9 (How Video Works chapter 18 and The HD Survival Handbook pages 127 - 136) 10 points
> Lecture/Discussion Topic: Audio for Video and HD Data Files
> Readings for this week: How Video Works chapter 19 & The HD Survival Handbook pages 153 – 183

April 19
Quiz 10 (How Video Works chapter 19 and The HD Survival Handbook pages 153 - 183) 10 points
> Lecture/Discussion Topic: Digital Post-production; Readings: The HD Survival Handbook pages 185 – 205 & review these sites - http://cybercollege.com/ and http://www.pbs.org/opb/crashcourse

April 26
> Lecture/Discussion Topic: Networking, Asset Management, and Wireless Video; Review for Final; Readings: The HD Survival Handbook pages 206 – 234, your notes, both texts, and other handouts

Thursday, May 6 from 10:00am - 11:40am - FINAL EXAM (100 points)

WEEKLY SCHEDULE OF LAB ACTIVITIES – TVPR 389 Spring 2009

Week of January 11
Lab: Introduction to the Studio

Week of January 18
Lab: Colortran Status 24/48 Lighting Board

Week of January 25
Lab: **Colortran Practical Exam (20 points)**

Week of February 1
Lab: Camera timing and set-up, waveform monitors & vectorscope

Week of February 8
Lab Camera timing and set-up, waveform monitors & vectorscope

Week of February 15
Lab Camera timing and set-up, waveform monitors & vectorscope

Week of February 22
Lab: **Studio Camera timing and set-up Practical Exam (60 points)**

Week of March 1
Lab: ECHOlab MVS 5 Video Switcher

Week of March 8
***************SPRING BREAK***********

Week of March 15
Lab: ECHOlab MVS 5 Video Switcher

Week of March 22
Lab: **ECHOlab MVS 5 Video Switcher Practical Exam (40 points)**

Week of March 29
Lab: Mackie 24x8x2 Audio Mixer and Multi-cam remote set-up

Week of April 5
Lab: Inscriber CG Xtreme

Week of April 12
Lab: Inscriber CG Xtreme

Week of April 19
Lab: Ferris Video Festival 2010 presentation

Week of April 26
Lab: Inscriber CG Xtreme - **Inscriber Project due at end of class (60 points)**

IMPORTANT DATES   *SPRING 2010*

Late registration	Wed - Fri	Jan 6, 7, 8
First day of classes	Monday	Jan 11
Last day for Drop/Add	Thursday	Jan 14
Martin Luther King Day (no classes)	Monday	Jan 18
Mid-term grades due	Monday	Mar 8
Spring recess	Sat, Mar 6– Sun, Mar 14	Mar 6 – 14
Assigned registration for current students	Monday	Mar 22
Last day for "W" grades	Thursday	Mar 25
Mid-semester recess	Thursday – Sunday	Apr 1 - 4
Last day of classes	Friday	April 30
Examination Week	Mon – Fri	May 3 - 7
Commencement	Friday, Saturday	May 7, 8
Final grades due by 1:00 pm	Monday	May 10

SESSIONS

Sessions	Dates	Last Date to drop	Withdraw Date
Full Session	Jan 11– Apr 30	Jan 14	Mar 25
Session A	Jan 11– Mar 2	Jan 14	Feb 11
Session B	Mar 3– Apr 30	March 15	Apr 13
Session D	Jan 11– Feb 12	Jan 14	Feb 1
Session E	Feb 15– Mar 25	Feb 16	Mar 5
Session F	Mar 26 – Apr 30	March 29	Apr 19

LIBRARY HOURS
Regular hours for the (FLITE) library 231-591-2669:
Monday – Thursday...........7:30 am – 12:00 am
Friday...........................7:30 am – 9:00 pm
Saturday........................ 9:00 am – 6:00 pm
Sunday..........................1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)
TAC 231-591-4822
Computer lab hours in the (FLITE) library:
Monday – Thursday.........7:30 am – 12:00 am
Friday...........................7:30 am – 9:00 pm
Saturday....................... 9:00 am – 6:00 pm
Sunday........................ 1:00 pm– 12:00 am

CLASS ATTENDANCE IS IMPORTANT!
Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

HOW TO CONTACT A FACULTY MEMBER
If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, or through the College of Education and Human Services web page at http://www.ferris.edu/htmls/colleges/education/.

DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or 4 days from the beginning of the course (see above dates). Check on your MY FSU to confirm the last date to withdraw from a class for the current semester. The last date to withdraw from a full semester class for Spring 2010 is **March 25, 2010.**

Either go to the Student Academic Affairs Office in **Bishop Hall 604** on the main campus or phone the office at **231-591-3646** or **231-591-2700** to request a four -part form to withdraw from a course(s). DO NOT contact your instructor to request a withdraw, he/she will not be able to facilitate this for you.

After the request to withdraw, check your class schedule to make sure the withdraw (W) is posted. This process can take several days. If you do not see the posting within a week, please stop by or call Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up. Should you miss the deadline to withdraw, **due to extenuating circumstances**, you may appeal with a written statement supporting your request. The Dean's office will review all appeals (form can be found on the Ferris web site). Those can be emailed to langant@ferris.edu or mailed to **1349 Cramer Circle, Bishop 604, Big Rapids MI 49307.**
To competely withdraw from **all courses** you must contact admissions at **231-591-2805**.
For a complete withdraw due to medical reasons, contact the **Health Center at 231-591-2614**. See the website for compete directions for any total withdraws from the university.

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543
The Writing Center..........ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center join together to offer FSU students an array of academic support services, e.g.
- tutoring for many Ferris courses
- individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of college life

Scholar Program.................ASC 1025 – 591-5976
SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services..............STR 313 – 591-3057
FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Deborah Cox.

Personal Counseling, Sexual Assault,
Substance Abuse

Birkham Health Center - 2nd Floor............591-5968
Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

SAFETY- Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

DISRUPTIVE BEHAVIOR

The College of Education and Human Services strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

APPEALING A GRADE

1. The grade appeal must be made no later than the tenth calendar day (excluding weekends and holidays) of the semester following the semester for which the grade was given.

2. The student may appeal the grade only once.

3. The burden of proof is a student s responsibility.

4. The student must first discuss the grade in question with the instructor who gave the grade in order to clarify misunderstandings, arithmetic, etc.

5. In the event that the student and instructor are not able to resolve the issue, the student may then appeal the grade in writing to the respective instructor's department head. A copy of the appeal will be forwarded to the instructor.

6. The instructor will then respond to the appeal, in writing, to the department head.

7. On the basis of the student's appeal and the instructor's response, the department head will inform the parties in writing of his or her decision.

8. In the event that the student or instructor is still dissatisfied with the grade in question, he or she may further appeal the decision to the Dean's office. A cover letter with copies of the original appeal, the instructor's response, and the department head's decision must be submitted to the Dean's office.

9. The Dean's office will establish an ad hoc committee composed of a representative of the Dean's office and two faculty representatives from the Standards and Policy Committee to review the appeal. The committee may request additional documentation and/or call for any ad hoc members to assist in the appeal process. The committee will issue its recommendation to the Dean whose decision is final and binding.

10. The appeals process must be concluded not later than the semester following the initiation of the appeal.

August 27, 2008

TVPR 464/SEMINAR IN TELEVISION PRODUCITON
Fall 2008 (2 Credits)

Syllabus

Assistant Professor   Connie L. Morcom
Office (room number/building):   BIS 312
Office Phone: 231-591-2772
Office Hours: Mon. & Wed. 2:00 – 4:00 or by appointment
E-Mail: morcomc@ferris.edu

COURSE DESCRIPTION:

In-depth consideration for corporate television and other internship practices, duties, and responsibilities will be conducted in this class. A review of the job market and student internship placement preparation will be a focus.

This course gives students instruction in preparing an effective resume, cover letter and video portfolio. In addition, the course helps prepare students for their Internship assignments in TVPR 493 TV Production Internship.

Where to Learn About Job Openings
- **Internship program**
- **Personal contacts**
- **Career/job fairs – FSU Career Services**
- **Employers**
- **Faculty contacts**
- **Internet resources**
- **Professional associations**
- **Classified ads: Newspapers, Professional Journals, Trade magazines**
- **Labor Unions**
- **Government agencies**

Source: Occupational Outlook Handbook, 2008-09 Edition

LEARNING OUTCOMES

1. Determine and prepare an effective cover letter and resume that shows your professional qualifications.

2. Identify professional occupational responsibilities at a broadcast stations, production houses, and non-broadcast television facilities to determine an appropriate Internship site.

3. Demonstrate a video portfolio that shows your work and professional qualifications.

*No textbook will be required, but there will be reading and writing assignments every week.

Attendance <u>will be</u> required. <u>Absences and tardiness</u> will result in a lowered grade. Sleep in class and you will be considered absent. Please turn off your cell phones.

REQUIRED COURSE MATERIALS:

      1. Websites: http://www.ferris.edu/htmls/othersrv/placement/
                              http://www.quintcareers.com/
                              http://www.jobhuntersbible.com/index.php
                              http://www.mca-i.org
                              http://www.careerbuilder.com/
                              http://www.monster.com/
                              http://www.insidetech.com
                              http://www.campuscareercenter.com/
                              http://www.dvpa.com
                              http://www.nabetcwa.org

      2. Other Materials: 3 Ring Notebook
                              Portfolio Bag for media and documents

      3. Other   Reflective Journal – Ferris Connect

COURSE SCHEDULE:

      TVPR 464   Seminar
                              Wednesday 9:00 – 10:50   BIS 327

LAB WORK:

Identification of proper media equipment needed to create your portfolio. Check-out procedures with Media Supply for proper equipment. It may be necessary to use a computer at the library or BIS 223 but there may be a charge for printing.

PERFORMANCE CRITERIA:
Students will identify terms and concepts for career development. Demonstration of a portfolio or demo reel is required. Students may also demonstrate various media and delivery systems for distribution of their work. A demo-reel and portfolio materials are required from concept to development as part of the media selection presentation for instruction. A formative evaluation instrument will be designed and conducted for materials developed. Participation in interviews for prospective Internships is required.

ATTENDANCE: Class participation and discussion of readings or company reserach are required. **Lack of attendance will have an adverse effect on class grade.** Make-up

for absences must be discussed and negotiated with professor to ensure student is prepared for TVPR 493 Internship course.

READINGS: Reading and writing assignments need to be completed by the dates listed on schedule. The schedule may need to change in accordance to presenters and will be announced in class.

PARTICIPATION ACTIVITIES: You may also be required to attend activities with Career Counseling and Student Employment and Career Services

LEARNING/ASSESSMENT ACTIVITIES:
Participants are expected to prepare and to do their best of all learning activities. Dates for activities are set, unless professor and students vote to change, at least one week prior to due date.

POINT ASSIGNMENT:

Resume, Cover Letter & Portfolio	50%
Attendance & Participation	25%
Exams	10%
Other Career Building Assignments	<u>15%</u>
	100 %

GRADING POLICIES:

This is a graded course. Grades in this class will be based on attendance, the journals, documents, learning plan, media development and implementation, evaluation instrument, and exams. This includes having read the assigned chapters prior to arriving for class.

The number of points earned will be divided by the total number of points possible. The result will be a percent. The percent of points earned will then determine the final course grade and will not be subject to change.

95%	-	100%	A
90%	-	94%	A-
86%	-	89%	B+
83%	-	85%	B
80%	-	82%	B-
76%	-	79%	C+
73%	-	75%	C
70%	-	72%	C-
66%	-	69%	D+
63%	-	65%	D
60%	-	62%	D-
59%	OR Less F		

Internship site interviews will be considered an excused absence and will not be counted against you as long as you notify Professor and team members and provide any impending materials needed to meet identified career goals.

COPYRIGHT, MUSIC RIGHTS, AND TRADEMARK

In accordance to the scope of the learning outcomes of this course, students will need to create a video portfolio. Distribution of the media assembled for the portfolio may be limited. See Copyright Office, Library of Congress, http://www.copyright.gov. The purpose and character of use (student work) of nonprofit educational purposes is considered Fair Use.

SPECIAL NEEDS:
It is the responsibility of the student to notify me concerning any special learning needs. If student has documentation of disability, please give a copy to teacher. As an educator, it is my goal to create a learning environment where all students succeed.

ATTENDANCE:

Class attendance is highly valued in this course and will be graded using the scale below. These points will equal one test score. This attendance test score will be averaged with the other tests, quizzes, projects and homework in this course in reaching a final grade. Exceptions and make-up packets must be negotiated with professor.

If you are scheduled for an interview for an Internship you **MUST NOTIFY** professor ahead of time for your absence to be excused.

100% attendance	=100 points
1 absence	= 95 points
2 absences	= 90 points
3 absences	= 85 points
4 absences	= 75 points
5 absences	= 0 points

Attendance will be taken by the Instructor at the beginning of class and is also recorded by the student signing the attendance sheet every class period. Not signing the attendance sheet could result in an absence. Students may only sign the attendance sheet for themselves. Signing for another student is not permitted. Excessive absences (6 or more) will result in a loss of attendance points and possibly being dropped from the course.

TARDINESS:
When students are late it is very disruptive to everyone. There is a 5-minute grace period. Exceptions for tardiness must negotiate with the instructor. Do not leave clients waiting.

DUE DATES/ASSIGNMENT QUALITY

All assignments will have a clear due date. They are due at the beginning of the class period, unless otherwise stated. *A copy of digital portfolio must be saved in the appropriate digital storage area assigned by Professor. All written work must be typed using a word processor and printed on plain white paper. Professionalism in page layout, spelling, grammar and punctuation are expected.

LATE ASSIGNMENTS

If assignments are late, the grade on the assignment will decrease by 50% of the total points possible on that assignment and may be turned in any time from the due date until the assignment is graded and returned. **If you are absent on the day an assignment is due, you must discuss immediately with Instructor or it is considered late.**

CLASSROOM AND LAB POLICIES:

All cell phones, pagers, etc. must be either turned off or in vibrate mode. It is not appropriate to answer a call during class.

Leaving class early or sleeping in class could result in a loss of class participation points.

Classroom behavioral expectations and the policies established by Ferris State University, Academic Affairs, Classroom Rights and Responsibilities are applicable.

Failure to follow Lab Policies will result in a loss of points. One verbal warning will be given without penalty. A written warning will result in a loss of class participation points. If you, as a student fail to fulfill your classroom responsibilities such behavior may reflect negatively on your grade in the class and/or disciplinary action may result.

In accordance to the FSU Student Handbook…
http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/ sectionIII/academicmisconduct.html

ADDITIONAL COMMENTS:

A professional attitude is expected at all times. This includes meeting all deadlines, full class participation, a non-confrontational demeanor, and the ability to work in a group setting is important. Any attitude or disruptive behavioral problems will result in a loss of class participation points and possible removal from the class. This course is designed to prepare you for the workplace and learning how to deal with conflict with is important.

NOTE: Should circumstances dictate, the professor reserves the right to modify, at any time, any aspect of this syllabus, course, calendar, or total points. Notification will be made to students in class in the advent of a deviation from the original instructional plan.

TVPR466 – Instructional Design
(Writing Intensive Class)
Spring 2010 (**4 Credits**)

Syllabus

Adjunct Professor	Duane Weed
Office (room number/building):	BIS 312
Office Phone:	231-937-5420 (DW Video & Multimedia, LLC)
Office Hours:	By appointment
E-Mail:	weedd@ferris.edu

COURSE DESCRIPTION:

This course will integrate Instructional Design and methodologies used in designing and creating training materials and media for instruction. Instructional Design principles, methods, media and computing are discussed in relationship to designing solid technology-enhanced instruction. Experience in analysis, design and assessment of media to improve learning will be taught.

Facilitation of a learner-centered course that features developmentally and culturally appropriate practices will be integrated. Students will learn methods to nourish learners' natural curiosity, develop problem-solving skills, acknowledge and accommodate exceptionality and diversity, and support a sense of community.

Students will learn the roles of an Instructional Designer and the process involved in working with a client and creating training solutions with media and materials including needs assessment, audience analysis, instructional plan, methods, media and selection of materials needed for successful performance outcomes.

Assumptions:

This course is based on the assumption that you have read and studied the textbook before class. A textbook is required. You should come to class prepared to ask questions and to discuss the materials. Class time will not be devoted to lectures, but focus on extending, supplementing, clarifying and applying the information from the assigned readings.

Course Outcomes:

As a result of their successful completion of TVPR 466, learners will:

- Conduct and develop a Needs Assessment with an **approved client. (See Professor)**
- Determine and apply project proposal and project management timeline.
- Apply Instructional Design principles and performance outcomes to appropriate training materials and to determine and measurable outcomes.
- Demonstrate professionalism communication with both written and interpersonal skills needed to develop an instructional project.

- Determine and demonstrate pre-production planning in creating a needs assessment, learning plan, storyboard and/or flowchart and script for instructional media.
- Produce, direct and/or support production of a 3-5 minute training video as part of a collaborative team.
- Determine and develop appropriate media and materials needed for an instructional presentation with measurable outcomes. At least one instructional digital media project is required.

The course has three basic components:

1) **_Factual information:_** Reflective summaries require that you demonstrate knowledge of procedures for designing and developing instructional materials. The reflective summaries require comprehension, analysis, synthesis and evaluation of the factual knowledge gained in the course. The projects also require application of this knowledge.

   You are required to write a 1-2 page (double spaced "typed") reflective summary of each textbook chapter. Although part of your reflective summary will consist of a summary of the chapter content, **you should also provide a substantial <u>reaction</u> to the content.** Since this is a writing intensive course, please do <u>not</u> use quotes from the chapter. Use your own words. Remember, you need to show evidence of <u>comprehension, analysis, synthesis and evaluation</u> of the content.

   The reflective summaries must be turned in at midnight on the Sunday before each chapter is first discussed. Be sure to submit to Ferris Connect before class. There will be **reduced credit** submissions after the date due.

2) **Guided Practice:** In-class group activities provide you will the opportunity to apply the principles of instructional design in realistic situations under the direction of the Professor. You will also transfer this information by working with "real world" clients previously approved by the Professor.

3) **_Applied Project_**: A group project that requires application of the principles of instructional design that have been demonstrated and practiced in class and all required written documents.

   Revisions are a natural and necessary part of the instructional design process. Written work may be redone with a draft and final to be submitted for re-grading. Project resubmissions must occur within one week of original due date or a date approved by Professor.

   A project proposal including introduction, definition, schedule and budget will be determined individually for portfolio review. Appropriate

production, design and evaluation documents will be developed by each student to support the creation of appropriate training materials needed by approved client.

Production and post-production of the instructional training media may be determined and developed by an assigned group if working with multiple clients. Client and Professor approval will be needed for final outcomes of written documents, media and formative evaluations.

REQUIRED COURSE MATERIALS:

    1. Textbook(s):   *Required Text:*
        Cennamo, K., & Kalk, D. (2005). *Real World Instructional Design.* Belmont, CA: Wadsworth. ISBN 0-534-64267-5

    2. Other Materials: **3 Ring Notebook – Must be submitted with final project.**
        http://www.wadsworth.com/education/realworldID/student.html - Ancillary Web Site (author)

    3. Other   Reflective Journal – Ferris Connect

COURSE SCHEDULE:

    TVPR 466   Instructional Design
        Tuesday 1:00 - 2:50   BIS 327
        Thursday 1:00 - 3:30   BIS 327 and/or BIS 223

LAB WORK:

Identification of proper media equipment needed to create an instructional project. Check-out procedures with Media Supply for proper equipment. It may be necessary to use a computer at the library or BIS 223 for some of the research and development.

PERFORMANCE CRITERIA:

Learners will identify terms and concepts for Instructional Technology. Instructional planning strategies and identification methods and media needed for learning will be determined. Learners will demonstrate various media and delivery systems for instruction and evaluation. An instructional project is required from concept to development as part of the media selection presentation for instruction. A formative evaluation instrument will be designed and conducted to determine retention and effectiveness.

ATTENDANCE: Class participation and discussion of readings are required. Lack of attendance will have an adverse effect on class grade. Make-up for absences can be negotiated with professor. See attendance policy.

READINGS: Reading assignments need to be completed by the dates listed on schedule. Additional research and development activities with clients and subject matter experts may be necessary outside of class. Travel may also be necessary outside of the FSU campus.

PARTICIPATION ACTIVITIES: Participation activities and assignments are designed to give students practical applications to become knowledgeable in the area of creating a classroom community where all students (even those with special needs) feel they belong.

Students will perform in a small group as a "team member" and will need to demonstrate commitment to project outcomes including performance goals and a common approach for which they hold themselves mutually accountable.

COPYRIGHT, MUSIC RIGHTS, AND TRADEMARK

In accordance to the scope of the learning outcomes of this course, you will be commissioned to work with a client whose needs and ideas must be protected. Distribution of the media created with the client in this course is limited and permission to distribute this material on the internet or any other means of media must be approved by both the client and Professor of this course. See Copyright Office, Library of Congress, http://www.copyright.gov. The purpose and character of use (student work) of nonprofit educational purposes is considered Fair Use.

LEARNING/ASSESSMENT ACTIVITIES:
Participants are expected to prepare and to do their best of all learning activities. Dates for activities are set, unless professor and students vote to change, at least one week prior to due date.

POINT ASSIGNMENT:

Exams	100 points
Writing Assignments	300 points
Team Project Management	400 points
Team work, attitude and attendance	200 points

GRADING POLICIES:

This is a graded course. Grades in this class will be based on attendance, the journals, documents, learning plan, media development, evaluation instrument, and exams.

The number of points earned will be divided by the total number of points possible. The result will be a percent. The percent of points earned will then determined for the final course grade

95%	-	100%	A
90%	-	94%	A-
86%	-	89%	B+
83%	-	85%	B
80%	-	82%	B-
76%	-	79%	C+
73%	-	75%	C

70%	-	72%	C-
66%	-	69%	D+
63%	-	65%	D
60%	-	62%	D-
59%	OR Less		F

Internship site interviews will be considered an excused absence and will not be counted against you as long as you notify Professor and team members and provide any impending materials needed for team to meet project goals.

SPECIAL NEEDS:
It is the responsibility of the student to notify me concerning any special learning needs. If student has documentation of disability, please give a copy to teacher. As an educator, it is my goal to create a learning environment where all students succeed.

ATTENDANCE:

Class attendance is highly valued in this course and will be graded using the scale below. These points will equal one test score. This attendance test score will be averaged with the other tests, quizzes, projects and homework in this course in reaching a final grade. Exceptions and make-up packets must be negotiated with professor.

If you are scheduled for an interview for an Internship you **MUST NOTIFY** professor ahead of time for your absence to be excused.

100% attendance	=100 points
1 absence	= 95 points
2 absences	= 90 points
3 absences	= 85 points
4 absences	= 75 points
5 absences	= 0 points

Attendance will be taken by the Instructor at the beginning of class. Your name will be called. Excessive absences (5 or more) will result in a loss of attendance points and possibly being dropped from the course. Attendance and participation are important.

TARDINESS:
When students are late it is very disruptive to everyone. There is a 5-minute grace period. Exceptions for tardiness must negotiate with the instructor. Do not leave clients waiting.

DUE DATES/ASSIGNMENT QUALITY
All assignments will have a clear due date. They are due at the beginning of the class period, unless otherwise stated. All digital assignments must be saved in the appropriate digital storage area approved by Professor. All written work must be typed using a word processor and printed on plain white paper. Professionalism in page layout, spelling, grammar and punctuation are expected. **This is a writing intensive course.**

LATE ASSIGNMENTS

If assignments are late, the grade on the assignment will decrease by 50% of the total points possible on that assignment and may be turned in any time from the due date until the assignment is graded and returned. **If you are absent on the day an assignment is due, you must discuss immediately with Instructor or it is considered late.**

CLASSROOM AND LAB POLICIES:

All cell phones, pagers, etc. must be either turned off or in vibrate mode. It is not appropriate to answer a call during class.

Leaving class early or sleeping in class could result in a loss of class participation points.

Students will need to checkout equipment from Media Supply in the IRC building in accordance to their rules and regulations. Only appropriate equipment designated for this course may be checked out for projects and Media Supply policies must be adhered to.

Classroom behavioral expectations and the policies established by Ferris State University, Academic Affairs, Classroom Rights and Responsibilities are applicable.

A written warning will result in a loss of class participation points. If you, as a student fail to fulfill your classroom responsibilities such behavior may reflect negatively on your grade in the class and/or disciplinary action may result.

In accordance to the FSU Student Handbook...
**http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/
sectionIII/academicmisconduct.html**

ADDITIONAL COMMENTS:

A professional attitude is expected at all times. This includes meeting all deadlines, full class participation, a non-confrontational demeanor, and the ability to work in a group setting is important. Any attitude or disruptive behavioral problems will result in a loss of class participation points and possible removal from the class.

NOTE: Should circumstances dictate, the professor reserves the right to modify, at any time, any aspect of this syllabus, course, calendar, or total points. Written notification will be made to students in the advent of a deviation from the original instructional plan.

Learner Outcomes Grading Guide for TVPR 466

Name _____

Reflective Summaries(Points)	Documents and Project Management Process	(Points)
Chapter 1 (10) *Ferris Connect/Discussion Topics – 5 pts.	**Define Phase of Prototype** Case Study – Handout	*5 10
Chapter 2 (10) Why write a Needs Assessment?	**Client Meetings** Determine Needs – Demonstration Needs Assessment Proposal (RFP)	*5
Chapter 7&8 (10) *Client Meetings (feedback)	***Client Meetings (feedback)** (subject to client availability)	*5
Chapter 3 (10) Learning Outcomes & Assessment	**Design Phase of Prototype** Rough Draft Needs Assessment (RFP) Proposal **Rough Draft Due January 27**	
Chapter 4 (10)	**Needs Assessment (RFP)** **(Total 100 points)** **Performance Objectives**	100 10
Chapter 5 & 9 (10)	**Instructional Strategies** Determine Design Document (Training/Learning Plan) Chunking Content Exercise	*5 5
Chapter 6&9 (10)	**Demonstrate Phase of Prototype** Determine Design Document (Training/Learning Plan) **Rough Draft Due February 24** **Midterm Exam – Chapters 1-5**	*5 50
Chapter 9 (10)	**Design Document** **(Training/Learning Plan)(100 points)** **Due March 3** **Spring Break**	100

Chapter 6 (10)	**Evaluation Plan** **Proposal/Assessment Plan (25)**	25 (individual)
Chapter 10 (10)	**Production Documents (150)** Treatment/ Storyboard/Flowchart Script Updated Budget	**25** **100** **25**
Chapter 11 (class discussion)	**Working Prototype – Project (200)** (Client and Professor Approved)	200
Chapter 12 (class discussion)	**Develop & Deliver – Final Client** **Team Presentation** ***Individual Project Report** **(Production Tracking with narrative)**	25 25
	Final Exam – Team Project Review **Team Project Management Binder**	50
Total Points (1000) **Comments**		

TOTALS

Reflective Summaries (25)
Project Management   (425)
Assignments   (250)
Attendance   (100)
Team Participation   (100)
Midterm   (50)
Final Exam   (50)
_____

Total Course   (1000)

GRADE SCALE

A = 1000 – 950

A- = 949 - 900
B+= 899 - 870
B = 869 - 830
B- = 829 - 800
C+ = 779 - 760
C = 759 – 730
C- = 729 - 700
D+ = 699 - 660
D = 659 - 630
D- = 629 - 600
F = below 600

Instructional Design- *Tentative Schedule

Week	Assignment Due	Class Activities
1 1/11	Read Chapter 1 Case Study Prepare Reflective Journal summary of chapters and personal observations each week on Ferris Connect	Overview of Course Introductions Discuss Chapter 1 Discuss Case Study Guided Practice: Topic Selection Demonstrate Ferris Connect ?
2 1/18	Read Chapter 2 **Determine Needs Assessment (RFP) (Rough Draft)** Prepare Reflective Journal	Discuss Chapter 2 ***Client/team meeting: Client selection** **Project Communications Checklist** Guided Practice: Learner Analysis
3 1/25	Read Chapter 8 Prepare Reflective Journal ***Deliver Needs Assessment (RFP)** ***(Rough Draft)***	Discuss Chapter 8 ***Client/team meeting: Client selection** **Project Communications Checklist** Write Needs Assessment (RFP)
4 2/1	Read Chapter 3 Prepare Reflective Journal ***Deliver Needs Assessment (RFP)** ***(Rough Draft)***	Discuss Chapter 3 **Review Needs Assessment (RFP)** Guided Practice: Outcomes & Assessments
5 2/8	Read Chapter 4 Read Chapter 4 case Prepare Reflective Summary ***Deliver Needs Assessment** ***(Final Draft)*** **Determine Design Document** **(Rough Draft)**	Discuss Chapter 4 Guided Practice: Instructional Strategies **Submit Final Draft Needs Assessment**
6 2/15	Read Chapter 5 Read Chapter 5 case ***Develop Design/Proposal Document**	Discuss Chapter 5 Discuss case Guided Practice: Delivery Systems **Submit Design Document**
7 2/22	Read Chapter 6 & 9 **Develop Design/Proposal Document** **(Rough Draft)** **Midterm Exam Chapters 1-5**	Discuss Chapter 6 & 9 Client/team meeting: Project definition **Review Design/Proposal**
8 3/1	Read Chapter 9 Prepare Reflective Summary **Develop Design/Proposal Document**	Discuss Chapter 9 Client/team meeting: Present project proposal; design document research **Project Design/Proposal Due** ***Write Script***
3/8	Spring Break!	

9 **3/15**	Read Chapter 10 Prepare Reflective Summary Design & content documents due **Rough Script Due**	Discuss Chapter 10 Client/team meetings: Review
10 **3/22**	Read Chapter 11 Prepare Reflective Summary of chapter Production documents due **Final Script Due**	Work session Discuss Chapter 10 Client/team meeting: Present design documents; discuss production documents
11 **3/29**	Review Chapter 6 Prepare Formative Evaluation Production Videotape	Review Chapter 6 Guided Practice: Evaluation Work session
12 **4/5**	Production Videotape **Formative EvaluationDue**	Work session
13 **4/12**	Production Videotape	Work session
14 **4/19**	Read Chapter 12 Prepare Reflective Summary of chapter **Final Training Presentation Due**	Discuss Chapter 12 Client/team meetings: Present Video Course evaluations **Submit final project**
15 **4/26**	Read Chapter 12 Prepare Reflective Summary of chapter **Final Training Presentation revision(s) Due**	Discuss Chapter 12 Client/team meetings: Present Video Course evaluations **Submit final project revision(s)**
Final Exam Week	Conduct formative evaluation of prototype; analyze data and prepare list of suggested revisions **Submit Project Management Portfolio 3 ring binder**	**Submit 3 ring binder** with all copies of writing documents, e-mails, and communication during project management.

***This schedule is subject to change throughout the semester. You will be notified by
Professor in class of any changes.**

Chapter 1

1. Throughout this book, we encourage you to keep a reflective journal of your instructional design decisions. We also urge you to continuously think about what you are doing and why. Begin your reflective journal by writing your thoughts on what instructional designers do. What is the nature of their day-to-day work? What skills are most beneficial?

2. After you have completed your reflections, interview practicing instructional designers or review the interviews with experienced designers on the RealWorldID Web site. In your reflective journal, make note of your reactions to these interviews. How were the perspectives conveyed in the interviews similar to and different from your perceptions? What skills do you think you need to develop as you progress through this book?

Chapter 2-11

In your reflective journal, summarize the key points of this chapter. Are the ideas presented consistent or inconsistent with your beliefs and prior knowledge? Compare your perceptions of the chapter with those of your classmates in group discussions.

Chapter 12

1. In your reflective journal, summarize the key points of this chapter. How are the ideas presented consistent or inconsistent with your beliefs and prior knowledge? Compare your perceptions of the chapter with those of your classmates in group discussions.

2. In Chapter 1, we asked you to describe what instructional designers do, what their day-to-day work involves, and what skills might be most beneficial. Reread your reflection from Chapter 1. How have your ideas changed throughout the course?

TVPR 499 – Advanced Producing and Directing
Spring 2010 – Lecture: Mondays, 9:00-10:50am   IRC 115
Lab: Mondays 12:00-3:50pm   IRC 153C
Lab: Fridays, 9:00-12:50pm   IRC 156

Instructor: Glen Okonoski
Phone: 231.591.2709 (Office – Bishop Hall 309)
          616.889.0783 (Cell, until 10:00 p.m.)
Email: okon2@ferris.edu
Office Hours: Monday: 4:15-6:15pm, Tuesday: 3:30-5:30pm, or by Appointment as needed.

COURSE DESCRIPTION:
Advanced Producing and Directing will provide you with practical experience in all aspects of television production and direction. Each week you will work collaboratively with your classmates to produce a half-hour studio program and a half-hour magazine-style program. These programs will allow you to develop and demonstrate your knowledge of pre-production planning, scripting, organizational abilities, production skills, and post-production editing. Samples from your portfolio of work will be showcased in a resume reel that you will create.

LEARNING OUTCOMES:
Upon successful completion of this course you will be able to:
1. Demonstrate knowledge of all aspects of producing and directing a television program from pre-production through post-production.
2. Develop and plan a program including format, content, opens, closes, graphics and credits.
3. Produce mini-documentary segments including all necessary planning, production, editing, and client approval.
4. Produce a half-hour magazine-format program.
5. Produce and direct a half-hour, multi-camera studio show.
6. Work within a team environment to plan and deliver programs on a weekly basis.
7. Operate under deadlines and pressure in a collaborative manner with fellow crew members.
8. Collaborate with clients in developing and producing content.
9. Plan and produce PSA's or commercials that recognize various donors' contributions to your shows.
10. Design a set that allows for various camera angles and depth for the viewing audience.
11. Demonstrate proficiency by attending all labs and by recalling information and problem solving on exams.

REQUIRED TEXT:
Producing For TV and Video: A Real-World Approach – First Edition by Catherine Kellison
The textbook in this class will play an integral role in our class discussions and in the development of exams. **You are expected to read the text as outlined in the course schedule.**

Materials:
HDV tapes (***MUST BE PURCHASED FROM MEDIA SUPPLY***)

Grading:
Filling weekly crew positions, participating as an active team member, weekly discussion questions, and your performance on exams will demonstrate the acquisition of skills and competencies in meeting course objectives. **Class participation is essential.** It is your responsibility to come to class and labs prepared for assignments and exercises. You must bring appropriate materials and equipment to class when needed to complete projects. Be prepared and make contributions to class discussions.

Attendance:
Much of the planning and collaboration on projects in this course will occur during our scheduled class times. You will be playing a vital role in the success of our weekly productions. Therefore, **your attendance is mandatory** in order for you to experience and display the skills this class seeks to develop. **Absences of labs will result in a loss of 25 points** and a required meeting with your professor. Additionally, **three absences (for any reason) may result in a failing grade for the course.**

Assignments:
This is television. Except for extreme cases (power failure or earth shattering events) the medium does not wait. **All projects must be turned in at the beginning of class on the day it is due.** Late assignments, and lack of preparedness for producing/directing responsibilities, will receive a grade between zero and half credit.

> **Studio Crew positions:** Full credit is received for arriving to class on-time, supporting your classmates, and fulfilling the responsibilities as outlined for your assigned crew position.

> **Magazine Crew positions:** You will fill the function of producer and camera/editor for each of the segments we produce weekly. Full credit is received by having a viewable approval copy ready for class on Friday and by making the suggested changes by Monday. Your piece will include steady, well-lit, professional video and clear, mixed audio. Your piece should convey a clear story and adhere to the graphic design determined in class. Your grade will be influenced by the peer evaluation that your partner fills out.

> **Magazine Show Producer:** As weekly show producer it is your responsibility to deliver a completed 30-minute piece, including commercials, open/close, bumpers, and graphics. You will create an Mpeg-2 file on a data disk for viewing in class on Monday, and deliver a copy of the show to Steve Cox by Tuesday at 10:00am. You will work with your segment producers to plan and develop content. Additionally, you will help out as an additional crew member on segment shoots where needed.

> **Studio Show Producer:** Full credit is received by attending two Friday meetings with the hosts in planning for your show – the week ahead of your show, and the week of your show. You will make contact with your show's guests and work to develop support material (video, graphics, etc.). This will include identifying appropriate b-roll and assigning the crew. You will assist the host in preparing talking points and questions. You will deliver an Mpeg-2 file of the Fox show on a data disk to Pat Tobin by 4:30pm on Monday. You will deliver an Mpeg-2 file of the local version on a data disk to Steve Cox by Tuesday at 10:00am. You will deliver three movie DVD's to Glen in class at 9:00am on Friday.

Assignments (continued):

Studio Show Director: Full credit is received by attending the Friday meeting the week before your show. You will work with the producer and hosts to ensure you are aware of the number of guests, and the amount and source of support material that will be used. You will meet with your crew Monday to go over the show and ensure all crew positions are filled and responsibilities understood. Your show should follow the action and be technically clean to your audience.

Opens/Commercials: The first week of class we will determine and assign these responsibilities. They will include an open-build/graphic design for the studio show, open-build/graphic design for the magazine show and the production of commercials for Mancino's, Innovative Grafix, Big Rapids Furniture and Ferris.

Professional Producer review paper: You will write a 2 page paper about one of the producers featured in our text. You will describe their approach and identify how you agree or disagree. Also include how you have (or will) apply their principles. Your paper should be typed with proper grammar and spelling.

Weekly Discussion Question: You will be assigned one review question weekly from the first 10 chapters of our textbook. Your **typed** response should be a paragraph or two. It will be due the Monday we **begin** discussing the chapter.

Point Breakdown:

Studio Crew positions (15 points/week possible)	225 points
Magazine Crew positions/mini-docs (25 points/Show possible)	250 points
Peer Evaluations (10 points/Show)	100 points
Studio Show Producer	50 points
Studio Show Director	50 points
Opens/Commercials	50 points
Professional Producer review paper	25 points
Weekly discussion question (15 points/week)	150 points
Final Exam	100 points
	1000 points

Grades will be assigned, based on the number of points earned, as follows:

Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% or below

Midterm grades will be calculated based on the percentage of possible points earned at that time.

TVPR 499 Advanced Producing and Directing Course Schedule:

DATE	MONDAY	LAB	FRIDAY
Week of 1/11	Intro to Course	Studio Review Graphic/Open/Set	Commercial/Open work Sony Z7-U Introduction
Week of 1/18	**MLK – No class** **TUESDAY 1/19 6:00pm:**	Ferris Live Show 1 Show 1 Edit/ review	Magazine Show Planning
Week of 1/25	Magazine Planning	Ferris Live Show 2 Show 2 Edit/ review	Avid Training/Set-up Commercials **Due**
Week of 2/01	Chapter 1 Question 1 **Due**	Ferris Live Show 3 Show 3 Edit/ review	Rough Cut Show 1 Segments Magazine Show Open **Due**
Week of 2/08	Chapters 3 Question 3 **Due** Magazine 1 Viewing	Ferris Live Show 4 Show 4 Edit/ review	Rough Cut Show 2 Segments
Week of 2/15	Chapters 4 Question 4 **Due** Magazine 2 Viewing	Ferris Live Show 5 Show 5 Edit/ review	Rough Cut Show 3 Segments
Week of 2/22	Chapter 5 Question 5 **Due** Magazine 3 Viewing	Ferris Live Show 6 Show 6 Edit/ review	Rough Cut Show 4 Segments
Week of 3/01	Chapter **2** Question 2 **Due** Magazine 4 Viewing	Ferris Live Show 7 Show 7 Edit/ review	Rough Cut Show 5 Segments
Week of 3/08		**SPRING BREAK**	
Week of 3/15	Chapter 6 Question 6 **Due** Magazine 5 Viewing	Ferris Live Show 8 Show 8 Edit/ review	Rough Cut Show 6 Segments
Week of 3/22	Chapter 7 Question 7 **Due** Magazine 6 Viewing	Ferris Live Show 9 Show 9 Edit/ review	Rough Cut Show 7 Segments
Week of 3/29	Chapter 8 Question 8 **Due** Magazine 7 Viewing	Ferris Live Show 10 Show 10 Edit/ review	**EASTER BREAK**
Week of 4/05	Producer Discussion Review Paper **Due**	Ferris Live Show 11 Show 11 Edit/ review	Rough Cut Show 8 Segments
Week of 4/12	Chapter 9 Question 9 **Due** Magazine 8 Viewing	Ferris Live Show 12 Show 12 Edit/ review	Rough Cut Show 9 Segments

TVPR 499 Advanced Producing and Directing Course Schedule (Continued):

DATE	MONDAY	MONDAY LAB	FRIDAY
Week of 4/19	Chapter 10 Question 10 **Due** Magazine 9 Viewing	Ferris Live Show 13 Show 13 Edit/ review	Rough Cut Show 10 Segments
Week of 4/26	Review for Final Magazine 10 Viewing	Ferris Live Show 14 Show 14 Edit/ review	Resume reel/Highlights/Review
5/03	8:00 – 9:40 am	***FINAL EXAM***	

CHANGES IN SYLLABUS AND SCHEDULE MAY BE NECESSARY

Lab Work:
You will be required to checkout equipment through Media Supply and access the studio outside of class time. This is a responsibility given to students in this program that reflects your potential experiences in future work places. You are expected to demonstrate proper care and respect for this equipment, the studio, and control room. Only designated equipment for this course shall be used for assigned projects. **All program content must be edited with Avid software.**

Classroom and Lab Policies:
Food and beverages are not allowed in the lab. All cell phones, pagers, etc. must be either turned off or in vibrate mode. It is not appropriate to answer a call during class. Leaving class early or sleeping in class could result in a loss of attendance points.

Academic Dishonesty and Original Work:
All work turned in must be authentic. It must be your original work. There is a big difference between collaboratively working with someone and doing your own work. This is a performance-based course with many hands-on production assignments. Your work should demonstrate the progress you are making towards meeting the outcomes of the class.

Ferris State Live Show Rotation:

PRODUCER:	DIRECTOR:	1:15pm Friday Meetings	
Show 1: Nick Blohm	Glen	1/15	
Show 2: Kelly Armbruster	Ben Wyman	1/15 & 1/22,	1/22
Show 3: Tabbatha Young	Sara Tuttle	1/22 & 1/29,	1/29
Show 4: Ben Wyman	Nathan Totten	1/29 & 2/05,	2/05
Show 5: Sara Tuttle	David Stiefel	2/05 & 2/12,	2/12
Show 6: Nathan Totten	Eric Stacy	2/12 & 2/19,	2/19
Show 7: David Stiefel	Frank Molner	2/19 & 2/26,	2/26
Show 8: Eric Stacy	Megan Mason	2/26 & 3/05,	3/05
Show 9: Frank Molner	Dominique Gibbs	3/05 & 3/19,	3/19
Show 10: Megan Mason	Lamarr English	3/19 & 3/26,	3/26
Show 11: Dominique Gibbs	Nick Blohm	3/26 & **3/31,**	**3/31**
Show 12: Lamarr English	Kelly Armbruster	**3/31** & 4/09,	4/09
Show 13: Nick Blohm	Tabbatha Young	4/09 & 4/16,	4/16
Show 14: TBD.	TBD.	4/16 & 4/23,	4/23

DVD Copies:

As Producer of Ferris State Live, you will be expected to deliver 3 authored DVD copies of your show to Glen on the **Friday following** the production of your show. In order to create these copies you will:

1. Export a QuickTime Reference File from Avid Media Composer. Use marks to select from the show open through close (**do not include bars, slate**, etc.)

2. Use Sorenson squeeze to create an MPEG-2 file from the QuickTime reference file.

3. Use Avid DVD by Sonic to author the DVD. There should be a link for the whole show, and chapter points for the second and third segments. When burning the DVD select "3" for the number of copies.

4. **LABEL THE DVD's as followed:**   **Show title AND number**
   Date of show taping
   Guest's names

DATA QuickTime Movies:

These will be requested from the producers of the Program Spotlight segments, in addition to other segments that may be used by Ferris on the University web site. In order to create this file you will:

1. Create a QuickTime Movie upon export of the segment from the Avid. Use marks to select just the segment content – not bars, etc.

2. Place the files in the "pending for web" folder on the desktop of the machine you are using.

Producer Rotation:

As a segment producer for Ferris in Focus, you will submit the following on Mondays along with your peer evaluation. The information should be typed and complete:

Segment title:

Primary contact name:

Primary contact title:

Email address:

Phone number:

TVPR 120
Building BIS Room 223
Digital Imaging for Video
Monday (Primarily Lecture) 6:30p - 8:20p
Monday (Primarily Lab) 8:30p-10:30p

Class Syllabus- Spring Semester, 2010 - v.2.0

Instructor: Johnny B Allen
Cell: 616.308.9739 + Texting Available.
Email: tvpr120@gmail.com or johnnyballen@clearchannel.com
* You may call or text me anytime between 7am-8pm Monday-Friday with questions or concerns. Important: If I don't pick up, please leave a message and I'll get back to you as soon as possible. Email me at anytime.

• *Facebook Page TVPR-120: Digital Imaging for Video - Post links, project videos, storyboards, additional educational links, start discussions on topics.* **Remember, anything you post or comment on is public. Be courteous and polite when critiquing animation/ 3D modeling work.**

PREREQUISITE COURSES/SPECIAL SKILLS
None required, but a desire to learn Photography, Video, Photoshop, Editing, 3D and Digital VFX is very helpful. Prior knowledge of Adobe Creative Suite, videography, photography, mechanical drafting, and video editing is also very helpful in understanding concepts.

REQUIRED TEXT
Adobe Photoshop CS4
Classroom In A Book: The Official training workbook from Adobe Systems
ISBN-13: 978-032-57379-7
ISBN-10: 0-321-57379-X

REQUIRED SUPPLIES
• 8Gb Flash Drive or Larger
• External Hard drive
• Recordable DVDs for backups or completed rendered files

RECOMMENDED SUPPLIES
• Headphones; to reduce noise levels when editing and adding music/sound effects to animations

ADDITIONAL RECOMMENDED TEXT/TRAINING (NOT REQUIRED)
Lynda.com - Video Software Training.

SOFTWARE USAGE IN CLASS
- Photoshop CS4
- Adobe Creative Suite

COURSE DESCRIPTION
This course will cover the basic/intermediate/and advance concepts for creating effects using Photoshop CS4 and the Adobe Creative suite. Students will be able to use Photoshop for both photographic and video production. Students will be come familiar with D-SLR and their limitations.

ATTENDANCE POLICY

Prompt arrival to class is critical. Arriving a class 15 minutes late or later will result in an absence for the class period.

If you ever need to miss a class or unable to attend class, please inform me of your absence in person or by phone/text message no later than 1 hour before class or you will be counted as absent.

Students are expected to attend all classes. The hands-on projects we will do in class and more importantly, your efforts to accomplish them, are imperative to achieve high marks. A person exceeding two unexcused absences will have their grade lowered by one full grade.

You are allowed three (3) excused absences. Every absence above 3 will lower your grade by 5%. In addition, anyone who is more than 15 minutes late over 3 times will lose 5% of their final point total.

Exceptions include , death of a family member or significant person, extended hospitalization. College sponsored event or jury duty/being subpoenaed for court testimony. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

CELL PHONES/TEXTING.
During class time please set all cell phones to vibrate or off, this includes text alerts.

You can check your phones calls during break or during labs. If you need to take a phone call for emergency reasons during a lecture please remove yourself from class temporarily.

During quizzes all cellphones, PDAs, Laptops, Lab Computers, and Portable media devices with screens must NOT be visible or accessible during the quiz. Devices need to be put away in either a purse, backpack, or pocket. No texting is allowed during quizzes.

PERFORMANCE CRITERIA
Upon completion of this course you will understand and be able to use Photoshop CS4 and other Adobe Products and complete real-world type jobs.

HOMEWORK AND EXAMS
Point Value Description of Work

Point Value	Description of Work
10 pts	Beginning of class quizzes. 5 quizzes Total
40 pts	PP/Paper research presentation.
60 pts	Attendance / participation (1/1)
30 pts	Assign Projects (4)
60 pts	Midterm Project
80 pts	Final Project

/410 points possible

GRADING
Grading is project based and each part of the project will be discussed and critiqued. Grading will be based on completion of all projects ON TIME, following instructions, attendance, and effort.

Each completed project, including sketches, rough designs, sources of images, stock photo sources, storyboards, royalty free music, and credits must be burned to a DVD and labeled with your name, class number, and semester. The DVD will not be returned.

FEEDBACK
Feedback goes both ways. I will provide you with continuous feedback on your work to help you to learn and to improve upon your skill as TV/Film Digital Media Professional. I also expect feedback from you in order that I can create a learning environment that is responsive to your needs. If you don't understand something or you think that we might try another way of doing something, I want you to make suggestions and offer opinions.

PROJECTS AND COURSE WORK:

1/11/2010...................... First Class, Orientation, Overview of the program.
1/18/2010...................... NO CLASS
1/25/2010...................... Canon Ti1 Review, Storyboard designs in Photoshop.

2/01/2010...................... Quiz 1, Storyboard Design Assignment Due. Research Paper/
Presentation Assigned.
2/08/2010...................... Video Editing in Photoshop Project Assigned
2/15/2010...................... Quiz 2, Video Editing Assignment Due. Movie Poster Design
Assigned
2/22/2010...................... *Research Paper/ Short Presentations Due.*

3/01/2010...................... *Mid-term: Movie Poster Design Due,* 3D Project Project
Assigned.
3/08/2010...................... NO CLASS, MID TERM Grades
3/15/2010...................... Quiz 3, *Rotoscoping: Final project assigned.*
3/22/2010...................... 3D Project Due.
3/29/2010...................... Quiz 4, HDRI Imagery Project Assigned,

4/05/2010...................... HDRI Imagery Project Due
4/12/2010...................... Quiz 5, Movie Poster Project Due
4/19/2010...................... Work Day
4/26/2010...................... Last Day of Class

5/03/2010......................*Final Rotoscoping Projects Due*, Class Overview, Final
Grades Provided.

Class Only Meets 15 times during the entire semester.

Attendance and Participation - see page 2-3

QUIZES
Beginning of class quizzes - You must read the assignment and be ready for a quiz at the beginning of the next class. There will be approx., 5 quizzes during the course.

RESEARCH PRESENTATION
Student will chose a photographer, Advance production techniques being used for D-SLR film/video production, or a well-known cinematographer. Student will create a 3 page paper, double spaced and Present a five minute PP/Keynote presentation on that topic/artist.

MID-TERM PROJECT
Movie Poster Design

FINAL PROJECT
Rotoscoping Project

EXTRA CREDIT
Other opportunities may arise for extra credit in and out of class.

ADDITIONAL COMMENTS
You will be notified of your progress mid-semester and / or on an as needed basis. As students, soon becoming professionals, you will be treated as adults. This includes meeting deadlines, punctuality, contributing to discussions, preparedness, and the ability to work in group settings.

TEACHING IN TIMES OF EXTENDED EMERGENCIES
In the event the University closes due to an emergency, instruction will continue through the use of online/internet technologies, such as online video, Facebook Page, DimDim, Skype, and FSU web services. As the semester progresses, additional details on this subject may be updated.

SYLLABUS CHANGES
I reserve the right to make needed and appropriate adjustments to this syllabus and the course.

SYLLABUS ATTACHMENT
COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

IMPORTANT DATES   *SPRING 2010*

Late registration	Wed - Fri	Jan 6, 7, 8
First day of classes	Monday	Jan 11
Last day for Drop/Add	Thursday	Jan 14
Martin Luther King Day (no classes)	Monday	Jan 18
Mid-term grades due	Monday	Mar 8
Spring recess	Sat, Mar 6– Sun, Mar 14	Mar 6 – 14
Assigned registration for current students	Monday	Mar 22
Last day for "W" grades	Thursday	Mar 25
Mid-semester recess	Thursday – Sunday	Apr 1 - 4
Last day of classes	Friday	April 30
Examination Week	Mon – Fri	May 3 - 7
Commencement	Friday, Saturday	May 7, 8
Final grades due by 1:00 pm	Monday	May 10

SESSIONS

Sessions	Dates	Last Date to drop	Withdraw Date
Full Session	Jan 11– Apr 30	Jan 14	Mar 25
Session A	Jan 11– Mar 2	Jan 14	Feb 11
Session B	Mar 3– Apr 30	March 15	Apr 13
Session D	Jan 11– Feb 12	Jan 14	Feb 1

| Session E | Feb 15– Mar 25 | Feb 16 | Mar 5 |
| Session F | Mar 26 – Apr 30 | March 29 | Apr 19 |

LIBRARY HOURS
Regular hours for the (FLITE) library 231-591-2669:
Monday – Thursday...........7:30 am – 12:00 am
Friday...........................7:30 am – 9:00 pm
Saturday........................ 9:00 am – 6:00 pm
Sunday..........................1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)
TAC 231-591-4822
Computer lab hours in the (FLITE) library:
Monday – Thursday.........7:30 am – 12:00 am
Friday.........................7:30 am – 9:00 pm
Saturday......................9:00 am – 6:00 pm
Sunday........................ 1:00 pm– 12:00 am

> **CLASS ATTENDANCE IS IMPORTANT!**
> **Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.**

HOW TO CONTACT A FACULTY MEMBER
If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, or through the College of Education and Human Services web page at http://www.ferris.edu/htmls/colleges/education/.

DROPPING CLASSES OR WITHDRAWING
You must drop a class within the first 4 days of the semester or 4 days from the beginning of the course (see above dates). Check on your MY FSU to confirm the last date to withdraw from a class for the current semester. The last date to withdraw from a full semester class for Spring 2010 is **March 25, 2010.**

Either go to the Student Academic Affairs Office in **Bishop Hall 604** on the main campus or phone the office at **231-591-3646** or **231-591-2700** to request a four -part form to withdraw from a

(Withdrawing continued)
course(s). DO NOT contact your instructor to request a withdraw, he/she will not be able to facilitate this for you.
After the request to withdraw, check your class schedule to make sure the withdraw (W) is posted. This process can take several days. If you do not see the posting within a week, please stop by or call Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up. Should you miss the deadline to withdraw, **due to extenuating circumstances** , you may appeal with a written statement supporting your request. The Dean's office will review all appeals (form can be found on the Ferris web site). Those can be emailed to langant@ferris.edu or mailed to **1349 Cramer Circle, Bishop 604, Big Rapids MI 49307.**
To competely withdraw from **all courses** you must contact admissions at 231-591-2805.
For a complete withdraw due to medical reasons, contact the **Health Center** at 231-591-2614. See the website for compete directions for any total withdraws from the university.

INCOMPLETES
The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as

those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543
The Writing Center.........ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center join together to offer FSU students an array of academic support services, e.g.
- tutoring for many Ferris courses
- individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of college life

Scholar Program................ASC 1025 – 591-5976

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.............STR 313 – 591-3057

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Deborah Cox.

Personal Counseling, Sexual Assault,
Substance Abuse

Birkham Health Center - 2nd Floor............591-5968
Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

College of Education & Human Services Offices		
School Ed	BIS-421	591-5361
Criminal Justice	BIS-506	591-5080
RLMS	SRC-102	591-3887
TDMP	BIS- 303	591-2060
Certification	BIS-626	591-5375
Student Affairs	BIS-604	591-3646
Dean's Office	BIS-607	591-3648

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

DISRUPTIVE BEHAVIOR

The College of Education and Human Services strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

TVPR 136 - Audio Production
Fall Semester 2008
Steve Cox / FLITE 460C / 591-2721
coxs@ferris.edu
Office Hours by Appointment

Course Materials: (1) Maxell R DAT 64DA Tape
(1) Jump Drive

Suggested Materials: (1) Pair Stereo Headphones w/ mini stereo connector*

Attendance: Mandatory. One absence excused, each subsequent absence –10 points.

Web based text book: http://www.mediacollege.com/audio/

Course Description: The basics of sound production and control and relation to media: Sound theory, stereo recording techniques, microphone selection and placement, recording equipment, various levels of audio signals, cables and connector, editing electronically, cutting carts, mixing stereo sound, mastering a stereo soundtrack, overdubbing stereo on multi-track recorders, equalization and filtering, minor maintenance of equipment, analog and digital audio recording and playback systems, audio sweetening systems for video, computer based audio editing.

Course Objectives: Upon completion of the corresponding material and training, the student will be expected to:
-Write a clear explanation of sound and recording theory on quizzes and exams.
-Sketch a concise diagram of proper microphone placement for various recording
situations on quizzes and exams.
-Produce clean recordings of various indoor and outdoor sounds under good and poor
acoustical conditions for assignments.
-Identify, explain, and use various audio connectors.
-Explain and demonstrate the difference between mono and stereo recordings.
-Explain the difference between mike, phono, line, and speaker level signals.
-Explain and demonstrate the techniques of over-dubbing or layering using digital audio.
-Be able to clean and demagnetize the tape path and heads of an audio recorder.
-Demonstrate and discuss basics of equalization.
-Be able to edit, layer, and mix down a stereo soundtrack from a digital source to various audio formats.
-Be able to edit audio digitally.
-Have a sound working knowledge of digital audio editing

Course projects: Studio Techniques
Digital Audio
Production Techniques
Final Soundtrack

Exams: One Practical Exam
Two Written Exams
Final Exam

Course Grading: Studio Techniques   100
Digital Audio/commercial 100
Production Techniques   150
Practical exam   50
(2) Written Exams   100
Final Exam   100
FINAL SOUNDTRACK   200
TOTAL: 800 Points

DATE	LECTURE(Monday)	LAB(Wednesday)
Week 1 January 12/14	Course Introduction* *Introduction to Audio & Sound Mixers*	Studio Equipment* 1st Project *Audio Terminology/* *How Microphones Work, Using Microphone,* *&Connections*
Week 2 January 19/21	MLK Day	Studio 1, Techniques, Demo**
Week 3 January 26/28	Studio 2, Techniques, Demo**	Microphones, Cables, Accessories*
Week 4 February 2/4	Field Recording, Maintenance, Patching*	Open Lab-Project 1**
Week 5 February 9/11	**Project 1 Due*** Exam Review, Practical Exams	**EXAM 1***
Week 6 February 16/18	Practical Exam Review** Studio 1 and 2	Digital Audio Intro*** Project 2
Week 7 February 23/25	Practical Exams**	Digital Audio*** Mixing/Recording/Sources
Week 8 March 2/4	Practical Exams**	Digital Audio*** Sound Effects/Extra Credit
Week 9 March 16/18	Project 2 Lab*** Editing	Digital Audio*** **Project #2 Due**
Week 10 March 23/25	Digital Audio*** Project #3-Commercial	**Exam #2***
Week 11 March 30/1	Digital Audio*** Review Project #2	Digital Audio*** Scripting
Week 12 April 6/8	Digital Audio Lab*** Working with Talent/Final Project/Definitions	Easter Break
Week 13 April 13/15	Lab for Final Project*** **Project 3 Due**	Review Project 3
Week 14 April 20/22	Digital Audio***	Digital Audio*** Lab for Final Project
Week 15 April 27/29	Review for Final Exam*** **FINAL PROJECT DUE!**	Critique final projects
Exam Week May 6	**FINAL EXAM 12:00-1:40PM*** Wednesday	

*IRC 156
**IRC Labs/Basement
***FLITE 108

TVPR 210
Compositing for Video
using *Adobe After Effects CS3*
Fall semester, 2008 – v2.0

INSTRUCTOR: Andrew Tingley
CONTACT PHONE: (616) 802-8244 *
*(You may call anytime between 8am – 10pm, Monday – Saturday with questions or concerns.
IMPORTANT If I don't pick up, please leave a message and I will get back to you as soon as possible.)
E-MAIL: andrewtingley@ferris.edu

PREREQUISITE COURSES/SPECIAL SKILLS:

TVPR 120 Digital Imaging for Video
TVPR 132 Computer Systems for Video

COURSE DESCRIPTION:

This course will provide an overview of the technical and the artistic nature of digital compositing. Compositing software After Effects will be covered in depth including features, plug-in effects and utilities. Tools within the software will be identified and demonstrated.

Areas covered, but not limited to:
Compositing 2 or more elements (video, animation, 3D objects, photos, etc.), basic special effects, repairing shots that would otherwise be unusable, creating motion graphics, typography and layout, manipulating elements with motion and effects, and animating with 2D and 3D layers.

LEARNING OUTCOMES:

1. Students will be able to demonstrate on a lab practical mid-term, their ability to use the After Effects to animate simple objects and text.

2. Students will be able to fully discuss the definition of compositing and what that means in video and film productions.

3. Students will be able to demonstrate through a presentation their understanding of how After Effects can be used in the real world.

4. Students will be able to explain clearly in writing, at the beginning of class periods (chosen at random) what they have learned from their weekly reading.

5. Students will demonstrate by a class presentation their ability to use After Effects as a communication medium.

6. Students will have demonstrated their ability to adhere to professional behavior standards by following the class policies set out in this syllabus.

REQUIRED COURSE MATERIALS:

1. *After Effects Apprentice* by Trish and Chris Meyer

2. (1) Gb flash/jump drive for file storage and transfer (2 Gb or higher recommended)

View the class syllabus, calendar of assignments (after they are assigned) and get additional information on *After Effects* at: www.tiltnpanstudios.com/fsu/
Log in: 210
Password: effects789

COURSE SCHEDULE:

TVPR 210: Bishop Hall, Room #223
Tuesday (Primarily lecture)   4:00 pm – 5:50 pm
Thursday (Primarily lab)   4:00 pm – 5:50 pm

You will be required to spend time on the software during scheduled lab time, and work through the assigned chapters of the textbook using the DVD-Rom that accompanies the book.

PERFORMANCE CRITERIA:

Upon completion of this course you will understand and be able to use After Effects, complete real-world type jobs, and have the opportunity to focus on your area of interest in compositing and motion graphic design.

EXAMS AND HOMEWORK:

Point value	*Description of work*
5-30 pts.	Pop quizzes
60 pts.	Attendance and participation
20 pts.	Midterm practical
10 pts.	Production Company animated logo
40 pts.	Demo Reel graphics package
40 pts.	Final project in groups
/175-200 pts. possible	

Details:

Pop quizzes – quizzes can be based on reading assignments, exercises from the book or lectures. They can be *question and answer, multiple choice, or label the diagram* type quizzes.

Attendance and participation – beginning on page 3.

Midterm practical – 15-20 min. lab practical where you demonstrate what skills you have learned using After Effects. Details closer to midterm week.

Animated logo and graphics package – these projects are based on your desire or need to create unique animations for your demo reel. Details to come.

Final project – a group based project where everyone can use the skill or skills (using AE) they excel at to create the best possible end product. This project will also help you understand what it is like to work in a real world collaborative environment. Details to come.

COURSE CALENDAR (SUBJECT TO CHANGE WITHOUT NOTICE)

Assignment calendar can be found at:
www.tiltnpanstudios.com/fsu/AE/calendar.html

An overview calendar of the course can be found at:
www.tiltnpanstudios.com/fsu/AE/overview.html

CLASSROOM AND LAB POLICIES

Food and beverages are not allowed in this lab.

It is inappropriate to check your e-mail during class. Checking your e-mail and surfing the internet for anything except sites appropriate for assigned projects during class could result in loss of "daily task" points.

Leaving class early, leaving to use the restroom without first telling the instructor, or sleeping in class will also result in a loss of "daily task" points.

Cameras have been assigned to this class for check out while working on project assignments only. You must reserve and check them out through Media Supply in the IRC according to their rules and regulations.

Classroom behavioral expectations and the policies established by Ferris State University, Academic Affairs, classroom Rights and Responsibilities are applicable to this class.

Failure to comply will result in a reduction of "daily task" points.

ATTENDANCE AND TARDINESS POLICIES:

Attendance Policy Type: *Your first job*

Everyone in the class gets "paid" 2 points per class period.
Breakdown: coming to class earns you 1 point and performing your "daily tasks" (participate) then you get 1 point.

If you are late (by more than five minutes), you do not earn the first point.
If you miss class completely, then you get 0 points, unless you adhere to one of the following quid pro quos.

Everyone also receives the following:

1 paid sick day – you can "call in" within 1 hour of missing class (or e-mail) and you get the points awarded for taking the pop quiz (if you miss one) and all your work is covered by "another employee." You also get the 2 points you would have earned for being in class and doing your work.

1 vacation day – You must preplan these ahead of time, by at least 2 weeks in advance (or they can cover you if you can't be at class last minute) and you must let your group know (by phone or the quickest way possible). You get the 2 points for the day, but you forfeit any points you may get from a pop quiz (so, you get paid, but you miss out on the activities of being there. For example, you miss an appointment with an important paying client). Also, make sure you get the homework (if applicable) from the website or your fellow students.

If, however, you choose not to use any of your sick or vacation days, you will be rewarded with a "year end bonus" of 10 extra credit points.

Any class you miss beyond these 2, you will lose the 2 class points and lose any points associated with missing pop quizzes.

If you have 5 absences or more, including sick and vacation days, "you are fired" (you fail the class).

ADDITIONAL COMMENTS:

You will be notified of your progress mid-semester and / or on an as needed basis. As students, soon becoming professionals, you will be treated as adults. This includes meeting deadlines, punctuality, contributing to discussions, preparedness, and the ability to work in-group settings.

SYLLABUS CHANGES

I reserve the right to make needed and appropriate adjustments to this syllabus and the course.

TVPR 240
Entertainment Arts and Production
Summer 2010 (**3Credits**)
Syllabus

Assistant Professor	Connie L. Morcom
	Television and Digital Media Production
Office (room number/building):	BIS 312
Office Phone:	231-591-2772
Office Hours:	Please call or e-mail
May 16 – May 28 (TBA)	
E-Mail:	morcomc@ferris.edu

COURSE DESCRIPTION:

This course is designed to provide students with the opportunity to provide students at Ferris State University with the unique opportunity to identify analyze many different facets of the entertainment world as it appears in diverse cultural and international cities. Students will produce, direct and shoot a documentary of "cinema-verite" style (Amazing Race, Cops) of digital cinematography based on a broader perspective of shooting on location with a crew to document the reality of the cultural experience.

The opportunity to travel abroad and shoot on location and study cinematic traditions of the culture will be demonstrated through comparative studies with visitations of television, film and entertainment industries within the country will be documented in a visual journal.

Students will also tour international television broadcast facilities. film studios, animation studios and the organizations responsible for creating diverse cultural media programming recording the geographic, economic and cultural and historical relationships among the people who live within the culture and their impact on society.

COURSE OUTCOMES

- Pre-production planning and preparation to study, travel and to shoot a documentary combining naturalistic techniques and staged set-ups on location in countries outside of North America (United States and Canada).

- Identify key media centers and enterprises in the culture visited in various regions, features or countries other than North America, such as in London, England. Economics, languages, culture and historical perspectives will be discovered and documented through visits to the British Broadcast Museum, International Television Association, Animation Studios such as Aardman or Picasso and galleries and museums such as the National Portrait Gallery, The Victoria and Albert, Tate Modern, and the Louvre in Paris, France.

- Comparative studies of geographic, economic, cultural, linguistic and/or historical relationships and resources in entertainment, arts and production personnel such as Great Britain and the United States and document through organization of a visual journal and stylized cinematic techniques in location shooting.

- Demonstrate culturally diverse styles of digital cinematography such as "cinema-verite" in a documentary shooting visual expressions based on a broader perspective of "film-making" on location with a crew to document the reality of the culture.

- Demonstrate a visual journal of the study abroad experience to visually articulate accurately about current events and the impact of the geography, economics, culture, language or historical relationship within the culture.

- Analyze professional productions of television, film and entertainment industries at least one country or region visiting historic sites, museums and galleries.

ATTENDANCE:
Attendance at scheduled events and the practical study is required. Since this is a Study Away course, scheduled events are subject to change daily. Daily updates will be communicated to students as to the event(s) and travel scheduled for that day. We may travel by train, tube, bus or foot. If you cannot attend an event due to illness you **MUST NOTIFY** your professor. More than two absences during the course will result in a failing grade for the elective, TVPR 240 Entertainment Arts and Production.

SAFETY ISSUES:

Alcohol and Drug Abuse: Many of the accidents overseas involving Study-Abroad students involve alcohol or drug use. Laws overseas may be more stringent than U.S. laws. This is a Ferris sponsored trip, the Ferris Conduct Code at: http://www.ferris.edu/htmsl/administration/StudentAffairs/Studentshandbook.html applies and students can be sanctioned for their actions upon return to Big Rapids. The faculty leader has the authority to send a student home because of disruptive or disorderly behavior.

Behavioral expectations and the policies established by Ferris State University, Academic Affairs, UCEL and Judicial Services in accordance to the Student Orientation Booklet and the laws within the foreign country are applicable.

There is always a risk involved in study abroad. As part of the application process, students enrolled in TVPR 240 Entertainment Production and Arts, should have signed a release of all claims stating voluntarily participating in the program and should already understand the risks and responsibilities for actions and the resulting consequences.

While studying abroad, Ferris students remain subject to the Ferris Code of Conduct. Any serious disciplinary matters during the program, UCEL will notify Judicial Services.

As a student enrolled in TVPR 240 Entertainment Arts and Production course, I have read the syllabus and agree to adhere to the responsibilities of the course.

Signature_____

Date_____

NOTE: Should circumstances dictate, the professor reserves the right to modify, at any time, any aspect of this syllabus, course, calendar, or total points. Notification will be made to students in the advent of a deviation from the original instructional plan.

TVPR 277 FILM PRODUCTION Summer 2008
COURSE SYLLABUS

Instructor: Clayton Rye   Office Hours: MON-THUR 10-11 AM
BISHOP-Office #314
Ext: 2716   Home: 796-1776
clayton_rye@ferris.edu

DESCRIPTION:

The Film Production class provides the student with experience producing a 16mm film. In addition to in-class/lab assignments and other exercises, each student will complete a fully developed production. From concept to completion, each student will; research, write, plan, produce, direct, shoot and edit an, original, short film. * Emphasis will be on visual story telling, using shot composition and editing techniques, but using the film media as a communication tool is the ultimate goal of the course. Students may work alone or in two member crews for the final film.

REQUIRED TEXT: The Bare Bones Camera Course for Film, or Video.
  Any edition.
*Film will cost each student $50-$100 or more. Expose it carefully.
GRADING:

Final Film Production	40%
Other Assignments	30% (script, edit assignment, still photos, reaction paper, etc.)
Midterm Exam	10%
Final Exam	10%
Attendance and Participation	10%
	100%

Late projects will be accepted up to three days late but will be marked down one full grade. Anyone who gets an "F" on the final project will fail the course. Grades may be lowered if equipment is abused or if Media Supply rules are not adhered to. You are financially responsible for the loss or damage of any FSU equipment that you misuse. **FSU EQUIPMENT IS FOR CLASS ASSIGNMENTS ONLY.**

NOTE: Sleeping in class will not be tolerated. If you look like you are sleeping you will be redirected. Please turn off your cell phones.

TVPR 277/FILM PRODUCTION COURSE SCHEDULE

WEEK	DATES	ASSIGNEMNT
1	May 20-22	Intro to Film Production Films: The Movies First Greatest Hits Lab – 35mm still Camera Films: A Film about Filmmaking Lab- Still Camera Assignment Film: Birth of a Nation –Excerpts Bring in one roll 35mm (24 exposures) Due: Idea for Final Project (Fri) Due: Over weekend (35mm turned in for processing at ??) Film: Basic Film Terms Read Chapter 2
2	May 27- 29	Read Chapter 3 Lab – Camera Due: Treatment for Final Projects (Mon) Film: Nanook of the North (excerpts) Lab: Bolex Cameras Read Chapter 4 Due: Scripts for Final Project. (Wed.) Lab – Lighting Film: The Basics of Cinematography Lab: Light Meters & Exposure Film: Camera Handling Exam: Camera Test
3	June 2- 5	Read Chapter 5 Explain Editing Assignment Film: A Film about Editing

WEEK		
3 (Cont)	June 2- 5	Film: Kick Me Due: 16mm film for processing (Tue) Explain & Assignment: Paint on Film Lab: Film Search for editing assignment Read Chapter 6 Film: Handy Dandy Animation Movie Film: Claymation Lab: Animation Film: Go Slow On The Brighton Line Lab: Film Editing Film: Snow
4	June 9- 12	Read Chapter 7 Due: Editing Assignment (Wed) Lab: Editing Lab: Screen Raw Footage (when we get it from Lab) Lab: Editing Film: Why Man Creates Lab: Editing
5	June 16-19	Read Chapter 8 Lab: Editing Film: Koyannisquatsi Screening: Ten Vietnam Vets
6	June 23-26	S. Eisenstien & Safety Films Lab: Editing Film: The Film Laboratory Due: Reaction Papers (Thur) Lab: Editing
7 7	June 30 & July 1	Exam: Final- covers entire text (Mon) Lab: Editing Due: Final Projects (Tue)

CHANGES AND ADDITIONS TO THIS SYLLABUS AND SCHEDULE MAY BE NECESSARY.

Remote Video Production - TVPR 314
Spring 2009
Steve Cox / FLITE 460C / 591-2721
coxs@ferris.edu
Office hours are by appointment.

Purpose: This course offers practical experience in all aspects of television production. Students will work together to produce and direct six productions. This course gives students the opportunity to direct and run various pieces of video and audio equipment under real life production conditions.

Objectives:

1. The student will demonstrate knowledge of all aspects of producing and directing, including pre- and post-production.

2. The student will demonstrate an understanding of the role of producer and director in television production.

3. The student will learn to work as part of a production team.

4. The student will demonstrate an ability to produce a program as leader of a production team.

Grading System:

Crew positions:	50 per remote
Exam:	50

To check grade status throughout the semester, see instructor **AT ANY TIME!**

Attendance: All productions that you are scheduled for are MANDATORY. Arriving late for a crew call will be an automatic 50% reduction of point for that event. Missing a production entirely will result in an automatic F (0 points) for that event. Absence from a lecture results in a reduction of 10 points from your final class grade.

Remote Video Production - TVPR 316
Spring 2009 Class Schedule

Week 1/January 16	Class Intro/ Production Crew Positions/ Camera Set-up and operation
Week 2/January 23	Remote Directing/Hockey Preview
Week 3/January 30	Hockey vs. Nebraska/Omaha (CC 4:00pm)
Week 4/ February 6	No class
Week 5/February 13	Hockey critique
Week 6/February 20	Preproduction-Site Survey
Week 7/February 27	Hockey vs. Michigan (CC 4:00pm)
Week 8/March 2 March 6	Big Rapids City Council (CC 4:00pm) Hockey/Council Critique/Tennis Preview
Week 9/March 20	Tennis vs. Tiffin (CC 1:00pm)
Week 10/March 27	Tennis Critique
Week 11/April 3	Single Camera Production Tips
Week 12/ April 10	Easter Break
Week 13/April 17	Symphony Band Preview
Week 14/April 22 April 24	Symphony Band Concert (CC 5:30pm) No Class
Week 15/May 1	Class wrap up – Truck maintenance

TVPR 318 Television and Digital Media Practicum
Summer 2007: Monday – Friday 11:00am – 1:45 pm (or as indicated)
Bishop Hall 321

Instructor: Glen Okonoski
Phone: 231.591.2709 (Office – Bishop Hall 309)
      616.889.0783 (Cell, until 10:00 p.m.)
Email: okon2@ferris.edu
Office Hours: Monday, Wednesday, Friday: 10:00-11:00am, or by appointment as needed

COURSE DESCRIPTION:
This course is designed to provide hands-on television and digital media production experience working in a supervised production setting at Ferris State University. Students will average 18 hours of work per week occurring during and around class time on projects agreed to between the instructor (Executive Producer) and the student (Producers, Crew).

LEARNING OUTCOMES:
Upon successful completion of this course you should demonstrate proficiency in:
1. Planning, producing, lighting, shooting, directing, and editing basic video productions.
2. Covering live-to-tape events.
3. Working with clients and meeting their needs when delivering finished video projects.
4. Organizing your time and meeting established deadlines for projects.

GRADING:
Your understanding and successful execution of the above-cited objectives will be assessed through direct observation, adherence to the schedule of work assignments, analysis of ability to work with clients in planning, producing, and distributing media projects, and in written reports.

ATTENDANCE:
Attendance is mandatory at times determined by mutual consent, whether during class time or on location. You will be filling specific crew duties and must meet the responsibilities that come with each position. Time spent in and out of class as documented in your weekly journal must total a minimum of 76 hours.

MATERIALS:
Mini-DV tapes (***MUST BE PURCHASED FROM MEDIA SUPPLY***).

LAB WORK:
You will be required to checkout equipment through Media Supply in accordance to their rules and regulations and the production schedule of the class. Only designated equipment for this course shall be used for assigned projects. **All projects must be edited with Avid software.**

PROJECTS:
The two main clients we will be working with this semester are Wendy Dodd with the Students Activities Center, and Terry Doyle with the Faculty Center for Teaching and learning. With your input, you will be assigned to teams that will complete certain components of each project. The projects will be divided into two parts. You will fill the role of Producer for one part and camera/editor for the other. When available, your instructor will attend scheduled productions functioning as the Executive Producer. Additionally, each student will individually identify a campus or community event that they will document. During weekly production meetings we will discuss the progress of projects and review event coverage that occurred the previous week.

POINT BREAKDOWN:

Live Event	50 points
Weekly Activity Log / Journal	100 points (4 – 25 points each)
Peer Evaluations	TBD. (15 points each)
Project script / Treatment	50 points
Group Project (2 parts)	300 points (150 points per part)
Additional Projects	TBD.
Attendance / Participation	<u>100 points</u>
	600 points (minimum)

DUE DATES/ASSIGNMENT QUALITY
All Projects are due – **with a signed client approval form** - on or before July 11. The criteria for successful completion as outlined in the treatment must be met. Your goal should be to exceed the expectations of your client. All **projects must be turned in on Mini-DV tape,** noting the Avid system that was used. **Late projects will receive a maximum of half credit.**

TVPR 318 TDMP PRACTICUM COURSE SCHEDULE

DATE

June 13, 14	Intro to Course, Meet with Wendy Dodd	Meet with Terry Doyle
June 15, 18	Assign Teams/Clients Present/Brainstorm Ideas	**Present Live Event Coverage Ideas**/Meet with Clients in groups
June 19, 20	**Script/Treatments Due** (Part 1 of group project) Weekly Production Meeting	**Activity Log Due,** Production Planning
June 21, 22	Production Day	Production Day
June 25, 26	**Script/Treatments Due** (Part 2 of group project) Weekly Production Meeting	Production Day

June 27, 28	**Activity Log 2 Due,** Editing Lab	Editing Lab
June 29, July 2	**Project Part 1 Due**/Viewing	Weekly Production Meeting
July 3, 4	Production Day	Holiday - No Class
July 5, 6	**Activity Log 3 Due,** Production Day	Production Day
July 9, 10	Weekly Production Meeting Editing Lab	Editing Lab
July 11	**Project Part 2 Due**/Viewing **Activity Log 4 Due**	

This is a tentative schedule for the semester. As the scope of the projects and need for planning, production, and editing become evident, changes may be necessary.

CLASSROOM AND LAB POLICIES:

Food and beverages are not allowed in the lab. All cell phones, pagers, etc. must be either turned off or in vibrate mode. It is not appropriate to answer a call during class.

Leaving class early or sleeping in class could result in a loss of attendance points.

ACADEMIC DISHONESTY AND ORIGINAL WORK

All work turned in must be authentic. It must be your original work. There is a big difference between collaboratively working with someone and doing your own work. This is a performance-based course with many hands-on production assignments. Your work should demonstrate the progress you are making towards meeting the outcomes of the class.

Grades will be assigned, based on the number of points earned, as follows:

Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% or below

TVPR 318 Television and Digital Media Practicum
Weekly Activity Log

_____
Name

Activity	Date	Time	Hours

Total Hours:

Attach a journal-type entry for the week (typed) that describes your input and the learning that you gained from each experience.

TVPR 320
Building BIS Room 313
Computer Animation for Video
Tuesday (Primarily Lecture) 6:30p - 8:20p
Thursday (Primarily Lab) 6:30p - 8:20p

Class Syllabus- Fall Semester, 2009 - v.1.0

Instructor: Johnny B Allen
Cell: 616.308.9739 + Texting Available.
Email: johnnyballen@clearchannel.com
** You may call or text me anytime between 7am-8pm Monday-Friday with questions or
concerns. Important: If I don't pick up, please leave a message and I'll get back to you
as soon as possible. Email me at anytime.*

- *View class syllabus, calendar of assignments(after they are assigned) and get
  additional information on Lightwave at: http://www.johnnyballen.com/fsu/*
- *Username: 320*
- *Password: light123*

- *Facebook Page - Post links, project videos, storyboards, additional educational links,
  start discussions on topics. **Remember, anything you post or comment on is public. Be
  courteous and polite when critiquing animation/3D modeling work.***

PREREQUISITE COURSES/SPECIAL SKILLS
None required, but a desire to learn 3D software and Digital VFX is very helpful. Prior
knowledge of Adobe Creative Suite, videography, photography, mechanical drafting, and
video editing is also very helpful in understanding concepts.

REQUIRED TEXT
Inside Lightwave v9 by Dan Ablan - ISBN-10: 0-321-42684-3

REQUIRED SUPPLIES
- 2Gb Flash Drive or Larger
- Recordable DVDs for backups or completed rendered files

RECOMMENDED SUPPLIES
- Headphones; to reduce noise levels when editing and adding music/sound effects to
  animations
- External Hard Drive; used for rendered files
- Laptop computer

ADDITIONAL RECOMMENDED TEXT (NOT REQUIRED)
Title: Essential Lightwave v9: The Fastest and Easiest Way to Master Lightwave 3D
Author: Steve Warner, Kevin Phillps, and Timothy Albee
Publisher: Jones & Bartlett Publishers
ISBN: 1598220241

SOFTWARE USAGE IN CLASS
• Newtek Lightwave 3D
• Adobe Creative Suite

COURSE DESCRIPTION
This course will cover the basic concepts for creating 3D motion graphics, and 3D design/effects for Broadcast, DVD, and Web Video delivery. 6 main topics will be covered.

1. Modeling
2. Layout
3. Surfacing
4. Animation
5. Rendering
6. Compositing

More advance work will include texture editing, use of the graph editor, basic character rigging and animation, basic particle dynamics, and advance rendering techniques.

There will be discussions of computer graphics in the industries of film, television, and internet. We will discuss how 3D can be used in logo designs, pre-visualizations, computer generated sets, and 3D integration with live-action footage.

You will need to decide for yourself what type of 3D object and/or animations you would like to create for yourself for final output and grading(Examples: a character, an object, or a special effect.) Some of the exercises in the book will be covered.

ATTENDANCE POLICY

Prompt arrival to class is critical. Arriving a class 15 minutes late or later will result in an absence for the class period.

If you ever need to miss a class or unable to attend class, please inform me of your absence in person or by phone/text message no later than 1 hour before class or you will be counted as absent.

Students are expected to attend all classes. The hands-on projects we will do in class and more importantly, your efforts to accomplish them, are imperative to achieve high marks. A person exceeding two unexcused absences will have their grade lowered by one full grade.

You are allowed three (3) excused absences. Every absence above 3 will lower your grade by 5%. In addition, anyone who is more than 15 minutes late over 3 times will lose 5% of their final point total.

Exceptions include , death of a family member or significant person, extended hospitalization. College sponsored event or jury duty/being subpoenaed for court testimony. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

CELL PHONES/TEXTING.
During class time please set all cell phones to vibrate or off, this includes text alerts.

You can check your phones calls during break or during labs. If you need to take a phone call for emergency reasons during a lecture please remove yourself from class temporarily.

During quizzes all cellphones, PDAs, Laptops, Lab Computers, and Portable media devices with screens must NOT be visible or accessible during the quiz. Devices need to be put away in either a purse, backpack, or pocket. No texting is allowed during quizzes.

PERFORMANCE CRITERIA
Upon completion of this course you will understand and be able to use Lightwave V9.2, complete real-world type jobs, and have the opportunity to focus on your area of interest in 3D motion graphics and animation

HOMEWORK AND EXAMS
Point Value Description of Work

Point Value	Description of Work
25-50 pts	Beginning of class quizzes (5pts. each) 5-10 possible
20 pts	3D Design/Animation PP research presentation.
60 pts	Attendance / participation (1/1)
30 pts	Midterm Project
50 pts	Final Projects (25 pts personal / 25 pts. group)

/185-210 points possible

GRADING
Grading is project based and each part of the project will be discussed and critiqued. Grading will be based on completion of all projects ON TIME, following instructions, attendance, and effort.

Each completed project, including sketches, rough designs, storyboards, and credits must be burned to a DVD and labeled with your name, class number, and semester. The DVD will not be returned.

FEEDBACK
Feedback goes both ways. I will provide you with continuous feedback on your work to help you to learn and to improve upon your skill as TV/Film Digital Media Professional. I also expect feedback from you in order that I can create a learning environment that is responsive to your needs. If you don't understand something or you think that we might try another way of doing something, I want you to make suggestions and offer opinions. Around the fifth week of the course, I will ask someone from the Faculty Center for Teaching and Learning to come into the class to conduct a Small Group Instructional Diagnosis(SGID). As a class you will discuss with this person (I will not be present) what you think is working and what you think might need improvement. You will have to agree as a class what these items are; this is not a venue for individual griping. The information will be passed back to me and I will adjust accordingly.

PROJECTS AND COURSE WORK:

Beginning of class quizzes - You must read the assignment and be ready for a quiz at the beginning of the next class. There will be approx., 5-10 quizzes during the course, chosen at random.

You will need to decide for yourself what type of 3D object and/or animations you would like to create for yourself for final output and grading(Examples: a character, an object, or a special effect.) Some of the exercises in the book will be covered.

RESEARCH PRESENTATION
You will research a 3D topic of your choosing and present a five minute PP/Keynote presentation on that topic. Details will be given when homework is assigned.

Attendance and Participation - see page 2-3

MID-TERM PROJECT

You will build a 3D Flying Logo/Promotion Piece. The logo you choose to animated must be an established national, regional, or local company. Additional details will be provided early in the semester.

FINAL PERSONAL PROJECT

You will need to model one (1) complex 3D object (example: a character, an object, or a special effect) or create an animation with a pre-determined set of models that is at least 10 seconds long.

You will need to provide a concept and storyboards, before you begin your final project. Final storyboards will be printed/drawn on 8.5x11 and provided as a PDF to the instructor. You will present your idea to the class.

You will need to provide credits as a PDF. Credits can include such items as Music/ sound effects, 3rd party plugins, additional programs used to complete the project, free or paid models, free or paid stock photography/graphics/video, and paid rendering services.

Project will be viewed in class for review and student will evaluate/critique.

Additional details will be provided early in the semester.

FINAL GROUP PROJECT

You will contribute to a final group project in which a 30 second 3D scene is animated using original objects and sets.

Suggestions: PSA, 30-second Commercial, animated short

You will need to provide credits as a PDF. Credits can include such items as Music/ sound effects, 3rd party plugins, additional programs used to complete the project, free or paid models, free or paid stock photography/graphics/video, paid rendering services.

Each completed project, including sketches, rough designs, storyboards, and credits must be burned to a DVD and labeled with your name, class #, and semester. The DVD will not be returned.

Project will be viewed in class for review and student will evaluate for best of show.

Additional details will be provided early in the semester.

EXTRA CREDIT
Other opportunities may arise for extra credit in and out of class. For example: 3D art, transitions, and JumpBack type animations.

ADDITIONAL COMMENTS

You will be notified of your progress mid-semester and / or on an as needed basis. As students, soon becoming professionals, you will be treated as adults. This includes meeting deadlines, punctuality, contributing to discussions, preparedness, and the ability to work in group settings.

TEACHING IN TIMES OF EXTENDED EMERGENCIES

In the event the University closes due to an emergency, instruction will continue through the use of online/internet technologies, such as online video, Facebook Page, DimDim, Skype, and FSU web services. As the semester progresses, additional details on this subject may be updated.

SYLLABUS CHANGES

I reserve the right to make needed and appropriate adjustments to this syllabus and the course. In the event of any changes, I will provide a new syllabus at http://johnnyballen.com/fsu and provide one in class.

TVPR 328 – Streaming Media Production
Ferris State University – Television and Digital Media
Spring 2010, (3 credits)

Syllabus

Assistant Professor	Richard S. Piippo
Office (room number/building):	Prk 116
Office Phone:	231-591-2042
Office Hours:	TBA or call my office phone
E-Mail:	piippor@ferris.edu

PREREQUISITE COURSES/SPECIAL SKILLS:
TVPR 132 & TVPR 243

COURSE DESCRIPTION:
This course will cover the core technology of internet and the streaming landscape. The text will cover Adobe Dreamweaver CS4 Classroom in book which is part of the official training series for graphics and publishing software from Adobe Systems. Data rates, streaming related shooting skills, production workflow, encoding basics and Adobe Media Encoder will be combined for convergence with streaming video on demand (VOD) and web site design and development.

Adobe Flash Media Streaming Server 3.5 software will also be used. It offers live streaming enhancements, industry-standard H.264 and HE-AAC support, and streaming delivery to mobile phones. Students will examine the most popular streaming video formats and discuss development issues with formats. Demonstrations will include how streaming works and the advantages and disadvantages of the various streaming technology. A comprehensive explanation of digital media (VOD) and streaming technology will be demonstrated.

COURSE LEARNING OUTCOMES:

As a result of their successful completion of TVPR 328, learners will:

Identify the basics of streaming technology and the digital media production workflow to
stream video on a website.
Demonstrate how to apply HTML, Dreamweaver CS4 with CSS to a website.
Examine video in mixed formats, encoding options and storage file formats.
Determine functions of hardware, operating systems, software, data, procedures and
terminology for streaming media.
Identify Adobe Flash Media Server 3.5 media software and server hardware and methods
for archiving and storing media.
Develop and design flowchart and produce production elements for a web site.
Demonstrate operation of a Sony HD1000 digital video camera.
Apply encoding and compression selection, testing resolution and bandwidth limitations

to a streaming server.

REQUIRED COURSE MATERIALS:

1. Textbook(s):	Dreamweaver CS4 Classroom in a book http://www.intelligentassistance.com
2. Other Materials:	http://www.adobe.com/products/dreamweaver
3. Lab Manuals	On-line tutorials http://www.adobe.com/devnet/flashmedia server/
	http://www.streamingmedia.com
4. Media	Lacie Rugged Portable drive http://www.lacie.com/products/product.htm?pid=109491 Panasonic Mini DV

COURSE SCHEDULE:

TVPR 328	Streaming Media Production	
	BIS 223 M – W 9:00am – 10:50am	

COURSE EXPECTATIONS:

In this course, students will be responsible for publishing work that will be viewed over the FSU server and must meet all of the required policies of the Information Services and Telecommunications. This is a production course and you are responsible for the electronic equipment to create digital media projects through computer systems and video technology.

PERFORMANCE CRITERIA:

25% Academic scores will result from an assessment of exams, and quizzes.

50% Performance exercises and projects will demonstrate the acquisition of skills and competencies in meeting course objectives.

25% Class participation is essential. It is your responsibility to come to class prepared for assignments, writing assignments and exercises. You must bring appropriate materials and equipment to class when needed to complete projects.
Please be prepared to make contributions to class discussions.

POINT ASSIGNMENT:
The following is a list of the major assignments that we will have during the semester. The list of assignments, or the point values of any assignment, can change at any time

and is only meant as a guide. You will be notified in class of any changes that are made.

Exams and Quizzes	300 points
Projects, performance exercises	500 points
Class participation, writing assignments and attendance	200 points

GRADING: ASSESSMENT:

This is a graded course. Grades in this class will be based on attendance, papers, exams, exercises, performance and projects. The number of points earned will be divided by the total number of points possible.

950	-	1000	A
900	-	940	A-
870	-	890	B+
830	-	860	B
800	-	820	B-
770	-	790	C+
730	-	760	C
700	-	720	C-
670	-	690	D+
630	-	660	D
600	-	620	D-
590	OR	Less	F

SPECIAL NEEDS:

It is the responsibility of the student to notify me concerning any special learning needs. If student has documentation of disability, please give a copy to the instructor. As an educator, it is my goal to create a learning environment where all students succeed.

ATTENDANCE:

Class attendance is highly valued in this course and will be graded using the scale below. These points will equal one test score. This attendance test score will be averaged with the other tests, quizzes, projects and homework in this course in reaching a final grade. Exceptions and make-up packets must be negotiated with instructor.

100% attendance	=100 points
1 absence	= 95 points
2 absences	= 90 points
3 absences	= 85 points
4 absences	= 75 points
5 absences	= 0 points

TARDINESS:

When students are late it is very disruptive to everyone. There is a 5-minute grace period. Exceptions for tardiness must negotiate with the instructor (including TVPR499 students). There is a 5 point deduction from your overall grade for each tardy.

LATE ASSIGNMENTS

If assignments are late, the grade on the assignment will decrease by 50% of the total points possible on that assignment and may be turned in any time from the due date until the assignment is graded and returned. If you are absent on the day an assignment is due, you must discuss immediately with instructor or it is considered late.

Projects such as video being published for TVPR 499 programming are critical in meeting web publishing dates and are no different than broadcast publishing dates. Everyone needs in this course needs to participate to ensure quality of delivery of digital media to the FSU/TDMP server. Lack of participation will result in a lower grade.

CLASSROOM/ LAB POLICIES:

Food and beverages are not allowed in the lab. All cell phones, must be either turned off or in vibrate mode. Penalties in points if text messaging during lectures.

Checking your email, text messaging, surfing the net for anything except sites appropriate for assigned projects during class could result in a loss of class participation points. Example: A student checking email will lose 5 points, etc.

Leaving class early or sleeping in class could result in a loss of class participation points.

Student will need to checkout equipment from Media Supply in the IRC building in accordance to their rules and regulations. Only appropriate equipment designated for this course may be checked out for projects and Media Supply policies must be adhered to.

Classroom behavioral expectations and the policies established by Ferris State University, Academic Affairs, Classroom Rights and Responsibilities are applicable. http://www.ferris.edu/htmls/academics/advising/Section3/homepage.htm

Failure to comply will result in a reduction of your class participation points.

ADDITIONAL COMMENTS:

Full class participation, respectful demeanor, and the ability to work in a group setting are important. Any attitude or disruptive behavioral problems will result in a loss of class participation points and possible removal from the class.

NOTE: Should circumstances dictate the instructor reserves the right to modify, at any time, any aspect of this syllabus, course, calendar, or total points. Written notification will be made to students in the advent of a deviation from the original instructional plan.

Important links

Everything you need to know as a student at Ferris State University

http://www.ferris.edu/htmls/current/

TVPR 328   **Streaming Media Production Schedule – SPRING 2010**

Week 1 Jan. 11   Introductions and discussion of assignments,
                         workflow production and planning
                         My FSU and Ferris Connect
                         CIB Dreamweaver CS4   Reading: lesson 1
                         Overview-computer/networks   **Quiz**

Week 2 Jan. 18   No Class on Monday
                         Working with CSS   Reading: chapter 2
                         Workflow-Premiere and Media Encoder   **Quiz**

Week 3 Jan. 25 Working with Text, Lists and Tables   Reading: chapter 3
                         Chosing a Codec/ Encoding Basics
                         Encode Ferris Today   **Performance/Quiz**

Week 4 Feb. 1   Working with Images   Reading: chapter 4
                         Demonstration Optimizing Photoshop
                         Encode Ferris Today – Build Junior Show **Performance /Quiz**

Week 5 Feb. 8   Working with Navigation   Reading: chapter 5
                         Encode Ferris Today – Build Junior Show **Performance /Quiz**

Week 6 Feb. 15 Adding Interactivity   Reading: chapter 6
                         Encode Ferris Today – Build Junior Show **Performance/Quiz**

Week 7 Feb. 22   Creating a Page Layout   Reading: chapter 7
                         Encoding Review
                         Encode Ferris Today – Build Junior Show **Performance/Quiz**

Week 8 Mar. 1   Dreamweaver CS4 Review   Chapters 1-7
                         Encode Ferris Today – Build Junior Show **Performance/Quiz**

March 8   *Spring Break*

Midterm?   *Chapters 1-7*

Week 9 Mar. 15   Working with Forms   Reading: chapter 8
                         Encoding Ferris Today – Build Junior Show **Performance/Quiz**
                         Website Design/ Flowchart
                         Writing Assignment   Critique Streaming

Week 10 Mar. 22   **Working with Flash**   **Reading: chapter 9**
                         Encoding Ferris Today – Build Junior Show **Performance**
                         Website Design/Flowchart   **Due Nov. 5**
                         Streaming Production Shooting Skills   **Sony HD1000 quiz**

Week 11 Mar. 29   **Increasing Productivity**   **Reading: chapter 10**
                         Encoding Ferris Today – Build Junior Show **Performance/ Quiz**
                         Website Design   Project critera
                         Writing Assignment   **Critique Due**

Video Production and Post Production   Demonstration

Week 12 Apr. 5 Publishing to the Web   Reading: chapter 11
                Encoding Ferris Today – Build Junior Show   **Performance**
                Adobe Flash Server 3.5   Demonstration
            Video Production-Post Production   **Quiz**
                Website Design and Development   Demonstration

Week 13 Apr. 12   Streaming Methods Flash Server 3.5   Handout
                    Encoding Ferris Today – Build Junior Show   **Performance Quiz**
                    Website Design and Development   Test Publish on DVD
                                                        and submit to
                                                        Professor
Week 14 Apr. 19   Streaming Methods Flash Server 3.5   Quiz
                    Encoding Ferris Today – Build Junior Show   **Performance Quiz**
                    Website Design and Development   Test publish to test
                                                        drive

Week 15 Apr. 26   **Presentation of Websites   Peer Review Projects
                    Submit on DVD to
                    Professor for final
                    evaluation**   Encoding Ferris Today
                                                        – Build Junior Show
                                                        Performance Quiz

Week 16 May 3 *Final Exam – Tentative date and time   8:00-9:40a.m.*

* This is a proposed schedule and is subject to change. You will be notified by the Professor in class of any changes.

TVPR 420 - DVD Production (3 Credits)
Fall 2008 – Tuesday-Thursday 6:00-7:50am
Bishop 223

Instructor: Nick Kuiper
Phone: 231-519-0573 (cell)
Email: kuip5@ferris.edu
Office Hours: By appointment only

COURSE DESCRIPTION:

This course will provide the student with a solid understand of the DVD medium, including history, creation, implementation, and other uses of the Digital Versatile Disc. TVPR 420 will also provide the student with hands on instruction of creating DVDs with Adobe's Encore CS4 suite.

STUDENT LEARNING OUTCOMES:

-The student will be able to demonstrate the many uses of DVD including Slideshows, use of multi-angles, subtitles, quizzes, etc.
-The student will be able to verbally describe the basics of DVD including the history, the many different uses, the many different formats, etc.
-Students will demonstrate by in class presentation that they can use the class designation with technical proficiency.
-Students will be able to create technically correct DVDs following the specifications of each class assignment.
-Students will show proficiency in using Adobe Encore DVD CS4.

REQUIRED TEXT:

DVD Demystified (2006) by Jim Taylor, Mark R. Johnson, Charles G. Crawford
The textbook in this class will play an integral role in our class discussions and in the development of exams. **You are expected to read the text and answer take home quizzes on the chapters.**

Materials:

DVD's (at least 4)
Prints – DVD cover along with case and label
DV Tape with saved material from previous class projects

EQUIPMENT

Only the assigned equipment may be used for class assignments. Those not using the correct equipment, will fail the assignment.

GRADING:

Performance exercises, projects, and your performance on exams will demonstrate the acquisition of skills and competencies in meeting course objectives. Class participation is essential. It is your responsibility to come to class prepared for assignments and exercises. You must bring appropriate materials and equipment to class when needed to complete projects. Be prepared and make contributions to class discussions.

DUE DATES/ASSIGNMENT QUALITY
LATE PROJECTS/EXERCISES WILL BE ACCEPTED UP TO 1 WEEK LATE, BUT WILL BE MARKED DOWN 5 POINTS EACH DAY THE PROJECT/EXERCISE IS LATE (INCLUDING WEEKENDS). **ANYONE WHO GETS AN "F" ON THE FINAL PROJECT WILL AUTOMATICALLY FAIL THE COURSE.** All projects must be turned on DVD and also saved in the .ncor (encore) file format on your designated computer.

CLASSROOM AND LAB POLICIES:
Food and beverages are **NOT** allowed in the lab. All cell phones, pagers, etc. must be either turned off or in vibrate mode. It is **NOT** appropriate to answer a call during class. Sleeping in class **WILL NOT** be tolerated. You will only use the computer you have been assigned to at the beginning of class.

Media Supply policies must be adhered to.

ACADEMIC DISHONESTY AND ORIGINAL WORK
All work turned in must be authentic. It must be your original work. There is a big difference between collaboratively working with someone and doing your own work. This is a performance-based course with many hands-on photography assignments. Your work should demonstrate the progress you are making towards meeting the outcomes of the class.

Attendance:
Class attendance is highly valued in this course and will be graded using the scale below:

100% attendance	= 100 points
1 absence	= 95 points
2 absences	= 90 points
3 absences	= 85 points
4 absences	= 80 points
5 absences	= 75 points
6 or more	= 0 points

Grades will be assigned, based on the number of points earned, as follows:

Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% or below

Mid term grades will be calculated based on the percentage of possible points earned at that time.

Point Breakdown:

Compression	100 points
Slideshow	100 points
Quiz DVD w/Transitions	100 points
Take Home Quizzes	100 points
Final Project	300 points
Mid-term Exam	100 points
Final Exam	100 points
Attendance	<u>100 points</u>
	1000 points

TVPR 120 VIDEO PRODUCTION II COURSE SCHEDULE

WEEK	DATE	ASSIGNMENT
1	1/13&1/15	Introduction to class&Encore Chapter 1 -/**DVD COMPRESSION ASSIGNED**
2	1/20 & 1/22	Chapter 1 continued/Chapter 2 Chapter 2 continued
3	1/27&1/29	Chapter 3 Chapter 3 continued
4	2/03&2/05	Chapter 9 Chapter 9 continued/**DVD COMPRESSION DUE**
5	2/10& 2/12	Chapter 16/**DVD SLIDESHOW ASSIGNED** Chapter 16 continued
6	2/17 & 2/19	Chapter 7&8 Chapter 12/**DVD FINAL ASSIGNED**
7	2/24 & 2/26	Chapter 13,14,15 Chapter 13,14,15 continued
8	3/3 & 3/5	Chapter 17 **MID TERM**
		----SPRING BREAK----
9	03/17 & 03/19	Chapter 11/**DVD SLIDESHOW DUE-Show Class**
10	03/24 &03/26	**DVD QUIZ ASSIGNED** **FINAL PROJECT PRESENTATION**
11	03/31 & 04/02	Chapter 11 Chapter 12
12	4/07 & 4/09	In-Class Work Day/**NO CLASS**

13	4/14 & 4/16	Chapter 4&6 Present Class with ROUGH DVD
14	4/21 & 4/23	**DVD SLIDESHOW DUE** IN CLASS WORK DAY
15	4/28&4/29	Review chapter 9 and 17 Final Exam Review
16	5/5	Final Exam

<center>***FINAL EXAM Tuesday May 5 @ 6PM</center>

<center>**CHANGES IN SYLLABUS AND SCHEDULE MAY BE NECESSARY**</center>