

**TELEVISION AND DIGITAL MEDIA PRODUCTION
Academic Program Review Report
August 2016**

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1. TELEVISION AND DIGITAL MEDIA PRODUCTION HISTORY

The Television and Digital Media Production (TDMP) program began as the Television Production (TVP) program in 1977. At the time, an advisory committee consisting of corporate television administrators from throughout the Great Lakes region conducted a study. 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.

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. 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 University 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. Through reconsideration of the evidence by a new administration under President Sederburg, the TVP program was spared elimination. However, it was reduced significantly.

That reduction resulted in an upper division program that 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 that lead to its evolution into the Television and Digital Media Production (TDMP) 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 widespread 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. The current program faculty includes two tenured professors and two tenure-track assistant professors.

In Spring 2013, as a result of Academic reorganization, the TDMP program became part of a new School of Digital Media within the College of Education and Human Services alongside the Digital Animation and Game Design (DAGD) program and the Digital Media Software Engineering (DMSE) program. An academic advisor for the school was hired, and the duties of the Secretary for TDMP were expanded to support the school.

The TDMP program has benefitted from many upgrades to equipment since 2010. All of our field, studio and remote production equipment have been updated to high definition functionality. The studio control room was re-equipped in 2011, bringing the facilities into the 21st century in terms of functionality. In 2013, through a joint funding effort with athletics, the Remote production lab that was formerly housed in a truck was moved into a new production trailer. High Definition cameras, video switcher and graphics were purchased at that time, allowing students and the TDMP program to deliver high-quality live game coverage on behalf of Bulldog Athletics (streaming live).

Since 2010 the TDMP program has successfully reclaimed some space in the IRC building that was lost during and immediately after the building renovation. This is mostly positive, as lab space there is better suited to instruction than the space we temporarily held in Bishop Hall. The TDMP program was assigned IRC 156 (Digital Media Lab), then 154 (Editing Lab) in addition to retaining use of IRC 153 A (Senior Editing Lab), 153 B (Studio Control Room), 153 C (Television Studio), Media Production and audio labs. TDMP maintains a lecture space in Bishop Hall (327) the main office for the School is located at 303 Bishop Hall and all faculty and staff offices are located in Bishop Hall. The only downside to this arrangement is that faculty members are less available to students when students use the labs in the IRC building.

The TDMP program currently serves other majors on campus including the Applied Speech Communications Major, Sports Communication Major, Digital Animation and Game Design Major, as well as elective courses for Music Industry Management, the Communications Teaching Minor and others.

Since its inception, the TDMP program has directed student learning to focus on storytelling that benefits the University, providing significant support and value to the institution. Detail about these contributions will be highlighted throughout this report, and in the additional value to the institution (item 7) section in particular. During the Spring of 2015, the TDMP program celebrated 40 years since the first A.S. Degree Audio-Visual students graduated from Ferris.

2. PROGRAM MISSION

A. Ferris State University mission statement:

Ferris State University prepares students for successful career, 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.

B. College of Education and Human Services mission statement:

The College of Education and Human Services strives to graduate students who will secure careers as knowledgeable, participatory and collaborative professionals; who adapt to serve, and who participate meaningfully in a diverse and rapidly changing State, Nation and World; and who model life-long learning and integrity in their professions, their communities and their lives.

C. Television and Digital Media Production mission statement:

Television and Digital Media Production at Ferris State University provides opportunities for student learning in both the creative and technical communication skills necessary to develop successful careers. Students learn the art and craft of storytelling through applied, hands-on learning, in small class-sizes, from faculty with industry experience, through client-oriented coursework and an intensive internship experience.

D. Incorporating the Mission

The TDMP program mission statement aligns very well with both the University and College mission statements, particularly in the aspects of being career-oriented, encouraging and developing lifelong learners (technology is constantly changing), and using a broad-based approach to education. Our understanding is that our current mission is really only a few tweaks away from what has been the mission and vision of the program since the start, and has directed the program consistently over the past 40+ years (in keeping with Ferris State's long-standing purpose as well).

The mission of the TDMP program is readily at hand in the minds of faculty and staff within the program. It is used to direct our efforts in all aspects of what we do, and particularly as we approach our curriculum. The 18-credit internship built into the TDMP program is at the end of the degree program after students have completed their other course-work. This serves to ease the launch of their career. Through faculty supervision and site visits, it also allows faculty to connect curriculum and coursework directly with the industry. If students are well prepared, faculty determine in what ways and strengthen those efforts. If students are lacking in an area, faculty address those issues through curriculum changes, shifts to specific course-work and adjustments to specific assignments. Faculty and staff also use this information to inform technology and equipment purchases to ensure, for example, a real-world workflow.

The TDMP mission statement is displayed prominently on the department web page: www.Ferris.edu/TDMP It is also part of the "about" section on the TDMP Facebook page: www.Facebook.com/TDMPFerris It is regularly shared with advisory board members during meetings, and communicated to students, typically at the start of each semester. Internally, it is part of the fabric of the approach of faculty and staff to their daily work and central to discussions at department meetings. Program and course-level outcomes link to the mission.

3. TDMP PROGRAM GOALS

A. Goals (linked to University Core Values)

1. Through applied learning assignments, students will demonstrate mastery of skills, knowledge, and behavior appropriate for a television and digital media professional. (Opportunity, Learning, Excellence, Ethical Community)
2. Student projects and applied learning are aimed toward collaborative efforts with internal or external stakeholders (clients), adding value to the University beyond the student's learning. (Collaboration, Diversity, Excellence, Learning)
3. Curriculum and projects are evaluated and updated annually to reflect and anticipate industry trends. (Excellence, Learning, Opportunity)
4. Offer courses to students within the TDMP program and the School of Digital Media, as well as non-majors from partner programs across campus. (Collaboration, Excellence, Learning, Opportunity)
5. Seek funding annually to maintain, upgrade, and replace equipment and software consistent with industry standards. (Excellence, Learning, Opportunity)
6. Provide lab and production spaces appropriate to support instruction and student mastery of learning outcomes. (Excellence, Learning, Opportunity)
7. Support staff demonstrates skills, knowledge, and working practices that support the learning outcomes for students. (Ethical Community, Excellence, Opportunity)

TDMP program goals have been established with the University, College and program mission in mind. For over 40 years the TDMP program at Ferris has a long track record of producing graduates who are well prepared to enter the industry, and we continually seek to grow and expand that tradition and reputation.

Student preparation comes through applied learning projects that reflect what graduates will be asked to do in a professional setting. As students progress through the degree program, their coursework is increasingly client-based so they can have rich experiences that mimic careers they will pursue. In creating these experiences for students, the TDMP program also seeks to create a win-win for the institution by directing student learning towards institutional projects and initiatives. The resulting collaborations are very beneficial to students, and provide tremendous value to the institution as will be outlined with detail later in this report.

While fundamental components of successful storytelling have remained consistent over time, the best approach for maximum audience impact evolves. As the tools (technology) of the visual communication industry are constantly changing, students are challenged in the classroom to learn how to learn when it comes to adopting and using new technology. Learning and adapting on the fly is a skill they will employ throughout their career. Students also use a variety of visual communication methods to explore how to best utilize each.

B. Strategic Plan – Television and Digital Media Production: 2014-2019

Initiative 1	Measures of Success		
Demonstrate and enhance value of TDMP Major to potential and current students	<ol style="list-style-type: none"> 1. Production of focused marketing/recruiting materials 2. Increased enrollment of new TDMP Majors 3. Increased retention of existing students 		
1. Strategy			
a. Action Steps	Target Date	Responsible	Status
1. Program faculty make 2 visits per year to partner High School, Tech Centers and/or Community Colleges.	Annually	Nick Kuiper Connie Morcom Glen Okonoski Joshua Pardon	Active since Fall 2014
2. Faculty review competitive program offerings at regional Universities	April 2016	Joshua Pardon	Review of several college programs completed. Information that was gathered will be used as part of curriculum review.
3. Update transfer guides for Community College transfer students	Annually each May	Nina Muhamad Glen Okonoski	Active
4. Maintain active presence via social media and online.	Weekly	Glen Okonoski Connie Morcom Nick Kuiper Joshua Pardon Rolonda Burgo	The Facebook page and TDMP web pages are regularly updated with current postings about activities, events and opportunities. Student work is uploaded weekly Fall and Spring to the TDMP YouTube Channel
5. Pursue other social media opportunities including Twitter, Instagram and Vines	2016-2017 academic year	Nick Kuiper Joshua Pardon Rolonda Burgo	Accounts have been established

Initiative 2	Measures of Success		
Maintain relevance of curriculum and applied projects	<ol style="list-style-type: none"> 1. Link program curriculum with the needs of the workplace 2. Student content is aligned with current approaches to storytelling and meets the needs of clients 		
1. Strategy			
a. Action Steps	Target Date	Responsible	Status
1. Seek input from industry for assessed value of graduates / degree program	Annually	Nick Kuiper Connie Morcom Glen Okonoski Joshua Pardon	Ongoing. Conducted as part of internship visits by faculty with site supervisors. Twice per student per internship.
2. Survey alumni opinions regarding programmatic value	April 2016	Nick Kuiper	Completed. Information that was gathered will be used as part of curriculum review.
3. Evaluate current partnerships and seek new collaborations for projects	Each semester	Nick Kuiper Connie Morcom Glen Okonoski Joshua Pardon	Meeting with primary on-campus stakeholders: UA&M, Athletics and Admissions. Also seeking external partnerships.
4. Seek client feedback for course assignments	Weekly / per semester (Fall and Spring)	Connie Morcom Glen Okonoski	Active
5. Offer experimental course in color grading	Spring 2016	Joshua Pardon	Course offered and evaluated. Proposal will be made Fall 2016 to add to TDMP curriculum.

Initiative 3	Measures of Success		
Maintain and Upgrade Lab Equipment and Software	1. State of the art facilities reflecting those found in industry 2. Annual funding for updates to software and equipment 3. Sufficient equipment to support classroom instruction		
3. Strategy	Target Date	Responsible	Status
a. Action Steps			
1. Fund new tripods and heads for the HD Production trailer	Fall 2016	Pat Tobin Glen Okonoski	3 Purchased May 2016 with 50/50 funding model between athletics and COEHS
2. Update lighting equipment for field production courses (9 light kits total)	April 2018	Pat Tobin Glen Okonoski	Quote received May 2016 for purchase of 3 new light kits. Funding will be pursued to replace 3 kits in 2017 and 3 kits in 2018
3. Upgrade computer labs (IRC 153 B/C, IRC 154, IRC 156)	Annually / ongoing	Glen Okonoski	Hard drive and processor upgrades were conducted Summer 2015 (IRC 154) and Summer 2016 (IRC 156). Funding plan for computer upgrades annually is being pursued IRC 153 – Fall 2017 IRC 154 – Fall 2018 IRC 156 – Fall 2019
4. Evaluate production gear annually and generate a prioritized list for replacement	Annually / ongoing	Glen Okonoski Pat Tobin Nick Kuiper Joshua Pardon Connie Morcom	Active
5. Evaluate usage and best practices for Media Supply	Summer 2017	Nina Muhammad	Review of facility use by students under way

Initiative 4	Measures of Success		
Evaluate and manage access of TDMP courses to non-TDMP major students	1. Sufficient sections / access for student needs 2. Sections that are at or near capacity without being over cap.		
4. Strategy	Target Date	Responsible	Status
a. Action Steps			
1. Conduct needs assessment for School of Digital Media students (TDMP 243 and TDMP 136)	2016/2017 Academic year	David Baker Nina Muhammad Glen Okonoski	Projecting enrollment within the School
2. Collaborate with partner programs on needs of TDMP courses for non-majors (Music Industry Management, Sports Communications, Speech Communication, etc.)	2016/2017 Academic year	Nina Muhammad Glen Okonoski	Scheduling meetings with stakeholders for early Fall 2016
3. Explore effective ways to add capacity for courses most in demand.	2016/2017 Academic year	Nina Muhammad Nick Kuiper Glen Okonoski Joshua Pardon	Discussions beginning
4. Explore demand for Visual Communications Minor	Summer 2017	Nina Muhammad Glen Okonoski	TDMP faculty discussions are exploring this option

C. Goal Attainment

The initiatives listed above were created as part of a 5-year plan in 2014. The plan is reviewed annually each Fall semester at departmental meetings. Further discussions are scheduled and held as necessary to review initiatives, status and any desired updates to the plan. TDMP faculty and staff are pleased with the efforts and results related to many fronts outlined above.

There is increased competition for students who seek to pursue visual communication type programs as every area University offers some type of degree along those lines. TDMP enrollment (Majors) was also negatively impacted by the creation of the Sports Communication Program here at Ferris. However, the TDMP program has a very successful track record of preparing graduates for careers within this field. We believe we stand as one of the best and most effective programs within the state. This led us to believe we needed to do a better job of getting our value statements out to potential students through increased marketing efforts. We believe a result of these efforts is an increase in enrollment of 13% from 2014-2015 to 2015-2016. Additionally, we have seen an increase in retention from 83% Spring 2014 to 87% Spring 2015 to 93% Spring 2016.

TDMP also maintains a strong social media presence. This helps us to connect with potential students, to involve current students and to keep graduates engaged.

Facebook Page: www.facebook.com/TDMPFerris

YouTube Channel: www.youtube.com/user/ferrisstatetdmp

Ferris State TV: www.ferrisstate.tv

The TDMP program has also increased access to TDMP courses for students from outside the TDMP major. TDMP 136 Audio Production and TDMP 243 Field Production are two courses in high demand (required) for Pre Digital Media, Digital Animation and Game Design students, (directed elective / required) Music Industry Management, Sports Communication, Journalism and others. Both courses have been over capacity for the last 4 semesters and enrollment in the DAGD program in particular continues to grow. Faculty members within TDMP are currently looking at ways to increase capacity. Since both courses are hands-on and equipment intensive experiences, capacity is currently set in some part based on access to the tools required for project work. Additional sections or more gear are being reviewed as possible solutions to meet the greater (and growing) demand.

Overall, TDMP labs and equipment are in good shape. All facilities are now High Definition and we are moving to a tapeless workflow. The program has been well supported by the COEHS and upgrades have recently been made to two computer labs (IRC 154 and 156), a new teleprompter was recently purchased, new lighting gear, etc. It remains difficult to determine a replacement strategy, as equipment funds are never guaranteed. While this impacts a lot of our planning, it is most challenging when it comes to a replacement cycle for labs that include computers. Across the School of Digital Media there are now 5 functional computer labs (3 for TDMP). We'd like to be on a five-year replacement cycle in order to remain able to run necessary software that constantly evolves, which suggests we need to replace one lab per academic year. Discussions are ongoing at the College level on how to best accomplish this, but a new Dean will likely desire that these conversations be revisited.

4. CURRICULUM

A. Program check sheet link:

<http://www.ferris.edu/HTMLS/colleges/educatio/DigitalMedia/checksheets/TDMPChecksheetWEB.pdf>

B. Program syllabi are included within the appendix to this report.

C. TDMP Curriculum: is unique from other programs regionally in that it prepares graduates to be generalists within the field. A broad set of skills will keep graduates employable as changing conditions in the media production industries both shrink or grow various occupational specialties. Corporations and institutions, particularly in Michigan, recognize that the Ferris Television and Digital Media Production program prepares students thoroughly for this industry. Other Michigan universities focus on specific areas such as journalism, film studies, or broadcasting, but fail to be as effective or well rounded, with as many applied experiences, as the TDMP program at Ferris offers to students.

TDMP 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, motion graphics, streaming / content delivery, and produce web pages. They install satellite and cable systems and create and operate distance-learning systems for private and public institutions. Students come to the program for the current “hands-on” curriculum that has resulted in graduates who are employable and who have enhanced the media production community in Michigan and throughout the country. Skill based courses are coupled with an understanding of communication theory. A capstone course and senior sequence of courses culminates the student’s campus experiences, where students produce client-based projects, both in a studio / live setting as well as field-based productions, prior to their required 6-month internship.

The courses required within the TMDP major reflect the depth and breadth of skills that we seek to develop in students. To ensure we remain effective in this endeavor – and to reflect in our curriculum going forward any changes that are occurring or anticipated in industry – TDMP faculty members take several steps throughout each academic year:

1. *Site visits with industry professionals:* While faculty visit with students on their internship (2 visits per student – 1 Summer semester and 1 Fall; or 1 Spring semester and 1 Summer) they also visit with professionals within the industry who are functioning as site supervisors for the students. This allows faculty to assess how well the skills our students display are aligning with the needs of our industry.
2. *Student feedback on weekly reports:* While on internship, TDMP students are required to submit weekly reports about their experiences. Included in these reports is the opportunity for students to reflect on ways they are well prepared, as well as on any areas where they feel more emphasis through course-work would be beneficial. This feedback is applied to course and program outcomes as appropriate.
3. *Advisory Board:* Feedback is sought on an annual basis during meetings in April. Additional feedback is solicited electronically as needed throughout the year.

4. *IDEA Form Feedback*: Students evaluate all TDMP courses offered each semester. Faculty review feedback, discuss with colleagues and make adjustments to courses accordingly.
5. *Professional Development / Conferences*: TDMP faculty members are encouraged to attend at least one training session or conference annually. The intent is to better understand industry trends, remain current and ensure curriculum / course work aligns well. Recent conference and training sessions attended by faculty include:
 - a. National Association of Broadcasters
 - b. National Association of Television Programming Executives Faculty Fellowship
 - c. National Association of Television Arts and Sciences Faculty Fellowship
 - d. Michigan Association of Broadcasters
 - e. Future Media Concepts: AVID Certification Training
 - f. Ferris Media Festival
 - g. West Michigan Film and Video Association events
 - h. Maryland Online – Certificate for Online Teaching
 - i. Paul Schrader Screenwriting Workshop
 - j. FCTL: Junior Faculty Fellows Program
 - k. The Assessment Institute: ePortfolios
 - l. Blackboard Mobile Learning App
 - m. Hewlett Foundation: Developing Performance Tasks

TDMP Faculty and Staff feel that the above steps inform us very well, on a regular basis, regarding our program curriculum. Constructively, we are working to do better at linking specific feedback with specific actions that are being taken, as well as working to do better to share collectively feedback that we may receive individually.

D. General Education: A liberal application of the general education requirements prepares students for all phases of television and digital media production, customized based on the advice of their advisor and their career expectations. Strong writing and oral communication skills are particularly valuable components to students pursuing the TDMP degree, as are cultural enrichment and social awareness requirements. All play a part in helping students become effective storytellers (artistically, creatively, visually, in writing, etc.) with a broader lens through which to perceive and experience the world around them.

Registration holds are placed on all TDMP students each semester creating a requirement that students meet with their advisor prior to being cleared to register. This allows for faculty to provide individual feedback to students based on student interests and the particular needs of the career field. The high degree of flexibility provided within the general education requirements on the TDMP check sheet also serves to allow for easier transitions for students who want to pursue the TDMP degree, transferring from community colleges or other programs within Ferris.

E. Curricular Changes: The most recent TDMP curriculum updates were effective Spring 2013. The Proposal Summary approved read:

Proposal Summary: The Television and Digital Media Production program faculty reviewed the overall curriculum and found that some cleanup was needed and a few courses needed adjustment. It is our desire to update the curriculum to aid in attracting students and to ensure they are best prepared for successful careers.

1. The most basic of these changes is adjusting our course prefix from TVPR to TDMP to reflect the program name. As a result, this proposal contains both Forms F “Delete” and “New” course forms for almost all of our courses.
2. Additionally, we recognized that the outcomes of TVPR 210 should shift to align better with the changing requirements for our graduates. As such we are proposing the creation of one new course (TDMP 355), the elimination of another (TVPR 120) and a modification of an existing course (TDMP 255 – formerly TVPR 210).
3. We reviewed the course descriptions for our classes and have rewritten several of them to better describe for students the courses and their outcomes. These are included in the Form F’s “New”.
4. We have modified the check sheet to reflect the above changes while also moving one of our elective courses to a required course. We believe the Compositing Video course (TDMP 255) as it will be modified will instill core components that employers seek in our graduates. We are also eliminating two elective courses (TVPR 320 and TVPR 277). We are proposing TVPR 320 be replaced with an elective course offered in DAGD (100). TVPR 277 presented outdated technology.
5. Finally, we renumbered some of our classes to create the progression through the curriculum we see for our students, as well as identifying revised prerequisites. Course caps were adjusted to reflect better our intended class sizes.

Since implementing these changes, TDMP faculty and advisors have noted positive feedback relative to both *TDMP 255 Compositing Video* and *TDMP 355 Advanced Compositing for Video* from students as well as from alumni / professionals who support the increased focus on motion graphics. Additionally, potential students who may browse our check sheet now find more current and better descriptive terms for courses. For example, *Video Production 1* became *Field Production*; *Video Production 2* became *Documentary Production*, etc. We feel these terms align better with what potential students are seeking and understand.

Updating the prefix to represent the programmatic name change that occurred in 2001 (Television Production to Television and Digital Media Production – TVPR to TDMP) was long overdue, but also led to a lot of work beyond the curriculum paperwork. Notably, every transfer guide with partner community colleges had to be updated. This was a good side effect as these are now updated and current.

F. Current changes under consideration for a Curriculum proposal Fall 2016 include adding Color Grading – a course offered experimentally Spring 2016 – to the curriculum. Faculty members are also reviewing co and pre requisites within the program for best flow and alignment for students. Course caps in *Script Writing*, *Instructional Design* and others are being reviewed. *TDMP 420 DVD Production*, having not been offered for several semesters, is being reviewed for potential removal / replacement.

Relative to transfer guides, *TDMP 343 Documentary Production*, is being reviewed with the intent that we no longer allow transfer students articulation for this course and rather expect them to take it here at Ferris. There are several skills as well as technologies studied in this course that relate directly to content students are expected to understand at the Senior level and we are not seeing enough development in these areas from transfer students.

5. ASSESSMENT OF STUDENT LEARNING

The Television and Digital Media Production Program has a long history of success through hands-on learning student outcomes in all of our courses and an established internship course that assesses our success in meeting student outcomes related to industry standards in both television and digital media.

In 2015 TDMP student out comes were updated and re-mapped to align better with evolving outcomes related to the professional market and work environment that student find upon graduation. TDMP faculty also regularly conduct internship site visits to internship sites throughout the United States and validate media trends and workflow from experts in the field through these site visits.

The TDMP outcomes are listed below, and in TracDat. The curricular map, which shows the direct link between the outcomes and the program requirements, is included in TracDat and in the Appendix to this report.

A. Television and Digital Media Production Program Learning Outcomes

1. **Pre-Production** – Graduates of the TDMP program will be able to demonstrate their ability to research, organize, develop a creative concept and write an effective script
2. **Production** – Graduates of the TDMP program will be able to fully compose a story including story development, shooting, lighting and sound.
3. **Post Production** – Graduates of the TDMP program will be able to make decisions, edit and organize a final media project.
4. **Project Management** – Graduates of the TDMP program will demonstrate an ability to oversee a media project from concept to completion. Skills and abilities include planning, organizing, time management, design, communication, direction and the measurement of established project outcomes.
5. **Technical Skills** – Graduates of the TDMP program will demonstrate technical skills related to all aspects of media production including studio equipment, computers and networks, and remote equipment.

6. **Media Design** – Graduates of the TDMP program will demonstrate the creative and technical dimensions of media design including web design, motion graphics, titles, lower thirds and other graphic elements.
7. **Professionalism** – Graduates of the TDMP program will demonstrate professionalism appropriate for the field including the ability to follow directions, presenting themselves in professional dress and comportment, effective communication, leadership and self-direction.

B. Methods of outcome assessment

Individual course assessment methods include written tests, project based media work, written assignments, experiential activities and a professional portfolio and demo-reel.

TDMP 464 Seminar in TV and Digital Media, TDMP 466 Instructional Design and TDMP 499 Advanced Producing and Directing serve as capstone experiences for TDMP students and assignments from these classes assess the students' ability to meet the primary course outcomes required for the six month TDMP internship course.

1. **TDMP 464 assignments:** Students prepare specific professional-quality documents and create appropriate solutions to meet specific communication needs in seeking a required six month internship. They also prepare their professional application materials, including cover letters, resume, business card, professional brand, and portfolio.
2. **TDMP 466 assignments:** Students interview clients and conduct a needs assessment that includes a budget and media project schedule. Students work on service learning projects and demonstrate pre-production that includes writing a split script, media design and branding, production and post-production editing skills, distribution on DVD or the web. Project management skills are also demonstrated in student teams working with a client to tell their story.
3. **TDMP 499 assignments:** Students produce and direct a weekly studio show in collaboration with Ferris State University Athletics. "*Ferris Sports Update*", is a sports showed aired on Fox32 and is streamed on the TDMP/YouTube Channel and Ferrisstate.tv. Students create a weekly magazine format show called "*Ferris in Focus*" that includes stories for the local community and university and is also streamed on the TDMP/YouTube Channel. Pre-production, production and post-production skills are emphasized throughout the course and many of the segments are included in student professional portfolios and demo-reels.

C: Professional portfolio and demo-reel

TDMP students are required to assemble and present a portfolio of materials that reflect and demonstrate their skills in the major program outcomes. In TDMP 464, students receive instruction and guidance in developing a profesional portfolio and demo-reel. These allow students to demonstrate their skills and qualifications to companies as students apply for a prospective internship and interview, seeking placement for a required six-month internship.

During the semester that they complete TDMP 464, students must also present their portfolios for review.

Students are required to update their portfolio and demo-reel during their internship (TDMP 493). Feedback and evaluation is ongoing with both faculty and the internship supervisor using the program's established Portfolio Evaluation criteria (see Appendix). Program faculty internship supervisors provide detailed evaluation comments and suggestions for further development or revision. These results are collected at the end of the six-month internship and are reported in TracDat.

D. Internship

All students must complete a six-month, 2 semesters, 40 hour a week internship totaling 1040 hours as part of the TDMP program requirements. The Internship Placement Faculty Coordinator, who works with program faculty members, program graduates and advisory board members, identifies contacts, job notices and provides advice, leading to internship placements. Once a mutually beneficial agreement has been made between the student and sponsoring internship company, the faculty coordinator assists with formal arrangements and approvals. Students complete their internship requirement in the summer/fall or spring/summer semester, following the completion of all other course-work, and immediately prior to graduation. This approach provides students with an internship experience that is rich, mutually beneficial to the company and the student, and has served as an effective launching point into a full-time position.

Students must complete the required number of hours, submit weekly progress reports detailing their experiences, and then, at the end of the internship, submit a final paper discussing the lessons learned, skills and experience gained, and reflections on the overall experience. Students are also required to update a professional portfolio and demo-reel and updated resume. Interns are evaluated and visited by faculty and internship site supervisors using a standard TDMP Internship Evaluation form (see Appendix). Their final grade for the internship course (TDMP 493) is based on their weekly progress reports, their final paper, professional portfolio/demo-reel, resume and faculty and site supervisor's evaluation.

6. TDMP PROGRAM PROFILE

Effective Spring 2013 the Television and Digital Media Production Department name was changed to the School of Digital Media. In addition to housing the TDMP B.S. Degree program, The Digital Animation and Game Design B.A.S. program and Digital Media Software Engineering B.S. program were also moved (from Extended and International Operations) under this umbrella. In this section we will provide numbers for the Television and Digital Media Production B.S. degree as well as for the Pre Digital Media A.S. degree, where available.

PDGM is an Associates Degree program created within the School of Digital Media to serve TIP students, undecided students within our School and others. PDGM was created and effective Fall 2014 and some of the students (roughly half) enrolled in the A.S. degree are planning to complete the TDMP degree. Its creation shifted some of the TDMP enrollment numbers, which is why we are sharing both here. PDGM is not meant to be a terminal degree, but rather one that feeds into one of the three Bachelor degree programs within the School of Digital Media. Students can enter the TDMP program as freshmen, or may have reasons to begin in the A.S. degree. Additionally, several TDMP courses are listed on the check sheet for PRDM as outlined in the appendix.

*Note: The TDMP program was classified as TVPR through Fall 2012. In Spring 2013 the classification was changed to TDMP. The numbers below reflect the totals.

A. Apps, Admits, Enrolled

Television and Digital Media Production

<u>TERM</u>	<u>MAJOR</u>	<u>DEGC CODE</u>	<u>CAMPUS</u>	<u>APPLIED</u>	<u>ADMITTED</u>	<u>ENROLLED</u>
201108	TDMP	BS	BR	67	59	22
201208	TDMP	BS	BR	61	46	17
201308	TDMP	BS	BR	68	48	19
201408	TDMP	BS	BR	70	54	18
201508	TDMP	BS	BR	70	52	25

Pre Digital Media

<u>TERM</u>	<u>MAJOR</u>	<u>DEGC CODE</u>	<u>CAMPUS</u>	<u>APPLIED</u>	<u>ADMITTED</u>	<u>ENROLLED</u>
201308		No prior data (Program created Fall 2014)				
201408	PDGM	AAS	BR	20	18	18
201508	PDGM	AAS	BR	53	46	33

Evaluation: Initiative 1 of the TDMP strategic plan is heavily aimed at increasing recruitment and retention into and within the TDMP and PDGM programs within the School of Digital Media. The increased focus on the strategies outlined under this initiative really began in late Fall 2013 and early Spring 2014. Our target is ideally 25 newly enrolled students into the TDMP major each Fall. We were pleased to hit that target in Fall of 2015 after being below it for a few years. While the applied and admitted numbers remain somewhat consistent (we intend that recruiting will grow these numbers), we have felt that translating more admits into enrolled students is a focus.

Specific actions taken to increase the percentage of enrolled students compared to admitted has included:

1. More timely messaging to applied and admitted students – weekly reports we receive are monitored and potential students we find on the list are contacted
2. Rewritten correspondence so the form letter we send was updated
3. Transitioned from mailed letters to emailed correspondence
4. Updated course names, check sheet and transfer guides to be more current and accurate
5. During 2015-2016 TDMP faculty called or emailed admitted students in an attempt to reach out directly to the potential student and answer questions

The 2014 and 2015 numbers are particularly encouraging when we factor in the creation of the PDGM program, recognizing that a percentage of those students will ultimately finish the TDMP program. We will continue to track these numbers each Fall and use them as an indicator of the impact our recruiting efforts are having and how or if we need to redirect them.

B. Enrollment – Headcounts

Television and Digital Media Production

<u>TERM</u>		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
201108	Freshman	17	0	0	17
	Sophomore	21	0	0	21
	Junior	25	0	0	25
	Seniors	26	0	0	26
					89
201208	Freshman	12	0	0	12
	Sophomore	22	0	0	22
	Junior	19	0	0	19
	Seniors	39	0	0	39
					92
201308	Freshman	14	0	0	14
	Sophomore	20	0	0	20
	Junior	18	0	0	18
	Seniors	34	0	0	34
					86
201408	Freshman	12	0	0	12
	Sophomore	14	0	0	14
	Junior	14	0	0	14
	Seniors	28	0	0	28
					68
201508	Freshman	16	0	0	16
	Sophomore	16	0	0	16
	Junior	19	0	0	19
	Seniors	26	0	0	26
					77

Pre Digital Media					
201408	Freshman	17	0	0	17
	Sophomore	4	0	0	4
	Junior	1	0	0	1
	Seniors	0	0	0	0
					22
201508	Freshman	38	0	0	38
	Sophomore	16	0	0	16
	Junior	5	0	0	5
	Seniors	0	0	0	0
					59

Evaluation: Increasing overall headcount is also a goal of Initiative 1 of the TDMP strategic plan. We track enrollment each fall as a measure of our effectiveness at recruiting, and consider these numbers as we evaluate TDMP program effectiveness overall. While Fall 2014 represented a low water mark over the last 5 years, it should be noted that PDGM was launched that Fall, and a portion of those students plan to complete TDMP. We don't estimate the number of TDMP finishers to be higher than 50% (with the bulk of the rest completing DAGD), so we still looked at 2014 as an indication that we had work to do on recruitment. The Fall 2015 numbers for TDMP and PDGM combined were very encouraging.

Specific actions taken to increase headcount include:

1. Faculty visits to partner high schools, tech centers and community colleges (minimum 2 per year per faculty member)
2. Update transfer guides for community college students
3. Increase presence on social media (Facebook, YouTube, Vimeo)
4. During 2015-2016, TDMP identified, budgeted and entered student work in festivals and competitions. The intent was that increased award recognition for TDMP students would garner increased attention for the TDMP program. As such, TDMP faculty members made this initiative on the student's behalf.

Step 4 above resulted in several student awards including 3 Michigan Emmys (beating out competition from regional Universities) and a Broadcast Education Award (selected from competition nation-wide). We have taken steps to publicize these results with the intent of raising the perception and awareness for the quality of the TDMP program here at Ferris. We plan to continue this strategy going forward and hope to see these most recent efforts at exposure show up in increased numbers for Fall 2016 and beyond.

C. Student Credit Hour Trends

YEAR	DESCRIPTION	SUMMER	FALL	SPRING	F+SP
2010-11	Student Credit Hours	234	848	716	1564
2011-12	Student Credit Hours	201	710	723	1433
2012-13	Student Credit Hours	141	838	839	1677
2013-14	Student Credit Hours	177	770	803	1573
2014-15	Student Credit Hours	158	670	727	1397

Evaluation: TDMP faculty members have recognized the increased focus that the administration at Ferris has placed on credit hour production. In response, we are taking steps to increase our numbers. Small class sizes are an important aspect of the approach TDMP takes to instruction in that it creates truer experiences for students (reflecting professional environments) and more hands-on learning. Class capacity in TDMP courses is also dictated by availability of equipment, size of labs, and workload created for faculty by project grading. Additionally, some TDMP courses have a service component to them that requires the course to be offered frequently (student learning and projects in these courses maintain client-type work students produce for Ferris as an Institution). So there are some limiting factors.

However, we did observe a dip in class registrations for upper level courses that contributed to lower credit hour production overall. That realization added another motivator to our efforts around Initiative 1 of our strategic plan. Additionally, Initiatives 2, 3, and 4 all include steps aimed at maximizing credit hour production. TDMP course registrations were up in 2015-2016 (nearer to course caps and over in some instances) and we expect that increase will be reflected in an upward turn to our overall credit hour production for 15-16 and beyond:

Fall 2014: Capacity of all TDMP Courses Offered = 206 seats
Enrollment = 163 seats

Fall 2015: Capacity of all TDMP Courses Offered = 217 seats
Enrollment = 192 seats

Specific steps taken to increase credit hour production include:

1. Marketing efforts to increase enrollment and retention of TDMP majors
2. Increasing access of TDMP courses to non-majors
 - a. Offering courses to other degree programs within the School of Digital Media including DAGD and PDGM were several TDMP courses are required or directed electives
 - b. Allowing TDMP courses to be added to the check sheets for Sports Communication, Journalism, Speech Communication, Music Industry Management and others
 - c. Allow non-majors access to TDMP courses (restricted based on major) within a week of registration being open to Freshmen (remove restriction)
3. Added waitlists to all TDMP courses
4. Removing TDMP 343 as a course equivalency for transfer students (requiring them to take the course at Ferris)
5. Evaluating course offerings to meet the needs of industry and interests of students (Color Grading experimental course)

Also, the enrollment increase in 2014-2015 will translate into higher credit-hour production for TDMP courses going forward as those students progress through the major (Freshmen students typically only take two to three TDMP courses their freshmen year).

D. Productivity

YEAR	DESCRIPTION	SUMMER	FALL	SPRING	F+SP
2010-11	SCH/FTEH	89.66	163.60	150.74	314.90
2011-12	SCH/FTEH	145.65	128.29	173.80	295.63
2012-13	SCH/FTEH	112.80	170.56	202.64	373.20
2013-14	SCH/FTEH	107.27	163.81	150.29	313.23
2014-15	SCH/FTEH	117.04	147.90	153.38	301.40

<u>Fall + Spring 2014-15</u>	<u>Averages:</u>
Ferris State University	460.26
College of Education and Human Services	409.43
School of Digital Media	355.03
Television and Digital Media Production	301.40

Evaluation: Productivity necessarily connects with credit-hour production, which is related to the number of majors, and to the number of students accessing our classes from other programs. TDMP faculty members see the first four measures of this section as going hand-in-hand. Through more fully enrolled courses, we intend that the efforts already outlined above will also result in an increase in TDMP's F+SP average, which we'd like to see at the current School average of 355-360.

Course capacity within TDMP varies from 12-24 students. The computer lab in IRC 154 (based on the number of computers) limits courses scheduled there to a cap of 12; the computer lab in IRC 156 limits courses to a cap of 15; and the computer lab in Bishop Hall 223 limits courses to 17. There are a few courses where course capacity could be raised with more equipment, but overall, the course caps do align well with our approach to curriculum and instruction. Hands-on, applied learning is a critical aspect of the TDMP major and this happens best in smaller class sizes. For this reason TDMP faculty members have created the goal of F+SP productivity averages of 360, which we feel is appropriate for the TDMP degree program, although it is below the University average.

Specific action taken to reach a productivity average for F+SP of 360 SCH/FTEH include:

1. Review and adjustment of course capacity numbers to ensure they are set at the most efficient number based on the needs of the curriculum and the availability / capacity / cost of the facilities and equipment
2. Increase enrollment so courses are run at or near the course capacity
3. A review of course scheduling – particularly of TDMP directed elective courses – to determine the frequency with which to offer courses based on maximizing enrollment (to be at cap)
4. Review courses offered across the School of Digital Media curriculum to look for efficiencies in course requirements and offerings

When we compare the TDMP program at Ferris to similar programs offered at other institutions, we routinely find anecdotally that the program is the best in the state. This is based on feedback from industry, from colleagues encountered at conferences and based on

preparedness reports of graduates. Finding the best balance of quality and productivity will continue to be a goal of TDMP faculty and staff.

E. Enrollment – Residency

Television and Digital Media Production

<u>Term</u>	<u>Resident</u>	<u>Non-Resident</u>	<u>Avg. Age</u>	<u>Avg. GPA</u>	<u>Avg. ACT</u>
201008	94	1	21	2.93	19.74
201108	89	0	21	3.00	19.89
201208	90	2	21	2.99	20.51
201308	81	3	21	3.10	20.96
201408	No Data Available				
201508	73	4	21	2.90	21.51

Pre Digital Media

<u>Term</u>	<u>Resident</u>	<u>Non-Resident</u>	<u>Avg. Age</u>	<u>Avg. GPA</u>	<u>Avg. ACT</u>
201408	20	2	18	2.52	20.29
201508	52	7	19	2.70	21.74

Evaluation: Given that the vast majority of TDMP students come to Ferris from within Michigan, we have determined that maintaining relationships with Area High School and College teachers and programs is important for recruiting. In addition to reaching out to and visiting various schools across Michigan, faculty members also serve on advisory boards for Mecosta-Osceola, Wexford-Missaukee and Delta College. A working relationship is maintained with Lansing Community College, and we are working on developing a relationship with Oakland Community College.

Another way TDMP has sought to connect with high school and community college students is through our annual Ferris Media Festival, which is held annually in April. Spring 2016 marked our 16th year of hosting the daylong workshop. After getting away a bit from engaging high school students, since 2014 a renewed focus has been placed on connecting with potential students through this event. We renewed mailings to high schools across Michigan and for 2016 developed web pages to support the event and get information out to folks across Michigan.

TDMP faculty members do not typically review grade point average and ACT averages across the program. We do try to provide opportunities to all students, and tend to err on the side of admitting borderline students. With that mindset comes a dedication to working with and encouraging student success for all students within our program.

F. Enrollment – Gender and Ethnicity

Television and Digital Media Production

<u>Term</u>	<u>Enrolled</u>	<u>Male</u>	<u>Female</u>	<u>Unknown</u>	<u>Black</u>	<u>Hispanic</u>	<u>Native</u>	<u>Asian</u>	<u>White</u>	<u>Multi</u>	<u>Foreign</u>	<u>Full Time</u>	<u>Part Time</u>
201008	97	67	30	5	12	1	0	0	78	0	1	92	5
201108	89	68	21	6	8	3	0	0	71	1	0	81	8
201208	92	68	24	6	10	1	0	0	74	1	0	86	4
201308	86	57	29	5	6	3	0	0	68	3	1	82	4
201408	No data found												
201508	77	57	20	0	7	0	1	2	60	4	3	70	7

Pre Digital Media Production

<u>Term</u>	<u>Enrolled</u>	<u>Male</u>	<u>Female</u>	<u>Unknown</u>	<u>Black</u>	<u>Hispanic</u>	<u>Native</u>	<u>Asian</u>	<u>White</u>	<u>Multi</u>	<u>Foreign</u>	<u>Full Time</u>	<u>Part Time</u>
201308	No information prior to 201308												
201408	22	16	6	0	5	1	0	0	13	1	2	20	2
201508	59	43	16	0	8	4	0	0	43	1	3	58	1

Evaluation: These categories are not typically tracked or followed by faculty within the program. We work to recruit all students from across the state and work as a school to support enrollment of international students. In general, we would like to see more diversity in terms of gender, race and nationality, but at the moment our focus is simply on recruiting all students who are interested in pursuing our craft.

G. Retention

<u>DEPT</u>	<u>TERM</u>	<u>N</u>	<u>DESCRIPTION</u>	<u>YEAR 2</u>
TDMP	201008	12	% Still Enrolled In	58
TDMP	201108	12	% Still Enrolled In	58
TDMP	201208	11	% Still Enrolled In	73
TDMP	201308	13	% Still Enrolled In	62
TDMP	201408	10	% Still Enrolled In	70

Evaluation: TDMP faculty members recognize that one way to increase enrollment is simply by retaining students who begin in the program. To that end, TDMP majors have a registration hold placed on their account each semester that requires all students to meet with their advisor each semester. This regular contact is valuable in connecting with students. TDMP Advisors also work with our College adviser on early intervention steps for students who are struggling. We do occasionally come across students who are not a good fit for this program, and in those cases we work to advise them into something they can better succeed at. Although retention is important, the needs and interests of the students are our top priority.

H. Graduates

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-line</u>	<u>Total</u>
2010-2011	23	0	0	23
2011-2012	22	0	0	22
2012-2013	18	0	0	18
2013-2014	27	0	0	27
2014-2015	21	0	0	21

Evaluation:

Our goal is to average 25 new students enrolling each Fall and 25 students graduating each Spring. Maintaining and improving recruitment and retention as outlined on the TMDP strategic plan will lead to achieving these averages.

I. Graduate Average GPA

<u>Year</u>	<u>Average GPA</u>
2010-2011	3.20
2011-2012	3.21
2012-2013	3.20
2013-2014	3.19
2014-2015	3.23

J. Graduate Average ACT

<u>Year</u>	<u>Average ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2010-2011	20.39	16	28
2011-2012	20.10	15	28
2012-2013	19.11	14	28
2013-2014	21.05	17	27
2014-2015	20.57	14	26

Evaluation: TDMP program faculty and staff are dedicated to working with all students – supporting the original opportunity vision of Woodbridge Ferris – so that they can succeed. We take pride in the range of students we work with as defined by their minimum and maximum ACT scores. When students apply who are just below the scale, we tend to air on the side of opportunity, and proceed to admit the student. This presents a challenge to the student and to faculty members, who sometimes have to work extra hard with these students, but we feel there are enough success stories to warrant the effort.

K. State and National Examinations

There are no State or National exams that TDMP graduates must take.

7. TDMP PROGRAM VALUE BEYOND PRODUCTIVITY AND ENROLLMENT

The TDMP program seeks to provide a great deal of added value to the University through coursework and projects that not only provide valuable applied learning opportunities for students, but also target various University goals and initiatives. By working with clients across campus, and through particular partnerships and collaborations with University Advancement and Marketing, Athletics, Admissions, Student Life, Academic Affairs and others, TDMP applied student learning projects result in a significant amount of video content created for, and used by, Ferris State University. These “institutional projects” create rich, client-based learning opportunities for students, while providing valuable stories at no cost to our collaborators at Ferris – a clear, desired and intended win-win situation for the Institution as a whole.

Below we will outline some specific video content that has been created for clients at Ferris. Along with the list of video segments, we will use the production rates below to assign an approximate value (what Ferris would have paid a vendor to produce these videos) to the content that TDMP students have created in recent years.

Benchmark Production Rate List:

Heavy Digital

<http://www.heavydigital.net/rates/>

Budget crew rate: \$1,200 per day

Editing rate: \$1,000 per day (\$125 per hour)

Suite42

<http://www.suite42.com/images/rate-card-web.pdf>

4 camera production truck: \$3,200 per day

Studio: \$1,500 per day plus crew (\$250-\$450 / position)

Crew – Field Production: \$500 (producer) + \$350 (Camera Operator) plus gear

blp bigleagueproductions

<http://www.bigleagueproductions.com/rate-card.html>

Camera operator with gear: \$950 per day

Editing with gear: \$100 per hour

Broadcast and Corporate Video Acquisition

<http://www.bcvaweb.com/video-production-rates.html>

Full day, two person crew \$1,250-\$2,200

Oakland University Video Services

<https://wwwp.oakland.edu/vsd/rate-card/>

Single Camera: \$800 per day (one operator, no producer)

Multiple Cam Coverage: \$650 per hour + \$250 per setup for switcher

A. Youtube channel

Evidence of video content can be found on the TDMP YouTube channel:

www.youtube.com/ferrisstatetdmp

The channel currently boasts 972 subscribers and 789,496 unique views (and counting). The video features listed here are produced by students in 2-person teams - 1 member functioning as the Student Producer, 1 as Camera Operator / Editor – using equipment and facilities provided by the TDMP program. Features are displayed on Ferris.edu, various official Ferris social media accounts, the official University YouTube channel, and are aired on Ferris State's Public Access cable channel. Playlists of videos from our YouTube channel that have been produced for various clients within Ferris include:

Program Spotlight: (Academic Affairs, UA&M, Admissions) Features of various academic degree programs (majors and minors) across campus. Ten, 6-minute video features have been produced per semester since 2010-2011 (120 total over the last 6 years).

1 day of production at \$1,200 and 1.5 days of editing at \$1,000 = \$2,700 per video

Sub-Total cost savings to Ferris: \$324,000

Student Life / Bulldog Story – Faculty and Staff: (Academic Affairs, Student Life, UA&M, Admissions) Features of various students, faculty and staff at Ferris – roughly 3.5 minutes each (102 total over the last 6 years).

.5 day of production at \$600 and .5 day of editing at \$500 = \$1,100 per video

Sub-Total cost savings to Ferris: \$112,200

Ferris Asks: (UA&M, Student Life, Admissions): Man on the street interviews of students, staff, faculty, and community members on various topics (104 total over the last 6 years).

.5 day of production at \$600 and .5 day of editing at \$500 = \$1,100 per video

Sub-Total cost savings to Ferris: \$114,400

Big Rapids Life: (Student Life, Admissions, UA&M, Academic Affairs, Athletics): Features various activities, events and organizations. Also features area businesses (51 counting only the features about Ferris related topics).

1 day of production at \$1,200 and .5 day of editing at \$500 = \$1,700 per video

Sub-Total cost savings to Ferris: \$86,700

Construction Management: (Academic Affairs, Admissions): A series of 8, roughly 2.5 minute videos produced Fall 2015 for the Construction Management program at Ferris. Intended to increase awareness, visibility and recruitment.

.5 day of production at \$600 and .5 day of editing at \$500 = \$1,100 per video

Sub-Total savings to Ferris: \$8,800

Bulldog Health: (Student Life): A series of 19, roughly 2.5 minute videos produced in collaboration with Birkham Health Center during the 2014-2015 academic year. The video segments targeted Ferris students with education around various health-related topics.

.5 day of production at \$600 and .5 day of editing at \$500 = \$1,100 per video

Sub-Total cost savings to Ferris: \$20,900

While these cost estimates represent a significant amount of financial value to Ferris, it should be pointed out that these numbers reflect a low-ball estimate and, if anything, the actual value could be higher. Students typically spend more time on the segments outlined above than the amount we quoted. Additionally, the list above is not an exhaustive list and does not include, for example, service learning and other videos produced for Ferris clients by our Instructional Design course.

Total value of above (Fall 2010 – Spring 2016): \$667,000

B. Ferris State.TV

Content highlighted here was produced in a live studio setting using the TDMP Control Room, Studio and an average of 10 students (Producer, Director, Technical Director, Audio Engineer, Graphic Artist, Lighting Director, 3 Camera Operators, VTR Operator). Evidence of video content outlined here can be found on www.ferrisstate.tv, a website created and managed by TDMP students enrolled in *TDMP 328 Streaming Media Production*, featuring video content produced by TDMP students in *TDMP 385 Television Studio Production*:

Ferris Sports Update: (Athletics, Admissions, UA&M, Student Life): A half-hour talk show featuring interviews with coaches and players involved in Bulldog Athletics at Ferris. In addition to streaming, these shows are aired on Fox 32 throughout Northern Michigan and the Upper Peninsula, on Comcast Local regionally, and on the College Channel in Grand Rapids (14 shows per F/Sp semester – 28 per year since 2011/2012: 140 shows total)

1 day of studio at \$1,500 and .5 day of crew at \$2,500 = \$4,000 per show

Sub-Total cost savings to Ferris: \$560,000

Expect Diversity, (Student Life, Academic Affairs): A half-hour talk show around topics of diversity, hosted by Dr. David Pilgrim (6 shows per year since 2010/2011: 60 shows total)

1 day of studio at \$1,500 and .5 day of crew at \$2,500 = \$4,000 per show

Sub-Total cost savings to Ferris: \$240,000

FSU Student Life, (Student Life, Academic Affairs, Admissions): A half-hour talk show around topics of interest to college students, hosted by Nick Campau (5 shows per year since 2010/2011: 50 shows total)

1 day of studio at \$1,500 and .5 day of crew at \$2,500 = \$4,000 per show

Sub-Total cost savings to Ferris: \$200,000

It's Academic, (Student Life, Academic Affairs): A half-hour talk show around education topics at Ferris, hosted by FSU Provost (5 shows per year since 2010/2011: 50 shows total)

1 day of studio at \$1,500 and .5 day of crew at \$2,500 = \$4,000 per show

Sub-Total cost savings to Ferris: \$200,000

Additional series of shows produced in the television studio include: Beyond the Campus (COEHS), Cultural Compass (International Office), Ferris Out Loud, Making the Grade (BRPS), FSU Gaming Central, and The Alumni Perspective (UA&M). While these shows also add value to Ferris State, we have not included an assigned value for them here. Again, these estimates, though substantial, remain on the low end of financial value added.

Total value of above: \$1,200,000

C. Live Event Coverage – Sporting Events

Since Fall 2010, TDMP students and student volunteers have covered 119 Ferris State Athletic events (Football or Hockey). Those numbers have increased in recent years with the addition of the new HD remote production trailer and the increased success of the football and hockey programs (hosting playoff games):

2010-2011: 13 Games
2011-2012: 21 Games
2012-2013: 18 Games
2013-2014: 22 Games
2014-2015: 19 Games
2015-2016: 26 Games

Live coverage that is provided through these productions is streamed live on various platforms through the Athletic Department. Data provided by Assistant Athletic Director, Rob Bentley, indicates the following viewership:

2015-16 Football – Totaled 7088 viewers for seven home games, including two playoff games.

2014-15 Football – Totaled 5582 viewers for six home games, including one playoff game.

Football – in the last two years, we have webcasted three NCAA playoff games that drew 11,507 live views (average 3836 per game).

2015-16 Hockey – had 3,086 total viewers for 19 home games, average of 165 per game. This was the first year the WCHA used the Stretch platform as a league.

2014-15 Hockey – averaged 170 total viewers for 18 home games for a total of 3,060 for the season. This was with America One platform

2013-14 Hockey – averaged 162 total viewers for 18 home games for a total of 2,916 for the season – first year with America One & WCHA as league-wide deal

Hockey – last three years we have totaled nearly 9,200 viewers/purchases or an average of about 170 per home game in the WCHA package.

Game Highlight Reels streamed via Ferris State Bulldogs Athletic YouTube channel. These highlights are edited together by students from the game footage that the live coverage TDMP provided created:

Football – Over 14,150 total views, averaging 1,179 views per game highlights (only football).

Hockey – Over 8,000 total views, averaging 400 views per home game highlights.

Content highlighted here was produced using the TDMP Remote Production Trailer and an average of 10 students (Technical Director, Audio Engineer, Graphic Artist, 2 Replay Operators, 4 Camera Operators, Grip) enrolled in *TDMP 314 Remote Television Production*. While highlighting this collaboration, it should be noted that Ferris Athletics provided funding for 20% of the Production Trailer and equipment costs when added in Fall 2013, and for 50% of tripods purchased for Fall 2016. This contribution both demonstrates some value to the content provided to athletics by the TDMP program, as well as offsetting the costs for a student lab that otherwise would have been paid fully by Academic Affairs.

4 Camera Production Trailer at \$3,200 and 10 crew at \$2,500 = \$5,700 per game
Total cost savings to Ferris: \$678,300

D. Revenue Generating

While the purpose of the HD Production trailer is for use as a lab and not a revenue generating tool, its high quality and current HD production capability is a valuable asset. As such, the TDMP program has been approached about usage of the trailer. On two occasions, when those requests have come with extra opportunities for student learning, we have agreed to rent the trailer out, with our supervision and student crew:

1. **Whitecaps Game Live coverage:** April 8, 2014. The TDMP program received a request from WZZM Channel 13 in Grand Rapids (a national 32 market) to provide coverage of the opening day baseball game for the 2014 season. TDMP students enrolled in *TDMP 314 Remote Television Production* filled 3 of the 6 camera positions, and all of the key positions in the trailer.

<https://www.facebook.com/media/set/?set=a.618767428216845.1073741828.139043332855926&type=1>

Revenue Generated for Ferris State TDMP: \$3,000

2. **2014 US Rowing Masters Nationals Regatta:** August 14-17, 2014. TDMP provided live streaming coverage of this annual event, which is held in different locations across the country.

Revenue Generated for Ferris State TDMP: \$9,000



In conclusion, the total approximate value, estimated conservatively, of TDMP actual revenue and value added through applied student learning since Fall 2010 totals:

YouTube Channel Videos:	\$667,000
FerrisState.tv Shows:	\$1,200,000
Live Game Coverage:	\$678,000
<u>Revenue Generated:</u>	<u>\$12,000</u>
Total:	\$1,879,678

8. TDMP PROGRAM FLEXIBILITY AND ACCESS

The applied, hands-on nature of the TDMP program, and the project oriented, equipment intensive nature of our curriculum, does not lend itself to offering the vast majority of our coursework on-line, nor off-campus. TDMP does not offer courses at any offsite locations. Two primary factors contribute to this decision:

1. Lack of facilities and equipment offsite (and cost associated with providing such)
2. There are competitive programs across Michigan. While TDMP at Ferris is among the best and most effective programs, offering courses in Grand Rapids and Detroit, for example, does not make sense based on the cost our hands-on approach to curriculum (applied and project-based) creates

Blackboard and other online resources are used in TDMP courses, although no TDMP courses are currently offered fully online. The courses most suited to this delivery method include *TDMP 110 Intro to Video Communications* (a freshmen level course we prefer to offer face-to-face) and *TDMP 326 Script Writing*. Other TDMP courses are too equipment intensive and hands-on to allow for effective online instruction.

Courses are offered throughout the day and into early evening. Weekend courses are not offered, although students enrolled in TDMP 314 routinely do live productions of Ferris football and hockey on Friday nights and Saturdays. Summer courses are offered, including sections of TDMP 243, 376, 493 and 240. Aside from 493 (internship), these classes are either not required (directed electives), or are offered during Fall and Spring so students do not have to attend in summer.

The TDMP degree and check sheet allows for flexibility for students in an effort to make the program very transfer friendly - whether for students who transfer from other degree programs at Ferris, or for Community College transfer students – and to minimize time to graduation for all students. Steps we have taken include:

1. Flexibility within the General Education requirements. Advisors make recommendations and work with students to determine courses that align well with their interest and industry trends. However, a lot of latitude is provided, which can greatly shorten time to graduation for students who transfer in with courses already completed
2. A list of directed elective courses from which students can customize their focus (9 credits)
3. Flexibility within the 120-credit degree (minimum level for any Bachelor degree) for students to take up to 15 credits of general electives. Again, faculty advise regarding specific course selection, but this allows a high degree of flexibility

9. TDMP VISIBILITY AND DISTINCTIVENESS

The Television and Digital Media Production Program provides opportunities for student learning in the creative and technical communication skills necessary to develop successful careers in Television and Digital Media Production. Students acquire marketable skills in cinematography, audio production, lighting, and video editing. Students also learn instructional design, scriptwriting, motion graphics, and streaming video production. All of these skills are built on a foundation of pre-production planning, directing, and producing video content and television programming. Both creative and technical communication skills are necessary to develop successful careers in Television and Digital Media Production.

A. Visibility and Distinctiveness

The TDMP program provides a competitive advantage over competing programs at other institutions in the following ways:

- **Hands-on applied learning:** The vast majority of the program classes are hands-on; an approach that we feel is valuable and unique for students, providing them the opportunity to take knowledge learned in a traditional lecture environment, and apply it across a variety of media production approaches.
- **Six-month capstone internship:** Another aspect of the TDMP program that is unique is the immersive 6-month internship program. After completing all other necessary program requirements and coursework, students are required to further skills learned on-campus, through an internship. Students are placed on-site with companies within the media production industry. These internships take place at television stations, video production companies, film production studios, post-production editing and finishing facilities, corporate communications departments, educational or health institutions, etc. While many of these internship opportunities are located in Michigan or elsewhere in the Great Lakes region, the TDMP program has placed interns in locations as far away as California, Arizona, and Texas. This exciting opportunity allows students to earn 18 college credits while gaining experience in a real-world setting working full-time with industry professionals. The internship requirement creates an intensive learning experience for our student that is also invaluable in transitioning students from the classroom into an exciting and fruitful start to their career.
- **Small class sizes:** Most TDMP courses (all 300 and 400-level courses) are capped at twelve (12) students. This creates more applied learning opportunities for students, while increasing faculty-student interactions, engagement and learning.
- **Experienced faculty:** All TDMP faculty come to Ferris State with a considerable amount of professional experience in the media production industry, outside of academia. Additionally, through on-going freelance and professional development projects, faculty members expand their experiences as media production practitioners. These experiences allow TDMP to strike the right balance in the classroom between theoretical/conceptual learning and applied/experiential learning.

TDMP faculty members engage in a continuous process of evaluation and development of policies and procedures designed to market and promote unique program features and benefits, such as:

- **Web/Social Media Presence and Print Materials:** TDMP marketing efforts include a robust web and social media presence along with a recently designed eight-page “School of Digital Media” brochure. The TDMP Facebook, Twitter, and Instagram pages are frequently updated to show the latest happenings and departmental efforts. All half-hour video programs produced by the *TDMP 499 Advanced Producing and Directing* and *TDMP 385 Television Studio Production* courses are accessible online via YouTube and Vimeo. Short-form and Long-form video projects produced in *TDMP 376 Digital Cinematography* and *TDMP 343 Documentary Production* are also available for online viewing.
- **Recruiting:** TDMP Faculty members are encouraged to visit a High School, Career Technical Center, or Community College each semester to actively recruit potential students and promote the TDMP program. Recent recruiting visits include schools in Michigan cities such as Flint, Cadillac, Saline, Allegan, Utica, Saginaw, and Holland.
- **Awards Competitions:** TDMP faculty members continually identify the best student work throughout the academic year and submit it to prestigious awards competitions yearly. To date, TDMP student work has won awards from the National Academy of Television Arts and Sciences Michigan Chapter (a.k.a. the “Michigan Emmys”), Media Communications Association-International, and the Business Education Association. Having the Ferris State University TDMP name appear on listings of award winners put out by these organizations is a significant promotional tool. Trophies and Statuettes are on display in our departmental office, and we hope to create a promotional display featuring these in the future.
- **Community Engagement:** TDMP faculty members facilitate numerous opportunities for students to engage with the community both inside and outside of the classroom in ways that raise program visibility. For example, *TDMP 466 Instructional Design* students work in small groups to produce media projects for outside community groups as well as for internal clients within the University. Also, the *TDMP 499 Advanced Producing and Directing* course produces a weekly segment called *Big Rapids Life* that profiles people, places, and happenings in the local community. Additionally, 3-4 times per semester, the *TDMP 385 Television Studio Production* course produces *Making The Grade*, a half-hour program highlighting aspects of the Big Rapids Public School system. These efforts create applied learning experiences for students and valuable “soft skills” in professional etiquette and interaction, while also promoting the TDMP program within the community as well as to prospective students.
- **Industry Engagement:** Faculty members actively solicit the opinions and expertise of industry professionals to continually improve the program and raise its visibility.

The largest and most visible example of this is the Ferris Media Festival, produced annually in April by TDMP faculty, in conjunction with the TDMP associated, Registered Student Organization: Media Communications Association. This event features several engaging presentations and events with a variety of industry professionals, and is heavily promoted for months prior to the event. Another, perhaps less visible but no less important, example of industry engagement occurs during faculty visits that are done as part of Internship Supervision. Faculty members visit with student interns and their on-site supervisors twice during each student's six-month internship, leading to valuable conversations about industry trends and what industry may need from TDMP graduates now and in the future. TDMP faculty members also convene a yearly Advisory Board meeting of industry professionals to further discern the needs of industry.

B. Competitive Programs

TDMP identifies seven (7) competitive programs within the state of Michigan:

- **Michigan State University:** The TV, Film and Media Production Concentration in the Media and Information Program is housed in the College of Communication Arts and Sciences. In addition to general education requirements, students are required to earn 33 credits for the Media and Information major plus at least 6 more credits for the Film and Media Production Concentration (which is just one of six possible concentrations available to students in the Media and Information Program). Students are also encouraged to earn a department-affiliated minor.
- **Eastern Michigan University:** The Electronic Media and Film Studies Program resides in the School of Communication, Media, and Theatre Arts. In addition to general education requirements, students are required to earn 30-34 credits for the Electronic Media and Film Studies major. Students are also required to earn a minor in consultation with their program advisor.
- **Grand Valley State University:** The Film and Video Production program resides in the School of Communications. In addition to general education requirements, students are required to earn 31 Foundation credits and 15 Emphasis credits for the Film and Video Production major.
- **Central Michigan University:** The School of Broadcast & Cinematic Arts (BCA) requires that, in addition to general education requirements, students earn 26 credits in Required BCA courses and 12 credits of elective BCA courses to earn the Bachelor of Applied Arts Degree.
- **Calvin College:** The Film and Media Program is housed in the Communication Arts and Sciences (CAS) Department. In addition to general education requirements, students are required to earn 17-20 CAS credits plus 18-20 credits within the Studies Concentration or the Production Concentration for the major.

- **Compass College of Cinematic Arts:** The Cinematic and Media Arts Program is a comprehensive, even complex Bachelor of Fine Arts degree program. In addition to general education requirements, students are required to take 62 credits of Core Required and Elective courses plus 24-30 credits within their chosen concentration (four possible concentrations are available to BFA students).
- **Cornerstone University:** The Film and Video Production Program is placed in the Division of Communication and Media. In addition to general education requirements, students are required to take 52-56 credits to earn the Bachelor of Arts degree in Film and Video Production.

An analysis of the features, benefits, and modes of operation of the competitive programs described above yields many insights. For example, programs such as those offered at Michigan State, Eastern Michigan, and Grand Valley offer more flexibility and choice than the TDMP program when it comes to course options within their respective degree programs. Eastern Michigan's Electronic Media and Film Studies program allows students to choose one required media-oriented writing course from a list of three options (see Appendix), whereas TDMP simply has one "Scriptwriting" course. Another example would be how Michigan State's Media and Information degree allows students to choose two required foundation courses from a list of six options (see Appendix), whereas TDMP's required 55 credits of foundation courses are fixed and thus allow for no such flexibility. One can see how such flexibility would be attractive to prospective students. On the other hand, offering so many different courses no doubt would require much more resources (specifically, an increased number of faculty and additional classroom space). Additionally, TDMP students receive more content through the completion of the additional course-work required in our degree, thus creating better prepared graduates with a wider and deeper range of professional oriented experiences.

There are however, some aspects of these competitive programs that TDMP is reviewing. For example, the core requirements of the BFA degree at Compass College of Cinematic Arts (CCCA) includes two courses entitled "Producers" that cover the creative as well as the business and legal side of producing (see Appendix). Additionally, three business courses (Marketing, Management, etc.) are required for this degree program. A second area that TDMP is considering includes adding a course similar to a "Media Criticism" or "Technology Studies" course that allows students to consider how media content and/or technology functions in a larger social context. Courses we are reviewing include Eastern Michigan's "Contemporary Problems in Electronic Media" (see Appendix) or Central Michigan's "Understanding New Communication Technologies" (see Appendix). *TDMP 110 Introduction to Video Communication* offers a cursory introduction to these concepts, but perhaps a new course that focuses solely on this kind of analysis would be a welcome addition to our curriculum. Lastly, a third area of consideration is a course that focuses solely on "creativity". Examples we are reviewing include Calvin College's "Creative Thinking", Cornerstone University's "Creativity", or CCCA's "Creativity of the Mind". We are reviewing if the "Storytelling" course currently taught in the School of Digital Media's Digital Animation Game Design (DAGD) program could be included as part to the TDMP curriculum as well to serve this purpose.

TDMP faculty members engage in an ongoing, continuous process to evaluate and improve the TDMP program in relation to offerings and operations at these competitive programs. Participation in faculty fellowships such as the week-long Television Academy Foundation Faculty Seminar in Los Angeles allow time to connect and compare notes with faculty from other institutions across the country. The annual convening of the TDMP Advisory Board also includes discussions centered on these efforts.

C. Preeminent Program

The TDMP program was initially conceived as an employment/career-focused media production academic program over four decades ago. To our knowledge, no other program offers similar 1) overall emphasis on hands-on applied learning, 2) a required six month internship that facilitates the school-to-workplace transition, and 3) a balanced, comprehensive, “generalist” approach to digital media curriculum that blends studio and remote television production, with narrative and documentary storytelling. For these reasons, we feel that the TDMP program is the preeminent program of its kind. There are programs with more of a broadcasting emphasis such as the program at Central Michigan and there are programs with more of a film school emphasis such as the programs at Grand Valley State and CCA, but these programs do not achieve the balance that the TDMP curriculum does. Furthermore, programs that are somewhat more balanced and comprehensive, such as the programs at Michigan State and Eastern Michigan, feature only 1-3 credit Internships or Cooperative Education experiences that do not compare to the TDMP 18 credit internship experience. Over the last 40-plus years, our program has continued to evolve in response to industry trends and technological progress, allowing it to rise to the level of uniqueness and preeminence it enjoys today.

10. DEMAND

Students choose the Television and Digital Media Production program at Ferris State for any and all of the following reasons:

1. Applied hands on learning that allows students to be active participants and creative artists through their learning and coursework
2. State of the art technology and facilities that students can access 24/7
3. Faculty with industry experience to bring to the classroom
4. Access to a program that equips students with a wide-range of skills, making them more employable to start their career
5. 18 credit internship to complete the degree which eases graduate’s transition to the workplace

In April 2016, a survey was administered to current TDMP students to ascertain their level of satisfaction with the TDMP program. Fifty students responded to the survey, which consisted of two sections containing 25 and 19 questions respectively. The multiple choice survey questions could be rated by students as “Very Satisfied”, “Somewhat Satisfied”, “Somewhat Dissatisfied”, “Very Dissatisfied”, or “Don’t Know/No Opinion”. The first section of the survey contained 25 questions pertaining to TDMP faculty, staff, equipment and facilities. The responses to the first section of the survey indicate a high level of student

satisfaction with the TDMP program overall, with over 50% of students choosing the “Very Satisfied” response for most questions. The only exceptions to this high level of satisfaction were the following questions:

1. Approximately 29% of students responded as “Very Satisfied” when asked about the “Appropriateness of the internship experience”. Approximately 53% of students responded with “Don’t Know/No Opinion” to this question. This is perhaps understandable, as only TDMP Seniors currently on internship could truly know about the appropriateness of the internship experience.
2. 46% of students responded as “Very Satisfied” when asked about the “Appropriateness of portable lighting equipment”. Approximately 30% of students responded with “Somewhat Satisfied” to this question. We were already preparing to address lighting equipment and efforts are currently underway to upgrade the portable lighting equipment that is available to TDMP students.
3. Only 32% of students responded as “Very Satisfied” when asked about the “Overall adequacy of University financial resources used in support of this program”. 50% of students responded with “Somewhat Satisfied” to this question.

The second section of the survey contained 19 general statements. The responses to the second section of the survey again indicate a high level of student satisfaction with the TDMP program overall, with over 50% of students choosing the “Strongly Agree” response for most questions. The only exceptions to this high level of agreement with the statements provided were the following:

1. 48% of students responded with “Strongly Agree” when presented with the statement “Different scholarly points of view are encouraged by the faculty”. 50% of students responded with “Somewhat Agree” to this statement. TDMP faculty members are reflecting on this feedback.
2. Only 48% of students responded with “Strongly Agree” when presented with the statement “The program actively helps graduates of this program find appropriate employment or pursue further study”. 30% of students responded with “Don’t Know/No Opinion” to this statement. While it could certainly be said that current students might reasonably not be expected to know about TDMP efforts in this area, surely the value of the employment-focused TDMP 493 six-month capstone internship course will be more consistently communicated to current students.
3. Only 46% of students responded as “Strongly Agree” when presented with the statement “I am satisfied with the caliber and quality of my classmates”. 40% of students responded with “Somewhat Satisfied” to this question. The TDMP program does try to give opportunities to students, and sometimes there is added burden to the students around those marginal students.

A. Projected Market Outlook

The Arts/Design/Entertainment/Sports/Media Occupations job classification (U. S. Department of Labor) most closely matches the areas where our graduates seek employment. (Definitions and reported job titles taken from O*Net Online - <http://www.onetonline.org/>) 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 Technology, Management and Budget at Michigan.gov. 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 end of the Michigan filmmaking incentive awards from the Michigan Film & Digital Media Office as of 07/10/2015 had some impact on this field, but several occupations for TDMP graduates still show a projected growth of 10% or more in Michigan over the next six years. These results are displayed below where TDMP graduates might typically seek employment in these four faster-growing fields: Multi-Media Artists and Animators, Audio/Video Equipment Technicians, Sound Engineering Technicians, and Technical Writers. The table also displays the most current salary and wage estimates from the State of Michigan compiled by the Department of Technology, Management and Budget, ranging from \$38,970 to \$60,140 in the primary occupations selected by our graduates.

OCCUPATION	Employment (2012)	Hourly Median Wages (2014)	Annual Median Wages (2014)	Expected Employment 2022	Job Outlook (2012 - 2022)	Employment Change (2012 – 2022)
Multi-Media Artists and Animators	930	\$21.97	\$45,700	1,020	10%	31
Set and Exhibit Designers	160	\$18.74	\$38,970	170	6%	5
Producers and Directors	2,010	\$28.91	\$60,140	2,130	6%	81
Writers and Authors	1,660	\$24.66	\$51,300	1,790	8%	49
Audio/Video Equipment Technicians	1,840	\$20.93	\$43,530	2,100	14%	59
Sound Engineering Technicians	310	\$18.97	\$39,450	340	10%	8
Camera Operators: TV/Video/Motion Pictures	270	\$26.60	\$55,320	280	4%	3
Film and Video Editors	410	\$24.89	\$51,760	440	7%	6
SECONDARY OCCUPATIONS						

Art Directors	1,420	\$30.74	\$63,950	1,520	7%	44
Graphic Designers	6,570	\$20.77	\$43,210	7,110	8%	228
Technical Writers	1,590	\$29.76	\$61,910	1,860	17%	76
Media & Communication Workers, All Other	830	\$16.00	\$33,280	900	8%	18
Broadcast Technicians	810	\$14.02	\$29,160	840	4%	18
Photographers	2,970	\$11.71	\$24,360	3,180	7%	52

Labor Market Information / Wages by Occupational Code (Michigan Department of Technology, Management and Budget – Michigan.gov)

Labor Market Information (Michigan DTMB, Bureau of Labor Market Information and Strategic Initiatives – Michigan.gov)

Some of our graduates choose to seek employment outside of Michigan, especially as the job market fluctuates. The United States Department of Labor statistics indicate the employment opportunities at the national level for the different occupations, showing that three of the occupations for TDMP graduates project growth at faster than average with a growth rate of approximately 10%. All occupations are showing an expected positive growth.

United States Employment, Wages, Growth and Need (By SOC Code)

OCCUPATION	Employment (2014)	Hourly Median Wages (2014)	Annual Median Wages (2014)	Job Outlook (2014 - 2024)	Employment Change (Additional employees) (2014 - 2024)
Multi-Media Artists and Animators	64,400	\$30.59	\$63,630	6% (As fast as average)	3,900
Set and Exhibit Designers	See Art Directors				
Producers and Directors	122,600	\$33.22	\$69,100	9% (Faster than average)	11,100
Writers and Authors	136,500	\$28.30	\$58,850	2% (Slower than average)	3,100
Audio/Video Equipment Technicians	See Broadcast and Sound Engineering Technicians				
Sound Engineering Technologies	See Broadcast and Sound Engineering Technicians				
Camera Operators: TV/Video/Motion Pictures	With Film and Video Editors				
Film and Video Editors	58,900	\$25.23	\$52,470	11% (Faster than average)	6,400

SECONDARY OCCUPATIONS					
Art Directors	74,600	\$41.16	\$85,610	2% (Slower than average)	1,800
Graphic Designers	261,600	\$22.07	\$45,900	1% (Little or no change)	3,600
Technical Writers	52,000	\$33.19	\$69,030	10% (Faster than average)	5,300
Broadcast and Sound Engineering Technicians	117,200	\$19.88	\$41,350	7% (As fast as average)	7,700
Photographers	124,900	\$14.66	\$30,490	3% (Slower than average)	3,900

11. STUDENT ACHIEVEMENT

A. Media Communication Association, Registered Student Organization

The TDMP program has an associated student organization titled: Media Communications Association (MCA). It is a Registered Student Organization on the Big Rapids Ferris State University campus. The organization is aimed at providing students an opportunity to engage in media-oriented activities on campus. The organization became an RSO in 2001 to “provide extracurricular opportunities for career exploration and professional development in the field of Television and Digital Media Production.”

While that objective remains the focus of MCA, the scope has expanded since Fall 2015 to include recruitment and engagement of students from the Digital Animation Game Design program within the School of Digital Media, as well as other programs university-wide (Music Industry Management, Graphic Design, Sports Communication, etc.). MCA meetings are held twice a month with faculty advisors. Students collaborate on initiatives and projects both internally, and in collaboration with other RSOs. Joshua Pardon and Nick Kuiper are currently the co-faculty advisors, and Glen Okonoski and Connie Morcom have previously served in that role as well.

MCA is very active in helping the local Big Rapids community and others with media products. In 2015, the organization created a number of videos for the Women’s Information Services, Inc. (WISE) annual Dinner Theatre. This event raises funds annually for the regional women’s shelter and other domestic violence prevention efforts. MCA members also volunteer during Relay for Life. In 2016, the organization raised over \$200. The Media Communications Association also produced a mini-documentary for the Green Living Science “Activitree” entry at ArtPrize 2015 in Grand Rapids. The “Activitree” is a mobile classroom made out of a 40-foot shipping container and based in Detroit, MI. It is used to teach children about sustainability and recycling.

Student members also engage in a number of projects each year that serve other RSOs and groups on the Ferris State University campus. Through these experiences, MCA members have provided service to the community, while gaining a wide variety of experience in pre-production, production, and postproduction. MCA also participates as part of the Big Event,

an event around the community where RSO members do yard work and other things to beautify Big Rapids.

A major initiative of MCA each year since 2001 is the organization of the Ferris Media Festival. This daylong event is open to the public and features speakers from around the U.S. who share their experiences working in media careers. This event takes 9 months to plan and requires numerous meetings with student government to secure funding, which is provided by student activities as awarded by Student Government Finance Division. 2016's Ferris Media Festival secured more than \$11,000 to host the event. This event also brings in students from local high schools, which increases the School of Digital Media and Ferris State University's visibility across the region.

MCA operates a twitter account: @FerrisMCA and a Facebook page: www.Facebook.com/MCAFerrisStateUniversity to engage members and other stakeholders.

B. Awards

TDMP faculty members have long encouraged students to enter their work in media competitions. However, this has felt a bit like leading a horse to water without being able to make it drink. To take the reins into our own hands, so-to-speak, beginning Fall 2015 faculty members decided to self-identify outstanding student projects, entering them as a department on the student's behalf. The early returns were outstanding, with several projects being recognized this past spring:

- **Michigan Emmy's**
 - o *Tabula Rasa* in the Long Form Fiction category
<https://www.youtube.com/watch?v=QrBTxNaYKYE&list=PLTfa49SgYS5Urr-GwBBo2fAipSw83Uygb&index=1>
 - o *Coaches to Cure MD* in the News: General Assignment category
https://www.youtube.com/watch?v=NSV81ZjYDFc&index=18&list=PLTfa49SgYS5UF4ffryWyV_1FxXOWF7I-F
 - o *Ferris Theater* in the Arts and Entertainment / Cultural Affairs category
https://www.youtube.com/watch?v=CKaEUB00kQo&index=24&list=PLTfa49SgYS5UF4ffryWyV_1FxXOWF7I-F
- **Broadcast Education Association Awards**
 - o *Expect Diversity – Community Policing*: Produced by TDMP Students enrolled in TDMP 385 Studio Production, in collaboration with the Diversity and Inclusion Office. TDMP was pleased to learn that this episode took 1st Place in the Television News Magazine Category as selected by the Broadcast Education Association, a national award recognition. There were 1538 Total Entries, 281 Awards Granted and 101 Winning Schools nation-wide. <https://vimeo.com/123024594>
- **Media Communication Association – International: MCA-I Media Festival**
 - o *Chroma Key Project* – Produced by TDMP students, Chris Martin and Jacob VanAuker

This newer initiative to submit student work is part of the strategic plan for TDMP and will continue going forward. Having student work recognized is outstanding for students and their resumes, but it is also part of TDMP's marketing plan. We intend to add an "Awards" tab to our web page that will highlight the award winning work that TDMP students do. We have the associated plaques, statues, etc. that go with these awards on display in our main office – we want guests and visitors to see a tangible result to the education we provide. There is also the increased visibility that being in attendance at these awards presentations brings – often they are paired with high school awards, which exposes the TDMP program to those prospective students as well.

12. EMPLOYABILITY OF GRADUATES

According to Institutional Research (2015) based on a Graduate Follow Up Survey, 33% of Television and Digital Media Production graduates responded. Of those respondents, 71% indicated that they were placed in a career. In order to get a better grasp of the real number of students employed in media careers, the program sent out surveys to a large list of graduates in the spring of 2016. Of the 141 surveys sent out, only 31 were filled out. While a 21% response rate is not as high as expected, there is some valuable information that can be gleaned from the responses.

The survey shows that a majority of graduates are employed in careers relating to television and digital media. Most respondents seem to be employed in the communications or computer field. Since "communications" can be considered a very broad field the program looked for more specificity. The following is a list of careers our graduates are currently working in:

- Sports Game-day Production
- Freelance Camera Operator
- Videographer
- Assistant Director of Photojournalism
- Media Operator
- Programming Manager
- Multimedia Specialist
- Digital Production Specialist
- Software Development Team Leader
- Lead Master Control Operator
- Lead Database Architect
- Graphic Designer
- Lead Cinematographer/Motion Graphic Designer

The above list demonstrates that our graduates are working in media related careers that require a diverse set of skills.

74.19% of our graduates who responded to the survey were making \$30,000 or more. 48.39% (15 respondents) indicate that their salary is above \$50,000. It is very likely that respondents who are making less than that are recent graduates and are still building their

professional portfolios and skill sets and will soon become more competitive and will obtain higher salaries.

96% of alumni surveyed believe their experience at Ferris in the TVP/TDMP program prepared them for successful careers. Additional data from the alumni survey, including narrative, are provided in the Appendix.

The table below, (data retrieved 03/2016), lists current openings in a variety of fields, including an industry standard, the *StudioDaily Career Center*, listing overall positions and a breakdown within specific industries, (<http://jobs.studiodaily.com>). Data is also displayed from several other sources that list position openings in the field:

ProductionHUB.com – Entertainment Jobs in Film, Television, Video and Digital Media Production, (<http://www.productionhub.com/jobs/>), Indeed.com (<http://www.indeed.com/q-video-jobs.html>), and the Michigan Association of Broadcasters Job Bank, the state organization of the National Alliance of Broadcasters, (<http://www.michmab.com/JobBank/index.html>).

Current Openings 3/10/2016

	Specific Areas US (MI)	US All Jobs Fulltime	Michigan Fulltime
StudioDaily.Com		709	34
Broadcast/Commercials	27		
Film	186		
Mobile Media	178		
News	173		
Television	226		
Web Design	356		
ProductionHub.com (Entertainment Jobs in Film, Television, Video and Digital Media Production)		134	
Indeed.com		18,712	299
Digital Media	14,725 (245)		245
Television Production or Television Producer	1,108 (4)		
Video Production or Video Producer	2,879 (50)		
Michigan Association of Broadcasters Job Bank			86

13. FACULTY COMPOSITION AND ENGAGEMENT

TDMP Faculty includes 4 full-time faculty members and 1 adjunct faculty member assigned to the Big Rapids Campus. TDMP courses are not offered fully online. Glen Okonoski receives release time to serve as Chair of the TDMP program, and coordinator for the School of Digital Media, in addition to teaching 10 credits during the Fall and Spring semester. Steve Cox has served the program as an adjunct for 22 years, teaching the Remote Production course. Connie Morcom, Nick Kuiper and Joshua Pardon typically teach overload in the Fall and Spring semesters in order to offer our full curriculum. The faculty levels currently meet the needs of the TDMP program and are sufficient to allow courses to be offered as needed.

Connie Morcom, tenured Professor

Master of Science Education – Instructional Technology, Northern Illinois University

Average 15 credits Fall and Spring

Glen Okonski, tenured Professor, School of Digital Media and TDMP Chair

Master of Science – Career and Technical Education, Ferris State University

17 credits Fall and Spring

Nick Kuiper, tenure track Assistant Professor

Master of Arts – Broadcast and Cinematic Arts, Central Michigan University

Average 15 credits Fall and Spring

Joshua Pardon, tenure track Assistant Professor

Master of Science – Technology Studies, Concentration in Interdisciplinary Studies: Film/Television Production, Eastern Michigan University

Average 15 credits Fall and Spring

Steve Cox, Adjunct (Coordinator, FSU Media Production)

Bachelor of Science – Television and Digital Media Production, Ferris State University

3 credits Fall and Spring

A. Curriculum Vitae

Vitas for each faculty member are included in the Appendix to this report. Faculty members engage in service to the Department, School, College and University each year as outlined in the vitas. Research for TDMP faculty members typically takes the form of professional, applied projects that faculty take on outside the classroom. These projects keep faculty relevant in the classroom and bring a spotlight to the faculty members, as well as the TDMP program. Each full-time faculty member has produced a professional project in the last 4 years as highlighted in our vitas.

As we shared previously, here are highlights of recent continuing education sessions attended by faculty:

- a. National Association of Broadcasters
- b. National Association of Television Programming Executives Faculty Fellowship
- c. National Association of Television Arts and Sciences Faculty Fellowship
- d. Michigan Association of Broadcasters
- e. Future Media Concepts: AVID Certification Training
- f. Ferris Media Festival
- g. West Michigan Film and Video Association events
- h. Maryland Online – Certificate for Online Teaching
- i. Paul Schrader Screenwriting Workshop
- j. FCTL: Junior Faculty Fellows Program
- k. The Assessment Institute: ePortfolios
- l. Blackboard Mobile Learning App
- m. Hewlett Foundation: Developing Performance Tasks

B. Stakeholder Perception of Faculty

In addition to the IDEA forms that are administered to current students in each TDMP course section on a per-semester basis (see appendix), a survey was administered to current TDMP students in April 2016 to ascertain their overall level of satisfaction with the TDMP program. Portions of this survey were designed specifically to gauge student perceptions of the quality and composition of the TDMP faculty. Fifty current TDMP students responded to the survey, which consisted of 44 questions designed to elicit actionable feedback across all aspects of TDMP operations. The survey was administered online and anonymously so as to allow students to put forward candid and unvarnished responses to the questions.

According to the survey data (see Appendix), current TDMP students exhibit a high overall level of satisfaction with the TDMP faculty. A sampling of the survey results below shows that:

- 100% of student respondents believe that TDMP faculty are genuinely interested in the welfare and the professional development of the students
- 96% of student respondents strongly agree or somewhat agree that the TDMP faculty are providing them with quality instruction and that the overall quality of the teaching in the TDMP program is high
- 96% of student respondents feel that the procedures used to evaluate their lecture courses are appropriate and 98% feel that the procedures used to evaluate their lab/hands-on courses are appropriate
- 94% of student respondents strongly agree or somewhat agree that the TDMP faculty exhibit a high degree of professional competence
- 96% of student respondents feel that TDMP faculty are prepared for their courses

- 94% of student respondents find TDMP faculty to be helpful in dealing with their assigned classwork and projects and also find TDMP faculty's criticism of their completed classwork and projects to be useful
- 92% of student respondents strongly agree or somewhat agree that TDMP faculty are providing them with quality academic advising

C. TDMP Faculty related Policies and Procedures

TDMP faculty members share the responsibilities of representing the School of Digital Media on various COEHS committees each year. We also seek to be active and visible across the Campus through service on University-wide and Senate committees. This culture of service has been fostered among the faculty for many years, dating back to the example set by retired faculty over the years.

Advising is also seen as a critical step for faculty members within the program as we seek to help students select the best and most efficient path to graduation, reducing the time and cost of graduation for students. To help ensure this occurs, we have created a policy where a hold is automatically placed on all TDMP students each semester. This hold requires them to meet with their advisor prior to registration. For Fall, 2016, TDMP faculty pursued MyDegree training as our School plans to move to more electronic-based advising and tracking.

Minimum qualifications for TDMP faculty require a mix of academic training and professional expertise. The program has sought faculty with professional practice and experience that creates relevance in the classroom for students. To ensure a candidate pool that includes candidates with professional experience, a Master's degree has been the minimum academic qualification for Tenure-track and Tenured Faculty within the program. Over the years, we have found that this mix of educational background and applied work experiences result in faculty who can effectively deliver our applied curriculum.

Over recent faculty searches, we have had PhD. Candidates in the pool, but all have lacked the requisite work experience and have not been considered past the initial review stage. This emphasis on work experience, coupled with the difficulty of attracting qualified individuals who have work experience and a PhD., has led to some challenges within the COEHS. PhD. is the minimum academic qualification for faculty in the other schools within the College (Education and Criminal Justice), and this leads to some difficult conversations around promotion, tenure and merit. However, we feel that the applied nature of the TDMP curriculum, and the professional, applied experience that we require in our faculty, align perfectly with the original vision of Woodbridge Ferris, and are critical aspects of what make the TDMP program, curriculum, students and faculty successful and effective.

For Adjunct faculty within the TDMP program, our minimum standard has been a Bachelor Degree with 5 years of professional experience. It can be difficult to find qualified candidates in and around Big Rapids, and these minimum qualifications allow us to find candidates regionally who can be effective within our curriculum. Steve Cox is the only

Adjunct Faculty member we have used since Fall 2013, and he has taught TDMP 314 Remote Production for over 10 years. Mr. Cox is a staff member at Ferris in the Media Production Department, and has been a colleague for close to 20 years. His Bachelor of Science degree in Television Production from Ferris and strong professional experiences, coupled with his availability in Big Rapids to teach a class that meets on nights and weekends, have made him a valuable asset to the TDMP program.

With the qualifications outlined above, the TDMP program has successfully maintained a strong faculty core that work diligently to advance the goals and effectiveness of the TDMP curriculum.

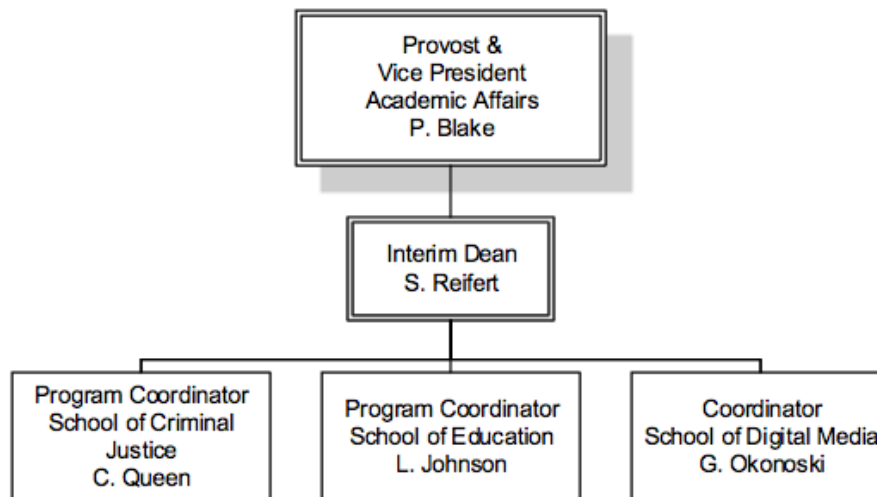
14. PROGRAM ADMINISTRATION AND SUPPORT

A. Administration

FERRIS STATE UNIVERSITY

ACADEMIC AFFAIRS DIVISION

COLLEGE OF EDUCATION & HUMAN SERVICES



Effective July, 2016, Dr. Arrick Jackson became the new Dean for the College of Education and Human Services.

Glen Okonoski receives 6 credits release time Fall, 7 credits Spring and 6 credits Summer to serve as both the Chair of the TDMP program and the Coordinator / Chair for the School of Digital Media.

B. Staff:

Staffing for TDMP offices in Big Rapids is currently at the highest level it has been since the early 2000's. We feel the current structure is effective as it supports both TDMP and the broader School of Digital Media. We feel staffing levels at current are sufficient to support the expanding school overall. The addition of a Master's degree program, or continued growth within the degree programs within the School, may lead to a need for additional support down the road.

Pat Tobin, TV Production Electronics Technician: provides technical and engineering support for production facilities, equipment, computers and software. Pat maintains a workshop within Media Supply, located in the IRC building, where he repairs and maintains equipment for the TDMP program. In addition to his duties in TDMP, Pat supports the Media Production center in FLITE and provides some help for Telecom, Student Services, and Athletics.

Nina Darnell, Academic Advisor / Media Supply Coordinator: The Academic advisor portion of this position was added to the School of Digital Media in 2014 when Debbie Carley assumed this role along with maintaining her support of Media Supply. Nina Darnell was hired in 2015, and has supported TDMP students and faculty with advising, tours, orientation, recruitment, etc. The addition of this position within the School has led to increased service to students as well as providing additional support and coverage for the School of Digital Media and TDMP office located on the 3rd floor of Bishop Hall. Additionally, Nina serves as coordinator for Media Supply. TDMP equipment is available for checkout through this office in the IRC building. Nina assigns and supervises student workers while maintaining the policies set forth by TDMP faculty.

Rolonda Burgo, Secretary

The School of Digital Media and TDMP program has been assigned a full-time secretary since 2014. Having an office staffed by both a secretary and academic advisor has improved the support that students and faculty have, and that our department can provide as a whole. Improvements have been made around recruiting; including letters to all new applied then to all newly admitted students, and more frequently updated web pages and brochures. Course scheduling and general department organization is improved as well.

15. SUPPORT SERVICES

FLITE: TDMP students are introduced to FLITE during their FSUS 100 section. COEHS library liaison, Kristy Motz, provides an introduction and overview of library services as part of the course. Kristy is also very helpful in seeking resources that may be of use to TDMP students. The library includes several titles in the video section on the topic of lighting, for example. Kristy also is a resource for TDMP 110 students, hosting a session once per semester on how to use FLITE for conducting proper research for written assignments. TDMP program faculty members find the library to be very helpful, although it is not an often-required resource within our program.

Faculty Center for Teaching and Learning: TDMP faculty members have used this resource in several ways, starting with the New Faculty Training Program designed for first year faculty. Glen, Joshua and Nick found this to be invaluable in developing our understanding of systems and processes at Ferris. Joshua Pardon served on a “ReVisioning” committee for the NFTP, making contributions to improve the program for future participants. Faculty members have also engaged in book discussion groups through the center. Nick Kuiper also participated in the Junior Faculty Fellows program. Every faculty member in the program has applied for Timme Travel Grant funding, although not all members have received a grant as of yet. These grants are excellent in helping support the professional development that we seek and value as faculty. However, occasionally grant funds are not distributed to candidates, even when excess funds exist to do so. As a faculty, we believe that it benefits faculty when all moneys set aside for professional development is distributed to as many applicants as possible, rather than not funding requests when moneys are still available.

Tutoring Center: This is another resource introduced to students first in our FSUS 100 section. We also refer to the tutoring center with students in class, and on a one-on-one basis during advising sessions, as appropriate when faculty notice students are struggling. Faculty members feel that all students could benefit from the center; even B students... support with learning is always a good thing. Still, our perception is that students underutilize this resource.

Technology Assistance Center: The TDMP program has several computer labs that need support from TAC. This support is generally handled in coordination with Pat Tobin. Media production has increasingly transitioned from hardware-based tools to computer-based tools, and that has not always been smooth. TAC does a good job of supporting the computer labs in terms of software, student log-ins, etc. We are pleased that Arik Eastling has remained on board as Bishop Hall liaison for a few years now, as there has been a lot of turnover in the past, which makes building understanding for our specific needs difficult. Support for servers (physical or virtual) as it relates specifically to video is an area where TAC could improve. Costs in several cases are cost-prohibitive. Ferris as an institution could benefit from shared resources as it relates to storing and archiving digital media.

Birkam Health Center: Students are introduced to the health center and counseling center as part of FSUS 100. Additionally, TDMP faculty members have had cause on several occasions to recommend that students use the counseling center, up to and including walking over there with them given students’ requests. It seems that students are increasingly in need of counseling or other emotional support, so TDMP faculty speak often to students about this resource and encourage them to use it. To our knowledge, the health center meets student’s needs, as does the counseling center – mostly. Faculty members are aware of a situation where the counseling center wasn’t able to provide resources regarding AA groups in town. Also, a student was told they couldn’t receive counseling because they were suicidal. This seemed counter intuitive, so a call was made to the counseling center to verify this statement and they did indicate that was true.

Media Production: TDMP interacts with Media Production regularly, but more as a collaborator than as a resource. TDMP student work is delivered to Media Production and provided as content to be aired on the cable access channel, operated by Media Production. Steve Cox, Director of Media Production serves as an adjunct instructor for *TDMP 314 Remote Production*, which results in the productions of several sporting events over the year. Pat Tobin fills engineering duties for Media Production. Both departments also send video requests back and forth, depending on the best suitable place to address the request. Additionally, TDMP students serve as student workers for Media Production. TDMP is thankful for the great working relationship we have with Media Production.

Career Center: TDMP Internship Placement Coordinator Connie Morcom currently serves on the Career Center Advisory Council and partners with Career Services to provide both current students and past graduates, resources seeking additional career and internship preparation. Document reviews, career workshops, and professional clothing for men and women@The First Lady's Attic are examples of the services TDMP students access. Senior students in the program enrolled in *TDMP 464 Seminar*, an internship preparation course, are required to register with Career Services Bulldog CareerLink, for job and internship postings, employer profiles, and professional support services throughout their career as alumni.

Institutional Research and Testing: TDMP has engaged minimally directly with this office over recent years, although we work with data provided in the Fact Book regularly. An area where more complete data would be helpful is around graduate information, although we understand that the data we'd like is dependent on graduate's response rates.

University Advancement and Marketing: TDMP collaborates with UA&M on several initiatives that promote Ferris State and its programs. SDM secretary, Rolonda Burgo, is trained to do web updates, and coordinates well with Ted Halm on updating TDMP web pages. The overall Ferris.edu updates to style and layout are appreciated. TDMP interns are regularly profiled in Meet the Interns on the Ferris website through UA&M. TDMP initiative and graduates have been featured in Ferris Magazine on several occasions, most recently in spring, 2016. Additional support from UA&M with promoting the TDMP degree program (and all academic programs) would be an idea worth exploring / discussing.

Diversity and Inclusion Office: Here again, TDMP's relationship with this office is that of a somewhat collaborative nature. Vice President, Dr. David Pilgrim, hosts a show produced by TDMP students titled *Expect Diversity*. The talk show has explored a wide range of topics relative to diversity, and recently won an award for an episode produced on community policing. Because this production occurs as part of a required TDMP course, all TDMP students gain at least some exposure to the office and topics presented. Additionally, Connie Morcom was awarded a Diversity Grant (2014) to work with faculty, staff and students to tell their stories related to the LGBTQIA community at Ferris, with the intended outcome of enhancing inclusiveness. Copies of *The New Normal* were distributed on DVD in FSUS 100 courses, and archived as a permanent resource in FLITE.

Educational Counseling and Disabilities Services: Typically TDMP students who engage with educational counseling have done so prior to coming into the TDMP major. Glen Okonoski has presented on careers related to School of Digital Media degrees as part of CARE courses. TDMP faculty have worked with disability services on numerous occasions to address student's needs in the classroom, and for advising and support for a path to graduation, including discussing and implementing Integrative Studies degrees for students in a few instances. This interaction has been very positive. Coordinating on special testing arrangements for students with needs is a very smooth process from our perspective.

16. FACILITIES AND EQUIPMENT

A. Space

The TDMP program overall has adequate space to meet the needs of courses, students, faculty and staff. Courses are capped as described below in direct relation to the size of the space and amount of computers or equipment installed. The program is pleased it is assigned renovated space in the IRC building for labs, however TDMP does not have dedicated lecture space in the IRC building, which requires the use of what could be a dedicated lab (IRC 154) being used for lecture. Additionally, IRC 154 and 156 are equipped with SD projectors that should be upgraded to HD.

The situation where faculty offices (Bishop Hall) are located in a separate building from our dedicated labs (IRC) does mean faculty are less available to assist students when they experience problems in labs during the day. Faculty members do receive some negative feedback from students as a result. We are hopeful the new COEHS building, when built, will provide an opportunity to address this issue.

TDMP is assigned the following classroom / labs:

1. **IRC 156** – Lecture / Lab: 15 IMac computers. Courses scheduled in this room are capped at 15, with students seated at computer stations
2. **IRC 154** – Lecture / Lab: 12 IMac computers. Courses scheduled in this room are capped at 12. There is seating at computers, or in a lecture configuration. Some courses scheduled in this space require the use of the computers, other courses do not.
3. **IRC 153A** – Editing Lab: 3 PC computers. Courses that use this lab are capped at 12.
4. **IRC 153B** – Studio Control Room / Editing Lab: 2 PC computers that are used as part of live productions produced in the studio, or as editing computers connected to a server along with the 3 computers in 153A.
5. **IRC 153C** – Television Studio Lab. Courses in here are capped at 14.
6. **IRC 047, 049** – Audio recording booth labs (2).
7. **Bishop Hall 327** – Lecture. This is traditional lecture space with seating for 30 students.
8. **Bishop Hall 316** – Instructional Lab.
9. **Remote Production Trailer** – Mobile lab. A trailer with a fully equipped control room and 4 cameras for live production of on-site events, particularly sporting events.

TDMP is assigned the following office, meeting and storage space:

1. **Bishop Hall 303** – SDM and TDMP main office
2. **Bishop Hall 303A, 303B, 306, 308, 309, 312, 314, 323** – TDMP faculty and staff offices
3. **Bishop Hall 304** – SDM Conference Room
4. **Bishop Hall 307, 313** – Storage
5. **IRC 152** – Media Supply: equipment is stored and checked out from this space to students enrolled in TDMP courses.

B. Computers

TDMP currently maintains computer labs with 13, 16 and 5 computers (plus a storage server) in each. TDMP shares a 4th computer lab, equipped with 18 computers, with other SDM and COEHS programs. Finally, there is a 5th computer lab within the school, with 20 computers, that is assigned to DAGD. Due to the speed with which technology and software changes and evolves, the SDM has determined a 5 year replacement cycle for computers.

The S&E budget for TDMP was not increased when we went from being a program (TDMP only) to the School of Digital Media department in 2013. It should be noted that TDMP and the SDM have been well supported with equipment funding in recent years, but equipment funds going forward are not necessarily budgeted or ensured. While 2 computer labs were generously funded and added to the School, it remains unclear how computer replacement will be funded going forward. A five-year replacement cycle means a computer lab needs to be upgraded each year. A ballpark average would suggest a funding need of \$25,000-\$35,000 per year for the School to upgrade computers.

<u>Lab</u>	<u>Computers</u>	<u>Count</u>
IRC 153A (TDMP)	Dell Precision T3500 Workstations	3
	w/AVID Media Composer	
IRC 154 (TDMP)	Editshare 16 TB Shared Storage	1
	27" IMAC	12
IRC 156 (TDMP)	w/AVID Media Composer	
	Dell Optiplex 9010 Teacher Station w/AVID	
	MC	1
IRC 121 (DAGD)	27" IMAC	15
	27" IMAC Teacher Station w/Adobe Creative Suite	1
BIS 223 (SDM / COEHS)	HP 240	21
	Includes Teacher Station	*
	Dell Workstations	18

C. Equipment

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, while staying as budget friendly and conscious as possible. Cameras range from HD-SLR cameras to three-chip HD cameras, which are used for cable and broadcast

programs. Equipment is purchased from industry leaders including Broadcast Pix (Video switchers), Sennheiser (microphones), Mole-Richardson (Studio and Field lighting), Vinton / Miller (tripods) and others. Editing system purchases have mirrored industry trends with the current versions of Avid Media Composer, Adobe Premiere Pro, and Final Cut Pro. As technology has changed over the years, cameras are less expensive, audio and lighting remain about the same, but media storage and computer based systems have either increased in cost, or (by virtue of being based on a computer) have a shorter life span.

The equipment outlined below is available for student use while enrolled in each of the courses. The equipment is used as students apply their learning through storytelling. Applied student projects become increasingly client based as students progress through the TDMP program. The resulting videos benefit both students and clients, and create the value added that was outlined previously in this report. A portion of COEHS equipment funds have been allocated towards the replacement of some equipment each year, and TDMP faculty work with Pat Tobin to prioritize needs as it relates to equipment upgrades. The amount of funding is not necessarily consistent from year to year; so creating a plan for equipment replacement can be difficult. Thankfully, TDMP has been allocated funding towards equipment each of the last 6 years and we consider our current equipment to be adequate in terms of age and industry appropriateness. Over the course of this time, the upgrading of our equipment to the HD standard was completed.

<u>Required Course</u>	<u>Lab</u>	<u>Field Equipment</u>	<u>Count</u>
TDMP 110	BIS 223	*	*
TDMP 132	IRC 156	Canon T3I Cameras	4
		Manfrotto 547B	3
TDMP 243	IRC 154	Sony Z7U Cams	3
		Vinten Vision Pro 6	3
		NRG Bag Lights	6
TDMP 255	IRC 156	Sony Z7U Cams	3
		Vinten Vision Pro 6	3
		NRG Bag Lights	6
TDMP 326	BIS 223	N/A	N/A
TDMP 343	IRC 154	Sony NEX FS100	3
		Manfrotto 546B	3
		Mole Richardson	3
		Light Kits	*
TDMP 359	IRC 153B&C	Cam Align CHSP Chart	*
TDMP 385	IRC 153B&C	Sony ZIU Cams	2
		Vinten Vision Pro 6	2
		Lowel Bag Lights	5
TDMP 464, 466 & 499	IRC 156	Sony NEX FS100	3
		Manfrotto 546B	3
		Lowel Light Kits	3
		Sennheiser Wireless Mics	5

TDMP 359, 385, 499	IRC 153 B&C (studio)	Broadcast PIX Granite Switcher/Server JVC GY-DY 790 Cameras w/Miller Pedestals DS30 Heads Arrow 25 w/JVC RM-HP790 RCU's Tertronix WVR5200 Digital Rasterizer Dell Precision T3500 Workstations w/AVID Media Composer AJA I/O Express Inscriber CG Clearcom Intercom Mackie 24-8 Audio Mixer Telescript FPS 190's SDI Prompter Colortran 24/48	* 3 2 1 2 * 2 * * * * * * * * * * *
TDMP 136	IRC 47 & 49	Labs contain Mackie Peavey Mixers Electrograve and Yamaha Monitors Audio Technica Announcer Microphones Tascam Card/File Reader Tascam DAT Recorder Marantz CD Player Dell Workstation w/Adobe Audition and Edirol Digital Inteface Zoom H5 Digital Record Decks Sennheiser MEG7 Shotgun Microphone w/KTEK Boom Poles	* * * * * * * * * * 5 * *
TDMP 240	IRC 156	Remote Production Trailer is Equipped with	* *
TDMP 314	Trailer	Broadcast MICA Switcher/Server Inscriber CG JVC GY-DY 790 Cameras w/Miller Arrow 25 Heads/Tripods RF Central Wireless Cam Pack AJA KI-Pro Digital Recorder Bufftek Solid State Replay Tektronix WVR 5200 Rasterizer Clearcom Intercom	* * 4 3 * * 3 * * *
TDMP 328	IRC 156	*	* *
TMDP 355	IRC 156	*	* *
TDMP 376	IRC 154, 156	Panasonic 4/3" AVCCAM w/Tripod Lights Mics	* * *
Color Grading	IRC 156	Blackmagic Pocket Cinema Camera	*

17. PERCEPTIONS OF OVERALL QUALITY

Dr. Arrick Jackson, Dean, College of Education and Human Services

1. On a scale of 1-100, rate the overall quality of the program.

- a. Quality—90%; TDMP provides outstanding student learning and excellent instructions. The program is cutting edge and has made significant improvements in technology, faculty recruitment, staffing and program awareness. TDMP has worked diligently over the years to increase student enrollment and retention and has a clear path forward on how to grow the program.

2. Summarize the reason(s) for the rating assigned.

- a. TDMP thrives on its hands-on approach to learning and has created a program that meets those goals. Although many courses require face-to-face interaction and are equipment driven, there is opportunity to develop on-line or hybrid courses to generate interest and draw in more students to the program. Within this vein, TDMP can use this opportunity to increase diversity among underrepresented groups of students.

3. Outline recommended next steps to improve program quality.

- a. Build on report to develop strategies for
 - i. Increasing diversity
 - ii. Utilizing on-line technology where appropriate
 - iii. Recruit and retain qualified faculty
 - iv. Close distance gap between the IRC and Bishop Hall
- b. Increase funding to
 - i. Replace equipment on a cyclical basis
 - ii. Enhance or add more lecture space
 - iii. Update HD equipment when needed
- c. Increase revenue generating opportunities
 - i. Rental of TDMP lab and trailer
 - ii. Alignment with Michigan Film Office

Overall, the health of the TDMP program is strong and provides excellent teaching and learning opportunities. This program has demonstrated that it is both a value-added program and a true workforce program that matriculates well-educated students who are prepared to enter the workforce in a variety of industry specialties. The TDMP program meets all of the goals of Ferris State University and has strong industry partnerships that allow our students to have real-world experience through well-structured internships. The College of Education and Human Services leadership will work diligently with the TDMP program leaders to ensure that TDMP continues to thrive and grow.

Glen Okonoski, TDMP Professor and TDMP Program / School of Digital Media
Coordinator

1. On a scale of 1–100, rate the overall quality of the program.

- a. I would rate the Television and Digital Media Production program as excellent with a ranking of 95 (because there is always room for improvement).

2. Summarize the reason(s) for the rating assigned.

- a. The TDMP program has a long track record of success, dating back over 40 years. The program has continually evolved and worked to anticipate trends in technology and the needs of industry. I, myself, am a graduate of the program and can reflect on my preparedness to begin my internship (January 1995) that launched my career in video production. After 12 years in industry, I was thrilled to join the faculty in the TDMP program (August 2006) to carry on the tradition of preparing students for successful and rewarding careers in media production. What has remained unchanged over time are the fundamentals of storytelling, and the applied nature of instruction through which students gain an understanding, and demonstrate competence, as effective storytellers. This approach is the hallmark of the TDMP curriculum, and through it, the program is well aligned with Woodbridge Ferris's original vision for education, which continues at Ferris State to this day.

Through applied projects, faculty members have worked to stay current and relevant in the classroom. Through internship site visits, attendance at conferences, advisory board meetings, trade magazines, etc., faculty have tracked industry trends, and advocated for equipment purchases that place relevant tools in student's hands. Assignments engage students in their learning and create client-based learning experiences for students so they can explore their craft. Collaboration is a key component for TDMP faculty members. Faculty members are committed to excellence in their approach to students, curriculum and the classroom, and this expectation is extended to students. Faculty members engage in recruiting efforts so that new generations of TDMP Majors can understand the opportunity and education available to them at Ferris. Students are advised regularly, in the classroom, in labs, in faculty offices, in the hallway – wherever students need assistance so their progression through the program is ensured and their preparation for industry is maximized. TDMP faculty and staff collaborate well to meet the needs of students, the program, school, college and university. Students are equipped to be successful in their internship, and to launch their career. The job market is strong, and TDMP students are prepared to meet a wide range of needs in industry – students have the skills of a generalist that are translatable to many career paths. My rating is based on all of the above, and I could go on. I believe this document as a

whole supports that assessment.

In conclusion I would offer that the TDMP program at Ferris is uniquely positioned as an academic program within the institution that not only meets student needs and industry demands, but is also – through client-based projects with University constituents – one that supports the institution as a whole.

3. Outline recommended next steps to improve program quality.

- a. TDMP is already working to better document program and course-level outcomes in TracDat, while better documenting the processes that have, and continue to, inform our adjustments to curriculum. Efforts will also continue around maintaining state of the art facilities, equipment and computer labs over time. Faculty members will continue to participate in professional development (conferences, training, etc.), while also pursuing professional projects / work.

Dr. Patrick Bishop, Professor of Public Relations & Marketing
College of Business

1. On a scale of 1–100, rate the overall quality of the program.

- a. I would rate the Television and Digital Media Production program as excellent, in the top ten percentile with a ranking of 94-96 / 100.

2. Summarize the reason(s) for the rating assigned.

- a. In my experience, the program faculty are exceptional and highly dedicated to the excellence of the program and, in particular, student learning. First, in regards to faculty, my interaction with professor and program chair / coordinator, Glen Okonoski, has been collegial, collaborative, professional and enjoyable. We have formed a partnership over the past few years where our respective students work together as producers and talent to create a “live-taped” television show. Through this, my public relations students have been exposed to experiential learning (both in process and relationships) that they never would have received otherwise.

Through this partnership, I’ve also had interaction with Patrick Tobin who has been kind and helpful, giving my students and I time in the studio to prepare and become familiar with the television production surroundings (which can feel very foreign to my students). Additionally, in my ten years with Ferris, I’ve had multiple interactions with students from the program. I’ve found students to be highly skilled in their field and professional in their communication. The work they produce, both for the University and external organizations, is top notch. The program has become an integral and highly valued part of University promotion

and communication.

Other projects they work on throughout the community provide important “hands-on” and “real-world” experience for students. The program’s internship requirement is exceptionally rigorous, spanning several months, giving students the much-needed experience before entering the work world. Through this, students are not only gaining skills, but also making contacts and creating portfolio work. Often times, the internship leads directly to employment.

3. Outline recommended next steps to improve program quality.

- a. It appears to me that program faculty and staff are operating at a very high level with no room to take on additional responsibilities. In fact, my perception is, there is no additional bandwidth available to “do more.” Perhaps more time could be spent on recruitment and promotion, but something else would have to give. This team has taken on a great deal of responsibility and they are on the cutting edge of experiential education, always looking for ways to incorporate experience in student learning both in and out of the classroom (which takes significant time and commitment). If the University wants to help this program take its efforts to the next level, more resources would be required, particularly in the form of staffing.

Kristy Motz, Library Instruction Coordinator
FLITE Library

1. On a scale of 1–100, rate the overall quality of the program.

- a. Quality – 98% - TDMP provides outstanding student learning and excellence while using a small number of faculty within a cutting-edge Ferris program. Ferris itself assesses and values the quality of the program as TDMP students provide a large number of low-cost video services to Advancement and Marketing, Athletics, and other areas of the University.

2. Summarize the reason(s) for the rating assigned.

- a. The TDMP program is a perfect example of Ferris State University’s focus on “hands-on” learning and collaborative excellence. The faculty are experienced and dedicated, developing a mentoring relationship with their students that should be the model for faculty-student interactions throughout the institution. I interact with TDMP students and faculty at several times throughout their university career, beginning with their first student visit to the library during the FSU Seminar experience. At that time Professor Glen Okonoski, has already begun to set in place the expectations and collaborative work environment that holds this tightly-knit program together. I have instructed students in information skills at

the request of both adjunct and tenure-track faculty, and I can see the value of the TDMP faculty professional experience in the field, providing the students with case studies and examples of what they will face as professionals. I have also seen the students in action as they create a “live” television show.

I was impressed by the students’ attitude in a learning-to-work experiential situation that was created when I helped a community member - an FSU professor emeritus - connect with the program. The students helped create the video interview he needed, and, with his permission, used that information and other filmed material to create a full-fledged professionally designed segment for one of their shows. This clip is now posted on the Ferris YouTube video channel. What an excellent example of a “Town and Gown” collaboration that strengthens connections for all of us at Ferris.

Students from TDMP have also worked with me to create programs about FLITE as their senior projects, and I have been impressed from the start with their professional behavior, positive attitude, and technical expertise. It is clear the faculty is giving them the foundational work they need to become digital professionals. As I’ve grown to know more about the program, I am extremely impressed with the service the students provide back to the university through the work they produce. This is not just a group of students requesting program support for themselves. They provide the university with high-class video, advertising exposure, marketing opportunities, promotion ideas, and communication venues – experiences which would cost a great deal if they needed to be outsourced or staffed with non-student labor.

All of this experience provides the “hands-on” portfolio the students require to move competitively into the digital communication world after graduation. The success of this approach shows in the number of students who are hired from their internships directly into full-time jobs once they graduate.

3. Outline recommended next steps to improve program quality.

- a. I can see no way to improve program quality, except for concerns about the future. Future success of the program rests on its ability to maintain high-caliber instructors and state-of-the-art equipment. Once the students are trained to use the equipment, they are well prepared for the competitive environment of the workplace and able to step into new positions with confidence and skill. A continual investment in equipment is necessary to keep the student skill level high using ever-evolving technology. Also, the faculty instructors within the program are key, for both student recruitment and retention. Because a small number of faculty members teach all the courses, the University must be certain

to support staffing and professional development for them, as their retention and expertise level is key to the quality of the program.

18. IMPLEMENTATION OF FINDINGS

Compiling this report was, at times, an arduous task - but mostly because it can be difficult on a regular basis to carve out time to stop and reflect on the goals, mission, accomplishments and opportunities inherent within any ongoing organization. But as a result of this process, the TDMP program faculty and staff take away a better sense of the progress made on several fronts over recent years. It has been a productive opportunity to holistically review and evaluate the program.

This process has reaffirmed the quality improvement plans the TDMP program has set to continually reevaluate and maintain alignment of curriculum to industry standards; upgrade, maintain and replace equipment that students engage through their learning; and increase recruitment and retention of students. We feel our efforts here have been successful, which encourages us to continue on the path we have set – these are continuing initiatives for us. This process has sparked conversations around TracDat and outcomes assessment, which will carry forward into the coming year and beyond. All around, this has been a positive time of reflection for the TDMP program.

TDMP faculty and staff welcome the feedback of the APR committee, Senate and Provost office as this report progresses through its review. Any opportunities for improvement will be addressed in faculty conversations, resulting in possible shifts in strategic planning, programmatic goals, etc. as deemed appropriate. Faculty and staff members are interested in continuous improvement, so all feedback provided as a result of this report is valued.

All TDMP faculty plan to attend the scheduled APR committee meeting with TDMP, and final results will be shared as agenda items during Department Meetings. Results will be shared with Advisory Board members, as well as with students and alumni as appropriate. TDMP has focused on recruiting and getting the message out about the strengths of our degree program. Program strengths and accomplishments will continue to be shared via program web pages, social media, in the classroom and on programmatic tours.

Television and Digital Media Production – BS

1349 Cramer Circle, BIS 303
Big Rapids, MI 49307 - 231.591.2712

My signature below indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

Glen Okonoski
PRP Chair
231-591-2709 okon2@ferris.edu _____
Signature and Date

Dr. Patrick Bishop
Faculty from Outside College
231-591-3151 patrickbishop@ferris.edu _____
Signature and Date

Nick Kuiper
Program Faculty
231-591-2716 nickkuiper@ferris.edu _____
Signature and Date

Connie Morcom
Program Faculty
231-591-2772 connierandlemorcom@ferris.edu _____
Signature and Date

Kristy Motz
Individual with Special Interest in the Program
231-591-3625 kristymotz@ferris.edu _____
Signature and Date

Joshua Pardon
Program Faculty
231-591-2714 joshuapardon@ferris.edu _____
Signature and Date

My signature below indicates that I have reviewed the Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

Dr. Arrick Jackson
Dean, COEHS
231-591-2702 arrickjackson@ferris.edu _____
Signature and Date

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SCHOOL OF DIGITAL MEDIA

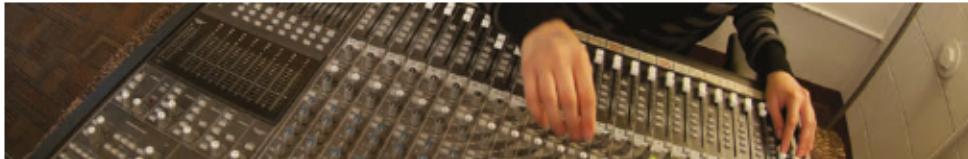
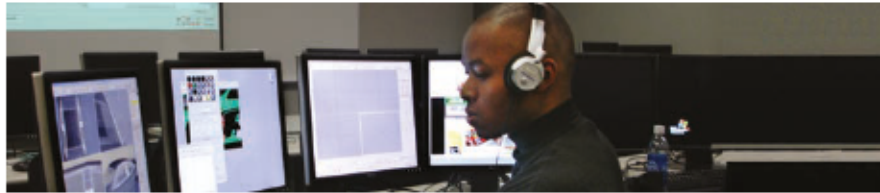
Digital Animation and Game Design | Digital Media Software Engineering | Television and Digital Media Production



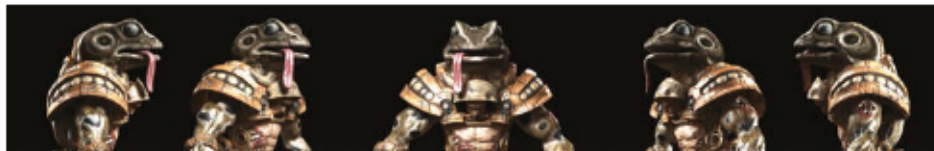
Seeking to develop the creative spirit as well as the technical know-how to deliver creative stories effectively,



students engage with industry-standard software and equipment through project-oriented course work to learn their craft.



In each major, this applied approach to learning is coupled with small class sizes, internships with industry leaders,



a proven track record of success and faculty who bring the perfect blend of education and industry experience.



Game station to work station.



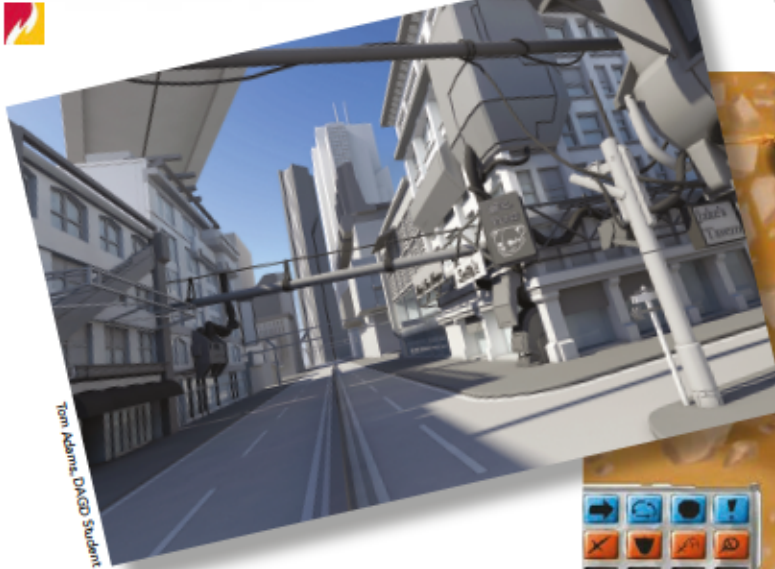
Kirt Gordon, 2012 Graduate

Your passion for gaming can lead you to a very exciting and influential career. DAGD is one of the hottest careers in the 21st century. Whether you want to design the next blockbuster game or create simulations of the newest medical procedures, you can do it with the Bachelor's Degree in Digital Animation and Game Design (DAGD).

Create dazzling 3D art and entertaining games that will help you break into the media industry of your choice. Using state-of-the-art technology, professional-grade software and innovative teaching approaches, Ferris delivers the tools you need to succeed. Built from the ground up and designed by professional media experts and game designers, you will be working with some of the most experienced and respected professionals in the Midwest.



Joe Berkey, 2013 Graduate



Tom Adams, DAGD Student

Dalton Strong, DAGD Student



Learn how to:

- Create and manipulate 2D textures and images
- Model, rig, light, animate and render 3D characters and scenes
- Edit, manipulate and develop digital video
- Author interactive applications and games
- Design and create 3D game level mods
- Develop interactive websites
- Build content in industry-leading game engines
- Prepare a professional portfolio and demo reel
- Find digital animation and game design work in the real world

Matt O'Neil, 2014 Graduate



Career Opportunities:

Architectural Flythroughs
Educational Software
Film
Game Design and Asset Creation
Independent Game and Animation Development
Legal Simulation
Medical Visualization
Product Design
Television
Web Development



Hien-Lo Tran, DAGD Student

James O'Brien, DAGD Student



The Princeton Review has named Ferris in their list of Top 25 Game Design Schools.



Tyler Z. Devon, 2013 Graduate

"The Digital Animation and Game Design program at Ferris State University was an integral part of cultivating my career and where I am today. The staff showed great passion for the industry and an honest desire to see their students succeed. The instructors are knowledgeable from a technical standpoint while understanding the nature of the industry itself. The DAGD program at Ferris State University is a great first stepping stone to a successful career in any facet of digital media production."

Kyle Bourcier, 2012 Graduate

Ferris Major Course Requirements:

2D Visualization-Storyboards & Style Guides
Story Development for Film & Gaming
3D Visualization
3D Modeling & Animation 1
3D Modeling & Animation 2
Introduction to Game Design & Development
User Interface Design
Multimedia Authoring 1
Digital Imaging
Digital Imaging for 3D
Introduction to Computer Programming
Digital Video Production & Editing
Digital Media Productions
Sophomore Portfolio
Junior Project
Applied Internship
Capstone Course
Advanced Technical Writing

Concentrations:

General:

Digital Audio Production for Digital Media
Game Design & Theory
3D Modeling & Animation 3
Advanced Modeling & Animation
Digital Visualization or Digital FX
Multimedia Authoring 2

3D Animation:

Modeling & Animation 3
Advanced Modeling & Animation - Character
Advanced Modeling & Animation - Vehicle & Structure
Digital FX
Digital Sculpting
Advisor Approved Elective

Game Development:

Computer Programming 1
Game Design & Theory
Multiplayer Game Programming
Digital Visualization & Simulation
Multimedia Authoring 2
Advisor Approved Elective

Total Ferris Credits: 72

General Education Requirements:

Business Law 1
Fundamentals of Public Speaking
College Writing or English Composition 1
English Composition 2
Intermediate Algebra
Trigonometry
Science Course
Lab Science
Cultural Enrichment Electives
Social Awareness Electives

Total General Credits: 41

Total credits required for graduation: 125

Choose what works best for you! The DAGD program is offered through Ferris State University on the main campus in Big Rapids as well as at Ferris State's Grand Rapids campus, located in the Applied Technology Center on the campus of Grand Rapids Community College.

Digital Media Software Engineering

Create and innovate.
Program success into your future.

From health care to informatics, business to entertainment, our world runs on technology. From the moment you wake up until the time you retire back to bed, you are surrounded by life-enhancing products that require software. Software engineers design software to continuously advance existing products and invent new ones. Create the world as you see it. Design and create software for current and emerging technologies.



"The DMSE program has given me an excellent window into the technologies and innovations that will drive the future. Learning today's methodologies and practices with an open mind about how they can be applied to upcoming developments is incredibly valuable. There is definitely a good balance between instruction and self-discovery, and I very much enjoy the idea of enhancing my learning through personal experiences and experiments."

Kyle Dhyne, 2014 Graduate



"The Digital Media and Software Engineering program is absolutely amazing. Ferris gave me the tools and skills so early in the program that I was able to get a job as a Software Developer while still going to school. I was groomed for interviews, jobs, and was able to hook into the Ferris Job Network."

Anthony Everitt
2014 Graduate



The Ferris Digital Media Software Engineering Bachelor's Degree program teaches every step from design to delivery. Designed as an engineering degree, the program focuses on technology, procedures, and methodologies involved in the software development process, preparing you for a career in informatics, business, health care and entertainment. Engineering theory, principles, and mathematical rigor form the foundation of the degree.

Upon graduation, you will have experience designing, developing and delivering quality software applications. Critically important topics such as requirements management, configuration management, testing, and quality assurance are covered in depth.

Produce life-enhancing software that will change our world.

Ferris Major Course Requirements:

- Computer Programming 1
- Computer Programming 2
- Software Data Structures
- Programming Languages
- Software Component Design
- Engineering Enterprise Software Apps
- Programming Graphical User Interfaces
- Software Engineering Methodologies & Processes
- Software Requirements Management
- Software Configuration Management
- Software Quality Assurance
- Software Design & Architecture
- Software Engineering Tools
- Quality Science Statistics
- Engineering Economics
- Design of Experiments 1
- Linear Algebra
- Project Management
- Software Development Industry Certification
- Applied Internship
- Capstone in SENG
- Introduction to Game Design & Development
- Game Design & Theory
- Game Programming 1
- Game Programming 2
- Advanced Technical Writing

Total Ferris Credits: 77

Grand Rapids Community College Courses:

Major Course Requirements:

- Calculus with Analytical Geometry 1
- Calculus with Analytical Geometry 2
- Introduction to Ethics
- Principles of Economics 1
- Business Law

General Education:

- Fundamentals of Public Speaking
- College Writing or English Composition 1
- English Composition 2
- Lab Science
- Calculus Physics 1
- Calculus Physics 2
- Cultural Enrichment Electives
- Social Awareness Electives

Total GRCC Credits: 51

Total credits required for graduation: 128



This program is offered through Ferris on the campus of Grand Rapids Community College. We partner with GRCC to offer you a quality education at affordable tuition rates. General education classes are taken through GRCC and major classes are taken through Ferris.

Television and Digital Media Production

When the credits roll, will your name be listed?

Are you a hopeful storyteller, inspired by the creative vision of the latest Hollywood films? Maybe you've thought about making your own film. Or maybe your dream is to produce your own television show.

When the credits roll, your name could be listed after "director" or "producer." Your future career may be with a small independent production company or a large conglomerate of television networks. Whichever you decide, your first step is the Ferris Bachelor's Degree in Television and Digital Media Production (TDMP).

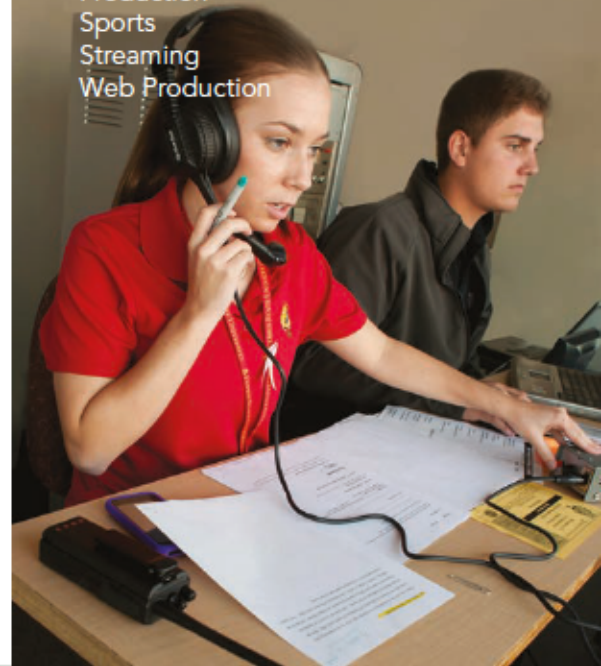
"If a student has the drive and passion to succeed in the film and video industry, the program that Ferris offers will give them every opportunity to do just that."

Derek Rottman, 2009 Graduate
Founder of fission3.com



Career Opportunities:

- Broadcast Television
- Cable Production
- Communication
- Digital Filmmaking
- DVD Authoring
- Entertainment
- Film Production
- Media Distribution
- Mobile Video
- News
- Production
- Sports
- Streaming
- Web Production





Grow your creative skills and create short films, documentaries, programs, commercials and many different visual spectacles. Acquire the skills to produce, direct, capture, edit and stream your own show, or shows you've created for a client.

Learn on state-of-the-art equipment that meets industry standards. Complete the necessary course requirements at a production facility or station in Michigan, the Midwest or across the country. Through this experience, you'll learn in a real-world setting working full-time with industry professionals.

After graduation, you'll be prepared for a career as a writer, videographer, video editor, media technologist, director, producer, set designer, or work in the film industry.

Ferris Major Course Requirements:

Introduction to Video Communications
 Digital Media Art and Technology
 Field Production
 Compositing Video
 Script Writing
 Documentary Production
 Television Operations
 Television Studio Production
 Seminar in TV and Digital Media
 Instructional Design
 Advanced Producing and Directing
 TV and Digital Media Internship

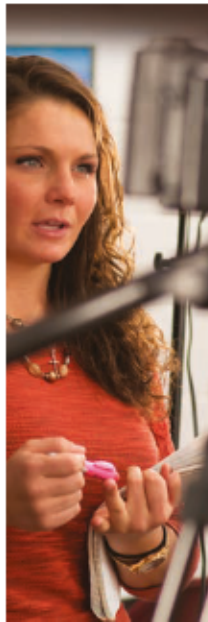
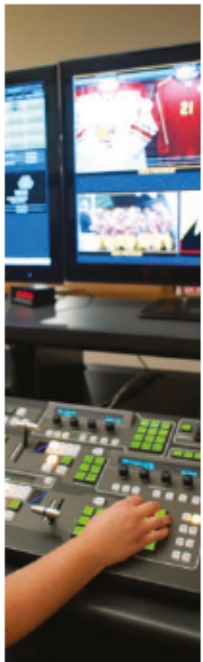
Electives:

Audio Production
 Entertainment Arts and Production
 Remote Television Production
 Film and Digital Media Practicum
 Streaming Media Production
 Advanced Compositing for Video
 Digital Cinematography
 DVD Production
 Special Studies in TDMP
 3D Modeling and Animation 1

General Education Requirements:

English 1
 Industrial and Career Writing
 Interpersonal Communication
 Advanced Communication
 Scientific Understanding
 Quantitative Skills
 Cultural Enrichment Electives
 Social Awareness Electives
 Global Consciousness
 Race/Ethnicity/Gender

Total credits required for graduation: 120



"When I was nearing the end of the program I was nervous about my future career, wondering if I was going to be prepared. Walking into my six month internship, I never had a moment I felt unqualified. I even brought new ideas and knowledge from the program that benefited the company. At the end of my internship, I was hired as a full-time employee because of my expertise in the area of my degree."

Mariellen Krolikowski, 2011 Graduate
 Harvest Creative Services

This program is offered on our main campus in Big Rapids.

www.Youtube.com/FerrisStateTDMP
www.FerrisState.tv
www.Facebook.com/TDMPFerris

Pre-Digital Media Associate Degree

With the advent of digital technology, job opportunities abound. Unsure which direction to go? Start with an Associate Degree in Pre-Digital Media. This degree can be used as the foundation for each of the bachelor's degrees found in this brochure. Expose yourself to a variety of media so you're better prepared to choose the path that's right for you.

This program is offered on our main campus in Big Rapids. From here, you can continue on the main campus in TDMP or DAGD, or transfer to Grand Rapids to complete a bachelor's degree in DAGD or DMSE.

Martin DeWitt, 2014 Graduate



Ferris Major Course Requirements:

Introduction to Video Communications
Digital Media Art and Technology
3D Modeling and Animation 1
Digital Imaging
Introduction to Game Design
Introduction to Computer Programming
or Computer Programming 1
Software Engineering Methodologies-Processes
or Field Production
or Script Writing

Required Courses:

English 1
English 2
Interpersonal Communication
or Fundamentals of Public Speaking
Intermediate Algebra
or Intermediate Algebra – Numerical Trigonometry
or Contemporary Mathematics

Scientific Understanding
Cultural Enrichment Electives
Social Awareness Electives

Electives:

Audio Production
Compositing Video
Script Writing
Streaming Media Production
2D Visualization
3D Modeling and Animation 2
Computer Programming 2
Analytical Geometry – Calculus 1

Total credits required for graduation: 61-63

Disclaimer: Reality subject to change.

Surprise! This brochure utilizes augmented reality technology, which means there are all kinds of hidden gems for you to find. Viewing many of the images through the Aurasma app will cause them to come to life through video and animations.

Aurasma is available as a free app for iPhones, iPads and high-powered Android devices.

Steps to get you started:

1. Download and install the free Aurasma app from iTunes or Google Play.



2. Open the app on your mobile device. Tap **OK** to allow location tracking.
3. Scroll through intro and create an account, or tap **SKIP**.
4. Select the large "A" logo at the bottom of the screen to view the "Explore" screen.



5. Tap the **SEARCH** icon and type in **Ferris State SDM**.




6. **FOLLOW** our channel.



7. Tap the **SCAN** icon, hold device over brochure, and have fun!



(Hint: start with an image that has a  next to it.)

Big Rapids

1349 Cramer Circle, Bishop Hall 303, Big Rapids, MI 49307
(231) 591-2712 | GlenOkonoski@ferris.edu
www.facebook.com/TDMPFerris | www.ferris.edu/digitalbrochure

Grand Rapids

151 Fountain Street NE, Grand Rapids, MI 49503
(616) 451-4777 or (800) 998-3425
fsugr@ferris.edu | www.ferris.edu/digitalbrochure

Ferris State University does not discriminate on the basis of race, color, religion or creed, national origin, sex, sexual orientation, gender identity, age, marital status, veteran or military status, height, weight, protected disability, genetic information, or any other characteristic protected by applicable State or federal laws or regulations in education, employment, housing, public services, or other University operations, including, but not limited to, admissions, programs, activities, hiring, promotion, discharge, compensation, fringe benefits, job training, classification, referral, or retention. Retaliation against any person making a charge, filing a legitimate complaint, testifying, or participating in any discrimination investigation or proceeding is prohibited.

Students with disabilities requiring assistance or accommodation may contact Educational Counseling & Disabilities Services at (231) 591-3057 in Big Rapids, or the Director of Counseling, Disability & Tutoring Services for Kendall College of Art and Design at (616) 451-2787 ext. 1136 in Grand Rapids. Employees and other members of the University community with disabilities requiring assistance or accommodation may contact the Human Resources Department, 420 Oak St., Big Rapids, MI 49307 or call (231) 591-2150.

Inquiries or complaints of discrimination may be addressed to the Director of Equal Opportunity, 120 East Cedar St., Big Rapids, MI 49307 or by telephone at (231) 591-2152; or Title IX Coordinator, 805 Campus Dr., Big Rapids, MI 49307, or by telephone at (231) 591-2088. On the KCAD Grand Rapids campus, contact the Title IX Deputy Coordinator, 17 Fountain St., Grand Rapids, MI, (616) 451-2787 ext. 1113.

Initiative 1	Measures of Success		
Demonstrate and enhance value of TDMP Major to potential and current students	1. Production of focused marketing/recruiting materials 2. Increased enrollment of new TDMP Majors 3. Increased retention of existing students		
1. Strategy			
a. Action Steps	Target Date	Responsible	Status
1. Program faculty make 2 visits per year to partner High School, Tech Centers and/or Community Colleges.	Annually	Nick Kuiper Connie Morcom Glen Okonoski Joshua Pardon	Active since Fall 2014
2. Faculty review competitive program offerings at regional Universities	April 2016	Joshua Pardon	Review of several college programs completed. Information that was gathered will be used as part of curriculum review.
3. Update transfer guides for Community College transfer students	Annually each May	Nina Muhamad Glen Okonoski	Active
4. Maintain active presence via social media and online.	Weekly	Glen Okonoski Connie Morcom Nick Kuiper Joshua Pardon Rolonda Burgo	The Facebook page and TDMP web pages are regularly updated with current postings about activities, events and opportunities. Student work is uploaded weekly Fall and Spring to the TDMP YouTube Channel
5. Pursue other social media opportunities including Twitter, Instagram and Vines	2016-2017 academic year	Nick Kuiper Joshua Pardon Rolonda Burgo	Accounts have been established

Initiative 2	Measures of Success		
Maintain relevance of curriculum and applied projects	1. Link program curriculum with the needs of the workplace 2. Student content is aligned with current approaches to storytelling and meets the needs of clients		
2. Strategy			
a. Action Steps	Target Date	Responsible	Status
1. Seek input from industry for assessed value of graduates / degree program	Annually	Nick Kuiper Connie Morcom Glen Okonoski Joshua Pardon	Ongoing. Conducted as part of internship visits by faculty with site supervisors. Twice per student per internship.
2. Survey alumni opinions regarding programmatic value	April 2016	Nick Kuiper	Completed. Information that was gathered will be used as part of curriculum review.

Initiative 2	Measures of Success		
Maintain relevance of curriculum and applied projects	<ol style="list-style-type: none"> 1. Link program curriculum with the needs of the workplace 2. Student content is aligned with current approaches to storytelling and meets the needs of clients 		
2. Strategy a. Action Steps	Target Date	Responsible	Status
3. Evaluate current partnerships and seek new collaborations for projects	Each semester	Nick Kuiper Connie Morcom Glen Okonoski Joshua Pardon	Meeting with primary on-campus stakeholders: UA&M, Athletics and Admissions. Also seeking external partnerships.
4. Seek client feedback for course assignments	Weekly / per semester (Fall and Spring)	Connie Morcom Glen Okonoski	Active
5. Offer experimental course in color grading	Spring 2016	Joshua Pardon	Course offered and evaluated. Proposal will be made Fall 2016 to add to TDMP curriculum.

Initiative 3	Measures of Success		
Maintain and Upgrade Lab Equipment and Software	<ol style="list-style-type: none"> 1. State of the art facilities reflecting those found in industry 2. Annual funding for updates to software and equipment 3. Sufficient equipment to support classroom instruction 		
3. Strategy a. Action Steps	Target Date	Responsible	Status
1. Fund new tripods and heads for the HD Production trailer	Fall 2016	Pat Tobin Glen Okonoski	3 Purchased May 2016 with 50/50 funding model between athletics and COEHS
2. Update lighting equipment for field production courses (9 light kits total)	April 2018	Pat Tobin Glen Okonoski	Quote received May 2016 for purchase of 3 new light kits. Funding will be pursued to replace 3 kits in 2017 and 3 kits in 2018
3. Upgrade computer labs (IRC 153 B/C, IRC 154, IRC 156)	Annually / ongoing	Glen Okonoski	Hard drive and processor upgrades were conducted Summer 2015 (IRC 154) and Summer 2016 (IRC 156). Funding plan for computer upgrades annually is being pursued IRC 153 – Fall 2017 IRC 154 – Fall 2018 IRC 156 – Fall 2019

Initiative 3	Measures of Success		
Maintain and Upgrade Lab Equipment and Software	1. State of the art facilities reflecting those found in industry 2. Annual funding for updates to software and equipment 3. Sufficient equipment to support classroom instruction		
3. Strategy a. Action Steps	Target Date	Responsible	Status
4. Evaluate production gear annually and generate a prioritized list for replacement	Annually / ongoing	Glen Okonoski Pat Tobin Nick Kuiper Joshua Pardon Connie Morcom	Active
5. Evaluate usage and best practices for Media Supply	Summer 2017	Nina Muhammad	Review of facility use by students under way

Initiative 4	Measures of Success		
Evaluate and manage access of TDMP courses to non-TDMP major students	1. Sufficient sections / access for student needs 2. Sections that are at or near capacity without being over cap.		
4. Strategy a. Action Steps	Target Date	Responsible	Status
1. Conduct needs assessment for School of Digital Media students (TDMP 243 and TDMP 136)	2016/2017 Academic year	David Baker Nina Muhammad Glen Okonoski	Projecting enrollment within the School
2. Collaborate with partner programs on needs of TDMP courses for non-majors (Music Industry Management, Sports Communications, Speech Communication, etc.)	2016/2017 Academic year	Nina Muhammad Glen Okonoski	Scheduling meetings with stakeholders for early Fall 2016
3. Explore effective ways to add capacity for courses most in demand.	2016/2017 Academic year	Nina Muhammad Nick Kuiper Glen Okonoski Joshua Pardon	Discussions beginning
4. Explore demand for Visual Communications Minor	Summer 2017	Nina Muhammad Glen Okonoski	TDMP faculty discussions are exploring this option

Television & Digital Media Production BS

Television and Digital Media Production (TDMP) majors often obtain jobs as writers, videographers, video editors, media technologists, directors, producers, set designers, animators, or work in the film industry. Simply, they are vital parts in the entire process of media production. Graduates often work in several different areas of television and digital media production as listed above. Directing and producing jobs are typically taken by graduates after working their way up in a production company or station. With the advent of digital technology, job opportunities in Internet streaming and mobile video are on the rise. Graduates are always learning new techniques to further their skill set, often learning to use cutting edge software and hardware while on their internship or later on the job.

Required Courses		Course Title - Prerequisites Shown in Parentheses ()	S.H.	Grade
55 Credits Required				
Foundation	TDMP 110	Introduction to Video Communications	3	
	TDMP 132	Digital Media Art & Technology (TDMP major *)	3	
	TDMP 243	Field Production (TDMP major *)	3	
	TDMP 255	Compositing Video (TDMP 132*)	3	
	TDMP 326	Script Writing (ENG 211 or 250*)	3	
	TDMP 343	Documentary Production (TDMP 243*)	3	
	TDMP 359	Television Operations (TDMP 243*)	3	
	TDMP 385	Television Studio Production (TDMP 359*)	4	
	TDMP 464	Seminar in TV and Digital Media (TDMP 499*)	2	
	TDMP 466	Instructional Design (TDMP 499*)	4	
	TDMP 499	Advanced Producing & Directing (TDMP 464 & 466*)	6	
TDMP 493	TV and Digital Media Internship (TDMP 499*)	18		
* Prerequisite must be a grade of C or better.			Required TOTAL HOURS: 55	

Television & Digital Media Production Electives		9 Credits Required		
	TDMP 136	Audio Production	3	
	TDMP 240	Entertainment Arts & Production	3	
	TDMP 314	Remote Television Production (TDMP 243*)	3	
	TDMP 318	Film & Digital Media Practicum (TDMP 243*)	3	
	TDMP 328	Streaming Media Production (TDMP 132*)	3	
	TDMP 355	Advanced Composite for Video (TDMP 255*)	3	
	TDMP 376	Digital Cinematography (TDMP 243*)	3	
	TDMP 420	DVD Production (TDMP 359* or permission)	3	
	TDMP 497	Special Studies in TDMP (permission required)	3	
	DAGD 100	3D Modeling & Animation 1	3	
			Required TOTAL HOURS: 9	

Electives		15 Credits Required		
			3	
			3	
			3	
			3	
			3	
			Required TOTAL HOURS: 15	
Consult with your advisor to meet the required number of credits for graduation				

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 121 or 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 with your advisor to meet the required number of credits for graduation.				
			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 than 5 hours of music activities courses or theater activities courses shall count toward fulfillment of this requirement. FILM 222 and 253 recommended. Consult with your advisor to meet the required number of credits for graduation.				
			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 with your advisor to meet the required number of credits for graduation.				
			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	

A Minimum of 40 General Education Hours Required for FSU BS Degree

Total Credit Hours Required: 120

Admission Requirements:

1. Recent high school graduates need an ACT composite score of 17 and a high school grade point average of 2.50 (on a 4.0 scale).
2. Students transferring from another college should refer to www.ferris.edu and choose "Transfer Student" from the "Quick Links" pull down menu to review Ferris' policy regarding admissions criteria for transfer students.

Graduation Requirements:

1. To graduate, students must have a 2.5 Curriculum GPA in all courses and a 2.25 CUMULATIVE GPA.
2. Students must meet the University General Education Credit Requirements listed above.
3. A minimum of 120 credit hours is required for graduation.
4. A minimum of 40 credit hours must be completed at the 300 and 400 level.
5. The University requires completion of two themes in the area of General Education:
 1. Race, Ethnicity and Gender
 2. Global Consciousness

TDMP 110 – Intro to Video Communications
Section 001
Ferris State University - Fall Semester 2015
Lecture: Mondays & Wednesdays in BIS 327 11:00AM-12:15PM
 Instructor: Joshua Pardon
 BIS 309 (231) 591-2714 pardonj@ferris.edu
 Office Hours: 9:00am to 11:00am Monday & Wednesday

Required Course Materials:

- Electronic Media: Then, Now, and Later (2nd Edition) by Norman J. Medoff and Barbara K. Kaye
- A Gmail account

Course Description: This course is a survey course that introduces the history, structure, and technology of electronic media and the communication industries including social media and the relation of those industries to contemporary society, communication theory, the nature of the mass audience, and the concept of the information society.

Course Objectives:

- *Introduction to Electronic Media - Then, Now and Later...* Identify an accurate understanding of the “History of Communication”, includes knowledge of the influential persons and technological processes associated with the development of electronic media in the United States of America.
- *Introduction to Mass Media - Then, Now and Later...* Determine audience conceptualization, advertising, and programming techniques in the application of past models of technological diffusion permits prediction of how new communication technology may disperse in the future.
- *Introduction to Mass Communication - Then, Now and Later...* Examine the foundations and development of “Communication Regulation and Law” is necessary to the understanding of future legal frameworks, ethics, media trends and trends for new communication technology.

Course Projects:

- Media Timeline Blog Project
- Term Paper
- Active Weekly Discussions via Ferris Connect (BlackBoard)

Exams & Quizzes:

- Weekly Quizzes
- Midterm Exam
- Final Exam

Course Grading:

• Attendance & Active Class Participation	100
• Weekly Quizzes	120
• Media Timeline Blog Project	100
• Term Paper (assigned later in the semester)	150
• Midterm Exam	100
• Final Exam	150
• <u>Active Weekly Discussions via Ferris Connect (BlackBoard)</u>	<u>280</u>
TOTAL:	1000 Points

Note: Failure to earn at least a 70% score for the Active Weekly Discussions will be scored as a failing grade (“F”) for the course.

GRADING: Grades will be assigned, based on the number of points earned, as follows:

<u>Grade</u>	<u>Percentage</u>
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 POLICY: Attendance is expected, so please arrive early to be on time. Anyone who fails to attend any class session will be considered “absent” for that day, and anyone arrives after classroom activities have started will be considered “late”. Frequent absences and “lates” will result in a loss of points and reduction in the “Attendance and Active Participation” component of your final course grade. **Absences or “lates” will only be considered “excused” if student provides documentation from the Office of Academic Affairs requesting that the student be excused for a University-Sponsored Function. Other documentation may also be accepted at the instructor’s discretion (work or job-related activities are 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 that you missed. Attendance will not be taken during the first class session (Week 1) and will not affect your grade for the course. The effect (if any) of poor attendance on your final letter grade will be calculated twice per semester: once at Midterm and once again at the end of the semester. If you have any questions about how your attendance is being documented, or any questions about this attendance policy in general, feel free to contact your Instructor at any time.

“ACTIVE PARTICIPATION” AND YOUR RESPONSIBILITIES AS A STUDENT: Your active participation is critical for learning and being successful in this course. Anything that is written on the board, shown on the projection screen, or said by your instructor during a lecture or lab session is “quizzable” and “testable”; anything that appears in the assigned textbook is also “quizzable” and “testable”. There are no Lecture Notes or Exam Guides available to students, so it is the student’s responsibility to attend class regularly, take thorough notes while in class, and actively participate in class discussion. Failure to participate actively in class sessions will result in a loss of points and reduction in the “Attendance and Active Participation” component of your final course grade. You are also encouraged to ask questions during lectures! It’s quite simple, really: missed lectures + poor note taking + not asking questions during lecture = low grades on exams and assignments and a poor final grade for the course. If you would like to know your current overall grade for the course, check BlackBoard or ask your instructor at any time.

ACTIVE WEEKLY DISCUSSIONS VIA FERRIS CONNECT (BLACKBOARD): There are weekly discussion questions/topics posted to BlackBoard each Monday after class. For each weekly discussion question/topic you are required to create at least one discussion thread on BlackBoard by Wednesday by 11:59pm (10 points). You are also required to reply to at least one other student’s thread by Sunday at 11:59pm (10 points). Use correct grammar and punctuation, and write free of typographical and grammatical errors. Please note that your participation in weekly discussions via Ferris Connect is worth 20 points each week – **this means that each Weekly Discussion is worth approximately 2% of the total points for the course.**

MEDIA TIMELINE BLOG PROJECT: You will create a blog featuring your own original writing. Each blog post will focus on a chapter in the assigned text that you select. You must have a Gmail account (free) to complete this assignment. Use correct grammar and punctuation, and write free of typographical and grammatical errors. A Media Timeline Blog that contains plagiarism or otherwise does not meet assigned criteria (word count, page count, etc.) will not be accepted for credit.

TERM PAPER: Your Term Paper is to be submitted electronically to Instructor in **Microsoft Word or PDF format**. You may submit the Word or PDF file to BlackBoard when appropriate, or just email it to your Instructor. Printed copies of word-processed written work can also be given to your instructor but this is discouraged. Handwritten submissions of written work will not be accepted for credit. Use correct grammar and punctuation, and write free of typographical and grammatical errors. A Term Paper that contains plagiarism or otherwise does not meet assigned criteria (word count, page count, etc.) will not be accepted for credit.

LATE WORK: Late work is highly discouraged. Late work submitted up to one week past the assigned due date may or may not be accepted for credit and would receive a 50% markdown if accepted. Any late work submitted one week past the due date will not be accepted for any credit under any circumstances. This policy applies to all assigned coursework, including coursework that is submitted electronically. This also applies to missed exams, quizzes, etc.

ACADEMIC HONESTY: Honesty is of utmost value in learning. Plagiarism, cheating, copying other's work, etc. will not be tolerated. Being who you are and allowing others to view, evaluate, and offer feedback about your true level of ability will benefit your personal, academic, social, and professional growth. Think for yourself. Take credit for your own ideas. If you do not complete your assignments yourself, you not only don't learn the techniques and technologies but you also lose self-confidence. If dishonesty is encountered you will receive zero points for that assignment. If it happens a second time you will fail the class.

CODE OF CONDUCT: Out of respect to your fellow classmates and FSU staff and faculty, please do not create or use material for your course assignments and projects that would violate the FSU Policy on Non-Discrimination (<http://www.ferris.edu/HTMLS/administration/Trustees/boardpolicy/Part7/7-3/7-301.htm>) or that would otherwise ridicule, bully, or demean FSU students, staff, or faculty. Classroom usage of mobile devices, laptops, etc. is strictly limited - unless it is part of a class project, use of cell phones and computers to search unapproved websites or inappropriate internet content or outside course work could result in academic misconduct in accordance to the FSU Student Handbook...and a **lower grade**. Lectures may not be recorded in any form without prior approval of the Instructor. Recordings of any kind, including class notes may not be used for commercial gains and is a violation of Intellectual Copyright. No usage of E-Cigarettes ("vaping", etc.) in the classroom.

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.

YOUR DATA IS YOUR RESPONSIBILITY!!! Your data for course projects and assignments should NEVER exist in just one location (such as a Ferris workstation, your personal workstation, a single personal external Hard Drive, etc.) Your project data should ALWAYS be backed up to a second location such as a secondary personal external hard drive, etc. (ideally, your data should exist in MORE THAN two locations at any given time). Data corruption or data failure on ANY workstation (a Ferris workstation, your personal workstation, a single personal external Hard Drive, etc.) will not be accepted as an excuse for failing to turn in course projects and assignments on time.

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.

SOME WORDS OF ADVICE: There are many ways to learn new skills - research and studying, "trial and error" experimentation, accepting thoughtful and constructive criticism, and learning from your mistakes. Embrace them all!

COURSE SCHEDULE (subject to change):

WEEK	DATE	LECTURE (Monday)	DATE	LECTURE (Wednesday)
Week 1	Aug. 31	Introductions, Syllabus, Ferris Connect <i>Ch. 1 - Tuning in to Electronic Media</i> <i>Ch. 14 – Personal/Social Media</i> Due by end-of-day Sunday 9/6: Discussion - Ch 1	Sept. 2	<i>Ch. 1 - Tuning in to Electronic Media</i> Ferris Connect demo in BIS 223 Discuss Media Timeline Blog Project
Week 2	Sept. 7	Labor Day Due by end-of-day Sunday 9/13: Discussion - Ch 2, Quiz - Ch 1	Sept. 9	<i>Ch. 2 - Radio</i>
Week 3	Sept. 14	<i>Ch. 2 - Radio</i> Due by end-of-day Sunday 9/20: Discussion - Ch 3, Quiz - Ch 2	Sept. 16	<i>Ch. 3 - Television</i>
Week 4	Sept. 21	<i>Ch. 3 - Television</i> Due by end-of-day Sunday 9/27: Discussion - Ch 4, Quiz - Ch 3	Sept. 23	<i>Ch. 4 - Cable Satellite, and Other Delivery Systems</i>
Week 5	Sept. 28	<i>Ch. 4 - Cable Satellite, and Other Delivery Systems</i> Due by end-of-day Sunday 10/4: Discussion - Ch 5, Quiz - Ch 4	Sept. 30	<i>A History of Computers and Computing</i>
Week 6	Oct. 5	<i>Ch. 5 - The Internet</i> Term Paper - Topic Submission due Due by end-of-day Sunday 10/11: Discussion - Ch 6	Oct. 7	<i>Ch. 5 - The Internet</i>

WEEK	DATE	LECTURE (Monday)	DATE	LECTURE (Wednesday)
Week 7	Oct. 12	<i>Ch. 6 - Programming</i> Due by end-of-day Sunday 10/18: Discussion - Sitcom	Oct. 14	<i>Ch. 6 - Programming</i> Media Timeline Blog Project Due (first 3 chapters) Media Timeline Blog Project Presentations
Week 8	Oct. 19	Media Timeline Blog Project Presentations Due by end-of-day Sunday 10/25: Quiz - Ch 6	Oct. 21	Midterm – Ch.1 thru 6
Week 9	Oct. 26	<i>Ch. 7 - Advertising</i> <i>Ch. 8 - Audience Measurement</i> Due by end-of-day Sunday 11/1: Discussion - Ch 7, Discussion - Ch 8	Oct. 28	<i>Ch. 7 - Advertising</i> <i>Ch. 8 - Audience Measurement</i>
Week 10	Nov. 2	<i>Ch. 9 - Business and Ownership</i> Due by end-of-day Sunday 11/8: Discussion - Ch 9, Quiz - Ch 7, Quiz - Ch 8	Nov. 4	<i>Ch. 9 - Business and Ownership</i>
Week 11	Nov. 9	<i>Ch. 10 - Operating, Producing, and Distribution</i> Due by end-of-day Sunday 11/15: Discussion - Ch 10, Quiz - Ch 9	Nov. 11	<i>Ch. 10 - Operating, Producing, and Distribution</i>
Week 12	Nov. 16	<i>Ch. 11 - The Feature Film and Videogame Industries</i> Term Paper Due Due by end-of-day Sunday 11/22: Discussion - Ch 11, Quiz - Ch 10	Nov. 18	<i>Ch. 11 - The Feature Film and Videogame Industries</i>

WEEK	DATE	LECTURE (Monday)	DATE	LECTURE (Wednesday)
Week 13	Nov. 23	<i>Ch. 12 - Regulation, Legal Issues, and Ethics</i> Due by end-of-day Sunday 11/29: Discussion - Ch 12, Quiz - Ch 11	Nov. 25	Thanksgiving Break
Week 14	Nov. 30	<i>Ch. 13 - Media Effects</i> Media Timeline Blog Project Due (last 3 chapters) Due by end-of-day Sunday 12/6: Discussion - Ch 13/14, Quiz - Ch 12	Dec. 2	<i>Ch. 13 - Media Effects</i> <i>Ch. 14 – Personal/Social Media</i> Media Timeline Blog Project Presentations
Week 15	Dec. 7	Media Timeline Blog Project Presentations	Dec. 9	Final Exam Review
Exam Week	FINAL EXAM (Section 001) Thursday, Dec. 17 10:00AM-11:40AM			

TDMP 132 (3 Credits) – Digital Media Art & Technology – FALL, 2015

COURSE SYLLABUS

PROFESSOR: Nick Kuiper

M (lecture) 9-10:50

W (lab) 9-10:50

IRC 156

CONTACT

Ext. 2716

Cell: 231-519-0573

Email: nickkuiper@ferris.edu

Office Hours: M/W 11:00-1:00 PM or by appointment

Bishop: 314

COURSE DESCRIPTION:

In this course, learning digital media will include a solid foundation of digital video, images and audio from an art perspective. The course covers computer technology and digital media tools used with computer video system hardware and software. As an introductory course in media production, this course serves as a digital primer for foundational concepts of science and techniques in digital media. Demonstrations of digital media, art and computer technology will provide the student with a broad understanding of digital media tools and techniques.

AFTER THIS CLASS, YOU WILL BE ABLE TO:

- Describe how users perceive, consume, produce, and distribute multimedia messages in a digital age.
- Plan for the design and production of multimedia products using professional methods of pre-visualization and conceptual development.
- Understand the history and evolution of computer hardware and software tools used in multimedia design and production.
- Apply theories and aesthetic principles of visual design to the presentation of digital information.
- Produce multimedia through acquisition, design, editing, and distribution of digital content in various forms such as: graphics, photographs, sound, and moving images.

REQUIRED MATERIALS:

*Textbooks: Costello, Vic. (2012). **Multimedia Foundations: Core Concepts for Digital Design.***

Susan A. Youngblood & Norman E. Youngblood (Eds). Boston, MA: Focal Press.

<http://booksite.focalpress.com/multimediafoundations>

- Portable Hard Drive with at least 500GB of space (LaCie is suggested) - ***You will need to back-up your work at all times. A portable hard drive is required for digital data storage for all TDMP classes.**

- SD Card (8GB)

GRADE DISTRIBUTION:

A 94 – 100%

B 83 – 86%

C 73 – 76%

D 63 – 66%

A- 90 – 93%

B- 80 – 82%

C- 70 – 72%

D- 60 – 62%

B+ 87 – 89%

C+ 77 – 79%

D+ 67 – 69%

F 59% and below

COURSE GRADING:

Photographic Composition	50 points
Photo Story	50 points
Time-based Media Project	100 points
DVD/Blu-ray Project	50 points
Final Exam	100 points
Midterm Exam	100 points
Quizzes	50 points
In Class Assignments	100 points
	600 points

CLASSROOM POLICIES

NAS REQUIREMENT

You will be required to back up data, turn in assignments and access files from the NAS (Network Attached Storage). You should only access the files required during class, any access to other classmates files are prohibited. Do not delete ANY content from other classmates.

Username: tvpr132

Password: tvpr132

*memorize this! I hate repeating myself when it is easy to find the username and password in this syllabus. After the first week, don't ask me for the username and password!

DATA MANAGEMENT

You will be required to save a folder to the computer desktop. All work must be saved in a folder in the **SAVE_HERE** folder with the following naming conventions:

LASTNAME_FIRSTNAME_TDMP_132. DO NOT delete any files that do not belong to you. If you delete other classmates' files on purpose, you will immediately fail the course.

BLACKBOARD USE:

Students will check Blackboard regularly and post all assignments via Blackboard as outlined in the assignment guidelines.

CAMERA/EDITING USE:

You are expected to use the Canon T3i to complete all of the projects in this course. You **WILL NOT** use this camera for anything other than approved course material.

EQUIPMENT USE:

Equipment checked out from Media Supply is for class work only, NOT PERSONAL PROJECTS. If you are caught working on personal projects with TDMP equipment you will be put on the banned list. The following equipment is the only equipment approved to be checked out for this class, if you require something else you must request it through the professor:

Canon T3i

Tripod

SD Card

I WILL NOT BE RESPONSIBLE OR PROVIDE ASSISTANCE WITH FOOTAGE THAT DOES NOT LOAD DUE TO THE USE OF AN UNAPPROVED CAMERA.

ATTENDANCE POLICY:

Your knowledge and input are integral to class lectures, group activities, and an overall cohesive class environment...when you aren't here, it negatively affects all of your fellow students. In fact, **research has shown that the single most important factor in student success is attendance.** However, there may be times when the student is sick or unable to attend class (yes, I also know some of you will likely take class off because you partied too hard the night before, or because a new video game came out at midnight). In order to support your ability to succeed I have factored attendance into your final grade. You will be allowed 3 absences for the entire semester, after that, you will receive a letter-grade reduction in your final grade (i.e. **A** becomes and **A-**). Two tardies = 1 absence. 5 unexcused absences will result in an F for the class. If you are ill, just email me and tell me you will not be in class – please give me a copy of the doctor's note so I can excuse you. If you will be absent because of a school-sponsored event, bring documentation. Regardless of the reason for the absence, you will be required to make up any work. It is YOUR responsibility to contact to instructor to determine what work must be made up.

DEADLINE POLICY:

Turn stuff in on time...if you don't, you will use 10 points for every day it's late (up to one week). After that, you get an F.

Food and beverages are not allowed in the lab section of class. You may bring in drinks, but they must be kept near the file cabinets in the back of class.

After I take attendance, you should **NOT** be using your cell phone or checking your personal email or social media. Doing so, will result in a loss of participation points. **I DON'T WANT TO SEE YOUR CELL PHONES ON THE DESK, KEEP IT IN YOUR POCKET! Also, make sure the ringer is turned off. If you have further questions, check out this link: [Student Conduct](#)**

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.

ACADEMIC DISHONESTY AND ORIGINAL WORK

Don't cheat. PERIOD. You are all college students, and know what cheating is. Doing it will result in failure of the class. Here's a link if you have questions: [Academic Policies](#)

Also, make sure that all elements in your projects are your own. If you use images from the web, you **MUST** use proper citation within your project.

INTELLECTUAL PROPERTY STATEMENT:

Lectures and presentations given for this class by the instructor and any guest lecturers are the property of said individuals and Ferris State University. Lectures **MAY NOT** be recorded in any form without the prior approval of the instructor and guest lecturer. Recordings of any kind, including class notes **MAY NOT** be used for commercial gains.

SPECIAL LEARNING NEEDS STATEMENT:

If you have special needs (learning, physical, etc.) please contact Educational and Disability Services **231-591-3057** then bring me a VISA so I can make a teaching accommodation for you. You must provide documentation before an accommodation can be given.

CHANGES AND ADDITIONS TO THIS SYLLABUS AND SCHEDULE MAY BE NECESSARY. IF THERE ARE CHANGES MADE, THE CLASS AND THE PROFESSOR WILL DEVISE AN ALTERNATE SYLLABUS.

TENTATIVE COURSE SCHEDULE:

Week	Date	Assignment
1	8/31	Course overview, computer hardware skills and software basics.
	9/2	LAB: Read Chapter 1 and Chapter 2
2	9/7	No Class – Labor Day
	9/9	LAB – Read Chapter 3 (Planning and Design)/ DSLR Training
3	9/14	Visual Composition (Read Chapter 10)/ Photo Composition ASSIGNED
	9/16	Static Graphics/Photoshop
4	9/21	Visual Communication and Page Design/ Read Chapter 8
	9/23	LAB – Wireframes and Page Design in Photoshop
5	9/28	Image Optimization/Web and Information Graphics (Read Chapter 9)
	9/30	Photo Composition DUE/Photo Story Project ASSIGNED
6	10/5	Interface Design (Read Chapter 6)
	10/7	LAB: Working with Illustrator (Vectors and Raster Graphics)
7	10/12	Web Design/An introduction to HTML and CSS. Read Chapter 7 (Web Design)
	10/14	LAB: Working with Dreamweaver
8	10/19	Photo Story DUE-Review/ Time-Based Media Project Assigned
	10/21	MIDTERM EXAM (Chapters 1-10)
9	10/26	The Nature of Sound and Audio Processing/Read Chapter 11 (Audio Production)
	10/28	LAB: Working with Audio
10	11/2	Audio and Video Editing/Read Chapter 13 (Time-Based Editing)
	11/4	LAB: Working with Premiere/ Group Editing Exercise
11	11/9	The Digital Recording Process/Read Chapter 12 (Sound and Video Recording)
	11/11	Editing Lab
12	11/16	DVD Production/ DVD-BD Project Assigned
	11/18	LAB: DVD/BD Production/Time-based Media Project DUE
13	11/23	OPEN LAB
	11/25	NO CLASS - THANKSGIVING
14	11/30	New Media Discussion
	12/2	Pop-up Menus
15	12/7	Open Lab
	12/9	DVD/BD Project Due/REVIEW
16	12/14	Monday, December 14 – 8AM-9:40AM FINAL EXAM

TDMP 136 - Audio Production
Ferris State University - Fall Semester 2015
Lecture: Tuesdays in BIS 327/BIS 223/IRC Basement Studios 3:00PM-4:50PM
Lab: Thursdays in BIS 327/BIS 223/IRC Basement Studios 3:00PM-4:50PM
Instructor: Joshua Pardon
BIS 309 (231) 591-2714 pardonj@ferris.edu
Office Hours: 9:00am to 11:00am Monday & Wednesday

Course Materials:

- The Location Sound Bible by Ric Viers
- 1 USB Flash Drive (1GB minimum) that you can turn in to your Instructor for a week
- 1 SD Card (1 GB minimum)
- 1 Pair “over-the-ear” Stereo Headphones (in-ear headphones or “earbuds” are acceptable)

Optional Materials:

- 1 DAT Tape (available for purchase at TDMP Media Supply)

Web-based resource: <http://www.mediacollege.com/audio/>

Attendance: Attendance is expected, so please arrive early to be on time. Up to two absences are accepted, each subsequent absence will result in a loss of points and reduction in final grade. Anyone who arrives after classroom activities have started (lecture or lab) will be considered “late”. Up to three “lates” are accepted, each subsequent “late” will be considered an absence and therefore may also result in a loss of points and reduction in final grade.

Open Lab: TBA in BIS 223. Lab hours will be posted.

Course Description: Audio Production covers the basics of sound production and control in relation to video: Sound theory, stereo recording techniques, microphone selection and placement, recording equipment, various levels of audio signals, cables and connector, editing electronically, mixing stereo sound, mastering a stereo soundtrack, overdubbing stereo on multi-track recorders, equalization and filtering, minor maintenance of equipment, audio recording and playback systems, computer based audio editing.

Course Objectives:

- 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 mic, phono, line, and speaker level signals.
- Explain and demonstrate the techniques of layering using digital audio.
- 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:

- Project #1 – Studio Techniques
- Project #2 – Commercial
- Project #3 – Audio Post for Film
- Final Project – Audio Story

Exams:

- One Practical Exam
- One Field Recording Lab
- Two Exams (Exam #1 & Exam #2)
- Final Exam

Course Grading:

• Project #1 – Studio Techniques	100
• Project #2 – Commercial	100
• Project #3 – Audio Post for Film	150
• One Practical Exam	65
• One Field Recording Lab	35
• Two Exams (50 pts. each)	100
• Final Exam	100
• <u>Final Project – Audio Story</u>	<u>200</u>
TOTAL:	850 Points

GRADING: Grades will be assigned, based on the number of points earned, as follows:

<u>Grade</u>	<u>Percentage</u>
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 POLICY: Attendance is expected, so please arrive early to be on time. Up to two absences are accepted, each subsequent absence will result in a loss of points and reduction in final letter grade. Anyone who arrives after classroom activities have started (lecture or lab) will be considered “late”. Up to three “lates” are accepted, each subsequent “late” will be considered an absence and will also result in a loss of points and reduction in final letter grade. **Absences or “lates” will only be considered “excused” if student provides documentation from the Office of Academic Affairs requesting that the student be excused for a University-Sponsored Function. Other documentation may also be accepted at the instructor’s discretion (work or job-related activities are 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 that you missed. Attendance will not be taken during the first class session (Week 1) nor during the last week of the course (Week 15), so your attendance for those class sessions will not affect your grade for the course. The effect (if any) of poor attendance on your final letter grade will be calculated twice per semester: once at Midterm and once again at the end of the semester. If you have any questions about how your attendance is being documented, or any questions about this attendance policy in general, feel free to contact your Instructor at any time.

YOUR RESPONSIBILITIES AS A STUDENT: Anything that is written on the board, shown on the projection screen, or said by your instructor during a lecture or lab session is “quizzable” and “testable”; anything that appears in the assigned textbook is also “quizzable” and “testable”. There are no Lecture Notes or Exam Guides available to students, so it is the student’s responsibility to take thorough notes. You are also encouraged to ask questions during lectures! It’s quite simple, really: missed lectures + poor note taking + not asking questions during lecture = low grades on exams and assignments. If you would like to know your current overall grade for the course, your instructor will make it available to you.

SUBMISSION OF WRITTEN WORK: Written work is to be submitted electronically to Instructor in **Microsoft Word or PDF format**. You may submit the Word or PDF file to BlackBoard when appropriate, or just email it to your Instructor. Printed copies of word-processed written work can also be given to your instructor but this is discouraged. Handwritten submissions of written work will not be accepted for credit. Written work that does not meet assigned criteria (word count, page count, etc.) will not be accepted for credit.

LATE WORK: Late work is highly discouraged. Late work submitted up to one week past the assigned due date may or may not be accepted for credit and would receive a 50% markdown if accepted. Any late work submitted one week past the due date will not be accepted for any credit under any circumstances. This policy applies to all assigned coursework, including coursework that is submitted electronically. This also applies to missed exams, quizzes, etc.

ACADEMIC HONESTY: Honesty is of utmost value in learning. Being who you are and allowing others to view, evaluate, and offer feedback about your true level of ability will benefit your personal, academic, social, and professional growth. Think for yourself. Take credit for your own ideas. If you do not complete your assignments yourself, you not only don’t learn the techniques and technologies but you also lose self-confidence. If dishonesty is encountered you will receive zero points for that assignment. If it happens a second time you will fail the class.

CODE OF CONDUCT: Out of respect to your fellow classmates and FSU staff and faculty, please do not create or use material for your course assignments and projects that would violate the FSU Policy on Non-Discrimination (<http://www.ferris.edu/HTMLS/administration/Trustees/boardpolicy/Part7/7-3/7-301.htm>) or that would otherwise ridicule, bully, or demean FSU students, staff, or faculty.

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.

ADVANCED FEEDBACK FOR YOUR PROJECTS: Submitting a project early for advanced feedback from your Instructor can give you some insight into how you could improve your project’s quality before turning it in for grading. If you wish to get advanced feedback from your instructor so that you can have time to “tweak” your project prior to turning it in, please submit your work at least 1 week prior to the project due date.

YOUR DATA IS YOUR RESPONSIBILITY!!! Your data for course projects and assignments should NEVER exist in just one location (such as a Ferris workstation, your personal workstation, a single personal external Hard Drive, etc.) Your project data should ALWAYS be backed up to a second location such as a secondary personal external hard drive, etc. (ideally, your data should exist in MORE THAN two locations at any given time). Data corruption or data failure on ANY workstation (a Ferris workstation, your personal workstation, a single personal external Hard Drive, etc.) will not be accepted as an excuse for failing to turn in course projects and assignments on time.

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.

SOME WORDS OF ADVICE: There are many ways to learn new skills - research and studying, "trial and error" experimentation, accepting thoughtful and constructive criticism, and learning from your mistakes. Embrace them all!

COURSE SCHEDULE (subject to change):

*BIS 327 **IRC Basement – Studio 1 and Studio 2			***BIS 223	
WEEK	DATE	LECTURE (Tuesday)	DATE	LAB (Thursday)
Week 1	Sept. 1*	Introductions, Discussion of syllabus Listening Session Sound Basics Meet your Group (“1” or “2”)	Sept. 3*	Mixers Signal Flow & Gain Staging <i>Location Sound Bible, Ch. 2, 10, & 13</i> Handout for Project #1
Week 2	Sept. 8**	Group 1 meets in IRC Studio 1 Tour of Media Supply IRC 154: Signal Flow & Gain Staging IRC Studio: “How-to” demo for Project #1, Fades & Crossfades, Recording (without Feedback)	Sept. 10**	Group 2 meets in IRC Studio 2 Tour of Media Supply IRC 154: Signal Flow & Gain Staging IRC Studio: “How-to” demo for Project #1, Fades & Crossfades, Recording (without Feedback)
Week 3	Sept. 15*	Review Signal Flow and Gain Staging Microphone Basics Microphones for Location Sound <i>Location Sound Bible, Ch. 3 & 4</i>	Sept. 17**	Group 1 meets in IRC Studio 1 Group 2 meets in IRC Studio 2 Digital Audio Lab – Techniques for Project #1 Handout for Field Recording Lab
Week 4	Sept. 22*	Handout for Field Recording Lab Field Recording Boom Techniques, Mic Selection Using Portable Digital Audio Recorders <i>Location Sound Bible, Ch. 5, 9 & 11</i>	Sept. 24**	Field Recording Lab in IRC (split into new Groups for today only) BRING HEADPHONES TODAY
Week 5	Sept. 29*	Project #1 Due (at start of class) Handout for Practical Exam Review and Critique Field Recordings Review for Exam #1	Oct. 1*	EXAM #1 Audio Production Video Viewings
Week 6	Oct. 6*	Review of Exam #1 Digital Audio Adobe Audition: Introduction	Oct. 8**	Review for Practical Exam Group 2 meets in IRC Studio 1 (3:00pm-3:55pm) Group 1 meets in IRC Studio 2 (4:00pm-4:55pm) Adobe Audition: Recording

WEEK	DATE	LECTURE (Tuesday)	DATE	LAB (Thursday)
Week 7	Oct. 13***	Handout for Project #2 Handout Extra Credit Project Review previous student work for Project #2 Scriptwriting for Audio Prod. Adobe Audition: Editing & Mixing	Oct. 15**	Group 1 meets in IRC Studio 2 Adobe Audition: Recording File Management for Digital Media Practical Exams Group 1 in Studio 2
Week 8	Oct. 20***	Wrap-up - Adobe Audition: Editing & Mixing Adobe Audition: Effects File Management for Digital Media	Oct. 22**	Group 2 meets in IRC Studio 1 Adobe Audition: Recording File Management for Digital Media Practical Exams Group 2 in Studio 1
Week 9	Oct. 27***	Extra Credit Project Due (at start of class) Adobe Audition: Time Stretch Adobe Audition: Review Handout for Project #3 Review previous student work for Project #3 New Group assignments for Project #3 (5 Groups)	Oct. 29***	Digital Audio Lab for Project #2 Project 2 Due at end of class
Week 10	Nov. 3***	Audio Post Techniques for Video Project #2 Presentations & Critique Review for Exam #2	Nov. 5***	Project #2 Presentations & Critique EXAM #2 Digital Audio Lab for Project #3
Week 11	Nov. 10***	Review of Exam #2 Working with talent Set Etiquette <i>Location Sound Bible, Ch.19</i> Digital Audio Lab for Project #3	Nov. 12***	Handout for Final Project Review previous student work for Final Project Digital Audio Lab for Project #3
Week 12	Nov. 17***	Digital Audio Lab for Project #3	Nov. 19***	Digital Audio Lab for Project #3 Project #3 Due (by end of class)

WEEK	DATE	LECTURE (Tuesday)	DATE	LAB (Thursday)
Week 13	Nov. 24***	Project #3 Presentations & Critiques Digital Audio Lab for Final Project	Nov. 26	Thanksgiving Break
Week 14	Dec. 1***	Final Project Script Due (by start of class) Digital Audio Lab for Final Project	Dec. 3***	Digital Audio Lab for Final Project
Week 15	Dec. 8***	Final Project Due (by end of class)	Dec. 10***	Final Project Presentations and Critiques Review for Final Exam
Exam Week	Dec. 14* (Monday)	FINAL EXAM 2:00-3:40PM <u>Monday</u>		

*BIS 327

**IRC Basement – Studio 1 and Studio 2

***BIS 223

TVPR 240
Entertainment Arts and Production
Summer 2016 (3Credits)

Syllabus

Professor: Connie L. Morcom
Television and Digital Media Production
Office (room number/building): BIS 312
Office Phone: 231-591-2772
Office Hours: 231-796-6466 (cell)
May 16 – May 25 (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 related to visual literacy of television, film/SFX and performance arts as it appears in diverse cultural and international cities. Students will produce, direct and shoot and document style a short documentary of their experience 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 as a visual journal of the experience..

Students will also tour international based on availability television broadcast facilities. film studios and/or special effect studios and the organizations such as the British Film Institute and others 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 short visual journal documenting architecture of artifacts and 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 companies such as International Television Association, Film and Special Effects companies such as Blue-Bolt and Framestore, 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 and embrace cultural styles 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 and demonstrate the experience through visually posting on an assigned blog and social media.
- Analyze professional productions of television, film and entertainment industries at least one country or region visiting historic sites, museums and galleries and publish images and videos about the experience.

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/html/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.

TDMP 243 (3 Credits) – Field Production – FALL, 2015

COURSE SYLLABUS

PROFESSOR: Nick Kuiper

T (lecture) 9-10:50

TH(lab) 9-10:50

IRC 154

CONTACT

Ext. 2716

Cell: 231-519-0573

Email: nickkuiper@ferris.edu

Office Hours: M/W 11-1pm, or by appointment

Bishop: 314

COURSE DESCRIPTION:

Field Production introduces you to the set-up and operation of cameras, camera technique, basic composition, and terminology of video production. You will produce and direct single camera remotes by utilizing production planning, organization and basic lighting techniques. By combining field audio, voice-overs, and natural sound and editing through basic non-linear concepts you will create many video productions across different genres.

AFTER THIS CLASS, YOU WILL BE ABLE TO:

- Plan, produce, light, shoot, direct, edit and evaluate basic video productions
- Demonstrate proper handling of portable digital video camera
- Set up and operate camera equipment including white balance, tripod (leveling fluid head), hand holding, and selection of camera positions
- Demonstrate the use of the lens: focal length, f/stop, shutter speed and the effects of depth of field
- Identify proper composition and utilize composition in communicating a message or telling a story
- Identify and utilize proper sequencing of shots in shooting and editing sessions
- Manipulate lighting and camera controls to produce aesthetics and create mood in video images
- Identify and describe various formats of both analog and digital video
- Demonstrate the editing concepts of B-roll, cutaways, cut-ins, match action and montage
- Demonstrate and utilize video editing on Avid software
- Determine microphone selection
- Demonstrate proficiency by completing video projects and by recalling information and solving problems on exams

REQUIRED TEXT:

Medhoff, Norman and Fink, Edward. *Portable Video: News and Field Production*. (6th Edition)
Berlington, MA: Taylor and Francis. ISBN: 978-0-240-81499-5.

You will be expected to read the text outlined in the course schedule before class begins.

REQUIRED MATERIALS

-HDV Tapes (Must be purchased from Media Supply)

-Portable hard drive (to back-up data)

COURSE GRADING:

(Project 1) Techniques Assignment	100 points
(Project 2) PSA	100 points
(Project 3) Music Video	100 points
(Project 4) Mini-Doc	125 points
Lighting Project	50 points
Quizzes (4x25 pts)	100 points
Peer Evaluations (x3)	30 points
Final Exam	100 points
	705 points

GRADE DISTRIBUTION:

A 94 – 100%	B 83 – 86%	C 73 – 76%	D 63 – 66%
A- 90 – 93%	B- 80 – 82%	C- 70 – 72%	D- 60 – 62%
B+ 87 – 89%	C+ 77 – 79%	D+ 67 – 69%	F 59% and below

CLASSROOM POLICIES

BLACKBOARD USE:

Students will check Blackboard regularly and post all assignments via Blackboard as outlined in the assignment guidelines.

CAMERA/EDITING USE:

You are expected to use the Sony Z7U to complete all of the projects in this course. You **WILL NOT** use this camera for anything other than approved course material.

EQUIPMENT USE:

Equipment checked out from Media Supply is for class work only, NOT PERSONAL PROJECTS. If you are caught working on personal projects with TDMP equipment you will be put on the banned list. The following equipment is the only equipment approved to be checked out for this class, if you require something else you must request it through the professor:

- Sony Z7u**
- Lavalier**
- XLR cable**
- Field Production light kit**

I WILL NOT BE RESPONSIBLE OR PROVIDE ASSISTANCE WITH FOOTAGE THAT DOES NOT LOAD DUE TO THE USE OF AN UNAPPROVED CAMERA.

ATTENDANCE POLICY:

The student should treat this class as a job because your knowledge and input are integral to class lectures, group activities, and an overall cohesive class environment. Attendance is required for the student to grasp the fundamentals of digital imaging. In fact, research has shown that the single most important factor in student success is attendance. However, there may be times when the student is sick or unable to attend class. In order to support your ability to succeed I have factored attendance into your final grade. You will be allowed 3 absences for the entire semester, after which, you will receive a letter-grade reduction in your final grade (i.e. **A** becomes and **A-**). Two tardies = 1 absence. 5 unexcused absences will result in an F for the class. If you are ill, just email me and tell me you will not be in class – proof with a doctor’s note should be given. If you will be absent because of a school-sponsored event, bring documentation. Regardless of the reason for the absence, you will be required to make up any work. It is YOUR responsibility to contact to instructor to determine what work must be made up.

DEADLINE POLICY:

Assignments are expected to be turned in on time. I will, however, accept assignments up to one week after it is due (excluding weekends). Each day the assignment is late, you will lose 10 points. After 1 week, if the assignment is not turned in, you will receive a zero for the assignment.

Food and beverages are not allowed in the lab.

CELL PHONE USE

All cell phones must be either turned off or in vibrate mode. It is not appropriate to answer a call or text during class, doing so will result in an absence. Please keep cell phones in your pocket.

COMPUTER USE

Using the computers to search unapproved websites or inappropriate internet content could result in academic misconduct in accordance to the FSU Student Handbook...

<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/sectionIII/academicmisconduct.html>.

After attendance is taken it is inappropriate to text message check e-mail and personal social media websites during lectures. Using the internet for anything except appropriate assignments during class could also result in a loss of class participation points. **Example: A student checking email, Facebook, text messaging could result in a loss of class participation points.**

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.

ACADEMIC DISHONESTY AND ORIGINAL WORK

Don't cheat. Don't steal other people's work. Doing so will result in failure of the class.

<http://www.ferris.edu/htmls/academics/advising/Section3/homepage.htm>

TENTATIVE COURSE SCHEDULE:

Week	D	Assignment
1	9/1	Intro to Course
	9/3	Chapter 1 and 6
2	9/8	Tour media-supply/Chapter 8/ Project 1 Assigned
	9/10	Camera set-up
3	9/15	Chapter 4
	9/17	Video Composition
4	9/22	Chapter 10 QUIZ (Chapters 1,6,8,4)
	9/24	Lighting equipment and Video/ Project 1 DUE/Lighting project assigned
5	9/29	Using Lights
	10/1	Lighting LAB/PROJECT 2 Assigned
6	10/5	Chapter 9+Audio Equipment
	10/8	Audio in AVID
7	10/13	Chapter 11 QUIZ (Chapters 9,10,11)
	10/15	Editing lab
8	10/20	Lighting Project DUE/Project 3 Assigned
	10/22	EDITING LAB (Student Capture)/Project 2 Treatment DUE
9	10/27	Editing Quiz
	10/29	Project 4 Assigned (examples)
10	11/3	Chapter 5
	11/5	Project 3 Treatment DUE
11	11/10	Editing Lab
	11/12	Chapter 7, Project 2 DUE/Peer evaluation
12	11/17	Guest speaker
	11/19	AVID Title tool/ Speaker assignment DUE
13	11/24	Project 3 DUE/Peer evaluation
	11/26	No class, Thanksgiving/Final Project Treatment DUE
14	12/1	Project 4 rough edit viewing/QUIZ (Chapters 5,3,7,12)
	12/3	Mandatory Lab
15	12/8	Open Lab
	12/10	Project 4 DUE / Peer evaluation
Exam	12/15	Tuesday, December 15 - 8AM – 9:40AM

SPECIAL LEARNING NEEDS STATEMENT:

If you have special needs, please notify me and provide a copy of your VISA from Educational Counseling and Disability Services. If you have any questions, contact: **Disability Services: 231-591-3057.**

INTELLECTUAL PROPERTY STATEMENT:

Lectures and presentations given for this class by the instructor and any guest lecturers are the property of said individuals and Ferris State University. Lectures **MAY NOT** be recorded in any form without the prior approval of the instructor and guest lecturer. Recordings of any kind, including class notes **MAY NOT** be used for commercial gains.

CHANGES AND ADDITIONS TO THIS SYLLABUS AND SCHEDULE MAY BE NECESSARY. IF THERE ARE CHANGES MADE, THE CLASS AND THE PROFESSOR WILL DEVISE AN ALTERNATE SYLLABUS.

TDMP 255 (3 Credits) – Compositing – FALL, 2015

COURSE SYLLABUS

PROFESSOR: Nick Kuiper

M (lecture) 2:30-4:20

W (lab) 2:30-4:20

IRC 156

CONTACT

Ext. 2716

Cell: 231-519-0573

Email: nickkuiper@ferris.edu

Office Hours: M/W 11-1:00PM

Bishop: 314

COURSE DESCRIPTION:

This class provides you with a solid understanding of the concepts of video compositing including the history of the art and the technical implementation of motion graphics. Through hands-on learning, you will utilize industry standard software (Adobe Photoshop and After Effects) to create professional motion graphics.

PREREQUISITE COURSES:

TDMP 132: Digital Media Art and Technology

FOLLOWING THIS COURSE, YOU WILL BE ABLE TO:

- Describe the major advances in motion graphics throughout history
- Compose aesthetically appealing photos and alter them with correction techniques through industry standard software
- Demonstrate how to use the majority of tools within industry standard software including color correction, animation through key-framing, and animation in 2-D and 3-D space
- Understand the importance of image compression for output of both still and video formats to many different platforms
- Describe the many image and video formats used in motion graphics and understand their individual uses in the professional world
- Identify major historical events that influence motion graphics today

RECOMMENDED TEXT:

Adobe After Effects CS6 Classroom in a Book by Adobe Creative Team. ISBN 978-0321704498.

REQUIRED MATERIALS:

1x 7200 RPM hard drive with at least 500GB of space

YOU MUST BACK-UP YOUR WORK. NO EXCUSES WILL BE ACCEPTED FOR MISSING FOOTAGE OR IMAGES.

GRADE DISTRIBUTION:

A	94 – 100%	B	83 – 86%	C	73 – 76%	D	63 – 66%
A-	90 – 93%	B-	80 – 82%	C-	70 – 72%	D-	60 – 62%
B+	87 – 89%	C+	77 – 79%	D+	67 – 69%	F	59% and below

TENTATIVE COURSE SCHEDULE:

Week	Date	Assignment
1	8/31	Getting to know you/Getting to know the workspace
	9/2	LAB: Workflow and Integration
2	9/7	No Class – Labor Day
	9/9	LAB – Working with our tools (Ph and AE)
3	9/14	The media aesthetic/Color and Composition LECTURE/ Poster ASSIGNED
	9/16	LAB – Photo and video correction exercise/Logo Design ASSIGNED
4	9/21	History of Compositing LECTURE
	9/23	LAB- Layer control exercise/Vectors vs. Rasters/Photo & Video exercise DUE
5	9/28	Poster DUE/Review
	9/30	LAB- Color Correction Techniques / Logo Thumbnails DUE
6	10/5	Masking Techniques
	10/7	LAB- Masking Exercise
7	10/12	Grouping Layers and Vanishing point / Logo design DUE
	10/14	LAB- Parenting and precomposing
8	10/19	Logo Animation storyboards DUE/Final Project Assigned
	10/21	Practical Exam 1
9	10/26	Film Viewing
	10/28	LAB- Working with 3-D layers / 3-D Project Assigned
10	11/2	3-D Light discussion
	11/4	LAB- Working with 3-D Lights/Final Project Storyboards DUE
11	11/9	Motion tracking principles / Logo Animation DUE
	11/11	LAB – Motion tracking
12	11/16	Magic Wand/Color Range/Chroma Key Principles
	11/18	LAB- CHROMA KEYING (Meet in IRC Studio)/3-D Photos DUE
13	11/23	Special topics in Compositing/ REVISED LOGO ANIMATION DUE
	11/25	NO CLASS - Thanksgiving
14	11/30	The future of After Effects/Compositing
	12/2	Open Lab
15	12/7	Open Lab
	12/9	FINAL PROJECT DUE/Final Exam Review
16	12/17	Practical Exam 2 @ 2 PM on Thursday, December 17

COURSE GRADING:

Poster/3-D Photos	100 points
Logo Design/Logo Animation	100 points
Final Project	150 points
Exercises	100 points
Practical Exam 1	100 points
Practical Exam 2	100 points
Pop Quizzes	50 points
TOTAL	600 points

CLASSROOM POLICIES

NAS REQUIREMENT

You will be required to back up data, turn in assignments and access files from the NAS (Network Attached Storage). You should only access the files required during class, any access to other classmates files are prohibited. Do not delete ANY content from other classmates.

Username: TVPR210 (upper case)

Password: TVPR210 (upper case)

DATA MANAGEMENT

You will be required to save a folder to the computer desktop. All work must be saved in a folder in the **SAVE_HERE** folder with the following naming conventions:

LASTNAME_FIRSTNAME_TDMP_255. DO NOT delete any files that do not belong to you. If you delete other classmates' files on purpose, you will immediately fail the course.

CAMERA/EDITING USE:

You are expected to use the Canon T3i to complete all of the projects in this course. You **WILL NOT** use this camera for anything other than approved course material.

EQUIPMENT USE:

Equipment checked out from Media Supply is for class work only, NOT PERSONAL PROJECTS. If you are caught working on personal projects with TDMP equipment you will be put on the banned list. The following equipment is the only equipment approved to be checked out for this class, if you require something else you must request it through the professor:

Canon T3i

Tripod

SD Card

Portable Greenscreen

I WILL NOT BE RESPONSIBLE OR PROVIDE ASSISTANCE WITH FOOTAGE THAT DOES NOT LOAD DUE TO THE USE OF AN UNAPPROVED CAMERA.

BLACKBOARD USE:

You must check Blackboard daily and post all assignments via Blackboard as outlined in the assignment guidelines.

ATTENDANCE POLICY:

The student should treat this class as a job because your knowledge and input are integral to class lectures, group activities, and an overall cohesive class environment. Attendance is required for the student to grasp the fundamentals of digital imaging. In fact, research has shown that the single most important factor in student success is attendance. However, there may be times when the student is sick or unable to attend class. In order to support your ability to succeed I have factored attendance into your final grade. You will be allowed 3 absences for the entire semester, after which, you will receive a letter-grade reduction in your final grade (i.e. **A** becomes and **A-**). Two tardies = 1 absence. 5 unexcused absences will result in an F for the class. If you are ill, just email me and tell me you will not be in class – proof with a doctor’s note should be given. If you will be absent because of a school-sponsored event, bring documentation. Regardless of the reason for the absence, you will be required to make up any work. It is YOUR responsibility to contact to instructor to determine what work must be made up.

DEADLINE POLICY:

Turn stuff in on time...if you don’t, you will use 10 points for every day it’s late (up to one week). After that, you get an F.

BEHAVIORAL EXPECTATIONS:

Food and beverages are not allowed in the lab section of class. You may bring in drinks, but they must be kept near the file cabinets in the back of class.

After I take attendance, you should **NOT** be using your cell phone or checking your personal email or social media. Doing so, will result in a loss of participation points. **I DON’T WANT TO SEE YOUR CELL PHONES ON THE DESK, KEEP IT IN YOUR POCKET! Also, make sure the ringer is turned off. If you have further questions, check out this link: [Student Conduct](#)**

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.

ACADEMIC DISHONESTY AND ORIGINAL WORK

Don’t cheat. PERIOD. You are all college students, and know what cheating is. Doing it will result in failure of the class. Here’s a link if you have questions: [Academic Policies](#)

Also, make sure that all elements in your projects are your own. If you use images from the web, you **MUST** use proper citation within your project.

INTELLECTUAL PROPERTY STATEMENT:

Lectures and presentations given for this class by the instructor and any guest lecturers are the property of said individuals and Ferris State University. Lectures **MAY NOT** be recorded in any form without the prior approval of the instructor and guest lecturer. Recordings of any kind, including class notes **MAY NOT** be used for commercial gains.

SPECIAL LEARNING NEEDS STATEMENT:

If you have special needs (learning, physical, etc.) please contact Educational and Disability Services **231-591-3057** then bring me a VISA so I can make a teaching accommodation for you. You must provide documentation before an accommodation can be given.

CHANGES AND ADDITIONS TO THIS SYLLABUS AND SCHEDULE MAY BE NECESSARY. IF THERE ARE CHANGES MADE, THE CLASS AND THE PROFESSOR WILL DEVISE AN ALTERNATE SYLLABUS.

Remote Video Production - TVPR 314
Fall 2015
Steve Cox / FLITE 460C / 591-2721
coxs@ferris.edu
Office hours by appointment.

Purpose: This course offers practical experience in all aspects of television production. Students will work together to produce and direct remote video 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:	100 points per remote
Exam:	50

*Point totals vary depending on the number of remotes.

To check grade status throughout the semester, see instructor **AT ANY TIME!**
I also post your grades to MyFSU after each remote.

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.

Each unexcused absence from a lecture results in a reduction of 25 points from your final class grade.

Electronic Devices: Any use of non-approved electronic devices (cell phone, tablet, lap top) during a lecture will result in being marked as absent. Use during production will result in an F (0 points) for that remote.

**Remote Video Production - TVPR 316
Fall 2015 Class Schedule**

Week 1/ September 4	Class Intro/ Camera operation Production positions and equipment Shooting Football
Week 2/ September 11 12	Football set-up Trailer and equipment review Northwood (football) CC 3:00pm/Game 7:00pm
Week 3/ September 18	Critique Football
Week 4/ September 25 26	Directing Saginaw Valley (football) CC 10:30am/Game 2:00pm
Week 5/ October 2	Critique Football/Shooting Hockey
Week 6/ October 9 10	TBA Western (hockey) CC 3:00pm/Game 7:07pm
Week 7/ October 16 17	Michigan Tech (hockey) CC 3:00pm/Game 7:07pm Old Dominican (football) 12:00 Michigan Tech (hockey) CC 3:00pm/Game 7:07pm
Week 8/October 23 24	Wisconsin (hockey) CC 3:00pm/Game 7:07pm Wisconsin (hockey) CC 3:00pm/Game 7:07pm
Week 9/ October 30	Site Survey/Critique Hockey
Week 10/ November 6 7	Minnesota State (hockey) CC 3:00pm/Game 7:07pm Minnesota State (hockey) CC 4:00pm/Game 7:07pm
Week 11/ November 13 14	Critique Hockey Walsh (football) 12:00 CC 9:30am/Game 12:00
Week 12/November 20 21	Alaska Fairbanks (hockey) CC 3:00pm/Game 7:07pm Alaska Fairbanks (hockey) CC 4:00pm/Game 7:07pm
Week 13/ November 27	Thanksgiving
Week 14/ December 4	Bemidji (hockey) CC 3:00pm/Game 7:07pm Bemidji (hockey) CC 4:00pm/Game 7:07pm
Week 15/ December 11	Production wrap up/Exam

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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 Student 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:

<u>Grade</u>	<u>Percentage</u>
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 326 (3 Credits) – SCRIPT WRITING – FALL, 2015
COURSE SYLLABUS
PROFESSOR: Nick Kuiper
M/W 5:00PM-6:15PM
BISHOP 327

CONTACT
Ext. 2716
Cell: 231-519-0573
Email: nickkuiper@ferris.edu
Office Hours: M,W 11-1pm or by apt.
Bishop: 314

COURSE DESCRIPTION:

TVPR 326 is a writing intensive course designed to familiarize the student with a variety of writing styles and formats to both commercial (broadcast) and short story/film mediums. The course also integrates group activities and discussion to further investigate the ever-changing world of script writing. Along with covering the staples of television writing like PSAs, commercials, television dramas and news, this course will also look at short format drama currently in circulation on the internet (mobisodes).

AFTER THIS COURSE, YOU WILL BE ABLE TO:

- Assess the appropriate script writing format and technique for a specific project.
- Correctly develop scripts for all major media applications including documentary, drama, PSA/commercial, news and educational/training in a manner consistent with media standards
- Evaluate the strengths and weakness of each script writing format
- Operate script writing software and output scripts of different formats through industry standard writing programs

SUGGESTED TEXT:

Hilliard, Robert. *Writing for Television, Radio, and New Media*.

Or/and

Walters, Roger. *Broadcast Writing: Principles or Practice*.

Or/and

Willis, Edgar and D'Arienzo, Camille. *Writing Scripts for Broadcast, Radio and Film*.

REQUIRED MATERIALS:

Screenwriting Software: Final Draft, Celtx (free) etc.

COURSE GRADING:

Scriptwriting Exercises	100 points
PSA/Commercial	100 points (50x2)
News Script	100 points
TV Pilot Concept	100 points
Instructional	100 points
Final Project	150 points
Midterm Exam	100 points
Final Exam	100 points
	850 points

TENTATIVE COURSE SCHEDULE:

Week	Date	Assignment
1	8/31	Getting to know you/Course Overview
	9/2	Script Format/ PSA and Commercial Assigned
2	9/7	Labor Day – NO CLASS
	9/9	Advertising
3	9/14	“Creative writing”
	9/16	Final Draft
4	9/21	Editorial and News/News writing Exercise/ News Script ASSIGNED
	9/23	Active Writing/ PSA and COMMERCIAL DUE
5	9/28	Interview Exercise
	9/30	“Documenting/scripting reality”
6	10/5	“Documenting/scripting reality Part 2”
	10/7	“Tales from the Script”/ News Script DUE
7	10/12	Educational and Corporate Writing/ INSTRUCTIONAL Script ASSIGNED
	10/14	Discussing Loglines
8	10/19	Master-Scene Format Discussion/ Final Project ASSND
	10/21	MIDTERM EXAM
9	10/26	FINAL LOGLINE DUE
	10/28	Discussing TV Dramas/ TV PILOT CONCEPT ASSIGNED/ Instructional Script DUE
10	11/2	“The many forms of Drama”
	11/4	“The Nature of Drama”/ Drama Writing Exercise
11	11/9	“Creating compelling characters”
	11/11	Film Viewing
12	11/16	Film Viewing Continued/FINAL TREATMENT DUE
	11/18	Video Game (EXERCISE)/TV PILOT Concept/Script DUE
13	11/23	Final Project Meetings
	11/25	Final Project Meetings continued
14	11/30	Writing comedic scripts
	12/2	Children’s Programming
15	12/7	How to sell your script/idea
	12/9	FINAL PROJECTS DUE - PRESENTATION
16	12/16	Wednesday, December 16 – 4PM-5:40

GRADE DISTRIBUTION:

A 94 – 100%	B 83 – 86%	C 73 – 76%	D 63 – 66%
A- 90 – 93%	B- 80 – 82%	C- 70 – 72%	D- 60 – 62%
B+ 87 – 89%	C+ 77 – 79%	D+ 67 – 69%	F 59% and below

RULES AND REGULATIONS

BLACKBOARD USE:

Students will check Blackboard regularly and post all assignments via Blackboard as outlined in the assignment guidelines.

ATTENDANCE POLICY:

The student should treat this class as a job because your knowledge and input are integral to class lectures, group activities, and an overall cohesive class environment. Attendance is required for the student to grasp the fundamentals of digital imaging. In fact, research has shown that the single most important factor in student success is attendance. However, there may be times when the student is sick or unable to attend class. In order to support your ability to succeed I have factored attendance into your final grade. You will be allowed 3 absences for the entire semester, after which, you will receive a letter-grade reduction in your final grade (i.e. **A** becomes and **A-**). Two tardies = 1 absence. 5 unexcused absences will result in an F for the class. If you are ill, just email me and tell me you will not be in class – proof with a doctor’s note should be given. If you will be absent because of a school-sponsored event, bring documentation. Regardless of the reason for the absence, you will be required to make up any work. It is YOUR responsibility to contact to instructor to determine what work must be made up.

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ACADEMIC DISHONESTY AND ORIGINAL WORK

Don’t cheat. PERIOD. You are all college students, and know what cheating is. Doing it will result in failure of the class. Here’s a link if you have questions: [Academic Policies](#)

Also, make sure that all elements in your projects are your own. If you use images from the web, you MUST use proper citation within your project.

BEHAVIORAL EXPECTATIONS:

After I take attendance, you should **NOT** be using your cell phone or checking your personal email or social media. Doing so, will result in a loss of participation points. **I DON’T WANT TO SEE YOUR CELL PHONES ON THE DESK, KEEP IT IN YOUR POCKET! Also, make sure the ringer is turned off. If you have further questions, check out this link: [Student Conduct](#)**

*Use or visual presence of e-cigarettes in class is strictly prohibited.

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.

INTELLECTUAL PROPERTY STATEMENT:

Lectures and presentations given for this class by the instructor and any guest lecturers are the property of said individuals and Ferris State University. Lectures **MAY NOT** be recorded in any form without the prior approval of the instructor and guest lecturer. Recordings of any kind, including class notes **MAY NOT** be used for commercial gains.

SPECIAL LEARNING NEEDS STATEMENT:

If you have special needs (learning, physical, etc.) please contact Educational and Disability Services **231-591-3057** then bring me a VISA so I can make a teaching accommodation for you. You must provide documentation before an accommodation can be given.

WRITING CENTER INFORMATION

This is a writing intensive class. If you consistently have difficulty writing including grammar usage, etc. it is a good idea to schedule regular visits to the Ferris State University Writing Center. You can find more information here: **231-591-2534** or writecen@ferris.edu.

ASSIGNMENT SUMMARY

1. Public Service Announcement

Write a creative split page script for a 30 or 60 second PSA spot.

2. TV Commercial

Write a creative split page script for a 30 or 60 second TV commercial as discussed in class.

3. News Package

Create a one minute minimum news script about a person or event. Must include at least 1 interview done outside of class.

4. TV Pilot Concept

Write a one page (minimum) proposal for a TV program idea as discussed in class and present will appropriate visuals. You will also write the teaser for the pilot episode.

5. Informational/Instructional

Research and write a five minute (minimum) script for an informational or instructional subject as discussed in class.

6. Final Project

Write a ten minute (minimum) drama in Master-scene format with dialogue and screen description included.

ALL SCRIPTS MUST BE BOTH PRINTED AND UPLOADED TO BLACKBOARD BEFORE THE DUE DATE. FAILURE TO DO SO, WILL RESULT IN AN AUTOMATIC FAILURE FOR THAT SCRIPT.

CHANGES AND ADDITIONS TO THIS SYLLABUS AND SCHEDULE MAY BE NECESSARY. IF THERE ARE CHANGES MADE, THE CLASS AND THE PROFESSOR WILL DEVISE AN ALTERNATE SYLLABUS.

TDMP 328 - Streaming Media Production
Ferris State University - Spring Semester 2015
Lecture: Mondays in IRC 156 4:00PM-5:50PM
Lab: Wednesdays in IRC 156 4:00PM-5:50PM
Instructor: Joshua Pardon
BIS 309 (231) 591-2714 pardonj@ferris.edu
Office Hours: 10:00am to Noon Monday & Wednesday, 2:00pm to 4:00pm Wednesday

Required Course Materials:

- [Adobe Dreamweaver CS6 Learn By Video Core Training in Web Communications](#) by David Powers
- Lacie Rugged Portable drive or similar 8GB Flash drive
- 1 Pair Stereo Headphones or Earbuds w/ mini stereo connector

Web-based resources:

- <http://www.vimeo.com>
- <http://www.streamingmedia.com>
- <http://www.codecademy.com/learn>

Attendance: Attendance is expected, so please arrive early to be on time. Up to two absences are accepted, each subsequent absence will result in a loss of points and reduction in final grade. Anyone who arrives after classroom activities have started (lecture or lab) will be considered “late”. Up to three “lates” are accepted, each subsequent “late” will be considered an absence and therefore may also result in a loss of points and reduction in final grade.

Open Lab: TBA in IRC 156. Lab hours will be posted.

Course Description: This course will cover the core technology of encoding video, web publishing technologies such as CSS and HTML, optimization of graphics and content creation for a website. As a web producer, students will oversee streaming media technologies, design engaging browser content, social media integration, video sharing, and data asset management and coordinate web hosting and “cloud” computing. Planning and usability of student-produced websites includes content creation, encoding and embedding video and publishing on the Internet.

Course Objectives:

- Identify the basics of streaming technology and the digital media production workflow to encode and distribute data and dynamic media content.
- Demonstrate how to code with HTML, design with Dreamweaver CS5 with a CSS template.
- Examine video in mixed formats, encoding options and file formats.
- Determine functions of data naming conventions, networking, archiving and storage of media content.
- Identify Adobe Flash Media Encoder formats and distribution methods for serving video on a virtual server and Vimeo.
- Develop and design a dynamic website portfolio that includes a custom CSS, flowchart, wireframe and rich dynamic media elements for a web site design.
- Develop website pages, write content, encode video and distribute media content weekly on the internet.

Course projects:

- Website Portfolio and Presentation
- Encoding and Uploading Shows

Exams & Quizzes:

- Four Quizzes
- Four Practical Exams
- Midterm Exam
- Final Exam

Course Grading:

• Quiz #1 & Quiz #2 (25 pts. each)	50
• Quiz #3 & Quiz #4 (50 pts. each)	100
• Practical Exams (total of four)	100
• Midterm Exam	100
• Final Exam	150
• Show Production Reports (first four are Pass/Fail)	250
• <u>Website Portfolio and Presentation</u>	<u>250</u>
TOTAL:	1000 Points

GRADING: Grades will be assigned, based on the number of points earned, as follows:

<u>Grade</u>	<u>Percentage</u>
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 POLICY: Attendance is expected, so please arrive early to be on time. Up to two absences are accepted, each subsequent absence will result in a loss of points and reduction in final letter grade. Anyone who arrives after classroom activities have started (lecture or lab) will be considered “late”. Up to three “lates” are accepted, each subsequent “late” will be considered an absence and will also result in a loss of points and reduction in final letter grade. Absences or “lates” will only be considered “excused” if student provides documentation from the Office of Academic Affairs requesting that the student be excused for a University-Sponsored Function. Other documentation may also be accepted at the instructor’s discretion (work or job-related activities are 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 that you missed. Attendance will not be taken during the first class session (Week 1) nor during the last week of the course (Week 15), so your attendance for those class sessions will not affect your grade for the course.

YOUR RESPONSIBILITIES AS A STUDENT: Anything that is written on the board, shown on the projection screen, or said by your instructor during a lecture or lab session is “quizzable” and “testable”; anything that appears in the assigned textbook is also “quizzable” and “testable”. There are no Lecture Notes or Exam Guides available to students, so it is the student’s responsibility to take thorough notes. You are also encouraged to ask questions during lectures! It’s quite simple, really: missed lectures + poor note taking + not asking questions during lecture = low grades on exams and assignments. If you would like to know your current overall grade for the course, your instructor will make it available to you.

SUBMISSION OF WRITTEN WORK: Written work is to be submitted electronically to Instructor in Microsoft Word or PDF format. Printed copies of word-processed written work can also be submitted to your instructor but this is discouraged. Handwritten submissions of written work will not be accepted. Written work that does not meet assigned criteria (word count, page count, etc.) will not be accepted.

LATE WORK: Late work is highly discouraged. Late work submitted up to one week past the assigned due date may or may not be accepted for credit and would receive a 50% markdown if accepted. Any late work submitted one week past the due date will not be accepted for any credit under any circumstances. This policy applies to all assigned coursework, including coursework that is submitted electronically. This also applies to missed exams, quizzes, etc.

ACADEMIC HONESTY: Honesty is of utmost value in learning. Being who you are and allowing others to view, evaluate, and offer feedback about your true level of ability will benefit your personal, academic, social, and professional growth. Think for yourself. Take credit for your own ideas. If you do not complete your assignments yourself, you not only don't learn the techniques and technologies but you also lose self-confidence. If dishonesty is encountered you will receive zero points for that assignment. If it happens a second time you will fail the class.

CODE OF CONDUCT: Out of respect to your fellow classmates and FSU staff and faculty, please do not create or use material for your course assignments and projects that would violate the FSU Policy on Non-Discrimination (<http://www.ferris.edu/HTMLS/administration/Trustees/boardpolicy/Part7/7-3/7-301.htm>) or that would otherwise ridicule, bully, or demean FSU students, staff, or faculty.

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.

YOUR DATA IS YOUR RESPONSIBILITY!!! Your data for course projects and assignments should NEVER exist in just one location (such as a Ferris workstation, your personal workstation, a single personal external Hard Drive, etc.) Your project data should ALWAYS be backed up to a second location such as a secondary personal external hard drive, etc. (ideally, your data should exist in MORE THAN two locations at any given time). Data corruption or data failure on ANY workstation (a Ferris workstation, your personal workstation, a single personal external Hard Drive, etc.) will not be accepted as an excuse for failing to turn in course projects and assignments on time.

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.

SOME WORDS OF ADVICE: There are many ways to learn new skills - research and studying, "trial and error" experimentation, accepting thoughtful and constructive criticism, and learning from your mistakes. Embrace them all!

COURSE SCHEDULE (*subject to change*):

WEEK	DATE	LECTURE (Monday)	DATE	LAB (Wednesday)
Week 1	Jan. 12	Introductions, Discussion of syllabus	Jan. 14	Assignments, Production workflow and planning Review www.ferrisstate.tv
Week 2	Jan. 19	Martin Luther King Day	Jan. 21	Introducing Dreamweaver CS6 - <i>Learn by Video, Ch. 1</i> Encoding Basics/Vimeo Codecs and Compression
Week 3	Jan. 26	Web Basics - <i>Learn by Video, Ch. 2</i> Domains, IP Adresses, & DNS Demo - Editing Shows w/Adobe Premiere Demo - Encoding Shows w/Adobe Media Encoder	Jan. 28	Quiz #1 – Ch. 1 & 2 Demo - Editing Pages for www.ferrisstate.tv Demo - Upload Shows to Vimeo Demo - Production Reports for www.ferrisstate.tv
Week 4	Feb. 2	Dreamweaver Basics - <i>Learn by Video, Ch. 3</i> Planning your Final Portfolio Website Handout Practical Exam #1 Lab - Encoding Studio Shows	Feb. 4	Lab - Encoding Studio Shows
Week 5	Feb. 9	Getting a Quick Start with a Predefined Layout - <i>Learn by Video, Ch. 4</i> Lab - Encoding Studio Shows	Feb. 11	Review Encoding Basics Lab - Encoding Studio Shows
Week 6	Feb. 16	Quiz #2 – Ch. 3 & 4 + Encoding Practical Exam #1 Planning your Final Portfolio Website Handout Practical Exam #2 Lab - Encoding Studio Shows	Feb. 18	Working with Text - <i>Learn by Video, Ch. 5</i> Demo - Optimize Images with Photoshop Lab - Encoding Studio Shows

WEEK	DATE	LECTURE (Monday)	DATE	LAB (Wednesday)
Week 7	Feb. 23	Adding Style and Structure with CSS - <i>Learn by Video, Ch. 6</i> Lab - Encoding Studio Shows	Feb. 25	Adding Style and Structure with CSS - <i>Learn by Video, Ch. 6</i> Planning your Final Portfolio Website - Writing a Treatment Review Demo - Optimizing Images with Photoshop Lab - Encoding Studio Shows
Week 8	Mar. 2	Website Treatment due Wrap-up: Adding Style and Structure with CSS - <i>Learn by Video, Ch. 6</i> Review for Midterm Exam Lab - Encoding Studio Shows	Mar. 4	Midterm – Ch.1 thru 6, Encoding, Photoshop Practical Exam #2 Planning your Final Portfolio Website - creating a Flowchart Lab - Encoding Studio Shows
Week 9	Mar. 16	Diving Deeper into CSS - <i>Learn by Video, Ch. 7</i> Working with Images – <i>Learn by Video, Ch. 8</i> Review of Midterm Exam Treatment Consultations Lab - Encoding Studio Shows	Mar. 18	Website Flowchart Due by start of class Review of Final Portfolio Specifications Handout Practical Exam #3 Lab - Encoding Studio Shows
Week 10	Mar. 23	Using Text and Images as Links - <i>Learn by Video, Ch. 9</i> Adding Special Effects with CSS3 – <i>Learn by Video, Ch. 10</i> Lab - Final Portfolio Website Lab - Encoding Studio Shows	Mar. 25	Demo - Inserting Vimeo Content in Pages Demo - Inserting Audio-only Content in Pages Demo - Inserting Photo Galleries in Pages Lab - Final Portfolio Website Lab - Encoding Studio Shows
Week 11	Mar. 30	Quiz #3 – Ch. 7 thru 10 Using Tables for Structured Data - <i>Learn by Video, Ch. 12</i> Creating Online Forms - <i>Learn by Video, Ch. 13</i> Lab - Final Portfolio Website Lab - Encoding Studio Shows	Apr. 1	Practical Exam #3 Review of Final Portfolio Specifications Handout Practical Exam #4 Lab - Final Portfolio Website Lab - Encoding Studio Shows
Week 12	Apr. 6	Managing Site Assets - <i>Learn by Video, Ch. 14</i> Responsive Web Design with Media Queries - <i>Learn by Video, Ch. 15</i> Lab - Final Portfolio Website Lab - Encoding Studio Shows	Apr. 8	Rough Portfolio Viewing #1 Due Lab - Final Portfolio Website Lab - Encoding Studio Shows

WEEK	DATE	LECTURE (Monday)	DATE	LAB (Wednesday)
Week 13	Apr. 13	Useful Tools and Utilities - <i>Learn by Video, Ch. 16</i> Publishing Your Site - <i>Learn by Video, Ch. 17</i> Lab - Encoding Studio Shows	Apr. 15	Practical Exam #4 Review of Final Portfolio Specifications Lab - Encoding Studio Shows
Week 14	Apr. 20	Quiz #4 – Ch. 11 thru 17 Rough Portfolio Viewing #2 Due Lab - Final Portfolio Website Lab - Encoding Studio Shows	Apr. 22	Lab - Final Portfolio Website Lab - Encoding Studio Shows
Week 15	Apr. 27	Lab - Final Portfolio Website Lab - Encoding Studio Shows	Apr. 29	Final Portfolio Website Due (at the start of class) Final Portfolio Website Presentations and Critiques Lab - Encoding Studio Shows
Exam Week	May. 4	FINAL EXAM 4:00PM-5:40PM		

TDMP 343 - Documentary Production
Ferris State University - Fall Semester 2015
Lecture: Mondays in IRC 154 12:30PM-2:20PM
Lab: Wednesdays in IRC 154 12:30PM-2:20PM
Instructor: Joshua Pardon
BIS 309 (231) 591-2714 pardonj@ferris.edu
Office Hours: 9:00am to 11:00am Monday & Wednesday

Required Course Materials:

- [Video Production Handbook](#) by Jim Owens and Gerald Millerson
- Portable Hard Drive with at least 500GB of space (LaCie is suggested)
- 1 SD Card (16 GB minimum)
- 1 Pair Stereo Headphones or Earbuds w/ mini stereo connector
- 1 Pair leather-palmed work gloves or grip gloves
- A Vimeo account: www.vimeo.com

Web-based resources:

- <http://www.vimeo.com>

Attendance: Attendance is expected, so please arrive early to be on time. Up to two absences are accepted, each subsequent absence will result in a loss of points and reduction in final grade. Anyone who arrives after classroom activities have started (lecture or lab) will be considered “late”. Up to three “lates” are accepted, each subsequent “late” will be considered an absence and therefore may also result in a loss of points and reduction in final grade.

Open Lab: TBA in IRC 154. Lab hours will be posted.

Course Description: Documentary Production provides you with a broader knowledge of the fundamentals of television and cinematic video production. By challenging you to expand your creativity, the course will provide you with the tools needed to develop a visually stimulating, technically sound video production of the highest caliber.

Course Objectives:

- Identify the appropriate camera techniques needed to achieve an aesthetically pleasing composition
- Apply the correct use of lighting within a scene to create appropriate mood
- Assess the correct editing techniques needed for different multi-media genres and replicate those editing criteria in your own film
- Compile natural and artificial sounds and edit them into a film’s soundtrack
- Analyze different output methods for video and utilize those formats for output of individual projects

Course Projects:

- Creative Short Assignment
- Nat Sound Package Assignment
- Final Video Production (includes logline, treatment, scripts, storyboards, releases)

Exams & Quizzes:

- Two Quizzes
- Midterm Exam
- Final Exam

Course Grading:

• Final Video Production	500
• (includes Logline, Treatment, Script, Storyboards, • Camera Script, Production Report, Releases)	
• Practical Exam	40
• Creative Short Assignment	60
• Nat Sound Package Assignment	100
• Quiz #1 & Quiz #2 (25 pts. each)	50
• Midterm Exam	100
• <u>Final Exam</u>	<u>150</u>
TOTAL:	1000

GRADING: Grades will be assigned, based on the number of points earned, as follows:

<u>Grade</u>	<u>Percentage</u>
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 POLICY: Attendance is expected, so please arrive early to be on time. Up to two absences are accepted, each subsequent absence will result in a loss of points and reduction in final letter grade. Anyone who arrives after classroom activities have started (lecture or lab) will be considered “late”. Up to three “lates” are accepted, each subsequent “late” will be considered an absence and will also result in a loss of points and reduction in final letter grade. **Absences or “lates” will only be considered “excused” if student provides documentation from the Office of Academic Affairs requesting that the student be excused for a University-Sponsored Function. Other documentation may also be accepted at the instructor’s discretion (work or job-related activities are 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 that you missed. Attendance will not be taken during the first class session (Week 1) nor during the last week of the course (Week 15), so your attendance for those class sessions will not affect your grade for the course. The effect (if any) of poor attendance on your final letter grade will be calculated twice per semester: once at Midterm and once again at the end of the semester. If you have any questions about how your attendance is being documented, or any questions about this attendance policy in general, feel free to contact your Instructor at any time.

TDMP 343 LAB ATTENDANCE: It is expected that you will attend all Lab sessions even if you are using your own equipment (camera, computer editing system) for your Assignments and Projects.

YOUR RESPONSIBILITIES AS A STUDENT: Anything that is written on the board, shown on the projection screen, or said by your instructor during a lecture or lab session is “quizzable” and “testable”; anything that appears in the assigned textbook is also “quizzable” and “testable”. There are no Lecture Notes or Exam Guides available to students, so it is the student’s responsibility to take thorough notes. You are also encouraged to ask questions during lectures! It’s quite simple, really: missed lectures + poor note taking + not asking questions during lecture = low grades on exams and assignments. If you would like to know your current overall grade for the course, your instructor will make it available to you.

SUBMISSION OF WRITTEN WORK: Written work is to be submitted electronically to Instructor in **Microsoft Word or PDF format**. You may submit the Word or PDF file to BlackBoard when appropriate, or just email it to your Instructor. Printed copies of word-processed written work can also be given to your instructor but this is discouraged. Handwritten submissions of written work will not be accepted for credit. Written work that does not meet assigned criteria (word count, page count, etc.) will not be accepted for credit.

LATE WORK: Late work is highly discouraged. Late work submitted up to one week past the assigned due date may or may not be accepted for credit and would receive a 50% markdown if accepted. Any late work submitted one week past the due date will not be accepted for any credit under any circumstances. This policy applies to all assigned coursework, including coursework that is submitted electronically. This also applies to missed exams, quizzes, etc.

ACADEMIC HONESTY: Honesty is of utmost value in learning. Being who you are and allowing others to view, evaluate, and offer feedback about your true level of ability will benefit your personal, academic, social, and professional growth. Think for yourself. Take credit for your own ideas. If you do not complete your assignments yourself, you not only don’t learn the techniques and technologies but you also lose self-confidence. If dishonesty is encountered you will receive zero points for that assignment. If it happens a second time you will fail the class.

CODE OF CONDUCT: Out of respect to your fellow classmates and FSU staff and faculty, please do not create or use material for your course assignments and projects that would violate the FSU Policy on Non-Discrimination (<http://www.ferris.edu/HTMLS/administration/Trustees/boardpolicy/Part7/7-3/7-301.htm>) or that would otherwise ridicule, bully, or demean FSU students, staff, or faculty.

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.

ADVANCED FEEDBACK FOR YOUR PROJECTS: Submitting a project early for advanced feedback from your Instructor can give you some insight into how you could improve your project’s quality before turning it in for grading. If you wish to get advanced feedback from your instructor so that you can have time to “tweak” your project prior to turning it in, please submit your work at least 1 week prior to the project due date.

YOUR DATA IS YOUR RESPONSIBILITY!!! Your data for course projects and assignments should NEVER exist in just one location (such as a Ferris workstation, your personal workstation, a single personal external Hard Drive, etc.) Your project data should ALWAYS be backed up to a second location such as a secondary personal external hard drive, etc. (ideally, your data should exist in MORE THAN two locations at any given time). Data corruption or data failure on ANY workstation (a Ferris workstation, your personal workstation, a single personal external Hard Drive, etc.) will not be accepted as an excuse for failing to turn in course projects and assignments on time.

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.

SOME WORDS OF ADVICE: There are many ways to learn new skills - research and studying, "trial and error" experimentation, accepting thoughtful and constructive criticism, and learning from your mistakes. Embrace them all!

COURSE SCHEDULE (subject to change):

WEEK	DATE	LECTURE (Monday)	DATE	LAB (Wednesday)
Week 1	Aug. 31	Introductions and Syllabus	Sept. 2	Production Roles Production Crew, Organizing the Production – <i>Video Production Handbook, Ch. 2 & 3</i> Handout & Discuss Final Project Film Releases
Week 2	Sept. 7	Labor Day	Sept. 9	Writing for Video – <i>Video Production Handbook, Ch. 5</i> Handout Creative Short Assignment
Week 3	Sept. 14	The Camera – <i>Video Production Handbook, Ch. 6</i>	Sept. 16	Wrap-up: The Camera Lab – Starting your script Final Project Logline Due (by end of class)
Week 4	Sept. 21	Quiz #1 Using the Camera – <i>Video Production Handbook, Ch. 7</i> Handout Practical Exam	Sept. 23	Wrap Up: Using the Camera Review: Treatment Requirements Lab - Camera
Week 5	Sept. 28	Editing – <i>Video Production Handbook, Ch. 15</i>	Sept. 30	Final Project Treatment Due (by the start of class) Editing – <i>Video Production Handbook, Ch. 15</i>
Week 6	Oct. 5	Wrap-Up: Editing Review: Script Requirements Review: Film Releases Practical Exam	Oct. 7	Handout Nat Pkg Assignment Lab - work on Creative Short Assignment

WEEK	DATE	LECTURE (Monday)	DATE	LAB (Wednesday)
Week 7	Oct. 12	Audio for Video – <i>Video Production Handbook, Ch. 10</i> Creative Short Assignment Due (by the start of class)	Oct. 14	Final Project Scripts Due (by the start of class) Creative Short Assignment Presentations and Critiques Wrap-up: Audio for Video
Week 8	Oct. 19	Lab - Audio for Video Review for Midterm Exam BRING HEADPHONES TODAY	Oct. 21	Midterm Exam Review: Storyboard Requirements Lab - Storyboards & Script Consultations
Week 9	Oct. 26	Review of Midterm Exam Lighting Looks Lighting for Video – <i>Video Production Handbook, Ch. 11</i>	Oct. 28	Final Project Storyboards Due (by the start of class) Wrap-up: Lighting for Video
Week 10	Nov. 2	Lab - Lighting BRING LEATHER-PALMED WORK GLOVES OR GRIP GLOVES TODAY	Nov. 4	Review: Camera Script Requirements Film Viewing and Discussion Lab - Nat Sound Package Nat Sound Package Due (by end of class)
Week 11	Nov. 9	The Art of the Film Title - Discussion and Viewing	Nov. 11	Nat Sound Package Presentations & Critiques Camera Script Due (by start of class) Review: Lighting for Video Final Project Production Check-in and Discussion
Week 12	Nov. 16	Quiz #2 Lab – Final Project Rough Cut	Nov. 18	Lab – Final Project Rough Cut Final Project Rough Cut Viewing for Instructor (by end of class)

WEEK	DATE	LECTURE (Monday)	DATE	LAB (Wednesday)
Week 13	Nov. 23	Film Theory and Criticism Lab – Final Project	Nov. 25	Thanksgiving Break
Week 14	Nov. 30	Distribution Channels – <i>Video Production Handbook, Ch. 16</i> Future Careers in Video Production Lab – Final Project	Dec. 2	Lab – Final Project Final Project Due (by end of class)
Week 15	Dec. 7	Final Project Presentations & Critiques	Dec. 9	Final Releases Due (by start of class) Production Reports Due (by start of class) Review for Final Exam
Exam Week	Dec. 14	FINAL EXAM 12:00PM-1:40PM		

TVPR 355 (211) – Advanced Compositing – SPRING, 2015

COURSE SYLLABUS

INSTRUCTOR: Nick Kuiper

T (lecture) 5-6:50

TH (lab) 5-6:50

IRC 156

CONTACT

Ext. 2716

Cell: 231-519-0573

Email: nicholaskuiper@ferris.edu

Office Hours: 11-1:00pm M/W

Office: Bishop 314

COURSE DESCRIPTION:

Advanced Compositing will expand on the skills gained from TVPR 210 (Compositing Video) by challenging students with more advanced motion graphics techniques. By using more advanced compositing methods within Adobe After Effects, students will create projects geared towards preparing them for professional motion graphics work environments.

PREREQUISITE COURSES:

TVPR 210: Compositing Video

AFTER THIS COURSE, YOU WILL BE ABLE TO:

1. Use expressions to improve parenting of objects and enhance animations
2. Describe the multiple ways to create mattes and chrominance keys within After Effects
3. Demonstrate the best chrominance key technique for specific compositions
4. Create photo-realistic set extensions that blend computer graphics with reality
5. Work collaboratively with professional clients to develop motion graphics for use in a real-world work environment
6. Understand the history of advanced compositing technique
7. Describe recent advancements in motion graphics
8. Develop additional material for use in a professional portfolio

REQUIRED MATERIALS:

1x 7200 RPM hard drive with at least 500GB of space (LaCie)

COURSE GRADING:

Rotobrush Project	25 points
Kinetic Text/Expressions Project	50 points
Set Extension	50 points
Chroma Key (Chase)	100 points
Final Project	200 points
Paper	50 points
Quizzes/Exercises	100 points
Practical Exam	100 points
Attendance and Participation	100 points
Ferris Media Festival Paper	<u>25 points</u>
TOTAL	800 points

TENTATIVE COURSE SCHEDULE:

Week	Date	Assignment
1	1/13	Getting to know you / Discussion of the class
	1/15	Refresher – The Workspace/ Pre-composing/Parenting - FINAL PROJECT ASSIGNED Outputting files...the importance of the render queue
2	1/20	Black, Blue and Green – A history of Background removal (Chroma Keying)/ Film Paper ASSIGNED
	1/22	LAB – Discussion/Working with Keys – GROUP PROJECT 1 (CHASE) ASSIGNED
3	1/27	Film Examples (HITCHCOCK/Rear Projection)
	1/29	GREEN SCREEN work (Meeting location TBD)- CHASE STORYBOARDS DUE
4	2/3	Film Examples (Film)
	2/5	LAB – EXTENDING OUR SETS/PROJECT 2 SET EXTENSION ASSIGNED
5	2/10	Rotoscoping/ FINAL PROJECT TREATMENT DUE
	2/12	LAB – Working on Green-Screen Composites
6	2/17	The Particulars of Particles/(lower thirds)/ Film Paper DUE
	2/19	GROUP PROJECT 1 (CHASE) DUE
7	2/24	LAB: Working with particles
	2/26	LAB: Motion Tracking in 3D space
8	3/3	FINAL PROJECT STORYBOARDS DUE/Present your final project idea
	3/5	Rotoscope Exercise DUE
SPRING BREAK		
9	3/17	Compositing for the Client/Professional Discussion/ MOCHA Exercise DUE
	3/19	SET EXTENSIONS DUE
10	3/24	Expressing through Expressions – EXPRESSIONS PROJECT ASSIGNED
	3/26	LAB – Working with Expressions
11	3/31	Special Topics
	4/2	LAB – Open Lab
12	4/7	QUIZ 2/Expression Storyboards DUE
	4/9	FINAL PROJECT PRE-VIZ DUE/ REVIEW
13	4/14	Open Lab *Mandatory with review (you must have completed work)
	4/16	NO CLASS – Mid Semester Break
14	4/21	Real-world Compositing/Guest speaker
	4/23	EXPRESSIONS PROJECT DUE/REVIEWING OUR WORK
15	4/28	LAB: Finishing projects
	4/30	FINAL PROJECT DUE
16	5/7	Practical Exam, Thursday, May 7 – 4PM-5:40 PM

GRADE DISTRIBUTION:

A	94 – 100%	B	83 – 86%	C	73 – 76%	D	63 – 66%
A-	90 – 94%	B-	80 – 82%	C-	70 – 72%	D-	60 – 62%
B+	87 – 89%	C+	77 – 79%	D+	67 – 69%	F	59% and below

RULES AND REGULATIONS

NAS REQUIREMENT

You will be required to back up data, turn in assignments and access files from the NAS (Network Attached Storage). You should only access the files required during class, any access to other classmates files are prohibited. Do not delete ANY content from other classmates.

Username: tvpr355

Password: tvpr355

DATA MANAGEMENT

You will be required to save a folder to the computer desktop. All work must be saved in a folder in the **SAVE_HERE** folder with the following naming conventions:

LASTNAME_FIRSTNAME_TVPR_355. DO NOT delete any files that do not belong to you. If you delete other classmates' files on purpose, you will immediately fail the course.

MEDIA FESTIVAL REQUIREMENT

You will be required to attend the Ferris Media Festival on April 11 and write a 2 page, double-spaced paper about your experience.

BLACKBOARD USE:

Students must check Blackboard regularly and post all assignments via Blackboard as outlined in the assignment guidelines.

EQUIPMENT REQUIREMENTS

You are required to use a camera of the same standard as the cameras required for the class, offered through media supply. You are able to use your own cameras but they must have the same functions as the cameras in media supply. **I WILL NOT BE RESPONSIBLE OR PROVIDE ASSISTANCE WITH FOOTAGE THAT DOES NOT LOAD DUE TO THE USE OF AN UNAPPROVED CAMERA.**

ATTENDANCE POLICY:

The student should treat this class as a job because your knowledge and input are integral to class lectures, group activities, and an overall cohesive class environment. Attendance is required for the student to grasp the fundamentals of digital imaging. In fact, research has shown that the single most important factor in student success is attendance. However, there may be times when the student is sick or unable to attend class. In order to support your ability to succeed I have factored attendance

into your final grade. You will receive 100 points for attendance. You will also receive 1 unexcused absence without penalty, after which you will lose 25 points from attendance for each day you miss. Two tardies = 1 absence. 5 unexcused absences will result in an F for the class.

DEADLINE POLICY:

Students are expected to turn in assignments on time. If assignments are late, you will lose ½ points after the first day. You will lose 10 points for every following day the assignment is late.

Example: **Assignment 1 is 100 total points**

1 day late = 50 points

2 days late = 40 points

3 days late = 30 points, etc.

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 or text during class. Using the computers to search unapproved websites or inappropriate internet content could result in academic misconduct in accordance to the FSU Student Handbook..

<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/sectionIII/academicmisconduct.html>.

After attendance is taken it is inappropriate to text message check e-mail and personal social media websites during lectures. Using the internet for anything except appropriate assignments during class could also result in a loss of class participation points. **Example: A student checking email, Facebook, text messaging could result in a loss of class participation points.**

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.

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.

<http://www.ferris.edu/htmls/academics/advising/Section3/homepage.htm>

INTELLECTUAL PROPERTY STATEMENT:

Lectures and presentations given for this class by the instructor and any guest lecturers are the property of said individuals and Ferris State University. Lectures **MAY NOT** be recorded in any

form without the prior approval of the instructor and guest lecturer. Recordings of any kind, including class notes **MAY NOT** be used for commercial gains.

SPECIAL LEARNING NEEDS STATEMENT:

It is your responsibility to notify me concerning any special learning needs or physical disability. If you have documentation of a disability, please provide a copy. If you have any questions, contact: **Disability Services: 231-591-3057.**

CHANGES AND ADDITIONS TO THIS SYLLABUS AND SCHEDULE MAY BE NECESSARY. IF THERE ARE CHANGES MADE, THE CLASS AND THE PROFESSOR WILL DEVISE AN ALTERNATE SYLLABUS.

TDMP 359 – Television Operations
Ferris State University - Fall Semester 2015
Lecture: Tuesdays in BIS 327 9:00AM-10:50AM
Lab: Thursdays in IRC 153 9:00AM-10:50AM
Instructor: Joshua Pardon
BIS 309 (231) 591-2714 pardonj@ferris.edu
Office Hours: 9:00am to 11:00am Monday & Wednesday

Required Course Materials:

- Television Technical Theory by Dana M. Lee

Web-based resources:

- Broadcast Pix Granite 5000 Manual available as a free download at http://www.broadcastpix.com/Manuals/BPix_Granite_5000_Manual_V3.1_Reduced.pdf

Attendance: Attendance is expected, so please arrive early to be on time. Up to two absences are accepted, each subsequent absence will result in a loss of points and reduction in final grade. Anyone who arrives after classroom activities have started (lecture or lab) will be considered “late”. Up to three “lates” are accepted, each subsequent “late” will be considered an absence and therefore may also result in a loss of points and reduction in final grade.

Open Lab: TBA in IRC 153. Lab hours will be posted.

Course 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.

Course Objectives:

- 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.
- Identify, select, and use proper cables and connectors for composite, component, and IEEE 1394 (FireWire) for video, sync, and audio.
- Demonstrate the correct operation of television test equipment including the waveform monitor, the vectorscope, and other testing equipment.
- Set-up studio television cameras including white balance, back focus, shading, white level, burst phase, and horizontal phase.
- Set-up television monitors including proper brightness and contrast.
- Understand signal routing and recording for content deliverables.
- Understand multi-camera studio systems including switcher, mixer, routing, and replay.
- Perform basic operator level maintenance.
- Demonstrate your understanding by way of quizzes, written tests, practical exams and other assignments.

Course Projects:

- Five Chapter Reflection papers (required minimum word count of 250 each)
- Production Assignment

Exams & Quizzes:

- Four Quizzes
- Four Practical Exams
- Midterm Exam
- Final Exam

Course Grading:

• Chapter Reflections – <i>assigned on BlackBoard</i> (total of five @ 20 pts. each)	100
• Quizzes (total of four)	100
• Production Assignment (assigned later in the semester)	80
• Midterm Exam	100
• Final Exam	150
• <u>Practical Exams (total of four)</u>	<u>170</u>
TOTAL:	700 Points

Note: Failure to pass the collective Practical Examinations and Production Assignment with at least a 70% score will be scored as a failure for the course.

GRADING: Grades will be assigned, based on the number of points earned, as follows:

<u>Grade</u>	<u>Percentage</u>
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.

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REFLECTION PAPERS: There are Reflection questions assigned on BlackBoard. For each assigned Reflection Paper answer **one** question only, write 250 words minimum, use correct grammar and punctuation, and write free of typographical errors. Please indicate the question that you are answering at the top of your Reflection Paper. Your name and today's date should also be on the paper, even if you are emailing it to your instructor. Please note that each Reflection Paper is worth 20 points each – **this means that each assigned Reflection Paper is worth approximately 3% of the total points for the course, or roughly 1/3 of a letter grade for your final grade in the course.**

SUBMISSION OF WRITTEN WORK: Written work is to be submitted electronically to Instructor in **Microsoft Word or PDF format**. You may submit the Word or PDF file to BlackBoard when appropriate, or just email it to your Instructor. Printed copies of word-processed written work can also be given to your instructor but this is discouraged. Handwritten submissions of written work will not be accepted for credit. Written work that does not meet assigned criteria (word count, page count, etc.) will not be accepted for credit.

LATE WORK: Late work is highly discouraged. Late work submitted up to one week past the assigned due date may or may not be accepted for credit and would receive a 50% markdown if accepted. Any late work submitted one week past the due date will not be accepted for any credit under any circumstances. This policy applies to all assigned coursework, including coursework that is submitted electronically. This also applies to missed exams, quizzes, etc.

ACADEMIC HONESTY: Honesty is of utmost value in learning. Being who you are and allowing others to view, evaluate, and offer feedback about your true level of ability will benefit your personal, academic, social, and professional growth. Think for yourself. Take credit for your own ideas. If you do not complete your assignments yourself, you not only don't learn the techniques and technologies but you also lose self-confidence. If dishonesty is encountered you will receive zero points for that assignment. If it happens a second time you will fail the class.

CODE OF CONDUCT: Out of respect to your fellow classmates and FSU staff and faculty, please do not create or use material for your course assignments and projects that would violate the FSU Policy on Non-Discrimination (<http://www.ferris.edu/HTMLS/administration/Trustees/boardpolicy/Part7/7-3/7-301.htm>) or that would otherwise ridicule, bully, or demean FSU students, staff, or faculty.

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.

YOUR DATA IS YOUR RESPONSIBILITY!!! Your data for course projects and assignments should NEVER exist in just one location (such as a Ferris workstation, your personal workstation, a single personal external Hard Drive, etc.) Your project data should ALWAYS be backed up to a second location such as a secondary personal external hard drive, etc. (ideally, your data should exist in MORE THAN two locations at any given time). Data corruption or data failure on ANY workstation (a Ferris workstation, your personal workstation, a single personal external Hard Drive, etc.) will not be accepted as an excuse for failing to turn in course projects and assignments on time.

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.

SOME WORDS OF ADVICE: There are many ways to learn new skills - research and studying, "trial and error" experimentation, accepting thoughtful and constructive criticism, and learning from your mistakes. Embrace them all!

COURSE SCHEDULE (subject to change):

*BIS 327

**IRC

WEEK	DATE	LECTURE (Tuesday)	DATE	LAB (Thursday)
Week 1	Sept. 1*	Introductions, Discussion of syllabus	Sept. 3**	Introduction to the Studio and Colortran Status 24/48 Lighting Board
Week 2	Sept. 8*	What's in a Television Station Television: A Brief Technical Overview Electricity 101 <i>Television Technical Theory, Ch. 1 thru 3</i>	Sept. 10**	Colortran Status 24/48 Lighting Board
Week 3	Sept. 15*	How It All Connects Together <i>Television Technical Theory, Ch.4</i> Quiz #1 – Ch. 1 thru 3 Reflections #1 due: min. 250 words	Sept. 17**	Colortran Practical Exam (20 points)
Week 4	Sept. 22*	Foundations of Digital Video <i>Television Technical Theory, Ch.5</i>	Sept. 24**	Shader & Scopes
Week 5	Sept. 29*	Digital Video <i>Television Technical Theory, Ch.6</i>	Oct. 1**	Shader & Scopes
Week 6	Oct. 6*	Measuring Video Monitors and Television Sets <i>Television Technical Theory, Ch. 7 & 8</i> Quiz #2 – Ch. 4 thru 6 Reflections #2 due: min. 250 words	Oct. 8**	Shader & Scopes Practical Exam

WEEK	DATE	LECTURE (Tuesday)	DATE	LAB (Thursday)
Week 7	Oct. 13*	Special Effects <i>Television Technical Theory, Ch. 11</i> Intro to Broadcast Pix Granite 5000 Pt. 1 Review for Midterm Exam	Oct. 15**	Broadcast Pix Granite 5000 Switcher
Week 8	Oct. 20*	Midterm Exam - Ch. 1-8, 11, & Broadcast Pix Pt. 1 Reflections #3 due: min. 250 words Cameras <i>Television Technical Theory, Ch.9</i>	Oct. 22**	Broadcast Pix Granite 5000 Switcher
Week 9	Oct. 27*	Review of Midterm Exam Wrap-up: Camera Lighting <i>Television Technical Theory, Ch. 10</i>	Oct. 29**	Broadcast Pix Granite 5000 Switcher Practical Exam #1
Week 10	Nov. 3**	MEET IN IRC TODAY Wrap-up: Lighting Intro to Broadcast Pix Granite 5000 Pt. 2 Field Study: Remote Production Truck Reflections #4 due: min. 250 words	Nov. 5**	Broadcast Pix Granite 5000 Switcher
Week 11	Nov. 10**	MEET IN IRC TODAY Video Recording and Reproducing <i>Television Technical Theory, Ch. 12</i> Broadcast Production Practices and Graphics Handout Prod. Assignment Quiz #3 – Ch. 9 & 10	Nov. 12**	Broadcast Pix Granite 5000 Switcher
Week 12	Nov. 17*	Transmission Camera Trends <i>Television Technical Theory, Ch. 15</i>	Nov. 19**	Broadcast Pix Granite 5000 Switcher Practical Exam #2

WEEK	DATE	LECTURE (Tuesday)	DATE	LAB (Thursday)
Week 13	Nov. 24*	Asset Management Future of Technology Quiz #4 – Ch. 12, 15, Camera Trends, Broadcast Production Practices and Graphics Reflections #5 due: min. 250 words	Nov. 26	Thanksgiving Break
Week 14	Dec. 1**	MEET IN IRC TODAY Production Assignment: Broadcast Graphics Production Assignment workshop	Dec. 3**	Production Assignment workshop
Week 15	Dec. 8**	MEET IN IRC TODAY Review for Final Exam Production Assignment workshop	Dec. 10**	Production Assignment due
Exam Week	Dec. 15*	FINAL EXAM 8:00AM-9:40PM		
*BIS 327	**IRC			

TDMP 376 (3 Credits) –Digital Cinematography – Summer, 2016

COURSE SYLLABUS

PROFESSOR: Nick Kuiper

M/W (lecture) 2-5:20

T/TH (lab) 2-5:20

IRC 156/154

CONTACT

Ext. 2716

Cell: 231-519-0573

Email: nicholaskuiper@ferris.edu

Office Hours: By Appointment

Bishop: 314

COURSE DESCRIPTION:

In assigned roles, students will produce a short digital film production for a theatrical audience. Production planning, casting, rehearsing, blocking, continuity, shooting for the edit and the post production activities involved with editing, including sound editing, music and effects, will be covered. All crew positions will be chosen and/or assigned within the class. Talent may be cast from outside of the class.

LEARNING OUTCOMES:

Upon successful completion of this course you should be able to:

1. Plan, produce, light, direct, shoot, edit and evaluate a theatrical production.
2. Demonstrate proper handling of a portable digital video camcorder, lighting and audio gear, and assorted support material.
3. Identify proper composition and utilize composition in telling a story.
4. Identify and utilize proper sequencing of shots in editing sessions.
5. Manipulate lighting and camera controls to produce aesthetics and create mood with visuals.
6. Determine microphone selection and capture quality audio in the field.
7. Work as a team towards the production of a “film” that is interesting and engaging to the audience.
8. Fulfill your crew position while also supporting the overall process.

GRADE DISTRIBUTION:

A 94 – 100%	B 83 – 86%	C 73 – 76%	D 63 – 66%
A- 90 – 93%	B- 80 – 82%	C- 70 – 72%	D- 60 – 62%
B+ 87 – 89%	C+ 77 – 79%	D+ 67 – 69%	F 59% and below

Deadlines:

As part of each crew position there will be deadlines that must be met. Your success in doing so is essential to the progress of the production. The quality of effort that each individual makes will affect the overall effectiveness of the story. Effort will be assessed by both the professor and your peers.

Peer Evaluations:

You will evaluate the project at the completion of each phase of production. Your evaluation will be of the project as a whole as well as of each of the other members of the team. You will submit your evaluation as a paper that includes detailed assessment and reflection on the process.

Grading:

This class will focus on a team project and a single goal. It is critical that all students engage in telling the story that is selected. Class participation is essential. It is your responsibility to come to class prepared whether the work is occurring in the classroom or in the field. You must bring appropriate materials and equipment to class when needed to complete projects. Be prepared and make contributions to class discussions and project work.

Attendance:

Class attendance is highly valued in this course and will be graded using the scale below. Attendance and participation during field productions will also be evaluated.

100% attendance	=	100 points
1 absence	=	90 points
2 absences	=	80 points
3 absences	=	70 points
4 absences	=	0 points

Point Breakdown:

Pre-Production Crew Assignment	100 points
Production Crew Assignment	100 points
Post-Production Crew Assignment	100 points
Evaluation Paper	150 points (50 points each)
Attendance	<u>100 points</u>

550 points

TVPR 390 Digital Cinematography COURSE SCHEDULE

Preproduction

- June 15 Overview of production, the process, script review and script editing
- June 16 Production design, producing, directing actors, casting, more work on script
- June 20 Production schedule, casting, finding locations, props, script work
- June 21 Story boards, planning and budgeting, equipment considerations, crews
- June 22 Review camera, lighting and sound equipment, practice shooting, consider music
- June 23 Final casting, rehearsal, blocking, plan lighting and sound, practice
- June 27 Finalize preproduction activities listed above to be ready for the shoot
- June 28 Finalize locations, review shots, rehearse

Production

- July 29 Shoot scenes, directing, camera, lighting and sound, possible script rewriting
- July 30 Shoot scenes, directing, camera, lighting and sound, special effects
- July 4 No Class
- July 5 Shoot scenes and record sound effects
- July 6 Reshoot scenes and complete principal digital cinematography

Postproduction

- July 7 Edit picture and dialogue tracks, record music as needed
- July 11 Edit picture and dialogue tracks, color time video, consider visual effects, consider distribution
- July 12 Edit picture and dialogue tracks and lock to begin editing music and sound effects
- July 13 Final Screenings - Post Production Peer Evaluation Due

ACADEMIC DISHONESTY POLICY:

Work turned in for this course must be your own. **Cheating will not be tolerated.** Copying other people's work without providing appropriate citation is dishonest and **will result in failure of the class.** This includes using tutorials or project files from other websites.

Academic dishonesty could also result in disciplinary action up to and including probation or dismissal from the University.

BEHAVIORAL EXPECTATIONS:

You are expected to be respectful to both the instructor and your fellow students and participate in class discussion. Please don't use your cell phone or mobile device in class.

INTELLECTUAL PROPERTY STATEMENT:

Lectures and presentations given for this class by the instructor and any guest lecturers are the property of said individuals and Ferris State University. Lectures **MAY NOT** be recorded in any form without the prior approval of the instructor and guest lecturer. Recordings of any kind, including class notes **MAY NOT** be used for commercial gains.

SPECIAL LEARNING NEEDS STATEMENT:

It is your responsibility to notify me concerning any special learning needs or physical disability. If you have documentation of a disability, please provide a copy. If you have any questions, contact: **Disability Services: 231-591-3057.**

BLACKBOARD USE:

Students will check Blackboard regularly and post all assignments via Blackboard as outlined in the assignment guidelines.

CREW POSITIONS ASSIGNED

Pre-Production:

- 1) Producer/Director : _____
- 2) Screen Writer: _____
- 3) Storyboards: _____
- 4) Location Scout / Budgets: _____
- 5) Sound Supervisor: _____
- 6) Visual Designer: _____
- 7) Cinematographer: _____

Production:

- 1) Producer: _____
- 2) Director – Talent _____
- 3) Director – Imagery & Audio _____
- 4) Script Supervisor: _____
- 5) Cinematographer: _____
- 6) Lighting Director: _____
- 7) Audio Engineer: _____

Post Production:

- 1) Producer: _____
- 2) Director: _____
- 3) Promotion Manager: _____
- 4) Distribution Manager: _____
- 5) Budget Supervisor: _____
- 6) Audio Editor: _____
- 7) Video Editor: _____
- 8) Graphics: _____

CHANGES AND ADDITIONS TO THIS SYLLABUS AND SCHEDULE MAY BE NECESSARY. IF THERE ARE CHANGES MADE, THE CLASS AND THE PROFESSOR WILL DEVISE AN ALTERNATE SYLLABUS.

TDMP 385 – TV Studio Production
Fall 2015 – Lecture: Tuesdays, 1:00 - 2:50pm; Lab: Thursdays 1:00-4:50pm
IRC 154 **IRC 153C**

Instructor: Glen Okonoski

Phone: 231.591.2709 (Office – Bishop Hall 303B)
616.889.0783 (Cell, until 10:00 p.m.)

Email: okon2@ferris.edu

Office Hours: Tuesday: 3:00pm - 5:00pm
Thursday: 9:00am - 11:00am

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 lavalier microphone placement and managing multiple sources on an audio board.
3. Create graphics, titles and name keys using the character generator.
4. Demonstrate aesthetically pleasing lighting of subjects and sets using various lighting instruments, a lighting grid, and various grip equipment.
5. Operate a video switcher including proper source selection and use of effects (wipe, dissolve, cut, etc.)
6. Produce a basic video production including planning meetings with host/guests, and development of various support material to ensure an engaging final product.
7. Direct a multi-camera production creating a visually appealing show for your audience.
8. Identify and discuss the characteristics of various studio productions.
9. Operate under deadlines and pressure in a collaborative manner with fellow crew members.
10. Demonstrate proficiency by attending all labs and by recalling information and solving problems on exams.

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:

DVD's (**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	= 90 points
2 absences	= 85 points
3 absences	= 80 points
4 absences	= 75 points
5 absences	= 70 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 30 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	50 points
Producer's Journal	50 points
Weekly discussion question (15 points/week)	150 points
Mid-term Exam	100 points
Final Exam	100 points
<u>Attendance</u>	<u>100 points</u>
	930 points

TDMP 385 Studio Production Course Schedule:

WEEK OF	TUESDAY	THURSDAY
8/31	Intro to Course Chapter 1	Studio / Equipment Tour Chapter 16 / Show Choice
9/07	Chapter 10 Show Assignments	Chapter 11.1 Getting to Know You Shows
9/14	Chapter 2.1 Discussion Question Due	Studio Equipment Overview Getting to Know You Shows
9/21	Chapter 17.1 Discussion Question Due	Show 1 Gaming Central Show 2 Ferris Out Loud
9/28	Chapters 5, 6 Discussion Question Due	Show 3 It's Academic Show 4 Ferris Out Loud
10/05	Chapters 7 Discussion Question Due	Show 5 Making the Grade Show 6 Ferris Out Loud
10/12	Chapter 13 Discussion Question Due	Show 7 Expect Diversity Show 8 Ferris Out Loud
10/19	Lighting Paper assigned MID TERM EXAM	Show 9 FSU Student Life Show 10 Ferris Out Loud
10/26	Chapters 8.1, 9.1 Discussion Question Due	Show 11 Gaming Central Show 12 Ferris Out Loud
11/02	Chapters 14 Discussion Question Due	Show 13 Expect Diversity Show 14 Ferris Out Loud
11/09	VOTE! Chapter 15, 2.2 Discussion Question Due	Show 15 Making the Grade Show 16 Ferris Out Loud
11/16	Chapter 4, 12.1 Discussion Question Due	Show 17 FSU Student Life Show 18 Ferris Out Loud
11/23	Chapter 18 Discussion Question Due	Show 19 Expect Diversity Show 20 Ferris Out Loud
11/30	Field Trip	THANKSGIVING BREAK
12/07	Review for Final Exam	Show 21 It's Academic Show 22 Ferris Out Loud
12/17	12:00 – 1:40 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, etc. must be either turned off or in vibrate mode. It is not appropriate to answer a call during class.

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:

<u>Grade</u>	<u>Percentage</u>
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.

TDMP 464/SEMINAR
IRC 156 Tuesday 3:00pm
Fall Semester 2015 (2 Credits)
Syllabus and Assignment Schedule

Associate Professor Connie L. Morcom
Office (room number/building): BIS 312
Office Phone: 231-591-2772
Office Hours: Wednesday 10 am - Noon or by appointment
E-Mail: morcomc@ferris.edu

COURSE DESCRIPTION:

Career preparation for broadcast and non-broadcast opportunities with media agencies, boutiques, and design companies for internship placement and careers will be discussed weekly. Internship preparation including development of a professional resume, cover letter and demo-reel will be developed. This course is required for preparation for internship placement in TDMP 493.

This course gives students instruction in preparing an effective resume, cover letters and a career portfolio with a demo-reel. Bulldog Career Link and career portfolio preparation and with Word Press Portfolio, Vimeo/YouTube, and the importance of professional networking through LinkedIn. Course assignments, communication and grade book will be on Blackboard and additional career resources provided on Bulldog Career Link.

Resources needed for career preparation and internship placement

- **Internship Agreement (FERPA/Internship Agreement)**
- **Professional portfolio and demo-reel**
- **Career Services Presentation and Social Media Profile Review**
- **TDMP Internship Company/Partners**
- **The importance of Faculty contacts/recommendations**
- **Internet career resources including a LinkedIn account.**
- **Professional associations (MCA-I.org, WMFVA.org, NAB.org, BEA.org)**
- **Classified ads: Newspapers, Professional Journals, Trade magazines**
- **Labor Unions such as IASTE and IBE and others**

As a result of taking this internship preparation course the student will be able to:

1. Identify and demonstrate how to find an appropriate industry approved internship.
2. Write targeted cover letters (letter of interest) to prospective internship companies and organization student researched for inquiry and application of an internship.

3. Design a personal brand and resume that demonstrates your professional qualifications and credentials.
4. Prepare and perform in a professional interview with at least one **TDMP recommended** internship sponsor for internship placement by participating in all career preparation activities. *Note: All prospective internship sponsoring companies/organizations must be approved by TDMP Internship Coordinator.*
5. Design, develop and demonstrate how to create a portfolio/blog with a demo-reel for placement and continued professional development in a six month internship.

*No textbook will be required, but there will be reading, research, editing and/or writing assignments and submissions each week on Blackboard.

Use of cell phones, text messaging or using the computers for non-class related assignments will result in a lower grade and is considered unprofessional.

REQUIRED COURSE MATERIALS:

Development and submission of a Professional Portfolio folder, including business cards (5), professional printed resume, printed targeted cover letter, DVD portfolio with label and approved online portfolio/Blog address URL. Duplicate folder is recommended for required TDMP company interview.

Professional dress is required for "mock" and required internship interviews.

Personal transportation arrangements for all internship interviews. Housing and transportation for internship relocation

TDMP Internship Agreement signatures for acceptance of required internship course (18 credits - 2 semesters).

LAB WORK:

Check-out procedures with Media Supply and for key to computers in IRC 156. Printing will be required for professional portfolio materials and must be conducted on your own.

PERFORMANCE CRITERIA:

Students will identify terms and concepts for career development. Demonstration of student of an online Portfolio/Blog, Demo-Reel and DVD is required.

Career branding and development of professional credentials are required from concept to development as part of the media selection and self-assessment for career preparation. A student centered learning environment promotes review and updating materials through-out the course.

Participation with a scheduled interview for a prospective TDMP approved Internship is required for enrollment in the TDMP 493 Internship Course.

GRADUATION: If you choose to walk at the end of the Fall Semester 2015, you will need to complete the 18 credit TDMP 493 Internship course requirements for graduation and official transcript. **You will be held responsible for the requirements and liabilities of performance within the TDMP Student Internship Agreement.** Walking early for graduation does not guarantee meeting the requirements of a Bachelor's of Science in Television and Digital Media Production.

PARTICIPATION ACTIVITIES: You are required to actively seek an internship with approved companies and use appropriate resources including Career Services such as the Career Fair, Grad Clearance and the Grad Fair. You will be required to participate in a "mock" interview and will be required to dress appropriately

FERPA signatures for release of academic and career information is REQUIRED for career placement. Responsible Digital Citizenship through any personal social media sites may be reviewed throughout this course and during your internship.

TDMP Internship Agreement signatures for acceptance of the responsibilities of internship placement with approved companies and conditions of a mutually beneficial learning experience and enrollment of the 18 credit TDMP 493 Internship course is REQUIRED.

LEARNING/ASSESSMENT ACTIVITIES:

Participants are expected to prepare to perform as a professional on a TDMP internship.

POINT ASSIGNMENT:

Resume, Cover Letters	30%
Career portfolio, branding and Demo Reel	35%
Attendance & Participation and Career Preparation Including interview(s)	35%

TDMP 464 Seminar Schedule with Assignment dates, point values and specific assignment criteria is also posted on Blackboard.

Additional resources for all assignments is also available on CLACS

<http://www.ferris.edu/HTMLS/administration/studentaffairs/CLACS/homepage.htm>

Career Development, Employment Opportunities, and Branding.

<http://www.ferris.edu/HTMLS/administration/StudentAffairs/CLACS/CareerCenter/Student.htm>

GRADING POLICIES:

This is a graded course. Grades in this class will be based on attendance, attitude, **professionalism**, internship preparation of credentials for internship placement.

The number of points earned will be divided by the total number of Points possible (1000). The points earned will determine the final course grade.

94%	-	100%	A
90%	-	93%	A-
87%	-	89%	B+
83%	-	86%	B
80%	-	82%	B-
77%	-	79%	C+
73%	-	76%	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 if **you notify Professor** and submit any impending assignments.

COPYRIGHT, MUSIC RIGHTS, AND TRADEMARK

In accordance to the scope of the learning outcomes of this course, students will need to create a portfolio and demo-reel. 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. Creative copyright ownership is complex. Permission to use media created by other artists such as copyrighted music may reflect negatively on your own personal brand and understanding of media, ethics and copyright infringement.

Permission to use electronic media that is created during a TDMP course or on a TDMP internship is not considered an automatic entitlement. Derivative representations of electronic media or parodies of work used without permission of copyright owner could result in a violation of copyright or Fair Use and removal of the work from student portfolio/demo-reel.

Lectures and presentations given for this class by the Professor and any guest lecturers are the property of said individuals and Ferris State University. **Lectures May Not be recorded in any form without prior approval of the Professor. Recordings of any kind, including class notes May Not be used for commercial gains and is a violation of Intellectual Copyright.**

SPECIAL NEEDS

It is the responsibility of the student to notify Professor concerning any special learning needs. If student has documentation of a disability, please give a copy to Professor. As an educator, it is my goal to create a learning environment where all students succeed.

ATTENDANCE

Class attendance is required for career preparation for the internship course TVPR 493 and will be graded using the scale below. If you are scheduled for an interview for an Internship you **MUST NOTIFY** professor ahead of time for your absence to be excused.

Attendance will be taken by the Instructor at the beginning of class. **Points may be deducted for lack of career readiness. Missing a class (2 or more)** will result in a loss of attendance points and possibly being dropped from the course and non-enrollment of internship course TDMP 493.

Attendance is required each week throughout the semester. Conflicts with scheduling of projects in other TDMP courses is unacceptable and will result in an absence and possible failure of this 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. **If you are late on your internship you may be fired. Performance in this class is pre-requisite to the internship course and often demonstrates career readiness.** Don't be late!

ASSIGNMENT DUE DATES

All assignments will have a clear due date. They are due at the beginning of the class period, unless otherwise stated. All written work must be typed and professionalism in page layout, spelling, grammar and punctuation are expected. Internship Placement may be difficult if you don't have professional credentials ready for review. You will receive a written warning at midterm if you do not an approved resume.

Student and TDMP Administration will be notified of consistent late assignments that indicate lack of career readiness and a consultation could result in repeating the TDMP 464. **Digital Citizenship and social media responsibilities are required. Not adhering to code of conduct could result in lack of internship placement.** The responsibility of the TDMP student to prove career readiness through remediation with career readiness and Career Services.

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 this immediately with your Instructor or it is considered late.

CLASSROOM AND LAB POLICIES:

All cell phones must be turned off. It is not appropriate to **answer a call or text during class or during a lecture!** Consistent disregard for this policy will result in a lower grade. Points may be deducted without discussion after two notifications. It is considered rude and is not accepted by most companies to use cell phones or computers during meetings or presentations. **Use of cell phones, computers or electronic devices for other courses or personal use could result in lower grade and considered non-readiness for the TDMP internship course.**

Using the computers to search unapproved websites or inappropriate internet content could result in academic misconduct in accordance to the FSU Student Handbook...<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/sectionIII/academicmisconduct.html>.

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.

This course focuses on student professional development for career internship placement. See ***Internship Supervisor Performance Evaluation** that will be used to evaluate you as an intern in a company or organization. Students will be expected to perform as a professional and demonstrate career readiness through active involvement in career readiness and preparation.

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 management is important and has proven to be an essential skill in the workplace.**

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.

TDMP 466 – Instructional Design (Client Based Storytelling)
(Writing Intensive Course)

COURSE SCHEDULE:

Tuesday (Lec.) 1:30 2:45pm IRC 156

Thursday (Lec./Lab) 1:30 4:50pm IRC 156

Associate Professor Connie L. Morcom
Office (room number/building): BIS 312
Office Phone: 231-591-2772
Office Hours: Wed. 10 - Noon or by appointment
E-Mail: morcomc@ferris.edu

COURSE DESCRIPTION:

This course will integrate assessing client needs for creative client-based media solutions through storytelling and media designed to promote outreach and learning. A student team will work with a client team (subject matter expert SME) to create a rapid prototype of a media project through project design of client needs and exposure to pre-production planning, production, post-production and distribution and evaluation of a client-based prototype design.

Story and storytelling are tools like any other - a pencil, a computer. No longer behind the scenes, an increasing number of professionals are discovering the power and applicability of story proficiency for business management, knowledge management, organizational development and clients from companies and non-profit organizations.

Students will also learn the roles of a producer/content designer and the process involved in working with a client to support outreach and learning with media and materials in designing and developing a media prototype.

Writing assignments include a needs assessment proposal (RFP), audience analysis, goals, creative conceptualization, treatment, media script, client communication and creative strategy to measurable outcomes of a client-based prototype.

Course Outcomes:

Students enrolled in TDMP 466 Instructional Design will be able to:

- Conduct client Needs Assessment (RFP) that includes a budget and schedule working with an **approved client. (Individual writing assignment for WIC credit)**
- Determine client needs and branding with a creative brief and style guide for a target audience through design of a media prototype.

- Write a script and apply creative storytelling based on client needs for outreach through development *rapid prototype media design including project management, production process (phases).
- Demonstrate the effect of story through communication with clients as partners in community-based learning such as Academic Service Learning (ASL) and understanding of humanity and community voices.
- Demonstrate a client-based media design prototype with an engaging final client presentation and activity that could include *gamification and DVD.
- Perform as an essential part of a student media design team with a client in pre-production visualization, storytelling, design and development of a media prototype working with a client and media design team.

Textbook resources:

Real World Instructional Design, 1st edition. **Textbook and resources are posted on Ferris Connect. Password is Design.**

Also recommended TDMP 499, (Production for TV and Video: A Real-World Approach – First Edition Catherin Kellison used in TDMP 499).

Required materials:

Printed Project Management book, DVD's and transportation to meet with clients and shoots off campus shooting. Mileage can be paid for if budgeted and presented to client.

OUTCOMES ASSESSMENT:

Reflective Journals and Writing Assignments (*denote individual WIC)	30%
Project Management (phases) of a Client-based media prototype (all deliverables)	35 %
Collaboration, organization, participation Attendance and inspiration.	35%

***See Instructional Design Client Storytelling and Outcomes Assessment planning, roles and points for details with semester assignments and client-based prototype design for more information with individual and team assignment grading.**

GRADING Distribution:

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 determine for the final course grade.

94%	-	100%	A
90%	-	93%	A-
87%	-	89%	B+
86%	-	83%	B
80%	-	82%	B-
77%	-	79%	C+
73%	-	76%	C
70%	-	72%	C-
667%	-	69%	D+
63%	-	66%	D
60%	-	62%	D-
59%	OR Less		F

Instructional Design TDMP 466 course work is worth a total of 1000 points.

Assignment Summary

Write a Needs Assessment Request for Proposal (RFP). Interview potential clients to determine needs, learner characteristics of audience, narrative and culture of the organization, subject matter experts (SME) and problem solving through a media prototype design. Write an individual project proposal (Needs Assessment RFP) including introduction, definition, proposed schedule and budget. An individual final report will be due at the end of the semester based on results of findings.

Journal Assignments include individual reflections on Blackboard. Include your views of the implications of the ID process, client contact and design strategies presented related to working with a student team and a client and Peer Reviews.

Consider the following questions as you reflect on the assigned reading materials and the instructional design task(s) you are completing:

What learning strategies did you find useful for solving client needs?

What were the unanticipated difficulties and concerns this week?

Example: One of my team members is always late to meetings. Our Project Manager doesn't seem to be concerned but I am. I have asked....

Client Based Project: A group project student design team will be assigned to support design of a client-based media prototype design and include the principles of Instructional Design, communication and media design strategies demonstrated in a Final presentation with a client and student team at the end of the semester in class.

Assignments are submitted to Blackboard for grading and Google+ for client review and stored on an ASL Grant purchased portable drive.

Guided Practice: The assignments in the course provide students with application and principles of producing instructional media working on a client-based project. Students will participate as an active team member meeting with clients regularly and updating weekly discussions and documents for the project management book related to producing an instructional client-based media project.

Each student conducts a needs assessment and serves in the roles needed for pre-production, production, post-production and distribution of client-based media stories to educate a specific audience. This is a shared vision but must meet the requirements of the course. **Class participation essential.** It is your responsibility to come to class and labs prepared for assignments and demonstrations. You must bring the appropriate materials (video files, graphic files, etc.) when needed for review in the course to complete projects. A portable hard drive will be provided by the client or ASL grant.

Appropriate production, design and evaluation documents will be developed by an assigned student team to support the creation of appropriate learning materials needed by an approved client. **Class participation essential.** It is your responsibility to come to class and labs prepared for assignments and demonstrations. Appropriate media assets (video files, graphic files, etc.) **dailies, will be reviewed and updated.**

Client(s) and Professor Approval will be needed for final outcomes of written documents, media and formative evaluations. In this course the Professor must grant final project approvals to meet required course outcomes.

A printed and digital version of Project Management Book demonstrating phases of ID, communication and media prototype development and deliverables.

See Instructional Design Client Storytelling and Outcomes Assessment planning, roles and points for details with semester assignments and client-based prototype design for more information with individual and team assignment grading.

*Materials will be provided by client if budgeted and will be client notified in a timely manner of any project expenses through submission of the final script/budget approval.

DATA ASSET MANAGEMENT: Data asset and digital media file management and organization is a critical aspect of the video and film industry. Use of digital files

captured in the field and transferred to client portable drive and or a virtual shared free storage for client review on Google+.

A client portable drive will be provided through Academic Service Learning (ASL) for storage and back-up daily of media content for review at any time during the semester. Google+ will be used as a resource and calendar tool with clients.

LAB WORK: Identification of proper media equipment needed will require check-out procedures with Media Supply. IRC 156 key is a check-out item. Do not let any unauthorized people in labs and do not leave any doors unlocked!

PERFORMANCE CRITERIA:

A media design project is required from concept to development as part of the media selection, design and development of the media prototype. A final student team media presentation with a client(s) is required with all members equally sharing responsibility. Formative evaluation will be conducted throughout the course to determine retention and effectiveness, including peer reviews. **Late submission of work or incomplete submissions of work could result in a lower grade for the team or an individual that is not performing as required to meet deadlines and standards of quality.**

ATTENDANCE: Class participation and discussions are required. Lack of attendance will have an adverse effect on class grade. Not participating as an essential member of the assigned team during client meetings, production shooting or making-up work for absences must be discussed with professor. **Absences of labs will result in a loss of points and a required meeting with your professor.** More than two absences may result in a failing grade for the course. Being tardy twice equals, one absence

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. No cell phone usage or computer usage during lectures unless instructed. **YOU WILL LOSE POINTS! Being tardy twice equals, one absence.**

RESEARCH: Reading assignments need to be completed by the dates listed on schedule. Additional research and development activities with clients and SME'S (subject matter experts) may be necessary outside of class. **Travel may also be necessary outside of the FSU campus. Any costs due to travel may be reimbursable if budgeted and approved by client.**

PARTICIPATION ACTIVITIES: Participation activities and assignments are designed to give students practical applications of working on a client-based project. Students will perform in a small group as a "team member" and will need to demonstrate a commitment to project outcomes working with a client, including performance goals and a common approach for which they hold themselves mutually accountable.

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.

DUE DATES/ASSIGNMENT QUALITY

All assignments will have a clear due date. Graded assignments are to be submitted on Blackboard. See dates on schedule for due dates. All team media prototype design documents and media assets are to be saved on client portable drive. All media content to be reviewed by client and student team is to be posted on Google+ approved by Professor.

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 Professor or it is considered late.**

Written Work: Written assignments are to be submitted to the assignment on Blackboard. If you miss the due date, you must make arrangements with Professor to make-up work. morcomc@ferris.edu or 231-591-2772. **Do not send any assignments or attachments to Prof Email account! Submit only through Blackboard.**

Standards: All written or other assignments will be graded against collegiate and professional standards rather than against the performance of other students in the class. Mechanical correctness is required, and points will be deducted for spelling, grammatical, and other usage errors. This includes video project titles, lower thirds and credits.

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 TDMP Professor.** 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. Given the sensitive nature, licensing and permission for release of information and recordings must be agreed to and by all participants involved in any of the media that may be distributed. A release form will be provided for permission of talent and all people that are interviewed or appear in video content that is going to be distributed. TDMP owns all rights to digital media content developed in the course as well as distribution rights.

CLASSROOM AND LAB POLICIES:

Cell phones are to be turned off during class or lecture. It is not appropriate to answer a call or text during class. Cell phone usage, Facebook, twitter or internet **is prohibited unless required as part of communication and research with clients. Notify professor of an issue requiring this usage.**

Use of an electronic device or computer during a lecture or demonstration will result in penalties. The first time is a warning. The second time is a deduction of 5 points. The third time is a required meeting with Professor! **Professionalism** is the expectation of adhering to course the rules and regulations of this course and the expectations of the workplace and the final course senior TDMP 493. Professionalism is an expectation of this course working with a client, student team and appropriate participation during lectures. 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.

A verbal or 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. Any use of the internet to browse inappropriate content with TDMP/FSU computers could be considered academic misconduct. **In accordance to the FSU Student Handbook...**

<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/sectional/academicmisconduct.html>

A professional attitude is expected during meetings with clients, student team and Professor. Class participation, a non-confrontational demeanor, and the ability to work in a group setting as part of team with a “real-world” client is essential. Poor performance indicators including interpersonal skills or any disruptive behavior will result in a loss of class participation points and possible removal from the class.

As a student enrolled in TDMP 466 Instructional Design you have received a copy of this syllabus with all of course criteria of requirements expected for this course.

Student

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. Written or verbal

notification will be made to students in the advent of a deviation from the original instructional plan.

Real World Instructional Design, 1st Edition 



AUTHORS: Cennamo/Kalk - ©2005

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Get your hands on the most practical design guide available. REAL WORLD INSTRUCTIONAL DESIGN takes you from design novice to pro in no time. By combining a practical focus with the tools, methods, and techniques you'll



*gamification

<http://janemcgonigal.com/my-book/>

FERRIS STATE UNIVERSITY
DEPARTMENT OF TELEVISION PRODUCTION
TVPR 493 - Television and Digital Media Production Internship Syllabus

Description of Course: TVPR 493 - Television and Digital Media Production Internship Course

The Internship is a full-time “hands-on” learning experience course for two semesters or approximately 24-26 weeks. The experience will differ depending upon the setting, but must be appropriate for the Television and Digital Media Production major. The Internship will allow the student to use previously learned skills and newly acquired skills in a professional setting. Learning opportunities will be provided to develop industry skills using professional equipment working on real world professional projects. As a student (intern) enrolled in the course you are required to document this experience through weekly reports, portfolio and a final paper. There will be penalties in points for late reports or submissions of portfolio, resume, demo-reel and final paper.

Learning Outcomes:

During the Internship experience, the student will be able to demonstrate competencies in different areas of pre-production, production, and post-production in the television and digital media production field.

1. Perform Pre-Production, Production, and Post-Production tasks as directed by staff at Internship site.
2. Develop interpersonal skills and personal habits appropriate standard and practices of the Media Production industry.
3. Revise professional demo-reel and/or seminar portfolio with demo-reel and resume as Internship projects and tasks are completed.

Specific Assignments:

1. Complete a Weekly Work Report. 26 Reports must be submitted weekly to Professor through Blackboard. Contact faculty supervisor if Blackboard is not available between semesters for instructions.
2. The Internship Final Evaluation Form(s) will be completed by the Internship Site Supervisor each Semester and will be reviewed and discussed with intern for evaluation of final grade.
3. Internship Paper. Create a detailed story about your internship experience. Write a 5-10 page paper describing the experience and how the experience assisted you in professional development and career preparation. Submit assignment to Blackboard at the end of your internship experience.
 - Briefly describe the organization and your role within the organization and how it changed throughout your internship. Was it difficult to fit in?
 - Document projects where you learned additional skills, expertise and opportunities with industry awareness. What challenges did you face and overcome?
 - Is there an important lesson that you learned as a result of this internship experience?
 - Discuss any unusual, interesting experiences that occurred such as meeting clients, talent, etc.
 - Discuss any additional training or skill that you feel you should have received before Internship.
 - Were you well prepared and what actions did you take to be successful?
4. Revise professional demo-reel and/or seminar portfolio with demo-reel and resume as Internship projects and tasks are completed.

Grading Criteria is as follows: 26 weekly reports are required.	20 points each	520
Faculty Supervisor Site Report: 1 each semester (2)	50 points each	100
Employer Evaluation: 1 each semester (2)	50 points each	100
Updated Demo-reel, may use Seminar Blog format (due at the end six month internship)	100 points each	100
Updated Resume (due at the end of six month internship)	30 points each	30
5-10 page/1500-2500 word Paper (due at the end of six month internship)	150 points each	
	Total	1000 points

5. You must adhere to all of the policies of Ferris State University and the Television and Digital Media Production Program off campus as you are enrolled in an academic course as an experiential learning experience. Late submission of assignments, poor communication, scheduling, required meetings either in person or by phone will result in a lower grade.

6. Not adhering to any of the policies of student conduct with Ferris State University and any misrepresentation of the Television and Digital Media Production Internship could result in dismissal from the program.

<http://www.ferris.edu/HTMLS/colleges/educatio/policies/COEHS-Policies.htm>
<http://www.ferris.edu/HTMLS/administration/studentaffairs/studenthandbook/general/Personal.htm> <http://www.ferris.edu/library/copyright/homepage.html>
<http://www.ferris.edu/HTMLS/colleges/educatio/media/Files/Student-Information-Release-of-coehs.pdf> <http://www.ferris.edu/HTMLS/colleges/educatio/policies/Dismissal-Appeal-Related-to-Academic-Misconduct.htm>

An internship is:

An on-site work experience directly related to career goals and/or field(s) of interest

Supervised, emphasizing learning and professional development

Evaluative, provides system for feedback and communication

Either paid, unpaid, for-credit, non-for-credit.

The TDMP Internship course is an 18 credit course. 6 credits summer semester. 12 credits fall or spring semester. (See TDMP Internship Agreements for additional details).

TVPR 499 – Advanced Producing and Directing
Fall 2015 – Lecture: Mondays, 9:00-10:50am IRC 154
Lab: Mondays, 12:00-3:50pm IRC 153C
Lab: Fridays, 9:00-12:50pm IRC 154

Instructor: Glen Okonoski

Phone: 231.591.2709 (Office – Bishop Hall 303B)
616.889.0783 (Cell, until 10:00 p.m.)

Email: okon2@ferris.edu

Office Hours: Tuesday: 3:00-5:00pm, Thursday: 9:00-11:00am, 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. Effectively organize and manage digital files according to the workflow as described in class.

REQUIRED TEXT:

Producing For TV and Video: A Real-World Approach 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:

DVD's (**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.** Being tardy twice equals one absence.

In the Ferris Institute, tardiness is an insult. - W.N. Ferris

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 a digital file on a data disk for viewing in class on Monday, and deliver a data disk of the show to Steve Cox by Tuesday at 10:00am. You will work with your segment producers to plan and develop content. You may also have content management duties related to the Edit Share software.

Studio Show Producer: Full credit is received by meeting / planning with Rob Bentley 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 Rob in preparing talking points and questions. Plan to deliver a digital file of the Fox show on a data disk to Pat Tobin by 4:30pm on Monday, a digital file of the local version on a data disk to Steve Cox by Tuesday at 10:00am and each segment separately to Rob Bentley on a data disk.

Assignments (continued):

Studio Show Director: Full credit is received by meeting with the producer the week before your show. You will work with the producer and host 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 our show sponsors.

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 (30 points/Show possible)	300 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 (10 points/week)	100 points
Final Exam	100 points
	<hr/>
	1000 points

Grades will be assigned, based on the number of points earned, as follows:

<u>Grade</u>	<u>Percentage</u>
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.

TDMP 499 Advanced Producing and Directing Course Schedule:

DATE	MONDAY	LAB	FRIDAY
Week of 8/31	Intro to Course	Studio Review Graphic/Open/Set	Commercial/Open work Sony Z7-U Introduction
Week of 9/07	LABOR DAY TUESDAY 9/08 6:00pm:	Ferris Sports Update 1 Show 1 Edit/ review	Ferris in Focus Show Planning
Week of 9/14	FIF Planning Edit Share and Avid	Ferris Sports Update 2 Show 2 Edit/ review	Avid Training/Set-up Commercials Due
Week of 9/21	Chapter 1 Question 1 Due	Ferris Sports Update 3 Show 3 Edit/ review	Rough Cut Show 1 Segments Magazine Show Open Due
Week of 9/28	Chapters 3 Question 3 Due Magazine 1 Viewing	Ferris Sports Update 4 Show 4 Edit/ review	Rough Cut Show 2 Segments
Week of 10/5	Chapters 4 Question 4 Due Magazine 2 Viewing	Ferris Sports Update 5 Show 5 Edit/ review	Rough Cut Show 3 Segments
Week of 10/12	Chapter 5 Question 5 Due Magazine 3 Viewing	Ferris Sports Update 6 Show 6 Edit/ review	Rough Cut Show 4 Segments
Week of 10/19	Chapter 2 Question 2 Due Magazine 4 Viewing	Ferris Sports Update 7 Show 7 Edit/ review	Rough Cut Show 5 Segments
Week of 10/26	Chapter 6 Question 6 Due Magazine 5 Viewing	Ferris Sports Update 8 Show 8 Edit/ review	Rough Cut Show 6 Segments
Week of 11/02	Chapter 7 Question 7 Due Magazine 6 Viewing	Ferris Sports Update 9 Show 9 Edit/ review	Rough Cut Show 7 Segments
Week of 11/09	Chapter 8 Question 8 Due Magazine 7 Viewing	Ferris Sports Update 10 Show 10 Edit/ review	Rough Cut Show 8 Segments
Week of 11/16	Chapter 9 Question 9 Due Magazine 8 Viewing	Ferris Sports Update 11 Show 11 Edit/ review	Rough Cut Show 9 Segments
Week of 11/23	Chapter 10 Question 10 Due Magazine 9 Viewing	Ferris Sports Update 12	Thanksgiving Break

TVPR 499 Advanced Producing and Directing Course Schedule (Continued):

<u>DATE</u>	<u>MONDAY</u>	<u>MONDAY LAB</u>	<u>FRIDAY</u>
Week of 11/30	Producer Discussion Review Paper Due	Ferris Sports Update 13 Show 13 Edit/ review	Rough Cut Show 10 Segments
Week of 12/07	Review for Final Magazine 10 Viewing	Ferris Sports Update 14 Show 14 Edit/ review	Resume reel/Highlights/Review
12/14	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, 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.

Edit Share and File Management:

File management and organization is a critical aspect of the video and film production industry. With the use of digital files captured in the field and transferred to shared storage for use in a non-linear editing environment, adhering to a common organizational policy is required.

Ferris Sports Update Contact Info:

Rob Bentley (c) 231-349-1934
 (w) 231-591-3821

DVD Copies:

These are the steps to authoring a DVD:

- 1 Export a QuickTime Reference File from Avid Media Composer. Use marks to select from the show / segment 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 “2” for the number of copies.
- 4 Label the DVD

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:



Speedcast Productions,
 LLC
 Phone 517-507-0383
 Fax 517-507-0226
 Clark@SpeedcastTV.com

Quote Date **03/30/16**
 Client ACME/Trek
 Project CXC Trek- Live Webcast w/ Line Cut for TV (Better)

Qty	Description	Days	Unit Price	Disc	Amt
	<i>Equipment</i>				
1	"A" Truck- Switcher, CG, Replay	2	\$5,500.00	40%	\$6,600.00
5	Hard Cams	2	\$425.00	40%	\$2,550.00
1	RF Cam w/ IFB	2	\$600.00	40%	\$720.00
4000	Fiber	N/A	\$0.70	40%	\$1,680.00
4	Lifts	1	\$400.00	0%	\$1,600.00
					\$13,150.00
	<i>Crew (Includes Travel Days)</i>				
1	Utility	3	\$250.00	0%	\$750.00
1	Engineer/Producer	3	\$400.00	0%	\$1,200.00
1	Tech Director	3	\$400.00	0%	\$1,200.00
1	CG	3	\$250.00	0%	\$750.00
1	Replay Operator	3	\$350.00	0%	\$1,050.00
5	Hard Cam Operators	2	\$350.00	0%	\$3,500.00
1	RF Cam Operator	3	\$400.00	0%	\$1,200.00
					\$9,650.00
	<i>Travel</i>				
375	Truck Mileage	N/A	\$1.40	0%	\$525.00
12	Crew Per Diem	3	\$25.00	0%	\$900.00
6	Hotel	3	\$100.00	0%	\$1,800.00
3	Rental Car	4	\$75.00	0%	\$900.00
1	Flight	N/A	\$300.00	0%	\$300.00
					\$4,425.00
				GRAND TOTAL	\$27,225.00

COMPETITIVE PROGRAM PROFILES

Michigan State University – College of Communication Arts and Sciences, Media and Information Program: TV, Film and Media Production Concentration

The Bachelor of Arts degree in Media and Information prepares graduates to design high impact media products by focusing on: 1) understanding and harnessing the power of media through interdisciplinary artistic, qualitative, and quantitative methodological approaches and theoretical perspectives, 2) using the design process to inform the creative act and fuel innovation using current and emerging media technologies, 3) using media to address pressing social issues and other meaningful themes, 4) gaining fluency with the tools, practice, and techniques used in the creation of current and emerging mediated experiences, and 5) interpreting and critiquing media in the context of audiences, users, historical precedents, socio-cultural patterns of use, and ethical implications of technologies. Each degree program provides students with the tools and inspiration needed to analyze, evaluate, critique, and manage any forms of media products, services and applications and each provides a solid foundation for anticipating trends in media and communication technologies to prepare students for a field characterized by rapid and continuous change. The social, technical, economic, and organizational bases of media and communication technologies are core topics, preparing students to use media in socially beneficial and economically productive ways. The Bachelor of Arts program requires additional arts and humanities courses. The Bachelor of Science program includes social science as well as higher-level math and computer science requirements.

<http://tism.msu.edu/undergraduate-studies/majors/>

<https://reg.msu.edu/academicprograms/ProgramDetail.asp?Program=1477>

Requirements for the Bachelor of Arts Degree in Media and Information, Film and Media Production Concentration

1. The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Arts degree in Media and Information.

The University's Tier II writing requirement for the Media and Information major is met by completing one of the following courses: Media and Information 401, 411, 435B, 442, 443, 447, 450, 488, or 498. Those courses are referenced in item 3 below.

2. The requirements of the College of Communication Arts and Sciences for the Bachelor of Arts degree.

3. The following requirements for the major (33 credits):

a. All of the following courses (9 credits):

MI	101	Understanding Media and Information	3
MI	201	Media and Information Technologies and Industries	3
MI	301	Bringing Media to Market	3

b. Two of the following foundation courses (6 credits):

CAS	110	Creative Thinking	3
CAS	111	Design and Layout	3
CAS	112	Story, Sound, and Motion	3
CAS	116	Media, Sketching, and Graphics	3
CAS	117	Games and Interactivity	3
MI	239	Digital Footprints: Privacy and Online Behavior	3

c. Five courses from the following focus areas. Three of the five courses must be from the same focus area
(15 credits):

Film and Media Production

CAS	396	Integrated Media Arts Special Topics	3
MI	241	Filmmaking I	3
MI	311	Introduction to Documentary Production	3
MI	341	Filmmaking II	3
MI	342	Multi Camera Production for Television	3
MI	343	Audio Production	3

MI	344	Sound Design for Cinema, Television, and Games	3
MI	351	Producing for Cinema and Television	3
MI	440	Advanced Video Editing	3
MI	441	Advanced Lighting and Camera Techniques	3
MI	435A	Creating the Fiction Film I	3

Game and Interactive Media Design

CAS	396	Integrated Media Arts Special Topics	3
MI	231	Game and Interactive Media Development	3
MI	346	Game Design	3
MI	349	Web Design and Development	3
MI	445	Game Design and Development I	3
MI	449	Advanced Web Development and Database Management	3
MI	455	Game Design and Development II	3
MI	482	Building Virtual Worlds	3
MI	484	Building Innovative Interfaces	3
MI	497	Game Design Studio	3

Graphics and Animation

CAS	396	Integrated Media Arts Special Topics	3
MI	247	Three-Dimensional Graphics and Design	3
MI	337	Compositing and Special Effects	3
MI	347	Advanced Three-Dimensional Computer Animation	3
MI	377	Advanced 3D Modeling	3

Creating Human-Centered Technology

MI	220	Methods for Understanding Users	3
MI	250	Introduction to Applied Programming	3

MI	320	Reasoning with Data	3
MI	350	Evaluating Human-Centered Technology	3
MI	420	Interactive Prototyping	3

Media and Information Management

MI	360	Media and Information Management	3
MI	361	IT Network Management and Security	3
MI	452	Media Entrepreneurship and Business Strategies	3
MI	462	Social Media and Social Computing	3
MI	472	Digital Business and Commerce	3

Society, Policy and Research

MI	302	Networks, Markets, and Society	3
MI	305	Media and Information Policy	3
MI	355	Media and Information Research	3
MI	480	Information and Communication Technologies and Development	3

d. One of the following capstone courses (3 credits):

CAS	496	Advanced Media Project Design and Production (W)	3
ITM	444	Information Technology Project Management	3
MI	401	Topics in Media, Information, and Society (W)	3
MI	411	Collaborative Documentary Design and Production (W)	3
MI	435B	Creating the Fiction Film II (W)	3
MI	442	Design of Cinema and Television Projects (W)	3
MI	443	Audio Industry Design and Management (W)	3
MI	447	Three-Dimensional Graphics and Animation Portfolio	3

		(W)	
MI	450	Creating Human-Centered Technology (W)	3
MI	488	Information and Communication Technology Development Project (W)	3
MI	498	Collaborative Game Design (W)	3

e. Media and Information (MI) Electives

Additional credits in department courses can be taken as electives outside the above requirements. No more than 60 credits can be taken within the college. Students are encouraged to pursue an optional transcriptable concentration or a department-affiliated minor to complement their major. Minors may be chosen from fiction filmmaking, documentary production, game design and development, information technology, or information and communication technology and development. Special topics and internships are also encouraged through enrollment in MI 491 and MI 493. Students interested in pursuing a concentration or minor should contact the Academic and Students Affairs Office in the College of Communication Arts and Sciences.

Film and Media Production Concentration

To earn a Bachelor of Arts degree in Media and Information with a film and media production concentration, students must complete degree requirements 1., 2., and 3. above and the following:

1. Five of the following courses from the *Film and Media Production* focus area:

CAS	396	Integrated Media Arts Special Topics	3
MI	241	Filmmaking I	3
MI	311	Introduction to Documentary Production	3
MI	341	Filmmaking II	3
MI	342	Multi Camera Production for Television	3
MI	343	Audio Production	3

MI	344	Sound Design for Cinema, Television, and Games	3
MI	351	Producing for Cinema and Television	3
MI	440	Advanced Video Editing	3
MI	441	Advanced Lighting and Camera Techniques	3
MI	435A	Creating the Fiction Film I	3

2. Two courses from the *Graphics and Animation*, or *Game and Interactive Media Design*, or *Media and Information Management* focus areas.

3. One of the following capstone courses:

MI	411	Collaborative Documentary Design and Production (W)	3
MI	435B	Creating the Fiction Film II (W)	3
MI	442	Design of Cinema and Television Projects (W)	3
MI	443	Audio Industry Design and Management (W)	3

Eastern Michigan University School of Communication, Media, and Theatre Arts, Electronic Media and Film Studies

The Electronic Media and Film Studies program is the place to be for a career in radio, television, webcasting, video production, filmmaking, editing, and scriptwriting.

Students can expect a four-year, well-rounded degree program with a strong liberal arts foundation as well as a solid grounding in the basics of effective visual and related communication, including courses in electronic media/film theory and history. Students will

gain hands-on experience with equipment to enable them to create their own shows and films, including:

- Eagle Radio, a student-run radio station
- Student-produced programs on E-TV, the campus cable system
- Remote production HD cameras
- Three audio production suites
- Five digital audio editing suites
- Two multi-camera, video production studios
- Four digital video editing bays running Final Cut Pro
- Final Cut Express digital video editing

http://catalog.emich.edu/preview_program.php?catoid=20&poid=10124

Requirements for the Bachelor of Arts/Bachelor of Science Degree in Electronic Media and Film Studies

Major Requirements: 30-34 hours

Students must earn a "C" or better grade in each required course for this major

Required Courses: 11 hours

- CTAT 130 - Introduction to Electronic Media 3 hrs
- CTAT 131 - Introduction to Audio Production and Direction 2 hrs
- CTAT 132 - Introduction to Video Production and Direction 2 hrs

One course from the following:

- CTAT 145 - Introduction to Film Appreciation (GEKA) 3 hrs
- CTAT 236 - History and Criticism of Radio and Television 3 hrs

One course from the following:

- CTAA 165 - Television Laboratory 1 hr
- CTAA 169 - Radio Station WQBR 1 hr

Restricted Elective Courses: 16-18 hours

Production Courses: 6 hours

Six hours from the following, at least three hours must be at the 300- or 400-level:

- CTAT 231 - Audio Recording Techniques 3 hrs
- CTAT 232 - Lighting for TV and Film 3 hrs
- CTAT 233 - Digital Video Editing 3 hrs
- CTAT 241 - Announcing Techniques for Electronic Media 3 hrs
- CTAT 321 - Sound Design for Electronic Media 3 hrs
- CTAT 331 - Intermediate Radio Production and direction 3 hrs
- CTAT 332 - Intermediate Television Production and Direction 3 hrs
- CTAT 333 - Fundamentals of Electronic Moviemaking 3 hrs
- CTAT 341 - Radio-Television-Film Dramatic Performance 3 hrs
- CTAT 431 - Advanced Radio Production and Direction 3 hrs
- CTAT 432 - Advanced Television Production and Direction 3 hrs
- CTAT 433 - Advanced Electronic Moviemaking 3 hrs
- CTAT 434 - Documentary Film Production 3 hrs

Writing Courses: 3 hours

Three hours from the following:

- CTAT 334 - Radio-Television News 3 hrs
- CTAT 344W - Continuity Writing for Electronic Media (GEWI) 3 hrs
- CTAT 444 - Dramatic Scriptwriting for Visual Media 3 hrs

Theory Courses: 6 hours

Six hours from the following, three hours must be at the 400-level:

- CTAT 145 - Introduction to Film Appreciation (GEKA) 3 hrs
- CTAT 236 - History and Criticism of Radio and Television 3 hrs
- CTAT 238 - Mobile Technologies in the Global South 3 hrs
- CTAT 245 - A Survey of American Cinema 3 hrs

- CTAT 335 - Studies in Film 3 hrs
- CTAT 336 - Studies in Electronic Media 3 hrs
- CTAT 345 - American Film Genres 3 hrs
- CTAT 445 - Film Theory and Criticism 3 hrs
- CTAT 446 - Contemporary Problems in Electronic Media 3 hrs
- CTAT 447 - Radio-Television Station Management 3 hrs
- CTAT 479 - Special Topics 3 hrs

Internship or Cooperative Education: 1-3 hours

- CTAT 387L4 - Cooperative Education in Radio-TV-Film (GELB) 1 hr
- CTAT 388L4 - Cooperative Education in Radio-TV-Film (GELB) 2 hrs
- CTAT 389L4 - Cooperative Education in Radio-TV-Film (GELB) 3 hrs
- CTAT 487L4 - Internship in Radio-TV-Film (GELB) 1 hr
- CTAT 488L4 - Internship in Radio-TV-Film (GELB) 2 hrs
- CTAT 489L4 - Internship in Radio-TV-Film (GELB) 3 hrs

Elective Courses: 3-5 hours

Three hours from Electronic Media and Film Studies and the remaining hours from Communication, Media and Theatre Arts courses, excluding CTAC 124 - Foundations of Speech Communication.

Writing Intensive Course

Each student must choose a writing intensive course as part of major completion requirements. Consult your advisor for course options.

Minor Requirement:

This program requires a minor. Please contact your program advisor for a list of possible minors.

Program Total:

Students must earn a minimum total of 124 credits at the 100-level or above.

Grand Valley State University School of Communications, Film and 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. Students will be guided by highly qualified, full-time faculty and trained in state-of-the-art facilities. Students and faculty will contribute to the broader community through research, creative activity, and community service.

Through the integration of liberal and professional education, the Film and Video Production (FVP) major incorporates theoretical, historical, analytical, and practical media production centered in social responsibility and critical thinking. The FVP major embraces the diversity informed by one's life experience, and their mission is to assure that FVP graduates will be creative, self-reflective, and critical media production professionals and artists whose insights and aptitudes serve the profession and community.

http://catalog.gvsu.edu/preview_program.php?catoid=42&poid=5938

Requirements for the Bachelor of Science in Film and Video Production

School of Communications Core Credits: 9

All students majoring in the School of Communications must complete the following core courses, for a total of nine credits:

- COM 101 - Concepts of Communication Credits: 3
- COM 295 - Communication Theory Credits: 3

Select one of two:

- COM 201 - Speech Credits: 3 OR COM 215 - Story Making Credits: 3

Capstone Requirement:

- COM 495 - Issues in Communication (Capstone) Credits: 3

- All students majoring in the School of Communications must take COM 495 (three credits) during their senior year. This Capstone course offers a synthesis of ideas and theories about one or more current issues in communication.

B.S. Degree Requirement

- STA 215 - Introductory Applied Statistics Credits: 3
- COM 275 - Foundations of Communication Research Credits: 3
- COM 375 - Communication Research Credits: 3

Pre-admission courses (can be taken in any order):

- CFV 123 - Survey of Media Production Modes Credits: 3
- CFV 125 - Media Production I Credits: 3

Minimum 3.0 GPA required for CFV pre-admission courses, and 2.5 GPA overall required to apply to the major. See admission policy. Students must maintain good academic standing at the university after admission to the major.

Film/Video Production Foundation Credits: 22

Take each of the following:

- CFV 123 - Survey of Media Production Modes Credits: 3
- CFV 125 - Media Production I Credits: 3
- CFV 226 - Media Production II Credits: 3
- CFV 227 - Digital Media Lab Credits: 1
- CFV 261 - Scriptwriting I Credits: 3
- CBR 281 - Audio Production I Credits: 3

Choose two (2) History/Theory/Criticism courses from the following:

- CFV 348 - Film Theories Credits: 3
- CFV 370 - American Cinema Credits: 3
- CFV 371 - History of Animation Credits: 3
- CFV 372 - History of Documentary Film Credits: 3

- CFV 373 - Issues of Representation Credits: 3
- CFV 374 - Experimental Film and Video Credits: 3
- CFV 375 - World Cinema Credits: 3
- CFV 376 - Latin American Cinema Credits: 3

Film/Video Production Emphasis Credits: 15

Choose five courses. One course must be a 400-level Advanced Production course.

Intermediate Production

- CFV 321 - Fiction Filmmaking I Credits: 3
- CFV 322 - Documentary Production I Credits: 3
- CFV 323 - Media Technologies Credits: 3
- CFV 324 - 3D Computer Animation Credits: 3
- CFV 325 - Animation I Credits: 3
- CFV 326 - New Media I Credits: 3
- CFV 327 - Film and Video Art Credits: 3
- CFV 328 - Intermediate Film Practicum Credits: 3 or 6
- CFV 330 - Digital Post Production Credits: 3
- CFV 362 - Scriptwriting II Credits: 3
- CFV 368 - Lighting for Film and Video Productions Credits: 3
- CFV 380 - Special Topics in Film and Video Credits: 3
- CBR 382 - Audio Production II Credits: 3

Advanced Production

- CFV 421 - Fiction Filmmaking II Credits: 3
- CFV 422 - Documentary Production II Credits: 3
- CFV 425 - Animation II Credits: 3
- CFV 426 - New Media II Credits: 3
- CFV 428 - Advanced Film Practicum Credits: 3 or 6

- CFV 429 - Post Production Practicum Credits: 3
- CFV 470 - Producing for Clients Credits: 3
- CFV 482 - Sound Design for Film and Video Credits: 3

History/Theory/Criticism

- CFV 348 - Film Theories Credits: 3
- CFV 370 - American Cinema Credits: 3
- CFV 371 - History of Animation Credits: 3
- CFV 372 - History of Documentary Film Credits: 3
- CFV 373 - Issues of Representation Credits: 3
- CFV 374 - Experimental Film and Video Credits: 3
- CFV 375 - World Cinema Credits: 3
- CFV 376 - Latin American Cinema Credits: 3

Internship or Thesis Credits: 1-6

- CFV 490 - Internship Credits: 1 to 6
- CFV 498 - Senior Thesis/Project Credits: 1 to 6

Central Michigan University School of Broadcast & Cinematic Arts

The School of Broadcast and Cinematic Arts at CMU offers one of the largest electronic media programs in the country. Students advance in a variety of media settings, including hands-on experience with Central's on-campus TV and radio stations, MHTV and WMHW-FM. Students also have access to Moore Media Records, an audio recording studio, and M2D2, a multimedia design and production lab. Students can also get involved on a national level through professional organizations such as Alpha Epsilon Rho/National Broadcasting Society, the Radio Television Digital News Association and the Alliance for Women in Media.

- CMU's BCA program is the only one of its kind with two student-run radio stations providing irreplaceable experience in running a radio cluster.
- CMU's BCA students have won multiple state, regional and national awards, including 13 consecutive designations as College Television Station of the Year from the Michigan Association of Broadcasters.
- CMU's cable channel, MHTV, serves multiple counties and provides the area's only local television news service.
- Moore Media Records is a full-service recording facility that supports mid-Michigan musicians.
- Student-staffed Central Premiere Productions creates a variety of programs, including feature-length movies.
- Advice, support and networking is available through a 16-member alumni advisory board, made up of successful professionals throughout the industry.
- BCA's Student Broadcasting Executive Council is comprised of the heads of each student organization and gives students an ongoing voice in school operations and direction.

https://go.cmich.edu/academics/Undergraduate/Find_Program/Pages/Broadcast_and_Cinematic_Arts.aspx

Requirements for the Bachelor of Applied Arts in Broadcast & Cinematic Arts

Total: 38 semester hours Students following the B.A.A. degree: Three hours of electives from ART or MUS are also required and these three hours can not be used to satisfy University Program requirements.

Required Courses I	(20 hours)
BCA 210 Survey of the Mass Media	4
BCA 211WI Introduction to Writing for Electronic Media	3

BCA 222	Audio Production	3
BCA 223	Video Production	3
BCA 499	Senior Seminar	1
BCA 503WI	Critiquing Mass Media	3
BCA 510	Electronic Media Law	3

Required Courses II (3 hours)

Select one of the following:

BCA 310	Understanding New Communication Technologies	3
BCA 332	Online Electronic Media	3

Required Courses III (3 hours)

Select one of the following:

BCA 311WI	Electronic Media Copywriting	3
BCA 318WI	Electronic Media Newswriting	3

Electives (12 hours)

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.

Calvin College – Communication Arts and Sciences Department, Film and Media

CAS majors have the opportunity study audio/visual media and how it communicates in film, television, radio, new media platforms, advertising and other digital media arts. The rise of online video hosting services, podcasts, independent film studios, video advertising and other digital media production centers is making these creative and technical skills more relevant every day.

The major in Film and Media provides an integrated liberal arts foundation emphasizing the intersections between faith, culture and film and media. Coursework for this major provides both introductory and advanced study in communication, particularly as it plays out in film, television, radio, the Internet and new media platforms (social networks), multiple forms of digital communication, advertising and/or other media arts. Through coursework primarily in history, theory, criticism and practice of film and media arts, students will gain:

- An understanding of how a life of faith can inform the study of film and media.
- An introduction to the elements of media production.
- An appreciation of the way film and media work as art forms within culture.
- Extensive knowledge of film and media history.
- Extensive knowledge of classical and contemporary film and media theory.
- Skills to analyze and criticize film and media through oral and written presentation.
- An understanding of the global context and practice of film and media.
- Experience in developed, historical and critical research and writing in the areas of film and media.

<http://www.calvin.edu/academics/departments-programs/communication-arts-sciences/academics/digital-communication-major>

Requirements for the Bachelor's Degree in Film and Media (35-40 semester hours)

- CAS 145 Introduction to Film and Media
- CAS 190 Introduction to Digital Filmmaking

- Two from:
 - CAS 201 New Media
 - CAS 218 Acting for Stage and Screen
 - CAS 222 Calvin Media Company (3hrs)
 - CAS 230, Media Cultures
 - CAS 248 Writing for Media
 - CAS 249 Digital Audio Production
 - CAS 250 Multi-Camera Production
 - CAS 254 Film and Media Criticism
 - CAS 255 Documentary Film and Television
 - CAS 281 Film and Cultures I
 - CAS 282 Film and Cultures II
 - CAS 284 Film and Media Theory
 - CAS 290 Intermediate Digital Filmmaking
 - CAS 296 Film as a Narrative Art/English ENGL 238 Film as a Narrative Art
 - CAS 305 Persuasion and Propaganda
 - CAS 316 Directing for Stage and Screen
 - CAS 319 Production Design
 - CAS 323 Advanced Acting for Stage and Screen
 - CAS 346 Internship in Communication
 - CAS 351 Advanced Digital Filmmaking
 - FREN 375 French Cinema
 - CAS 390 Independent Study
 - CAS 395 Special Topics in Communication
 - CAS 399 Senior Seminar (may be repeated for elective credit)
 - one approved Interim
- CAS 399 Senior Seminar

Courses from one emphasis: Studies Concentration OR Production Concentration

Studies Concentration (18-21 semester hours)

- One from:
 - CAS 218 Acting for Stage and Screen
 - CAS 222 Calvin Media Company (3 hrs)
 - CAS 248 Writing for the Media
 - CAS 249 Digital Audio Production
 - CAS 250 Multi-Camera Production
 - CAS 290 Intermediate Digital Filmmaking
 - CAS 319 Production Design
- Two from:
 - CAS 201 New Media
 - CAS 254 Film and Media Criticism
 - CAS 255 Documentary Film and Television
 - CAS 284 Film and Media Theory
- Two from:
 - CAS 230 Media Cultures
 - CAS 281 Film and Cultures I
 - CAS 282 Film and Cultures II
- CAS 395 Special Topics in Communication or an additional CAS 399 Senior Seminar (must have taken at least two courses in the major, or obtained permission of instructor; may be repeated twice for credit under a different topic)

Production Concentration (18-20 semester hours)

- CAS 290 Intermediate Digital Filmmaking (prerequisite CAS 190 Introduction to Digital Filmmaking)
- One from:
 - CAS 248 Writing for the Media
 - CAS 249 Digital Audio Production
 - CAS 250 Multi-Camera Production (prerequisite CAS 190 Introduction to Digital Filmmaking)
- CAS 351 Advanced Digital Filmmaking (Prerequisite CAS 290 Intermediate Digital Filmmaking or permission of instructor)
- One from:
 - CAS 222 Calvin Media Company (3 hours)
 - CAS 346 Internship in Communication
 - CAS 390 Independent Study
- One from:
 - CAS 230 Media Cultures
 - CAS 281 Film and Cultures I
 - CAS 282 Film and Cultures II
- One from:
 - CAS 201 New Media
 - CAS 254 Film and Media Criticism
 - CAS 255 Documentary Film and Television
 - CAS 284 Film and Media Theory

Compass College of Cinematic Arts – Cinematic and Media Arts

Compass College of Cinematic Arts provides God-gifted artists with the spiritual and creative tools needed to create experiential and culturally impacting stories. CCCA offers a Bachelor of Fine Arts (B.F.A.) degree in Cinematic and Media Arts, combining an intensive, applied study of the film and media arts creation process with four concentrations: Executive Producing, Writing, Post-production and Acting. This program is designed for students who are looking to work for a major studio such as Warner Brothers, Disney, Pixar or Paramount, where a bachelor's Degree is required. It's also an excellent choice for entrepreneurs looking to build their own production company or multimedia business, or work in corporate marketing or multimedia agencies.

The Bachelor of Fine Arts program is a minimum of 120 credit hours and starts immediately training students in film and media arts production. Students start from day one learning the art of narrative storytelling and how to transfer this skill into a screenplay or other forms. Students learn producing, equipment, lighting and film aesthetics. From there, students move on to classes focused on pre-production, post-production, cinematography and directing.

http://www.compass.edu/images/2015-16_school_catalog%204.22.16%20FINAL.FINAL.pdf

Requirements for the Bachelor of Fine Arts Degree in Cinematic and Media Arts

Core Requirements: AAS* & BFA 100 & 200 level

ACT 134	Fundamentals of Acting (acting students)	3
CPS 290/291	Capstone Project	6
CPS 296	Lectures & Protocol	2
FLM 130	Film History	3
PRD 110	Film Fundamentals	4
PRD 114	Producers I: Creative	3
PRD 115	Producers II: Business & Legal	3
PRD 162	Art Direction	1
PRD 210	Cinematography	3
PRD 212	Directing	4
PRD 261	Cinema Aesthetics	2
PST 120	Basic Editing	3
PST 221	Intermediate Editing	3
STR 100	Story Structure	4
STR 200	Screenwriting I	4

Choose one of the following core electives:

ACT 234	Voice & Movement for the Actor (acting students)	3
FLM 234	Foreign Film Culture	3
STR 202	Multimedia Writing	3

General Education Requirements: AAS & BFA

COM 140	Creative Communication	3
HUM 151	Culture & Belief	3
HUM 155	Life Skills	1
HUM 251	Virtue & Ethics	2

Students offered one of the following general education electives:

ENG 158	English Composition	3
HUM 161	Art History	3
HUM 252	Biblical Perspectives	3
HUM 260	Mythology	3
MTS 170	College Mathematics	3

Other Elective Courses:

ACT 336	Improvisation	3
BUS 490	Independent Study in Business	3
FLM 136	Acting I	3
FLM 236	Acting II	3
FLM 291	Industry Intensive Trip	1
FLM 333	Costumes and Makeup for Film	3
FLM 485	Film Independent Study	1-3
FLM 490	Film Industry Study	2
FLM 491	Film Industry Trip	1
FLM 492	Film Industry Trip	1
PRD 362	Advanced Art Direction	3
	Workshops – Various	.5

Major Core Requirements: BFA 300 & 400

CPS 490	Thesis Project	6
CPS 499	Internship	3

Students choose 3 of the following:

BUS 342	Marketing: Emerging Platforms	3
BUS 440	Business Management & Entrepreneurship	3
BUS 443	Integrated Marketing & Campaigns	3
BUS 446	Business & Faith	3

General Education Requirements: BFA

ENG 158	English Composition	3
MTS 170	College Mathematics	3
MTS 372	Scientific Developments	3

Students choose 4 of the following:

ENG 353	Classic Literature	3
HUM 161	Art History	3
HUM 252	Biblical Perspectives	3
HUM 260	Mythology	3
HUM 325	Biblical Studies	3
HUM 352	World Religions	3
HUM 371	Creativity of the Mind	3
HUM 401	Behavioral Disorders	3

BFA Students choose a concentration:

STORY:

STR 301	Screenwriting II	3
PRD 322	TV Writing & Production I	3
PRD 324	TV Writing & Production II	3
STR 401	Writing for Animation: TV/Theatrical	3
STR 402	Writing for Animation: Action/Gaming	3
STR 406	Adaptation: Fact & Fiction	3
Electives	Other Courses	6

PRODUCTION:

PRD 310	Advanced Cinematography	3
PRD 312	Advanced Direction	3
PRD 320	Production: Music Video	3
PRD 322	TV Writing & Production I	3
PRD 324	TV Writing & Production II	3
PRD 404	Television Broadcast	3
PRD 413	Executive Producing: Entertainment Law, Contracts, Finance	3
PRD 414	Advanced Production: Motion Capture, FX	3
Electives	Other Courses	6

POST-PRODUCTION:

PRD 320	Graphics	3
PRD 321	Digital Media Tools	3
PST 328	Sound & Music Design I	3
PST 420	Advanced Editing (Visual/Special Effects)	3
PST 422	Animation for Film & Video	3
PST 424	Animation in Game Design	3
PST 428	Sound & Music Design II	3
Electives	Other Courses	6

ACTING:		
ACT 334	Advanced Acting	3
ACT 336	Improvisation	3
ACT 338	Acting for the Camera	3
ACT 434	Acting: Dialects	3
ACT 436	Performing Shakespeare	3
ACT 438	Business of Acting	3
Electives	Other Courses	6

Cornerstone University – Division of Communication and Media, Film and Video Production

Film and Video Production prepares students to graduate as influential storytellers. Through a multi-skilled, generalist philosophy, students learn the breadth of filmmaking and choose one area to study in depth. Students experience story from construction, idea generation and development, through image and sound capture, to the post-production reconstruction of the story in visual and audio editing.

As a Film and Video Production major, students can work in areas such as feature films, corporate and commercial filmmaking, church media, wedding and documentary film both in corporate production companies and as freelance media artists.

The type of careers revolve around the core skill sets – writing, directing, cinematography, sound recording and editing, visual designer, and postproduction visual editor or any form of media generalist that requires a mixture of these skills.

<https://www.cornerstone.edu/files/resources/film-video-plan-15-16-2.pdf>

Requirements for the Bachelor of Arts Degree in Film and Video Production

Freshman Year – FALL	16 cr.	Freshman Year – SPRING	17 cr.
<i>PHO 236 Intro to Digital Photography</i>		<i>MDA 271 Film and Video Production I</i>	
<i>MDA 111 Intro to Story</i>		MAT 110 College Math	
COM 112 Communication in Culture**		<i>MDA 254 Film History</i>	
KIN 100 Wellness		REL 204 New Testament	
REL 104 Old Testament		IDS 101 Creativity	
		IDS 104 CU Foundations II	

Sophomore Year – FALL 16 cr.

MDA 164 Film/Video Production Seminar I

MDA 284 Film/Video Production III

ENG 212 Writing in Culture

HIS 114 World Civilization II

LIN 100 Language in Culture

MDA 261 Audio Production I

Sophomore Year – SPRING 17 cr.

*MDA 282 Film/Video Production II***

COM XXX Communication Elective

MDA 3XX Theory Elective

PHI 211 Philosophy in Culture

MDA 318 Writing for the Electronic Media

MDA 354 Film/Video Production Sem. II

Activities Elective

Junior Year – FALL 16 cr.

MDA 341 Advanced Production I

LAB Science

Social Science

Language Elective

Elective

Junior Year – SPRING 17 cr.

MDA 342 Advanced Production II

MDA 250 Writing for Film

MDA 380 Internship

REL 3352 Christian Beliefs and History

Elective

Elective

Senior Year – FALL 15 cr.

MDA 3XX Film/Video Prod. Specialization

MDA 441 Advanced Production III

SCI 311 Science in Culture

Elective

Elective

Senior Year – SPRING 14 cr.

MDA 442 Advanced Production IV

COM 400 Capstone Seminar

MDA 380 Internship

Elective

Elective

*required courses for film/video major are italicized.

**Must achieve a grade of C or greater to pass.

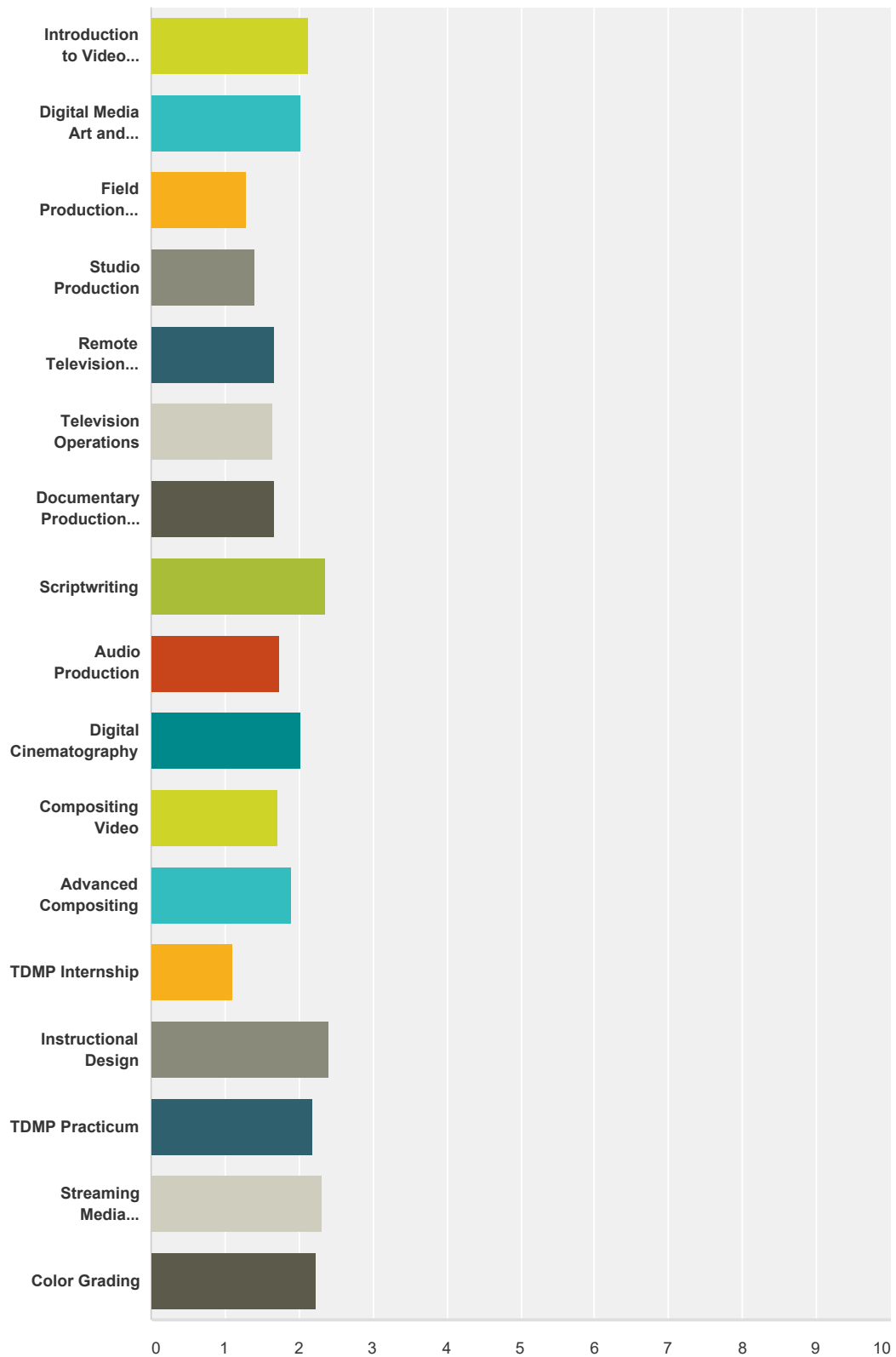
Minimum 129 credits required for graduation.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Don't know/No Opinion	Total	Weighted Average
Availability of my advisor	8.00% 4	4.00% 2	26.00% 13	60.00% 30	2.00% 1	50	3.34
Willingness of my advisor to help	6.00% 3	4.00% 2	20.00% 10	66.00% 33	4.00% 2	50	3.38
Quality of advising by TDMP faculty	2.00% 1	6.00% 3	28.00% 14	64.00% 32	0.00% 0	50	3.54
Quality of courses in helping me to prepare for employment	0.00% 0	4.08% 2	34.69% 17	59.18% 29	2.04% 1	49	3.49
Fairness of grading in my TDMP classes	0.00% 0	4.00% 2	24.00% 12	70.00% 35	2.00% 1	50	3.60
Quality of instruction in my TDMP classes	0.00% 0	4.00% 2	20.00% 10	76.00% 38	0.00% 0	50	3.72
Helpfulness of TDMP office/Media Supply Staff	2.00% 1	8.00% 4	30.00% 15	58.00% 29	2.00% 1	50	3.40
Availability of TDMP required courses	0.00% 0	2.00% 1	32.00% 16	62.00% 31	4.00% 2	50	3.48
Organization of the curriculum for the major	0.00% 0	0.00% 0	44.00% 22	50.00% 25	6.00% 3	50	3.32
Appropriateness of the internship experience	0.00% 0	0.00% 0	18.37% 9	28.57% 14	53.06% 26	49	1.69
Appropriateness of studio facilities and equipment	2.00% 1	8.00% 4	22.00% 11	60.00% 30	8.00% 4	50	3.24
Appropriateness of computers and software for editing, graphics, etc.	2.00% 1	8.00% 4	30.00% 15	58.00% 29	2.00% 1	50	3.40
Appropriateness of portable video equipment	2.04% 1	8.16% 4	34.69% 17	53.06% 26	2.04% 1	49	3.35
Appropriateness of portable lighting equipment	2.00% 1	16.00% 8	30.00% 15	46.00% 23	6.00% 3	50	3.08
Appropriateness of portable audio equipment	0.00% 0	10.00% 5	34.00% 17	52.00% 26	4.00% 2	50	3.30
Professional competence of TDMP faculty	0.00% 0	2.04% 1	24.49% 12	69.39% 34	4.08% 2	49	3.55
Opportunity for interaction with TDMP faculty	0.00% 0	6.00% 3	16.00% 8	72.00% 36	6.00% 3	50	3.48
Faculty helpfulness in dealing with classwork & projects	0.00% 0	4.08% 2	22.45% 11	71.43% 35	2.04% 1	49	3.61
Usefulness of faculty criticism of classwork & projects	0.00% 0	6.00% 3	16.00% 8	78.00% 39	0.00% 0	50	3.72
Appropriateness of procedures used to evaluate students in their lecture courses	0.00% 0	2.04% 1	28.57% 14	67.35% 33	2.04% 1	49	3.59
Appropriateness of procedures used to evaluate students in their lab/hands-on courses	0.00% 0	0.00% 0	26.00% 13	72.00% 36	2.00% 1	50	3.66
Faculty awareness of new developments in the television production/digital media field	0.00% 0	0.00% 0	24.00% 12	74.00% 37	2.00% 1	50	3.68
Overall quality of teaching in TDMP	0.00% 0	4.00% 2	18.00% 9	78.00% 39	0.00% 0	50	3.74
Overall quality of the TDMP program	4.00% 2	2.00% 1	26.00% 13	68.00% 34	0.00% 0	50	3.58
Overall adequacy of University financial resources used in support of this program	2.00% 1	10.00% 5	50.00% 25	32.00% 16	6.00% 3	50	3.00

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Don't Know/No Opinion	Total	Weighted Average
Most faculty members are genuinely interested in the welfare and the professional development of the students	0.00% 0	0.00% 0	24.00% 12	76.00% 38	0.00% 0	50	3.76
Different scholarly points of view are encouraged by the faculty	0.00% 0	2.00% 1	50.00% 25	48.00% 24	0.00% 0	50	3.46
The program is academically demanding for most students	0.00% 0	2.00% 1	32.00% 16	64.00% 32	2.00% 1	50	3.56
The program has a humane environment characterized by mutual respect between the student and faculty	0.00% 0	4.00% 2	30.00% 15	64.00% 32	2.00% 1	50	3.54
I have learned a great deal as a major in the TDMP Program at Ferris State University	2.00% 1	0.00% 0	16.00% 8	78.00% 39	4.00% 2	50	3.62
I would advise a friend with similar interests to major in TDMP at Ferris State University	2.00% 1	6.00% 3	20.00% 10	70.00% 35	2.00% 1	50	3.54
Students tend to support and help each other meet the academic demands of this program	2.00% 1	2.00% 1	28.00% 14	68.00% 34	0.00% 0	50	3.62
The TDMP Program is an academically stimulating place to learn	2.00% 1	4.00% 2	26.00% 13	68.00% 34	0.00% 0	50	3.60
There are opportunities outside of the classroom for growth	0.00% 0	2.00% 1	24.00% 12	74.00% 37	0.00% 0	50	3.72
The program actively helps graduates of this program find appropriate employment or pursue further study	0.00% 0	2.00% 1	20.00% 10	48.00% 24	30.00% 15	50	2.56
TDMP faculty members appear to be prepared for their courses	0.00% 0	2.00% 1	14.00% 7	82.00% 41	2.00% 1	50	3.74
This program is providing me with a very good preparation for what I perceive as my future professional work or advanced study	2.00% 1	2.00% 1	28.00% 14	66.00% 33	2.00% 1	50	3.54
The TDMP faculty members work together to achieve the program's goals	0.00% 0	2.00% 1	24.00% 12	72.00% 36	2.00% 1	50	3.64
The TDMP faculty are receptive to new ideas and ways of doing things	0.00% 0	6.00% 3	40.00% 20	54.00% 27	0.00% 0	50	3.48
There is good communication between TDMP faculty and students regarding student needs, concerns, and suggestions	2.00% 1	2.00% 1	26.00% 13	68.00% 34	2.00% 1	50	3.56
Students are provided sufficient opportunities to work in groups	0.00% 0	4.00% 2	24.00% 12	70.00% 35	2.00% 1	50	3.60
I am satisfied with the caliber and quality of my classmates	0.00% 0	14.00% 7	40.00% 20	46.00% 23	0.00% 0	50	3.32
Students are provided sufficient opportunities to work alone	0.00% 0	4.08% 2	32.65% 16	63.27% 31	0.00% 0	49	3.59
The TDMP program provides a satisfactory outlet for creative expression	0.00% 0	2.00% 1	20.00% 10	74.00% 37	4.00% 2	50	3.60

Q1 How important do you perceive this to be as a requirement in the TDMP Program

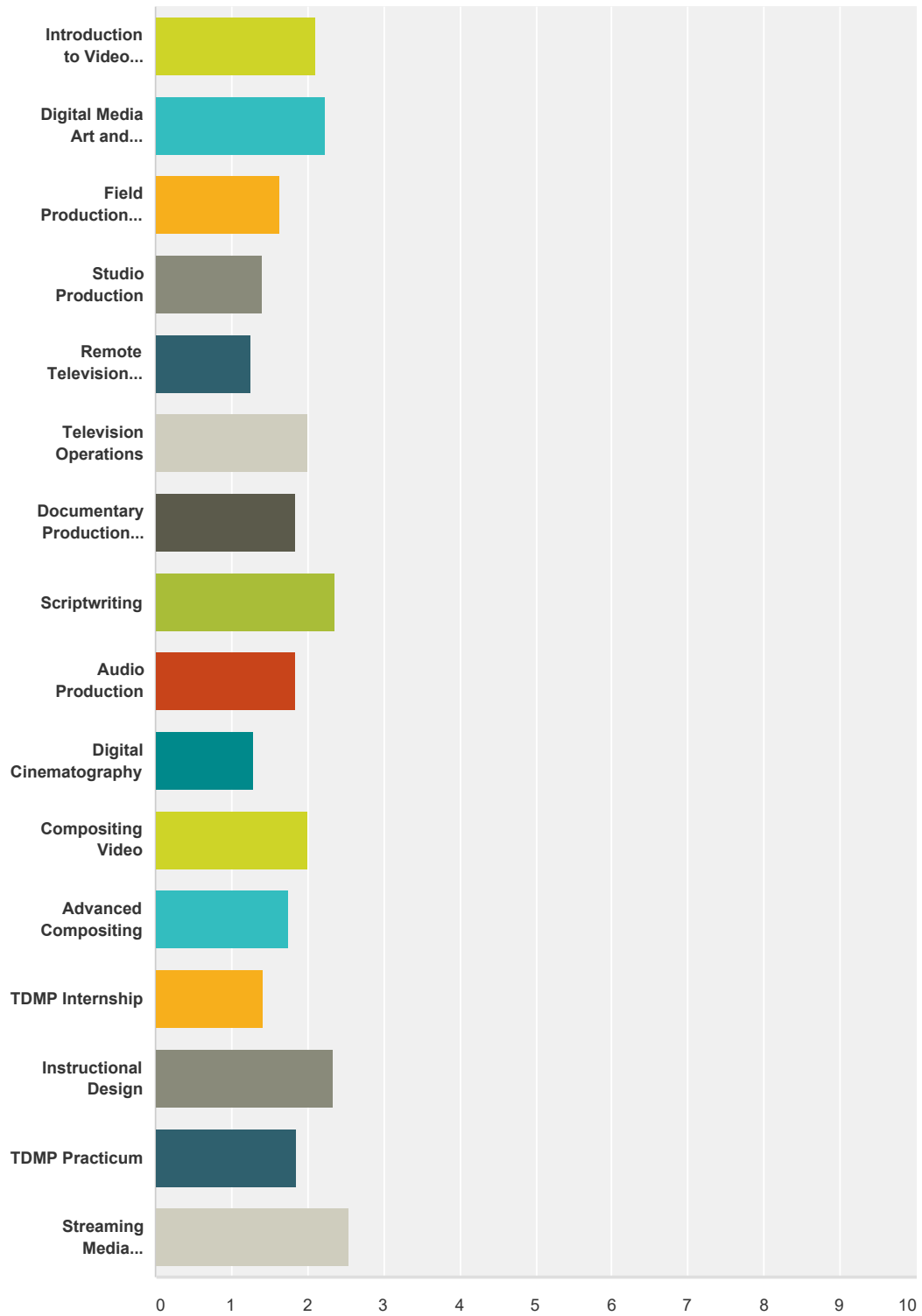
Answered: 31 Skipped: 0



	Very Important	Important	Moderately Important	Slightly Important	Not Important	Total	Weighted Average
Introduction to Video Communications	35.48% 11	29.03% 9	25.81% 8	6.45% 2	3.23% 1	31	2.13
Digital Media Art and Technology (Computer Systems)	41.94% 13	29.03% 9	19.35% 6	3.23% 1	6.45% 2	31	2.03
Field Production (Video I)	77.42% 24	16.13% 5	6.45% 2	0.00% 0	0.00% 0	31	1.29
Studio Production	64.52% 20	32.26% 10	3.23% 1	0.00% 0	0.00% 0	31	1.39
Remote Television Production	51.61% 16	29.03% 9	19.35% 6	0.00% 0	0.00% 0	31	1.68
Television Operations	51.61% 16	35.48% 11	9.68% 3	3.23% 1	0.00% 0	31	1.65
Documentary Production (Video II)	44.83% 13	44.83% 13	10.34% 3	0.00% 0	0.00% 0	29	1.66
Scriptwriting	19.35% 6	38.71% 12	32.26% 10	6.45% 2	3.23% 1	31	2.35
Audio Production	51.61% 16	32.26% 10	9.68% 3	3.23% 1	3.23% 1	31	1.74
Digital Cinematography	33.33% 10	36.67% 11	23.33% 7	6.67% 2	0.00% 0	30	2.03
Compositing Video	48.39% 15	32.26% 10	19.35% 6	0.00% 0	0.00% 0	31	1.71
Advanced Compositing	43.33% 13	26.67% 8	26.67% 8	3.33% 1	0.00% 0	30	1.90
TDMP Internship	93.55% 29	3.23% 1	3.23% 1	0.00% 0	0.00% 0	31	1.10
Instructional Design	33.33% 10	20.00% 6	23.33% 7	20.00% 6	3.33% 1	30	2.40
TDMP Practicum	36.67% 11	26.67% 8	16.67% 5	20.00% 6	0.00% 0	30	2.20
Streaming Media Production	32.26% 10	22.58% 7	29.03% 9	12.90% 4	3.23% 1	31	2.32
Color Grading	26.67% 8	36.67% 11	23.33% 7	13.33% 4	0.00% 0	30	2.23

Q2 If you took the course, please rate the quality of the course (please do not answer if course was not taken).

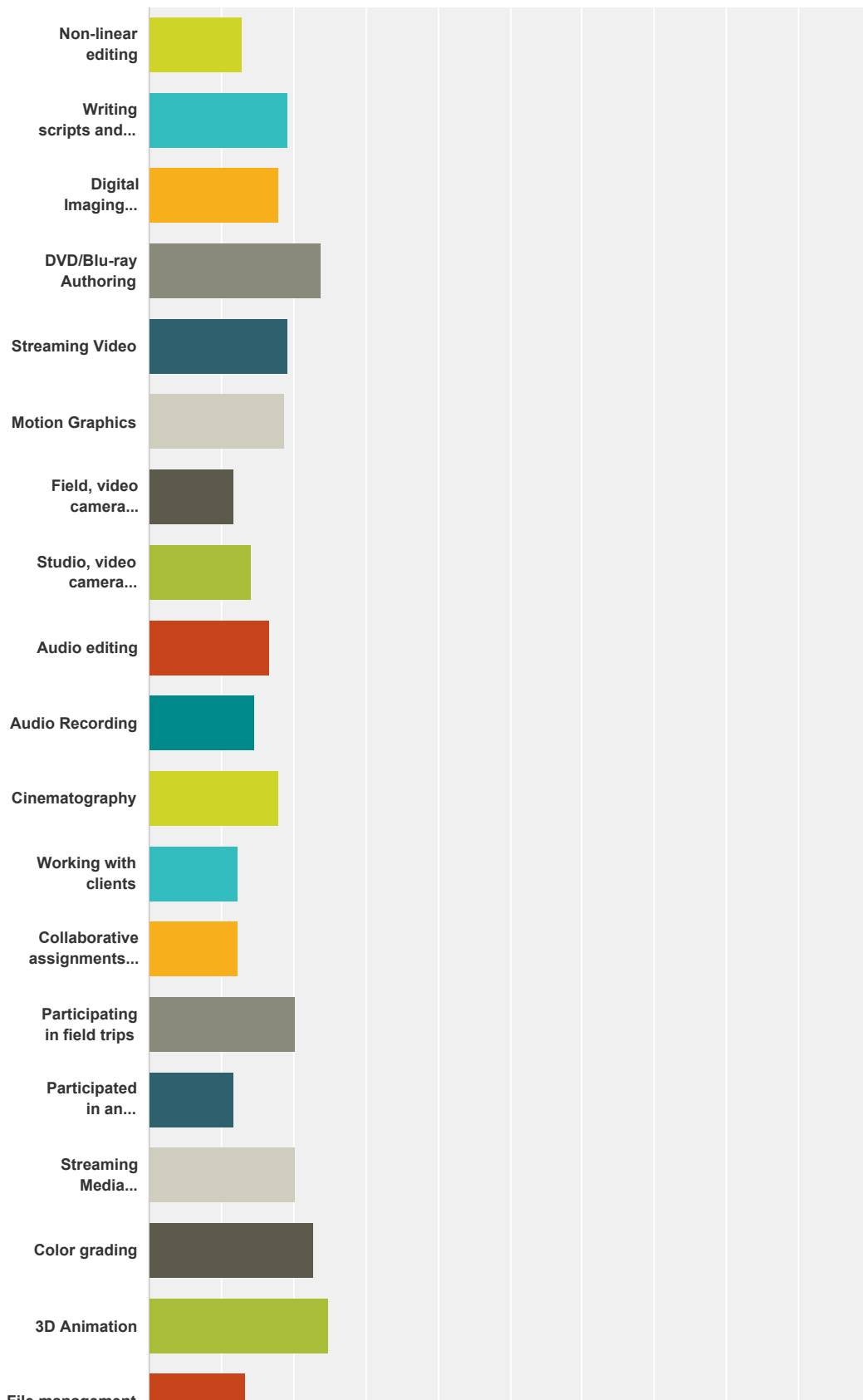
Answered: 31 Skipped: 0

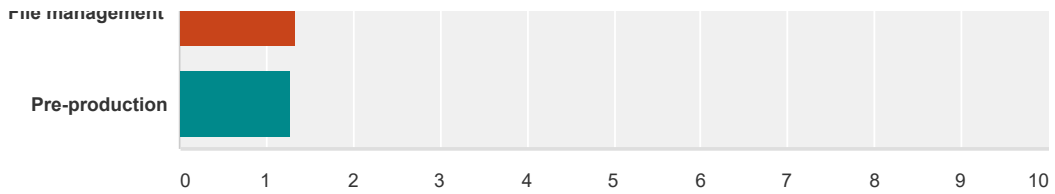


	Very High Quality	Good Quality	Moderate Quality	Low Quality	Very Low Quality	Did not take/don't remember	Total	Weighted Average
Introduction to Video Communications	20.00% 6	50.00% 15	23.33% 7	3.33% 1	0.00% 0	3.33% 1	30	2.10
Digital Media Art and Technology (Computer Systems)	16.67% 5	40.00% 12	20.00% 6	3.33% 1	3.33% 1	16.67% 5	30	2.24
Field Production (Video I)	53.57% 15	25.00% 7	17.86% 5	0.00% 0	0.00% 0	3.57% 1	28	1.63
Studio Production	64.52% 20	32.26% 10	3.23% 1	0.00% 0	0.00% 0	0.00% 0	31	1.39
Remote Television Production	60.00% 15	20.00% 5	0.00% 0	0.00% 0	0.00% 0	20.00% 5	25	1.25
Television Operations	35.48% 11	29.03% 9	29.03% 9	3.23% 1	0.00% 0	3.23% 1	31	2.00
Documentary Production (Video II)	33.33% 9	33.33% 9	18.52% 5	0.00% 0	0.00% 0	14.81% 4	27	1.83
Scriptwriting	27.59% 8	24.14% 7	31.03% 9	10.34% 3	3.45% 1	3.45% 1	29	2.36
Audio Production	32.26% 10	45.16% 14	16.13% 5	0.00% 0	0.00% 0	6.45% 2	31	1.83
Digital Cinematography	21.74% 5	8.70% 2	0.00% 0	0.00% 0	0.00% 0	69.57% 16	23	1.29
Compositing Video	17.86% 5	32.14% 9	10.71% 3	3.57% 1	0.00% 0	35.71% 10	28	2.00
Advanced Compositing	4.55% 1	13.64% 3	0.00% 0	0.00% 0	0.00% 0	81.82% 18	22	1.75
TDMP Internship	74.19% 23	19.35% 6	0.00% 0	3.23% 1	3.23% 1	0.00% 0	31	1.42
Instructional Design	28.57% 8	25.00% 7	17.86% 5	3.57% 1	10.71% 3	14.29% 4	28	2.33
TDMP Practicum	27.27% 6	22.73% 5	4.55% 1	0.00% 0	4.55% 1	40.91% 9	22	1.85
Streaming Media Production	4.17% 1	16.67% 4	20.83% 5	4.17% 1	0.00% 0	54.17% 13	24	2.55

Q3 How important do you perceive this to be as a requirement in the TDMP Program

Answered: 30 Skipped: 1

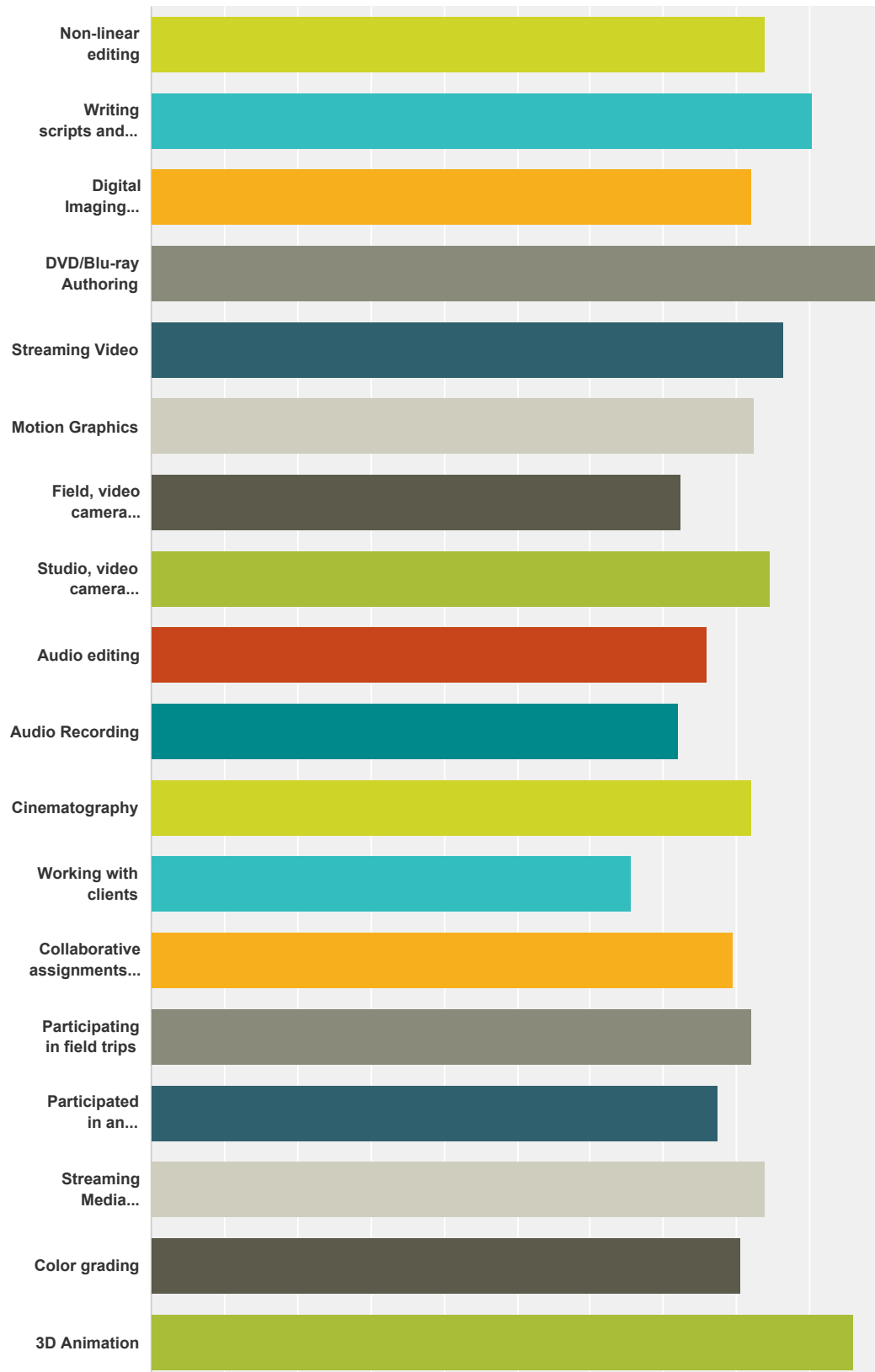


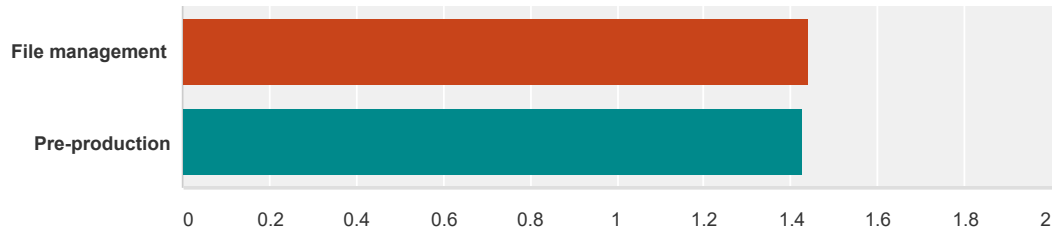


	Very Important	Important	Moderately Important	Slightly Important	Not Important	Total	Weighted Average
Non-linear editing	80.00% 24	13.33% 4	3.33% 1	3.33% 1	0.00% 0	30	1.30
Writing scripts and other writing assignments	33.33% 10	43.33% 13	20.00% 6	3.33% 1	0.00% 0	30	1.93
Digital Imaging (Photoshop/Illustrator)	33.33% 10	56.67% 17	6.67% 2	3.33% 1	0.00% 0	30	1.80
DVD/Blu-ray Authoring	23.33% 7	40.00% 12	16.67% 5	16.67% 5	3.33% 1	30	2.37
Streaming Video	48.28% 14	20.69% 6	24.14% 7	3.45% 1	3.45% 1	29	1.93
Motion Graphics	36.67% 11	40.00% 12	23.33% 7	0.00% 0	0.00% 0	30	1.87
Field, video camera operation	83.33% 25	16.67% 5	0.00% 0	0.00% 0	0.00% 0	30	1.17
Studio, video camera operation	66.67% 20	23.33% 7	10.00% 3	0.00% 0	0.00% 0	30	1.43
Audio editing	51.72% 15	31.03% 9	17.24% 5	0.00% 0	0.00% 0	29	1.66
Audio Recording	63.33% 19	26.67% 8	10.00% 3	0.00% 0	0.00% 0	30	1.47
Cinematography	44.83% 13	31.03% 9	24.14% 7	0.00% 0	0.00% 0	29	1.79
Working with clients	80.00% 24	16.67% 5	3.33% 1	0.00% 0	0.00% 0	30	1.23
Collaborative assignments (working as a team)	76.67% 23	23.33% 7	0.00% 0	0.00% 0	0.00% 0	30	1.23
Participating in field trips	33.33% 10	36.67% 11	23.33% 7	6.67% 2	0.00% 0	30	2.03
Participated in an internship before graduation	86.67% 26	10.00% 3	3.33% 1	0.00% 0	0.00% 0	30	1.17
Streaming Media Production	33.33% 10	43.33% 13	13.33% 4	6.67% 2	3.33% 1	30	2.03
Color grading	31.03% 9	24.14% 7	34.48% 10	6.90% 2	3.45% 1	29	2.28
3D Animation	24.14% 7	17.24% 5	48.28% 14	6.90% 2	3.45% 1	29	2.48
File management	68.97% 20	27.59% 8	3.45% 1	0.00% 0	0.00% 0	29	1.34
Pre-production	79.31% 23	17.24% 5	0.00% 0	3.45% 1	0.00% 0	29	1.28

Q4 As you reflect back on your coursework, do you think we should increase, decrease, or keep the same emphasis on the topic?

Answered: 29 Skipped: 2

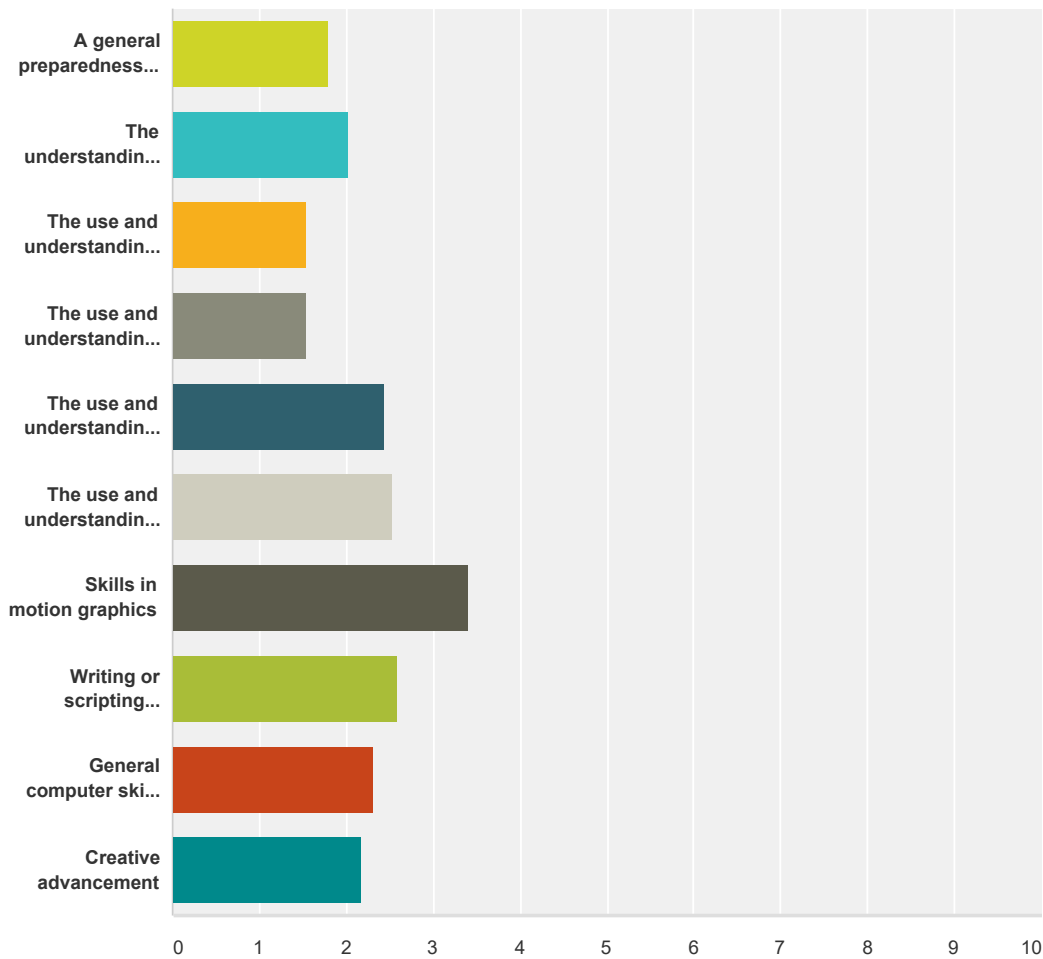




	Increase	Stay the same	Decrease	No opinion/Don't recall	Total	Weighted Average
Non-linear editing	37.93% 11	51.72% 15	6.90% 2	3.45% 1	29	1.68
Writing scripts and other writing assignments	25.00% 7	64.29% 18	7.14% 2	3.57% 1	28	1.81
Digital Imaging (Photoshop/Illustrator)	37.93% 11	55.17% 16	3.45% 1	3.45% 1	29	1.64
DVD/Blu-ray Authoring	20.69% 6	48.28% 14	20.69% 6	10.34% 3	29	2.00
Streaming Video	34.48% 10	44.83% 13	10.34% 3	10.34% 3	29	1.73
Motion Graphics	32.14% 9	60.71% 17	0.00% 0	7.14% 2	28	1.65
Field, video camera operation	55.17% 16	44.83% 13	0.00% 0	0.00% 0	29	1.45
Studio, video camera operation	34.48% 10	62.07% 18	3.45% 1	0.00% 0	29	1.69
Audio editing	48.28% 14	41.38% 12	3.45% 1	6.90% 2	29	1.52
Audio Recording	55.17% 16	34.48% 10	3.45% 1	6.90% 2	29	1.44
Cinematography	41.38% 12	48.28% 14	6.90% 2	3.45% 1	29	1.64
Working with clients	68.97% 20	31.03% 9	0.00% 0	0.00% 0	29	1.31
Collaborative assignments (working as a team)	41.38% 12	58.62% 17	0.00% 0	0.00% 0	29	1.59
Participating in field trips	37.93% 11	55.17% 16	3.45% 1	3.45% 1	29	1.64
Participated in an internship before graduation	44.83% 13	55.17% 16	0.00% 0	0.00% 0	29	1.55
Streaming Media Production	41.38% 12	44.83% 13	10.34% 3	3.45% 1	29	1.68
Color grading	35.71% 10	42.86% 12	3.57% 1	17.86% 5	28	1.61
3D Animation	14.29% 4	64.29% 18	7.14% 2	14.29% 4	28	1.92
File management	53.57% 15	42.86% 12	0.00% 0	3.57% 1	28	1.44
Pre-production	57.14% 16	42.86% 12	0.00% 0	0.00% 0	28	1.43

Q5 As a result of your degree coursework, to what extent do you feel you gained:

Answered: 29 Skipped: 2

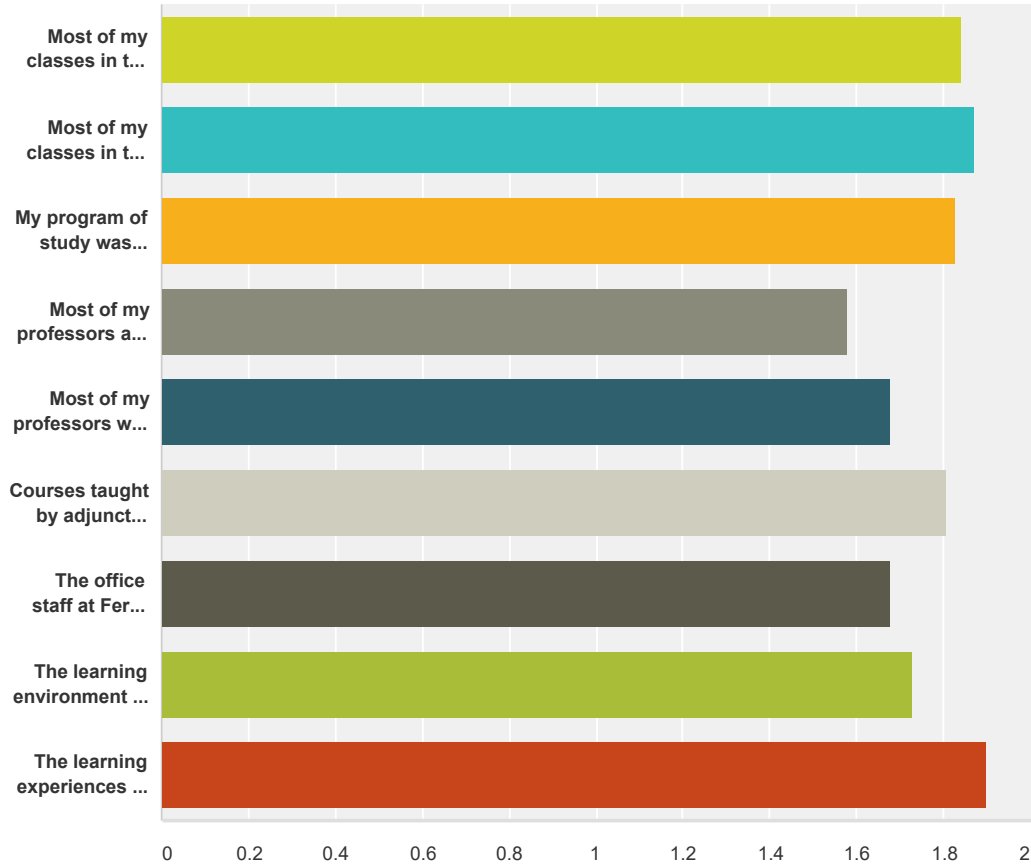


	Very much	Somewhat	Very Little	Not at All	Total	Weighted Average
A general preparedness professionally	62.07% 18	34.48% 10	3.45% 1	0.00% 0	29	1.79
The understanding of producing	51.72% 15	41.38% 12	6.90% 2	0.00% 0	29	2.03
The use and understanding of video editing	72.41% 21	27.59% 8	0.00% 0	0.00% 0	29	1.55
The use and understanding of camera operation	72.41% 21	27.59% 8	0.00% 0	0.00% 0	29	1.55
The use and understanding of lighting equipment	37.93% 11	41.38% 12	20.69% 6	0.00% 0	29	2.45
The use and understanding of audio techniques	31.03% 9	55.17% 16	13.79% 4	0.00% 0	29	2.52
Skills in motion graphics	13.79% 4	34.48% 10	34.48% 10	17.24% 5	29	3.41

Writing or scripting skills	27.59% 8	58.62% 17	13.79% 4	0.00% 0	29	2.59
General computer skills	44.83% 13	37.93% 11	13.79% 4	3.45% 1	29	2.31
Creative advancement	44.83% 13	51.72% 15	0.00% 0	3.45% 1	29	2.17

Q6 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.

Answered: 31 Skipped: 0



	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total	Weighted Average
Most of my classes in the TDMP/TVPR program at Ferris were stimulating creatively.	25.81% 8	67.74% 21	3.23% 1	3.23% 1	0.00% 0	31	1.84
Most of my classes in the TDMP/TVPR program at Ferris challenged me.	32.26% 10	54.84% 17	6.45% 2	6.45% 2	0.00% 0	31	1.87
My program of study was appropriate in terms of meeting my professional goals.	40.00% 12	46.67% 14	3.33% 1	10.00% 3	0.00% 0	30	1.83
Most of my professors at FSU in the TDMP/TVPR program were good teachers.	48.39% 15	45.16% 14	6.45% 2	0.00% 0	0.00% 0	31	1.58
Most of my professors were available outside of class to help students.	45.16% 14	45.16% 14	6.45% 2	3.23% 1	0.00% 0	31	1.68
Courses taught by adjunct faculty were very good.	41.94% 13	38.71% 12	16.13% 5	3.23% 1	0.00% 0	31	1.81

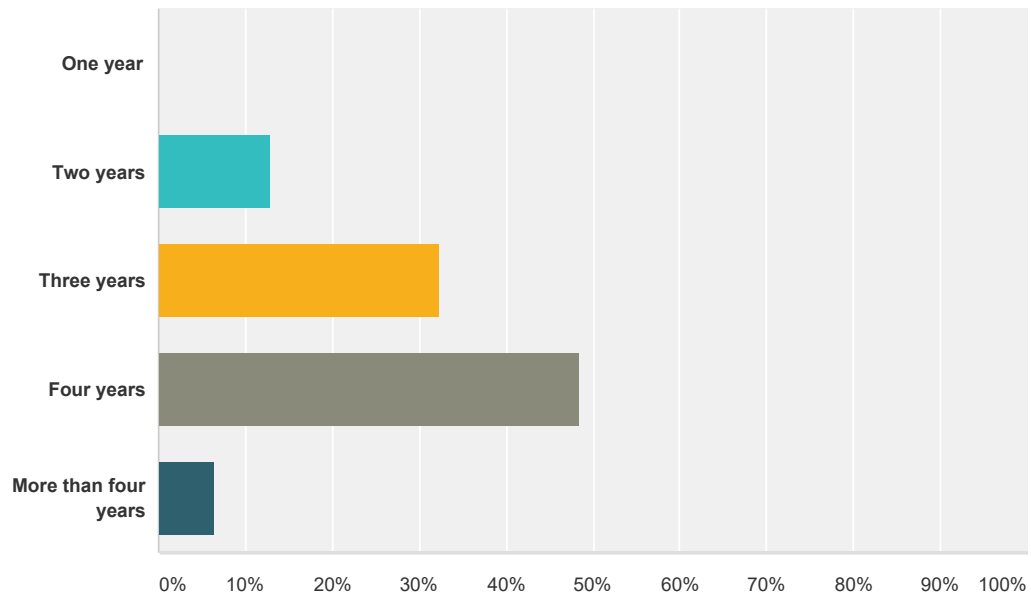
The office staff at Ferris was friendly and helpful.	41.94% 13	48.39% 15	9.68% 3	0.00% 0	0.00% 0	31	1.68
The learning environment in my courses was relaxed and supportive.	30.00% 9	66.67% 20	3.33% 1	0.00% 0	0.00% 0	30	1.73
The learning experiences in most of the courses related to my job.	43.33% 13	43.33% 13	0.00% 0	6.67% 2	6.67% 2	30	1.90

Q7 What year did you graduate? Please provide the specific year (after completing your internship).

Answered: 31 Skipped: 0

Q8 How long did it take you to complete the TDMP/TVPR program at Ferris?

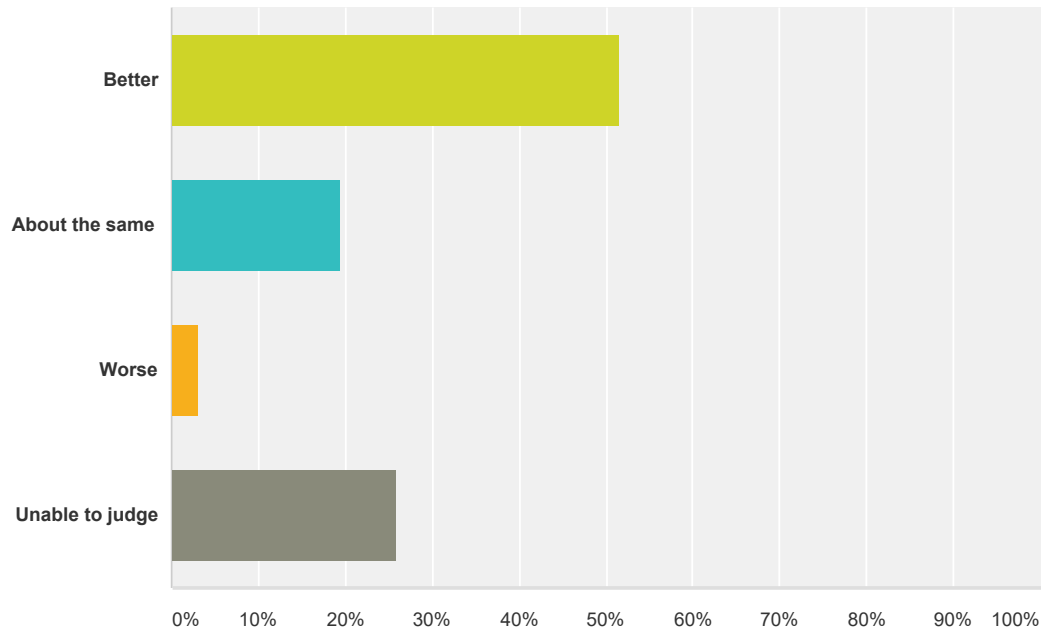
Answered: 31 Skipped: 0



Answer Choices	Responses
One year	0.00% 0
Two years	12.90% 4
Three years	32.26% 10
Four years	48.39% 15
More than four years	6.45% 2
Total	31

Q9 How would you compare the quality of education provided in this program with that of other universities/colleges?

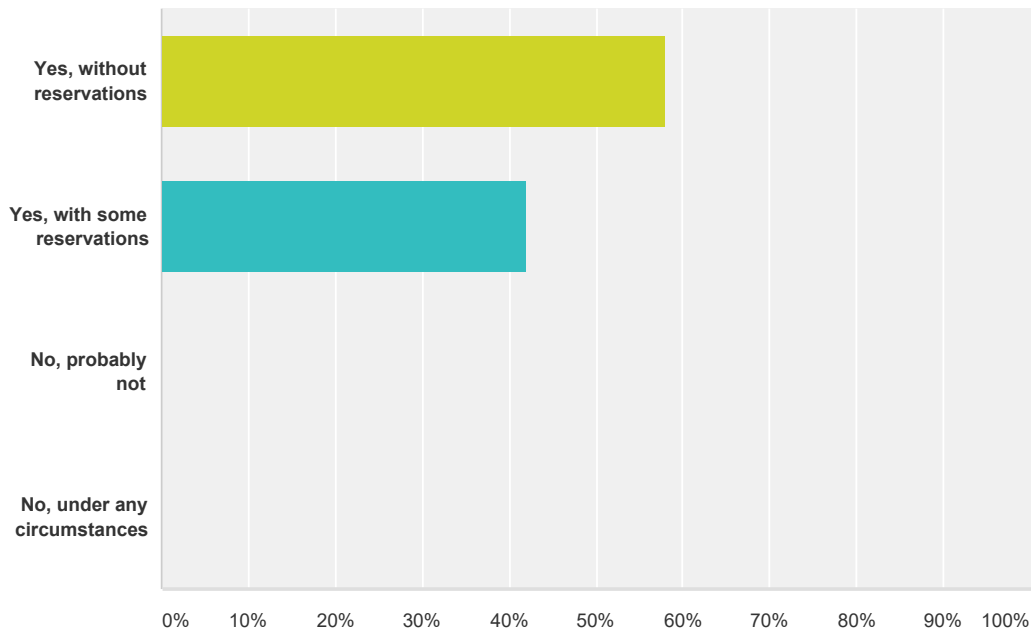
Answered: 31 Skipped: 0



Answer Choices	Responses
Better	51.61% 16
About the same	19.35% 6
Worse	3.23% 1
Unable to judge	25.81% 8
Total	31

Q10 Would you recommend FSU's TDMP Program to a friend?

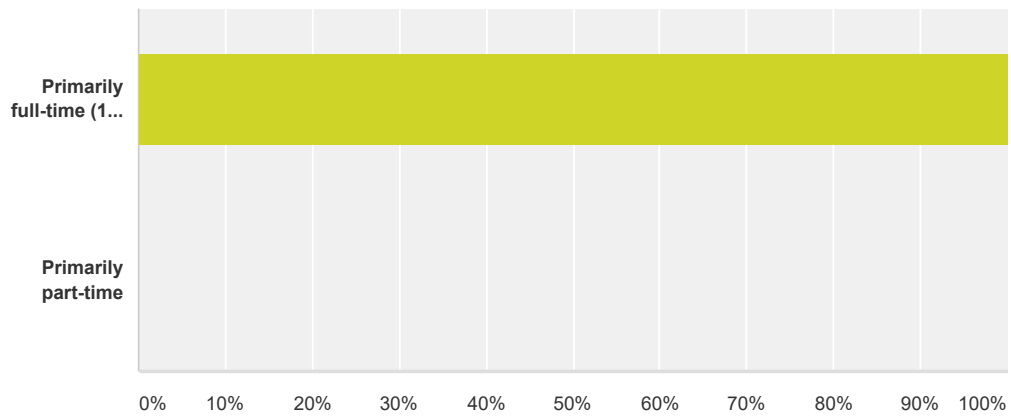
Answered: 31 Skipped: 0



Answer Choices	Responses
Yes, without reservations	58.06% 18
Yes, with some reservations	41.94% 13
No, probably not	0.00% 0
No, under any circumstances	0.00% 0
Total	31

Q11 What was your enrollment status while attending the TDMP program?

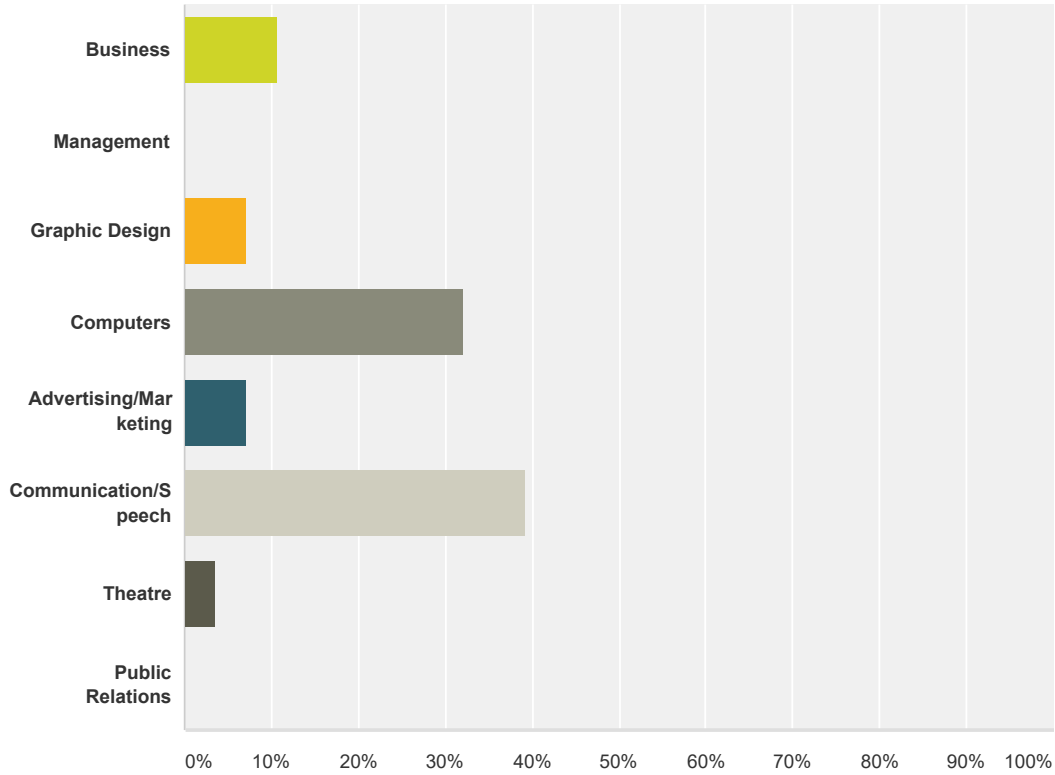
Answered: 31 Skipped: 0



Answer Choices	Responses
Primarily full-time (12 credits or more)	100.00% 31
Primarily part-time	0.00% 0
Total	31

Q12 Which of the following areas (aside from TDMP/TVPR) best prepared you for your current occupation?

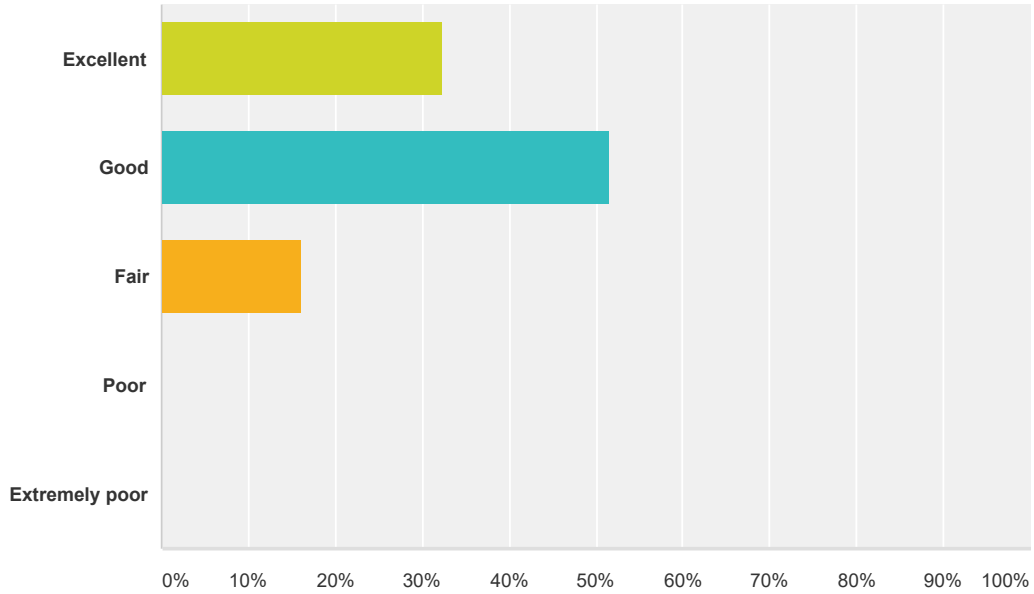
Answered: 28 Skipped: 3



Answer Choices	Responses
Business	10.71% 3
Management	0.00% 0
Graphic Design	7.14% 2
Computers	32.14% 9
Advertising/Marketing	7.14% 2
Communication/Speech	39.29% 11
Theatre	3.57% 1
Public Relations	0.00% 0
Total	28

Q13 Overall, how well do you feel the TDMP/TVPR program at Ferris prepared you for your career?

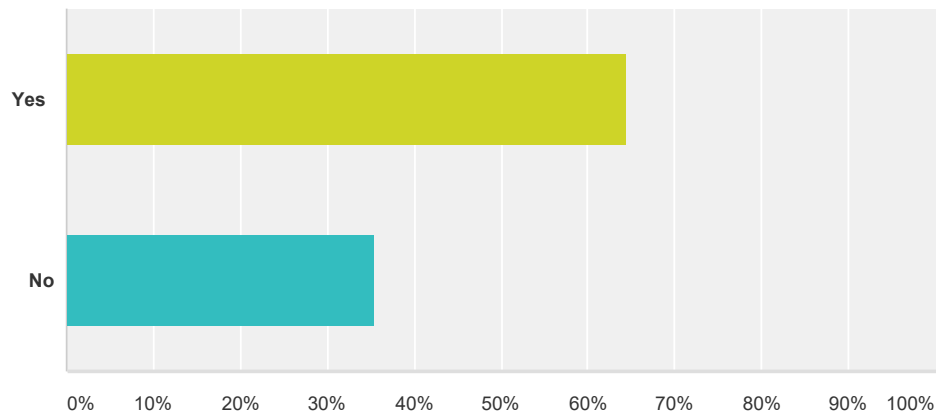
Answered: 31 Skipped: 0



Answer Choices	Responses
Excellent	32.26% 10
Good	51.61% 16
Fair	16.13% 5
Poor	0.00% 0
Extremely poor	0.00% 0
Total	31

Q14 Are you presently employed in a career relating to your program of study?

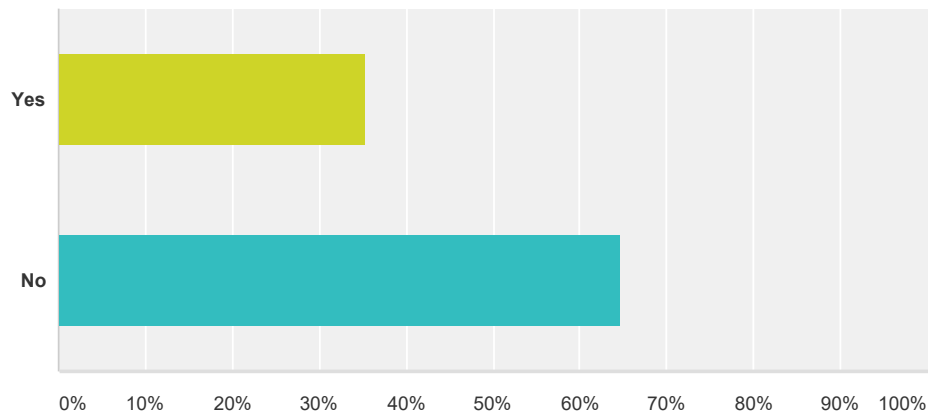
Answered: 31 Skipped: 0



Answer Choices	Responses	
Yes	64.52%	20
No	35.48%	11
Total		31

Q15 If no, are you presently seeking employment in your field?

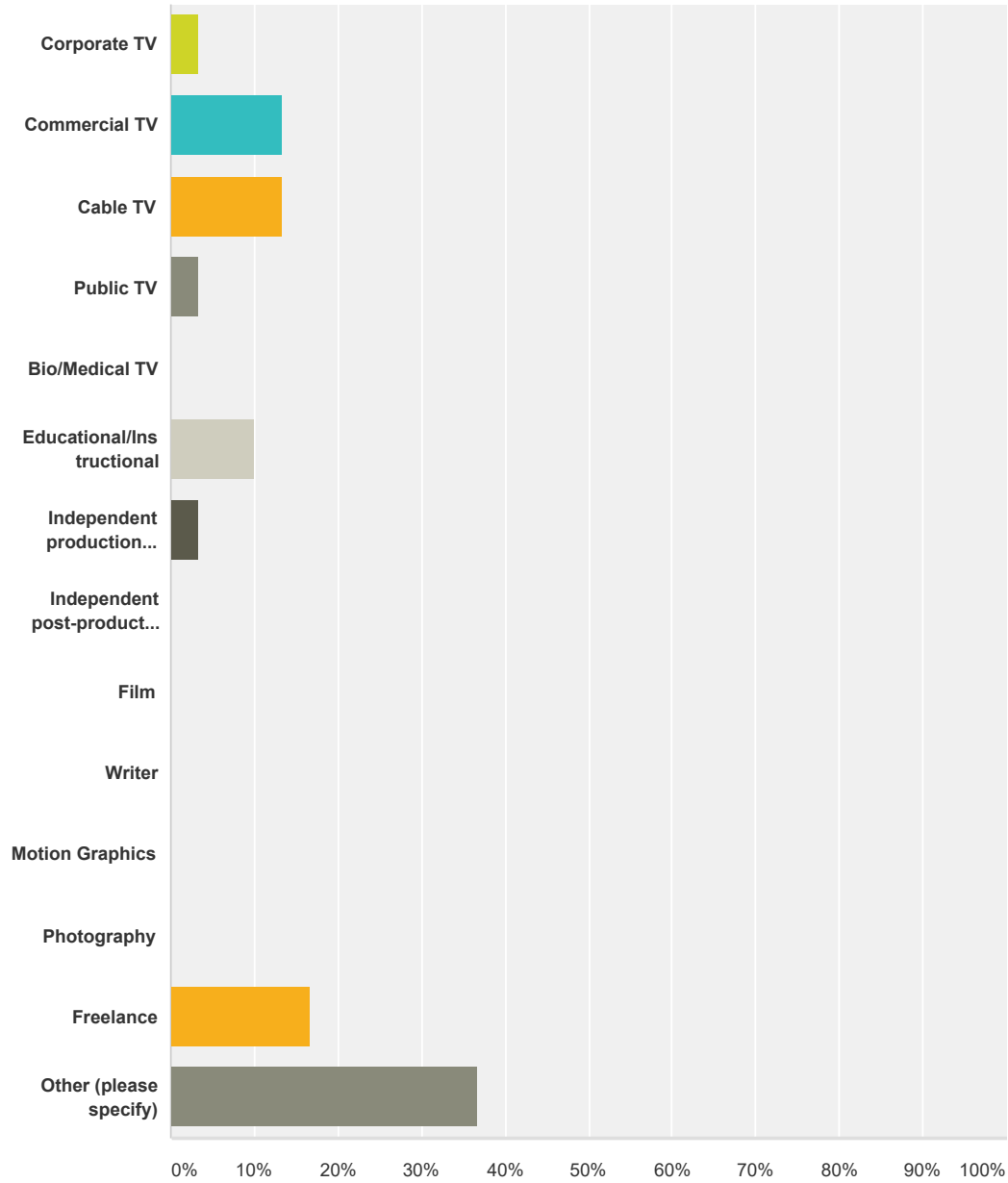
Answered: 17 Skipped: 14



Answer Choices	Responses	
Yes	35.29%	6
No	64.71%	11
Total		17

Q16 Which one of the following areas most closely classifies the field of your current position?

Answered: 30 Skipped: 1



Answer Choices	Responses
Corporate TV	3.33% 1
Commercial TV	13.33% 4
Cable TV	13.33% 4
Public TV	3.33% 1
Bio/Medical TV	0.00% 0

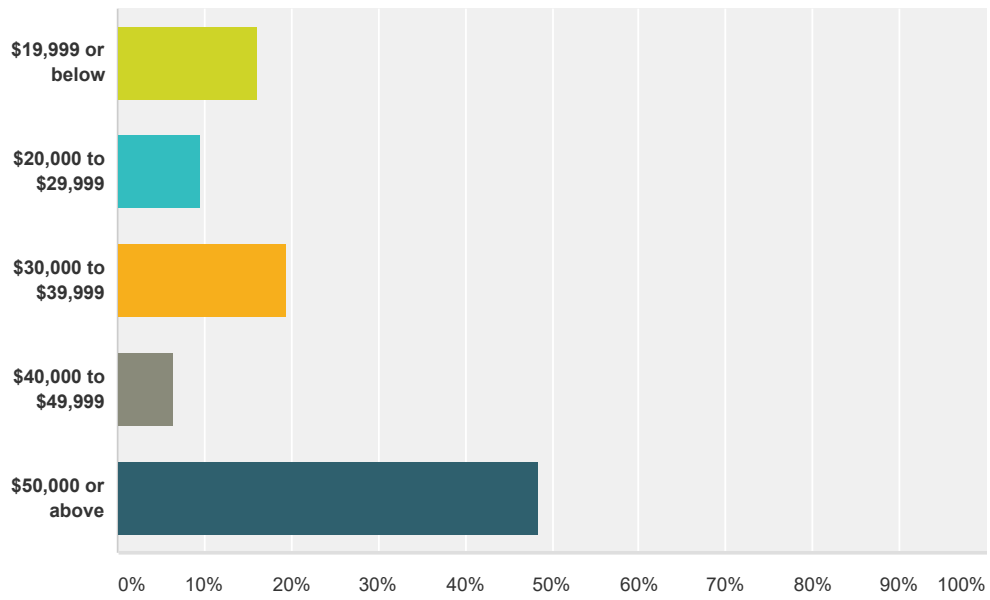
Educational/Instructional	10.00%	3
Independent production facility	3.33%	1
Independent post-production facility	0.00%	0
Film	0.00%	0
Writer	0.00%	0
Motion Graphics	0.00%	0
Photography	0.00%	0
Freelance	16.67%	5
Other (please specify)	36.67%	11
Total		30

Q17 What is your present job title?

Answered: 28 Skipped: 3

Q18 What do you estimate your annual salary range to be currently.

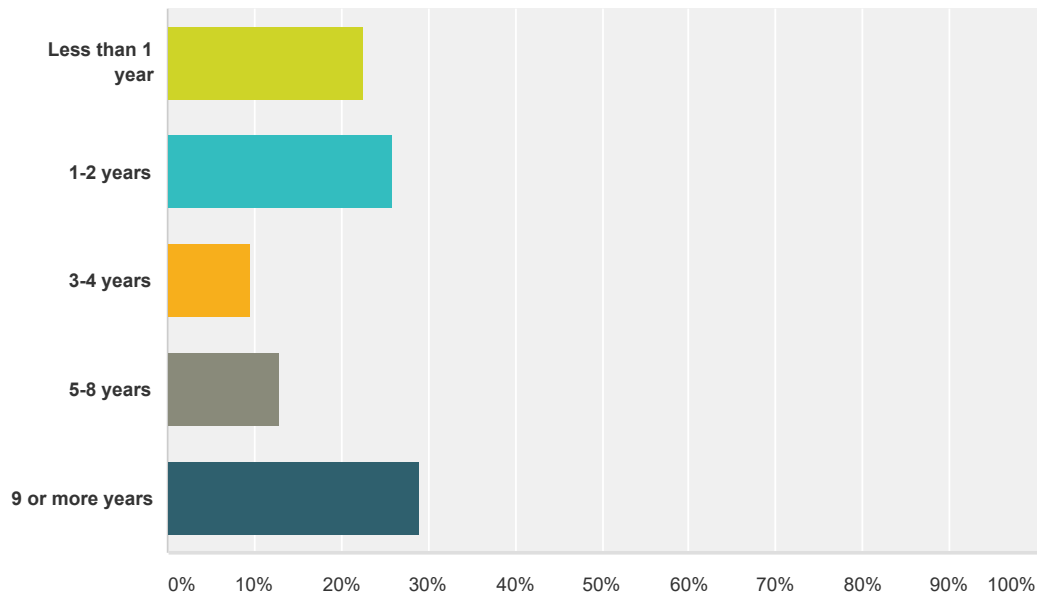
Answered: 31 Skipped: 0



Answer Choices	Responses
\$19,999 or below	16.13% 5
\$20,000 to \$29,999	9.68% 3
\$30,000 to \$39,999	19.35% 6
\$40,000 to \$49,999	6.45% 2
\$50,000 or above	48.39% 15
Total	31

Q19 How many years have you been in your present role?

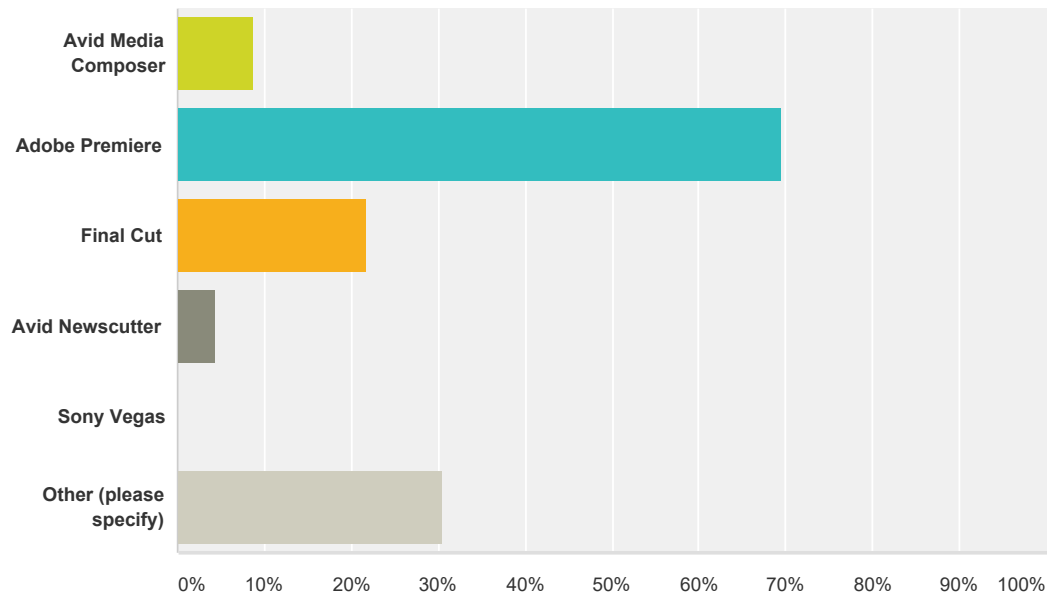
Answered: 31 Skipped: 0



Answer Choices	Responses
Less than 1 year	22.58% 7
1-2 years	25.81% 8
3-4 years	9.68% 3
5-8 years	12.90% 4
9 or more years	29.03% 9
Total	31

Q20 Which editing software do you use currently (check all that apply).

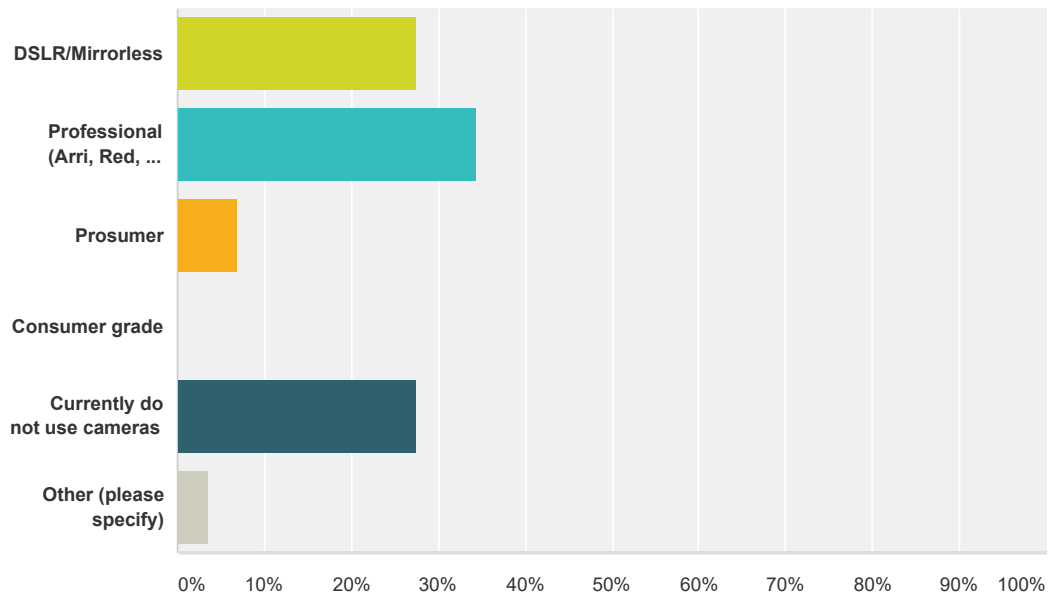
Answered: 23 Skipped: 8



Answer Choices	Responses
Avid Media Composer	8.70% 2
Adobe Premiere	69.57% 16
Final Cut	21.74% 5
Avid Newscutter	4.35% 1
Sony Vegas	0.00% 0
Other (please specify)	30.43% 7
Total Respondents: 23	

Q21 What type of camera are you mostly using in your profession.

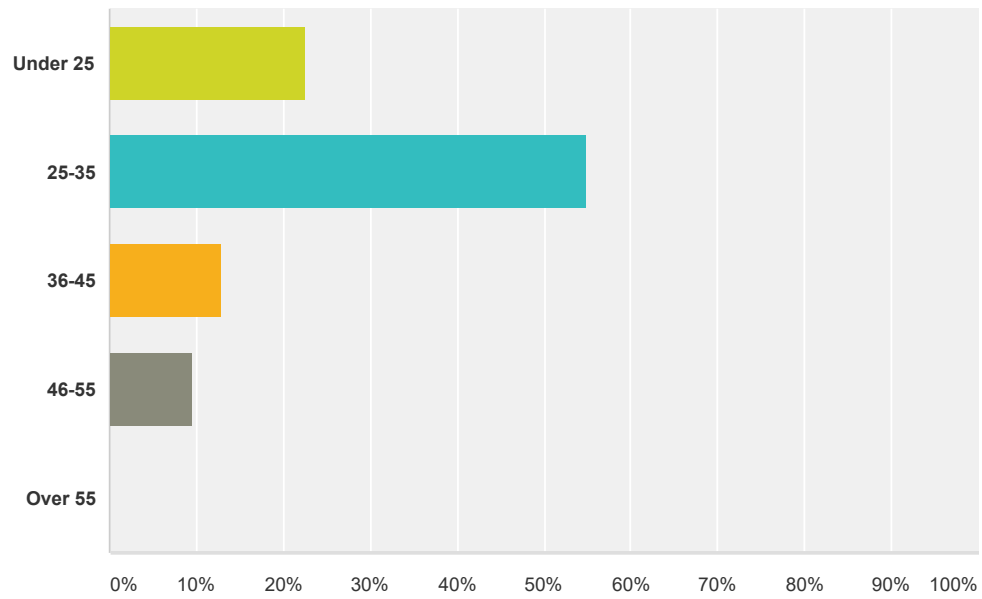
Answered: 29 Skipped: 2



Answer Choices	Responses
DSLR/Mirrorless	27.59% 8
Professional (Arri, Red, F55 etc.)	34.48% 10
Prosumer	6.90% 2
Consumer grade	0.00% 0
Currently do not use cameras	27.59% 8
Other (please specify)	3.45% 1
Total	29

Q22 Age

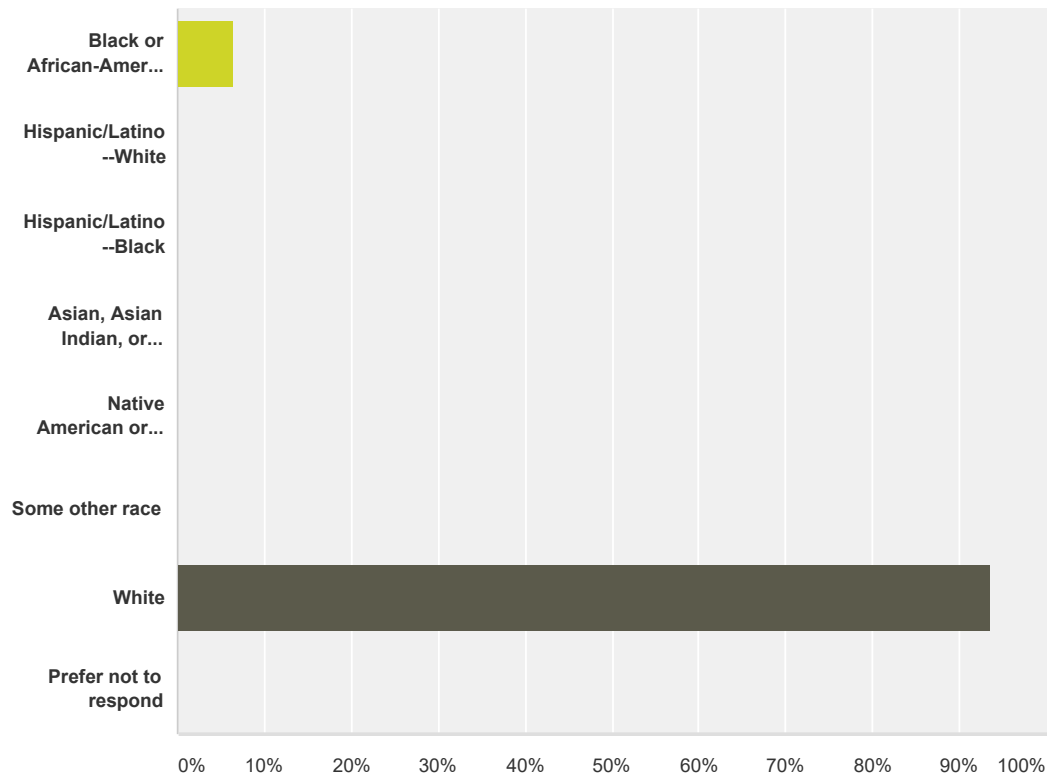
Answered: 31 Skipped: 0



Answer Choices	Responses
Under 25	22.58% 7
25-35	54.84% 17
36-45	12.90% 4
46-55	9.68% 3
Over 55	0.00% 0
Total	31

Q23 How would you classify your race or ethnicity?

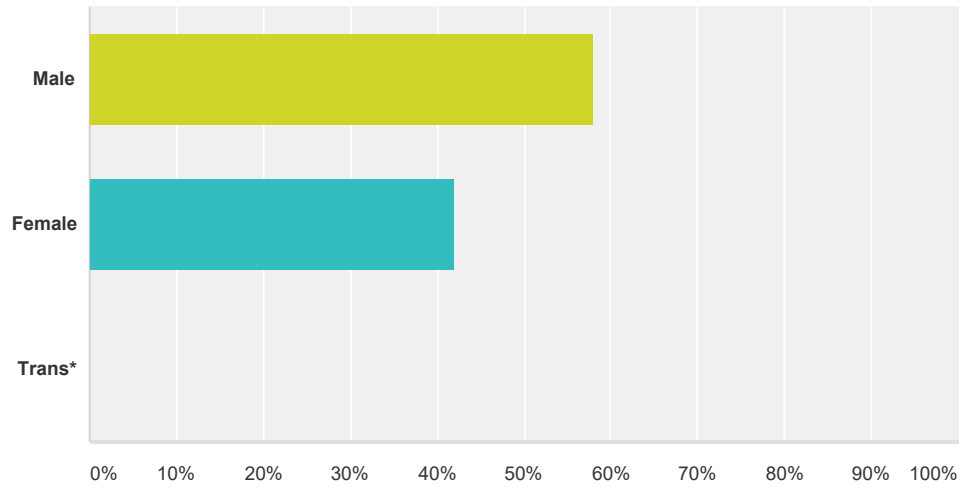
Answered: 31 Skipped: 0



Answer Choices	Responses
Black or African-American	6.45% 2
Hispanic/Latino--White	0.00% 0
Hispanic/Latino--Black	0.00% 0
Asian, Asian Indian, or Pacific Islander	0.00% 0
Native American or Alaskan Native	0.00% 0
Some other race	0.00% 0
White	93.55% 29
Prefer not to respond	0.00% 0
Total	31

Q24 Gender

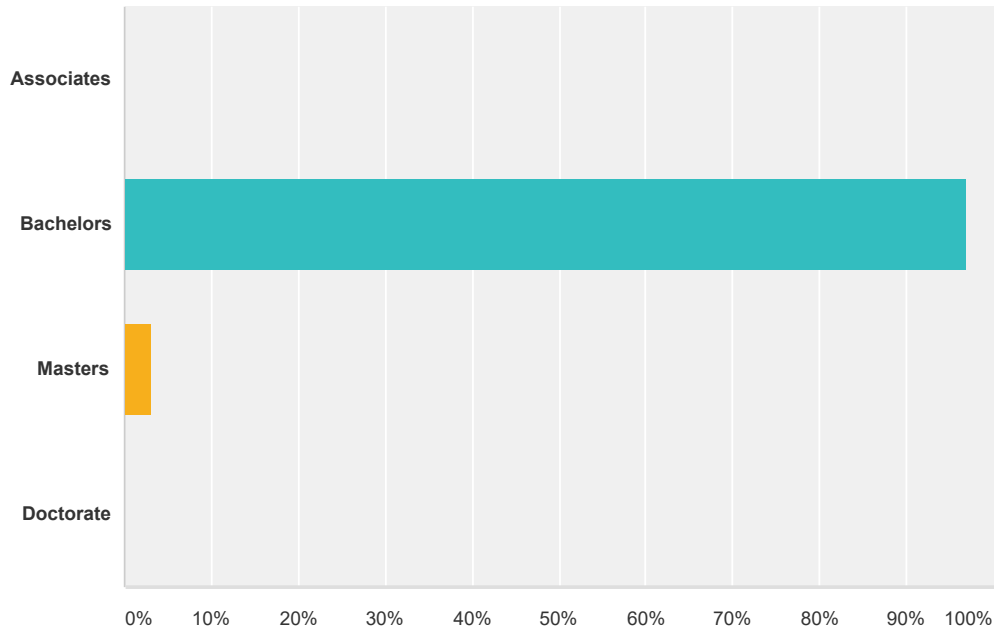
Answered: 31 Skipped: 0



Answer Choices	Responses
Male	58.06% 18
Female	41.94% 13
Trans*	0.00% 0
Total	31

Q25 Current Highest Degree conferred:

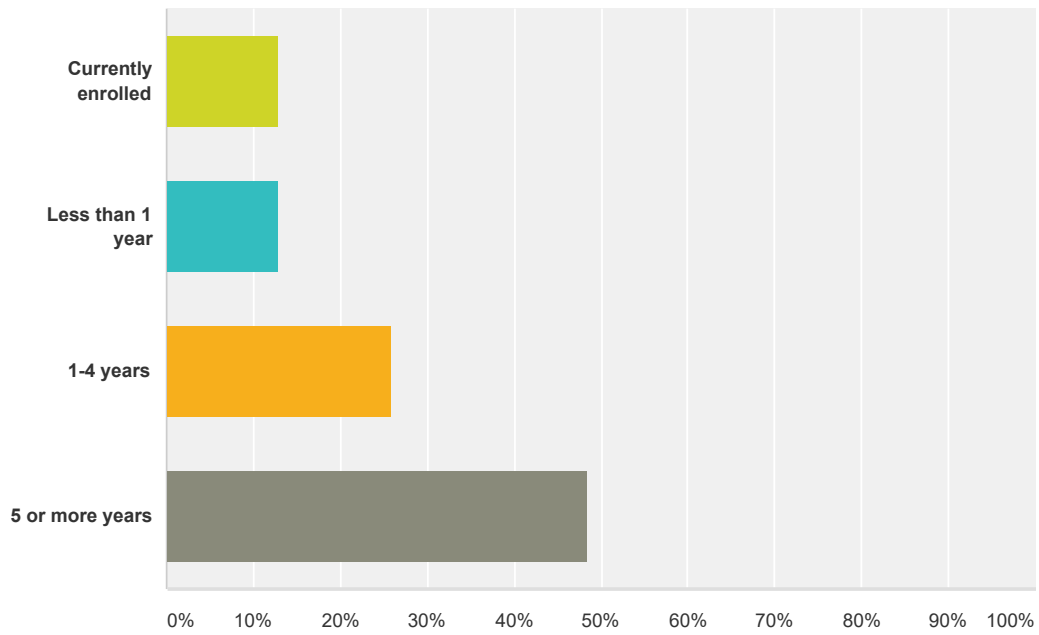
Answered: 31 Skipped: 0



Answer Choices	Responses
Associates	0.00% 0
Bachelors	96.77% 30
Masters	3.23% 1
Doctorate	0.00% 0
Total	31

Q26 Number of years since last college/university course:

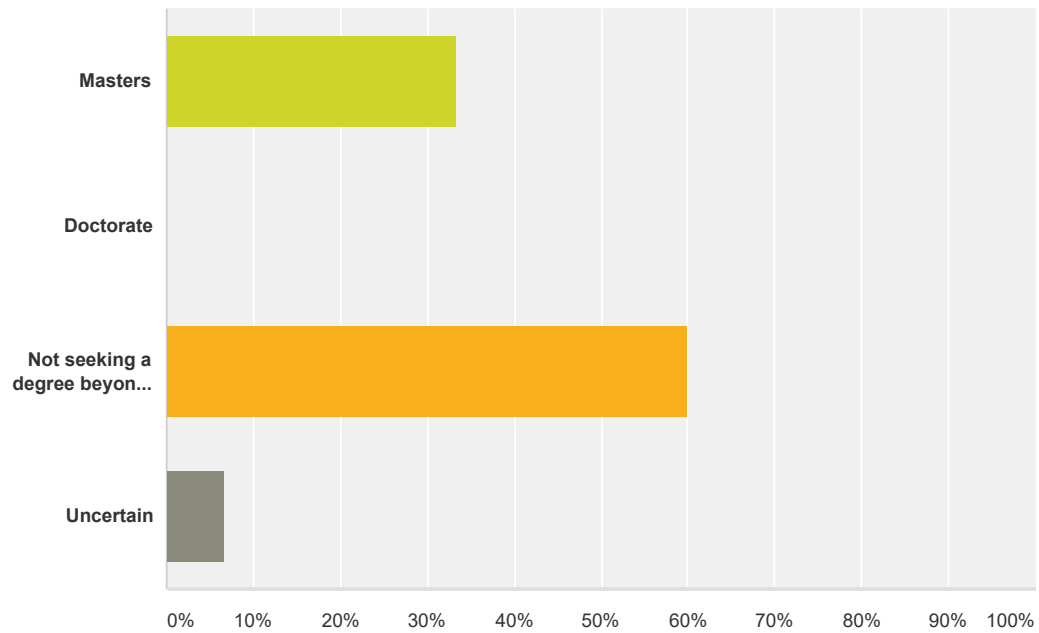
Answered: 31 Skipped: 0



Answer Choices	Responses
Currently enrolled	12.90% 4
Less than 1 year	12.90% 4
1-4 years	25.81% 8
5 or more years	48.39% 15
Total	31

Q27 What is the highest degree you plan to ultimately earn?

Answered: 30 Skipped: 1



Answer Choices	Responses
Masters	33.33% 10
Doctorate	0.00% 0
Not seeking a degree beyond Bachelors	60.00% 18
Uncertain	6.67% 2
Total	30

Q28 Please take a moment to discuss the strengths of the TDMP/TVPR program.

Answered: 21 Skipped: 10

Q29 Please take a moment to discuss areas where the TDMP/TVPR program could improve.

Answered: 20 Skipped: 11

Q30 Please discuss your opinion of the TDMP/TVPR faculty.

Answered: 19 Skipped: 12

Q7 What year did you graduate? Please provide the specific year (after completing your internship).

Answered: 31 Skipped: 0

#	Responses	Date
1	2015	4/27/2016 11:03 AM
2	2007	4/26/2016 3:05 PM
3	20068	4/25/2016 1:59 PM
4	2013	4/25/2016 12:49 PM
5	2002	4/21/2016 7:05 PM
6	2009	4/18/2016 6:00 PM
7	2007	4/14/2016 12:45 PM
8	2006	4/11/2016 2:38 PM
9	1987	4/4/2016 8:29 PM
10	2016	4/4/2016 8:18 PM
11	2016	4/4/2016 8:12 PM
12	2014	4/4/2016 7:17 PM
13	2014	4/4/2016 4:56 PM
14	1999	4/4/2016 1:42 PM
15	2008	3/31/2016 8:30 PM
16	2013	3/31/2016 6:30 PM
17	1997	3/31/2016 3:17 PM
18	Spring 1985	3/31/2016 11:01 AM
19	1995	3/31/2016 10:56 AM
20	Finished my internship at the end of 1996.	3/31/2016 9:54 AM
21	2005	3/29/2016 6:04 PM
22	2007	3/24/2016 1:13 AM
23	2015	3/24/2016 12:40 AM
24	2010	3/23/2016 8:34 PM
25	2010	3/23/2016 8:04 PM
26	2006	3/23/2016 2:47 PM
27	2015	3/23/2016 2:00 PM
28	2005	3/23/2016 1:46 PM
29	2008	3/23/2016 1:25 PM
30	2005	3/23/2016 12:40 PM
31	Dec 2013	3/23/2016 12:34 PM

Q17 What is your present job title?

Answered: 28 Skipped: 3

#	Responses	Date
1	Game day production	4/27/2016 11:03 AM
2	Freelance Camera Operator and Sound Mixer	4/26/2016 3:05 PM
3	Cashier	4/25/2016 1:59 PM
4	Videographer	4/25/2016 12:49 PM
5	Assistant Director of Photojournalism	4/21/2016 7:05 PM
6	Programming Manager	4/18/2016 6:00 PM
7	Media Operator	4/14/2016 12:45 PM
8	Multimedia specialist	4/11/2016 2:38 PM
9	Instructor	4/4/2016 8:29 PM
10	Freelancer	4/4/2016 8:18 PM
11	Freelancer	4/4/2016 8:12 PM
12	graduate teaching assistant	4/4/2016 4:56 PM
13	Digital Production Specialist	4/4/2016 1:42 PM
14	Software Development team lead	3/31/2016 8:30 PM
15	Producer/Videographer	3/31/2016 6:30 PM
16	Lead Master Control Operator	3/31/2016 3:17 PM
17	Coordinator	3/31/2016 11:01 AM
18	Lead Database Architect	3/31/2016 10:56 AM
19	Self employed Freelance EVS and 3-Play operator/editor	3/31/2016 9:54 AM
20	Photojournalist/Editor	3/29/2016 6:04 PM
21	Photographer/Editor	3/24/2016 12:40 AM
22	Graphic Designer, Art Director	3/23/2016 8:34 PM
23	Client Service Advocate	3/23/2016 8:04 PM
24	Freelance Photographer	3/23/2016 2:47 PM
25	Associate Producer II	3/23/2016 1:46 PM
26	Freelance camera operator	3/23/2016 1:25 PM
27	Software Engineer	3/23/2016 12:40 PM
28	Lead Cinematographer/Motion Graphic Designer	3/23/2016 12:34 PM

Q28 Please take a moment to discuss the strengths of the TDMP/TVPR program.

Answered: 21 Skipped: 10

#	Responses	Date
1	Very hands on with equipment	4/27/2016 11:03 AM
2	I believe the FSU TDMP program has many strengths. One of which is that they are hands on from the start and implementing theory as you progress. The staff are always there when you need them, and they pretty much felt like family.	4/26/2016 3:05 PM
3	Great hands on experience and training in all aspects of video production.	4/25/2016 12:49 PM
4	My favorite part of the program was definitely the hands-on approach, after the philosophy was taught. I didn't really have prior video experience like many students, so learning why something worked how it did, and then getting acquainted with the equipment, then actually taking it out in the field and using it to produce a project was a great learning path for me.	4/18/2016 6:00 PM
5	Being hands on early is the strongest strength of the program.	4/14/2016 12:45 PM
6	Keeping up with technology.	4/4/2016 8:29 PM
7	I think what stands out at Ferris is that you are able to get the hands on learning and be able to learn all of the type of fields associated with it.	4/4/2016 8:18 PM
8	I feel that I left Ferris with a very good general knowledge of TV and film production. I obviously didn't leave knowing everything there is to know, but I could kind of jump in almost anywhere in the industry and have a general idea.	4/4/2016 8:12 PM
9	It does a good job preparing you for a job in a studio type production and being a well rounded worker.	4/4/2016 7:17 PM
10	Teaching at CMU the number one strength I see in the TDMP program is that ALL of the classes are very hands on where as CMU is more theory based and only have a couple of classes that are hands one, those students are doing more reading then actually doing.	4/4/2016 4:56 PM
11	This program provides fantastic training for any entry level generalist position. The required courses cover a wide variety of areas, which is important for fostering a well-rounded understanding of video for all program graduates.	3/31/2016 6:30 PM
12	Hands on approach. You can learn all you want from a book, but you don't 'know' the job until you are running a camera, directing, setting up a shoot... Actually doing all of these things (and a nice variety of these things) helps prepare a student for the real world than a bunch of communication courses some schools only offer.	3/31/2016 3:17 PM
13	Hands on better than any other university. Can do most production required in internship/first job.	3/31/2016 11:01 AM
14	Remote Production class prepared me for my career in Sports Production. Have worked for the NFL, NBA, NHL, MLB, NCAA, and many other levels and sports all over the world. Transferring to TVP was the best choice I have ever made.	3/31/2016 9:54 AM
15	The hands on approach from day one is what puts it leaps and bounds above schools like CMU and GVSU in this area.	3/29/2016 6:04 PM
16	The small classes gives students opportunities to get more help from professors.	3/24/2016 12:40 AM
17	There are a lot of strengths to the program. In some of my answers it appears that it may be negative, but some of the classes I didn't have to take or they weren't offered. I enjoyed the faculty. They were nice, friendly and always willing to help out when you had a question/concern. It gave some serious real world examples. Almost too good. In the sense that I didn't want to be bothered with certain aspects or areas of the business.	3/23/2016 8:04 PM
18	The internship. The 499 course. The broad scope of education.	3/23/2016 2:00 PM
19	Everywhere I've been, I've been told how ready I have been for the job, especially at my internship. All my employers since college have been impressed with how much hands-on experience we had at Ferris.	3/23/2016 1:46 PM
20	I gained a lot of experience and knowledge from my classes and instructors at Ferris. I felt like all of the instructors cared about each of the students individually and that made all of the difference between the program at Ferris vs. other universities.	3/23/2016 12:40 PM
21	I have recently been in the process of hiring employees for the company I work for and it is EASY to see which students have been trained at Ferris and those who have not been.	3/23/2016 12:34 PM

Q29 Please take a moment to discuss areas where the TDMP/TVPR program could improve.

Answered: 20 Skipped: 11

#	Responses	Date
1	Finding internships for students	4/27/2016 11:03 AM
2	I believe the FSU TDMP program could improve in their audio program. Audio Production class that I took was not much "production" it was Audio Post-Production with some production built in. I believe there should be more emphasis on audio production done in the field, how to mic up talent in different situations and how to mix correctly in any situation, whether it be for one camera, or multiple, jamming TC, sending out to comms, wireless audio to cameras, recording in the mixer or directly to camera. I also think there should be more emphasis on being a freelancer after college, how to deal with promoting oneself, taxes, with real-world situations. This way when they graduate, they don't need to stress out of not finding a job right away, they will know how to start bringing in an income right off the bat.	4/26/2016 3:05 PM
3	More experience with clients at an early stage in the program.	4/25/2016 12:49 PM
4	Specifically I think more experience in graphic design or motion graphics would be helpful. This is a big part of video, especially with changing roles in the field, but it was one of the only skills I didn't really feel I had after graduating, and have subsequently taught myself.	4/18/2016 6:00 PM
5	Giving students a better understanding that most jobs are freelance positions and lots of overnights, weekends, holidays a full understanding that production is a 24/7.	4/14/2016 12:45 PM
6	From what I have gathered, it appears to be on the right track. Don't have a lot of knowledge of the particulars.	4/4/2016 8:29 PM
7	I think knowing what I know now there are a lot of little details that I hadn't learned at ferris that I had learned on my internship. ita also hard to learn all of the equipment that a production company has and what I had found to be the area in the Tdmp we need to improve is the lighting and how it is used in different shoots.	4/4/2016 8:18 PM
8	More lighting.	4/4/2016 8:12 PM
9	I feel it lacks focus on other areas outside of studio production. I feel there is not much focus on learning how to creatively shoot, light, and edit.	4/4/2016 7:17 PM
10	While in the TDMP program I never really felt prepared to enter senior sequence. So I guess you should higher the expectations in the lower classes so students feel more prepared when they enter sequence.	4/4/2016 4:56 PM
11	While the generalist approach does an excellent job of preparing students for any position, there is significantly less opportunity to develop specific skill sets for those students who have a clear idea of their intended career path.	3/31/2016 6:30 PM
12	Unsure of how things are now.	3/31/2016 3:17 PM
13	More freedom, less rigidity in production in higher level classes. Some students graduate that are nowhere near ready, damaging the students that are well qualified. By having the poor student get a degree, it damages all students with a Ferris TDMP degree.	3/31/2016 11:01 AM
14	As it currently stands, I am not qualified to give a knowledgeable answer to that question.	3/31/2016 9:54 AM
15	From my time there, it seems a lot more emphasis was placed on post production, then production, then pre production. I'd like to see maybe freshman and sophomores dabble in all three areas and then have an option to focus on one area more than the other 2. I would have liked to have been able to do more shooting/cinematography rather than taking so many post production courses since I ultimately ended up a shooter. However a great deal of my classmates ended up working in post production so I think it worked well for them. But my interests were more in producing and shooting so I felt a little behind when I graduated and started working in those areas.	3/29/2016 6:04 PM
16	N/A	3/24/2016 12:40 AM
17	I understand this can't be emphasized too much or it would drive away students, but it really needs to be said how hard it is to find a job, or a job that is relevant and not bottom of the ladder for years. It needs to be said that it truly is a cut throat industry and isn't for everyone.	3/23/2016 8:04 PM

18	As with anything, the only way to master the craft of video production is with experience, which is almost by definition outside of the classroom. In my time in TDMP the strength of the students was defined more by their drive outside of the classroom than the quality of teaching inside of it. There were a lot of things I learned in class that I couldn't have learned outside of it, particularly histories and operations and principles, but I believe that two years of fulltime experience would have been more beneficial than four years of education. With that said, I think a greater connection to the outside world would be beneficial. More field trips, more job connections, more guest speakers, more "real world" remote opportunities.	3/23/2016 2:00 PM
19	I didn't have a good indication of the challenges I would face when dealing with clients and/or supervisors that had a different creative vision for a project or how to deal with a project that changed scope mid-way through. A bit more time with client based projects would have been appreciated.	3/23/2016 12:40 PM
20	I would have liked to have been pushed harder with creative editing.	3/23/2016 12:34 PM

Q30 Please discuss your opinion of the TDMP/TVPR faculty.

Answered: 19 Skipped: 12

#	Responses	Date
1	Very nice and always available	4/27/2016 11:03 AM
2	Freaking awesome, duh. :-)	4/26/2016 3:05 PM
3	They are all great and really prepare students for their future.	4/25/2016 12:49 PM
4	I liked the program faculty as a whole. Overall, I felt everyone was welcoming and encouraging. I also appreciated faculty welcoming me into the program as a female at a time when there weren't as many enrolled. My favorite professor on staff was Glen, because he pushed students the hardest of any staff, and that definitely set up an environment where I learned a lot and felt challenged.	4/18/2016 6:00 PM
5	More real world clients and deadlines. More emphasis on a professional demo reel needed.	4/11/2016 2:38 PM
6	Not sure of the percentage of adjuncts. I know the 2 or 3 full time faculty I communicate with are very effective.	4/4/2016 8:29 PM
7	Overall, I feel the faculty was positive in wanting us to succeed and get jobs. I will probably not be the first one to agree that senior sequence had been hell to get through. It has taught me a lot of things and how to meet with crucial deadlines and to work with multiple clients. It was hard to be creative with having to juggle instructional and along with highlights. I do feel though that if you make it through sequence you can make it through this career.	4/4/2016 8:18 PM
8	Generally the faculty were all very helpful if I had a question and were more than willing to take time to help.	4/4/2016 8:12 PM
9	It is overall a good program to teach someone the basics but I feel like there needs to be more of a push on creative shooting and editing. The last semester for senior sequence was great along with the internship but I feel anything leading up to that was too relaxed and could have potential to push students farther. The staff was great and very helpful whenever I had questions and goals to reach.	4/4/2016 7:17 PM
10	Over all the faculty is very helpful and teach from their own experiences. Glen is a hard ass which makes the students grow a thicker skin but at the same time I think he needs to cool down sometimes.	4/4/2016 4:56 PM
11	The faculty during my time at Ferris were generally very knowledgeable of their respective areas and were very approachable with questions or concerns outside of class.	3/31/2016 6:30 PM
12	I don't think I know any of the current faculty! I had great faculty when I was there...	3/31/2016 3:17 PM
13	Glen was a fellow student while I was there. Steve Cox taught Remote Production. Other than that, I couldn't tell you who is now part of the faculty.	3/31/2016 9:54 AM
14	Other than Connie and Steve Cox I haven't taken a course from the current faculty. However, their professional credits are well rounded and seem to offer a wide array of expertise for students to learn from.	3/29/2016 6:04 PM
15	Every professor is great in their own way. They have different experiences, and are always willing to help students.	3/24/2016 12:40 AM
16	I thought overall the faculty was great. I had one professor, which will remain unnamed that was a total waste. Not that people have to go through a huge vetting process, but not all former students make the best professors. To my understanding the individual wasn't around much after. Choose people that are relevant to the industry with prior experience and knowledge AND someone whom is a average age. Sometimes the older generation isn't quite at the same level as the students and it can make it difficult sometimes, especially in area like this.	3/23/2016 8:04 PM
17	The faculty tried and was committed to the students. They might not represent the best of the field, but there was a nice range of experience and perspective on video production.	3/23/2016 2:00 PM
18	Second to none.	3/23/2016 12:40 PM
19	The faculty did their jobs and I was able to maintain a good relationship with all professors. At times I did however feel that with today's changing technology some of the professors could have been replaced with people who were more familiar with the advancing technology and techniques that I have since learned on my own.	3/23/2016 12:34 PM

Alumni Survey

In the Spring of 2016, surveys were sent out to Alumni of the TDMP/TVPR program. Surveys, created through Survey Monkey, were emailed to the program's current list of graduates as compiled during 2015. One email was sent to alumni on March 22, 2016 and another reminder email was sent April 21, 2016.

Surveys were also made available through two Facebook posts made; one made during the early part of the Spring, 2016 semester and another done during the latter portion of the semester. Respondents were only allowed to respond once to the survey via an internet browser.

N= 141, Number of respondents = 31, Response rate = 21%

While the response rate is relatively low, there are certain generalizations that can still be made from the results and the program believes the data to be important and valid for this self-study.

***It is important to note that no responses were given from the Facebook postings, so all results provided here are strictly from the emailed link.**

All responses will be provided unaltered in APPENDIX (GLEN PLEASE ADJUST APPENDIX NUMBER FOR THIS SECTION)

Q1 – Perceived importance of specific courses provided within the program

This question relates to the types of courses offered within the program and their industry importance in being a requirement within TDMP.

Overall, respondents indicate that all of the courses listed in the survey are either **very important** or **important**.

According to respondents, the most important class within the program appears to be *Field Production*. This class (TDMP 243) is the first major hands-on, video production course that students will take in the program. The class discusses video composition, lighting, audio, pre-production, production and post production. It is an integral introductory class and the program believes it is essential to preparing students to be successful throughout the TDMP program.

Remote Television Production, *Television Operations*, and *Audio Production* are also overwhelmingly deemed to be **very important** within the program. *Remote Television Production* provides the student with a unique live television experience. Students work in different crew position, covering Ferris sports and other live events across campus. This experience has also taken students off campus, one specific instance was coverage of the White Caps baseball game in Grand Rapids which was broadcast live on WZZM 13. *Television Operations* discusses the internal operations of television, video, audio, and other technology students will use in their careers. *Audio Production* discusses the fundamentals of capturing and editing audio.

There are a few courses that received a high percentage of **moderately important**. 32.26% of respondents seem to believe *Scriptwriting* is only **moderately important**. There a few reasons this might be the case. A larger number of respondents indicate they are working in specific careers where scriptwriting is not their main focus. The program believes scriptwriting with a focus on both corporate video and narrative, dramatic video is integral to building students' knowledge of visual storytelling.

There may, however, be room to improve scriptwriting and reinforce its importance to students going forward.

29% of respondents also indicated that *Streaming Media Production* is only **moderately important** in TDMP coursework. In the last 10 years, a plethora of new resources for media creators to design websites and to host media have been made available. Apps, web design tools, etc. are now easily available and take the “work” out of designing web material. That said, the program believes teaching students the fundamentals of web design and video/audio streaming will make them more rounded students for their careers. Streaming media is an elective, so students are not required to take the class.

The small amount of responses in the **slightly important** and **not important** areas are deemed not significant.

Q2 - Perceived quality of specific courses provided within the program

Overall, respondents believe the courses offered are of a **very high quality** or **good quality**.

Overwhelmingly, respondents indicate that the *TDMP Internship* is of **very high quality** (74.19%). The program prides itself on providing students with real-world experience in an intensive, 6 month internship after course work is completed at Ferris. This is a proven gateway into a successful career for most of our students.

Responses of **moderate quality** or lower are only slightly significant for a few courses. *Television Operations* and *Scriptwriting* have the highest level of responses in this category. Over the past 5 years, these classes have undergone large changes to help focus content. Program faculty believe instruction to be of a high value but increasing the quality of information in these specific classes will be looked at.

Q3 - Perceived importance of specific courses provided within the program

The majority of respondents believe all of the classes to be of high importance. A small group of respondents believe *Color Grading* and *3D Animation* to be of moderate importance. Because these are more recent additions to the program, it is likely feelings on these two courses will change soon. Based on feedback from employers and students on internship, expectations of experience in these two areas is increasing. We believe they are of high importance based on industry change.

Q4 – Emphasis on program content

The majority of respondents believe we should either increase or keep the same emphasis on material covered in our courses. 20.69% believe we should decrease Blu-ray/DVD emphasis. 10.34% believe we should decrease emphasis on Streaming Production. The Blu-ray/DVD authoring class is not current offered in our curriculum, an alternate elective class is being developed to take into account the changed methods of media distribution.

Q5 – Experience Gained

The majority of respondents believe they very much or somewhat gained an understanding in specific categories. Two major area that respondents did not feel they gained enough experience was in motion graphics and in lighting. Regarding motion graphics, 48% of respondents have been out of the program for 5 or more years. In that time, the TDMP program has devoted more focus on motion graphics and now made it a requirement of the program instead of just an elective. Advanced Compositing is also

offered every-other year to help fill this demand. Lighting is another area the TDMP program can focus on and development of a stand-alone advanced lighting class is recommended.

Q6 – Professional preparedness

The majority of respondents believe their experience at Ferris prepared them for professionalism in their careers (SEE APPENDIX).

Q7 – Year of Graduation

(PLEASE SEE APPENDIX)

Q8 – Time to graduation

The majority of respondents graduated in 4 years. This is a testament to the TDMP program's focus on decreasing time to graduation for students. TDMP is also very transfer friendly which is likely due to the number of respondents graduating in 3 years.

Q9 – Quality of University

The majority of respondents believe their experience in the TDMP program was better than other Universities.

Q10 – Recommendation of the program

All respondents would recommend the program to friends who were interested.

Q11 – Enrollment status

All respondents indicate they were full-time students.

Q12 – Career Field

A large percentage of respondents are working either in communication or computers. Since communication is such a broad field, further investigation is needed to focus data on which sub-fields of communication graduates are working.

Q13 – Career Field

The majority of respondents believe the TVPR/TDMP program gave them a good level of preparedness for their careers.

Q14 – Employed in field of study

The data here suggests that 35% of respondents are not currently employed in their field of study. This would appear troubling but in the subsequent question....

Q15 – Seeking work in field

65% of respondents indicate they are not looking for work in their field. This would indicate that they are currently successful. There are a number of factors that could lead a graduate to seek out alternate career options. These include employment markets, economic hardships that could lead to fewer jobs (these were seen heavily following the 2008 market collapse), a change in attitude toward field, etc.

Q16 – Area of work

Not surprisingly, our graduates are working in a wide number of careers. 26% indicate they are working in Cable or Commercial TV. Others indicate they are working in the following areas:

- Baseball game day production
- Ferris State Video production
- Teaching
- IT
- Software Engineering
- Freelance sports (this graduate is working in India for a professional basketball league)
- Graphic Design
- Financial
- Nonprofit
- Computer science

Q17 – Job title

Respondents hold the following job titles:

- Game day production 4/27/2016 11:03 AM
- Freelance Camera Operator and Sound Mixer 4/26/2016 3:05 PM
- Cashier 4/25/2016 1:59 PM
- Videographer 4/25/2016 12:49 PM
- Assistant Director of Photojournalism 4/21/2016 7:05 PM
- Programming Manager 4/18/2016 6:00 PM
- Media Operator 4/14/2016 12:45 PM
- Multimedia specialist 4/11/2016 2:38 PM
- Instructor 4/4/2016 8:29 PM
- Freelancer 4/4/2016 8:18 PM
- Freelancer 4/4/2016 8:12 PM
- graduate teaching assistant 4/4/2016 4:56 PM
- Digital Production Specialist 4/4/2016 1:42 PM
- Software Development team lead 3/31/2016 8:30 PM
- Producer/Videographer 3/31/2016 6:30 PM
- Lead Master Control Operator 3/31/2016 3:17 PM
- Coordinator 3/31/2016 11:01 AM
- Lead Database Architect 3/31/2016 10:56 AM
- Self employed Freelance EVS and 3-Play operator/editor 3/31/2016 9:54 AM
- Photojournalist/Editor 3/29/2016 6:04 PM
- Photographer/Editor 3/24/2016 12:40 AM
- Graphic Designer, Art Director 3/23/2016 8:34 PM
- Client Service Advocate 3/23/2016 8:04 PM
- Freelance Photographer 3/23/2016 2:47 PM
- Associate Producer II 3/23/2016 1:46 PM
- Freelance camera operator 3/23/2016 1:25 PM
- Software Engineer 3/23/2016 12:40 PM
- Lead Cinematographer/Motion Graphic Designer 3/23/2016 12:34 PM

Q18 – Salary

48% of respondents indicate they are making \$50,000 or more in their career. The TDMP program is pleased with these numbers. 19.35% indicate they are making between \$30-39,000. While this does seem low in some areas, this could be due to the early stage respondents are in their careers. Media professionals generally need 5 years of experience in their careers in order to make above \$40,000. Subsequent data in Q18 seems to back up this assertion.

Q19 – Time in present role

15 (48.35%) respondents indicate they have been in their current role for fewer than 2 years. This could be an indicator for the lower salaries above. 29% indicate they have been in their role for 9 years or more which is a good indicator of success.

Q20 – Editing programs

An overwhelming 69.57% of respondents indicate they are currently using Adobe Premiere as their editing program. With the program's focus on Avid, this is both a positive and an area of improvement for the program. With a steeper learning curve, Avid gives students experience in non-linear editing that will prepare them to use any editing application. Currently students will gain experience working with Adobe Premiere in 2 classes, the TDMP program will investigate increasing instruction using this platform.

Q21 – Camera equipment

Most of our graduates are using either DSLR or Professional cameras. Students in the program get a wide range of experience using both of these types of cameras.

Q22 –Age

A majority (54.84%) of respondents were between 25-35.

Q23 – Race/Ethnicity

93.55% of respondents indicate they are white with only 6.45% indicating they are Black or African American. This would indicate an area where the program might improve. Diversity is an important focus within the program and it will look into steps that might improve the diversity of our graduates.

Q24 – Gender

The program is pleased with the overall diversity as it relates to the gender of respondents. 58.06% are male while 41.94% are female. While this cannot be statistically significant to generalize the population of students over the 40 year history of the program, the program does currently have a large amount of female students.

Q25 - Highest degree conferred

Most respondents indicate their highest degree being a Bachelor of Science. Only 1 respondent has a Master's degree. Most careers in media do not require a graduate degree unless the career is in education.

Q26 – Time since graduation

48.39% (15) graduate 5 or more years ago. This could ultimately skew data as it relates to course quality because of the turnover of faculty in that timeframe.

Q27 – Highest degree planned to earn

33% of respondents indicate that they do eventually plan to get a Master's degree. This is likely because they plan to either enter the education field or plan on taking on a management position in a media career (though in post cases a Master's degree is not required but may give them an edge of competition).

Q28, 29, 30

Qualitative questions (28,29, 30) are provided in **APPENDIX (GLEN PLEASE INSERT APPENDIX NUMBER)**

2014-2015 NATIONAL SALARY SURVEY RESULTS

□ www.beaweb.org/wp/

2014-2015 NATIONAL SALARY SURVEY RESULTS

BROADCAST EDUCATION ASSOCIATION

Following are the results of the twenty-second annual BEA national salary survey conducted in Fall, 2014. Respondents encompassed all types of institutions ranging from small, private, 4-year liberal arts colleges to major public universities offering the doctorate in the field.

Please note the following:

1. All salaries are base salaries — they do not reflect fringe benefits.
1. All have been adjusted to an academic year (9/10 mos.) basis.
1. Only faculty teaching electronic media courses are included.
1. The survey includes only full-time faculty — both temporary/fixed-term and tenure-track.

RESPONDING

LOW	HIGH	MEDIAN	MEAN*	SCHOOLS		
Instructor/Lecturer		\$29,553	\$110,336	\$42,250	\$40,061	31
Asst. Prof.		\$44,050	\$79,554	\$54,300	\$53,016	35
Assoc. Prof.		\$49,500	\$125,334	\$72,491	\$71,689	26
Full Prof.		\$60,666	\$203,574	\$88,075	\$95,858	24

*Average of means compiled by each respondent for each rank

Salary most likely to be paid to an incoming INSTRUCTOR/LECTURER without prior full-time teaching experience (mean of those responding):

\$50,964 (31 schools responding)

Most likely salary for an incoming ASSISTANT PROFESSOR who has just completed the terminal degree (mean of those responding):

\$52,137 (35 schools responding)

Data compiled and reported by Peter B. Orlik, Central Michigan University, under authority of the Broadcast Education Association Board of Directors.

TABLE 1**LONG-TERM MICHIGAN OCCUPATIONAL EMPLOYMENT PROJECTIONS 2012 - 2022**

2012 - 2022 (BY SOC CODE)

SOC CODE	OCCUPATION	EMPLOYMENT		CHANGE	ANNUAL AVERAGE OPENINGS	
		2012	2022	10-year%	TOTAL	
27-0000	Arts/Design/Entertain/Sports/Media Occup					
27-1014	Multi-Media Artists and Animators	930	1,020	10%		31
27-1027	Set and Exhibit Designers	160	170	6%		5
27-2012	Producers and Directors	2,010	2,130	6%		81
27-3043	Writers and Authors	1,660	1,790	8%		49
27-4011	Audio/Video Equipment Technicians	1,840	2,100	14%		59
27-4014	Sound Engineering Technologies	310	340	10%		8
27-4031	Camera Operators: TV/Video/Motion Pictures	270	280	4%		3
27-4032	Film and Video Editors	410	440	7%		6
SECONDARY OCCUPATIONS						
27-1011	Art Directors	1,420	1,520	7%		44
27-1024	Graphic Designers	6,570	7,110	8%		228
27-1019	Artists and Related Workers, AO*	N/A	N/A	N/A	N/A	
27-1029	Designers, AO*	N/A	N/A	N/A	N/A	
27-3042	Technical Writers	1,590	1,860	17%		76
27-3099	Media & Communication Workers, AO*	830	900	8%		18
27-4012	Broadcast Technicians	810	840	4%		18
27-4021	Photographers	2,970	3,180	7%		52
27-4099	Media/Communication Equipment Workers, A	N/A	N/A	N/A	N/A	

AO* means All Others

State Data Source: Labor Market Information**(Michigan DTMB, Bureau of Labor Market Information and Strategic Initiatives - Michigan.gov)**<http://milmi.org/?PAGEID=67&SUBID=177>

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 (2014)	Hourly Median Wages (2014)	Annual Median Wages (2014)
27-0000	Arts/Design/Entertain/Sports/Media Occup			
27-1014	Multi-Media Artists and Animators	290	\$21.97	\$45,700
27-1027	Set and Exhibit Designers	70	\$18.74	\$38,970
27-2012	Producers and Directors	1,660	\$28.91	\$60,140
27-3043	Writers and Authors	680	\$24.66	\$51,300
27-4011	Audio/Video Equipment Technicians	1,510	\$20.93	\$43,530
27-4014	Sound Engineering Technicians	170	\$18.97	\$39,450
27-4031	Camera Operators: TV/Video/Motion Pictures	300	\$26.60	\$55,320
27-4032	Film and Video Editors	350	\$24.89	\$51,760
SECONDARY OCCUPATIONS				
27-1011	Art Directors	980	\$30.74	\$63,950
27-1024	Graphic Designers	5,510	\$20.77	\$43,210
27-1019	Artists and Related Workers, AO*	N/A	N/A	N/A
27-1029	Designers, AO*	140	\$16.91	\$35,180
27-3042	Technical Writers	990	\$29.76	\$61,910
27-3099	Media & Communication Workers, AO*	210	\$16.00	\$33,280
27-4012	Broadcast Technicians	600	\$14.02	\$29,160
27-4021	Photographers	1,340	\$11.71	\$24,360
27-4099	Media/Communication Equipment Workers, AO*	90	\$36.76	\$76,460

AO* means All Others

**State Data Source: Labor Market Information/Wages By Occupational Code
(Michigan Department of Technology, Management, and Budget - Michigan.gov)**

<http://milmi.org/cgi/dataanalysis/AreaSelection.asp?tableName=Oeswage>

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

TABLE 3

**UNITED STATES OCCUPATIONAL EMPLOYMENT FORECASTS
2014 - 2024 (BY SOC CODE)**

SOC CODE	OCCUPATION	EMPLOYMENT		CHANGE	PROJECTED JOB OPENINGS 2014-20
		2014	2024	% Total	
27-0000	Arts/Design/Entertain/Sports/Media Occup				
27-1014	Multi-Media Artists and Animators	64,400	68,300	6.0%	6,000
27-1027	Set and Exhibit Designers	13,300	14,200	6.8%	4,100
27-2012	Producers and Directors	122,600	133,800	9.1%	50,500
27-3043	Writers and Authors	136,500	139,700	2.3%	26,100
27-4011	Audio/Video Equipment Technicians	70,900	79,400	11.9%	21,900
27-4014	Sound Engineering Technologies	16,100	17,400	7.6%	4,300
27-4031	Camera Operators: TV/Video/Motion Pictures	25,400	25,900	2.0%	2,800
27-4032	Film and Video Editors	33,500	39,400	17.6%	8,900
SECONDARY OCCUPATIONS					
27-1011	Art Directors	74,600	76,400	2.4%	15,800
27-1024	Graphic Designers	261,600	265,200	1.4%	65,800
27-1019	Artists and Related Workers, AO*	13,400	13,500	0.1%	400
27-1029	Designers, AO*	8,900	9,500	6.2%	2700
27-3042	Technical Writers	52,000	57,300	10.2%	17,200
27-3099	Media & Communication Workers, AO*	33,500	37,000	10.3%	8,800
27-4012	Broadcast Technicians	30,100	28,200	-6.5%	5,700
27-4021	Photographers	124,900	128,800	3.1%	34,500
27-4099	Media/Communication Equipment Workers, AO*	19,400	18,700	-3.3%	3700

AO* means All Others

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

<http://data.bls.gov/projections/occupationProj>

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

24 DUE TO GROWTH AND REPLACEMENT NEEDS

TABLE 4**UNITED STATES EMPLOYMENT, WAGES, GROWTH AND NEED
(BY SOC CODE)**

SOC CODE	OCCUPATION	Employment (2014)	Hourly Median Wages (2014)	Annual Median Wages (2014)	Job Outlook (2014 - 2024)
27-0000	Arts/Design/Entertain/Sports/Media Occup				
27-1014	Multi-Media Artists and Animators	64,400	\$30.59	\$63,630	6% (As fast as average)
27-1027	Set and Exhibit Designers	See Art Directors			
27-2012	Producers and Directors	122,600	\$33.22	\$69,100	9% (Faster than average)
27-3043	Writers and Authors	136,500	\$28.30	\$58,850	2% (Slower than average)
27-4011	Audio/Video Equipment Technicians	See Broadcast and Sound Engineering Technicians			
27-4014	Sound Engineering Technologies	See Broadcast and Sound Engineering Technicians			
27-4031	Camera Operators: TV/Video/Motion Pictures	With Film and Video Editors			
27-4032	Film and Video Editors	58,900	\$25.23	\$52,470	11% (Faster than average)
	SECONDARY OCCUPATIONS				
27-1011	Art Directors	74,600	\$41.16	\$85,610	2% (Slower than average)
27-1024	Graphic Designers	261,600	\$22.07	\$45,900	1% (Little or no change)
27-1019	Artists and Related Workers, AO*	N/A			
27-1029	Designers, AO*	N/A			
27-3042	Technical Writers	52,000	\$33.19	\$69,030	10% (Faster than average)
27-3099	Media & Communication Workers, AO*	N/A			
27-4012	Broadcast and Sound Engineering Technicians	117,200	\$19.88	\$41,350	7% (As fast as average)
27-4021	Photographers	124,900	\$14.66	\$30,490	3% (Slower than average)
27-4099	Media/Communication Equipment Workers, AO*	N/A			

AO* means All Others

**Source: December 2015 Occupational Outlook
Handbook**

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

Employment
Change
(Additional
employees)
(2014 - 2024)

3,900

11,100

3,100

6,400

1,800

3,600

5,300

7,700

3,900

TABLE 5

**CURRENT OPENINGS FROM
STUDIODAILY.COM**

<http://jobs.studiodaily.com>

Type of Position

All positions All industries, All Job Types - All Locations	971
All positions, All industries, Full-time - All Locations	709
All positions, All industries, Full-time - Michigan	34
All positions, All industries, Temporary - All Locations	48
All positions, All industries, Part-time - All Locations	146
All positions, All industries, Volunteer - All Locations	25

3/10/2016

Number of Op

**CURRENT OPENINGS FROM
INDEED.COM**

<http://www.indeed.com/jobs>

"Digital Media"	14,725
"Television Production" or "Television Producer"	1108
"Video Production" or "Video Producer"	2879
"Digital Media"	245
"Television Production" or "Television Producer"	4
"Video Production" or "Video Producer"	50

Select "United States"

3/10/2016

Number of Op

National

Select "Michigan"

State

**CURRENT OPENINGS FROM
PRODUCTIONHUB.COM**

<http://www.productionhub.com/jobs/>

Entertainment Jobs in Film, Television,
Video and Digital Media Production

3/10/2016

Number of Op

134

**CURRENT OPENINGS FROM
MICHIGAN ASSOCIATION OF
BROADCASTERS JOB BANK**

<http://michmab.com/Careers/JobBank>

All Categories - Michigan Only

Administration	4
Engineering	7
Management	1

3/10/2016

Number of Op

86

News	30
Other	5
Production	11
Programming	9
Sales	19

**CURRENT OPENINGS FROM
MONSTER.COM**

3/10/2016

<http://salary.monster.com>

All positions - All Locations

Number of Op

Digital Media

1000+

Media and Broadcast

1000+

Television Production

1000+

**CURRENT OPENINGS FROM
TVTECHNOLOGY.COM**

3/10/2016

<http://www.tvtechnology.com/content/jobs/18>

All positions - All Locations

Number of Op

TV Technology Industry Jobs

9

enings

enings

enings

enings

enings

enings

TABLE 6**STUDIODAILY.COM**

3/10/2016

Jobs traditionally taken by graduates of the TDMP program:

Positions Open at http://jobs.studiodaily.com/jobseeker/search/results/?site_id=1947&new=1&keywords=&t735=

	All Locations	MI
Animator	130	3
Assistant Director	12	2
Cinematographer	6	0
Camera Operator	66	1
Camera Assistant	93	6
Colorist	3	0
Compositor	13	0
Data Technician	75	2
Director	204	5
DVD Author	7	0
Encoding	50	0
Editor	620	34
Editorial Assistant	315	14
Electrician	2	0
Graphic Designer	478	13
Grip	13	0
Location Scout	9	0
Producer	431	15
Production Assistant	229	11
Script Supervisor	8	0
Sound Designer	102	1
Sound Mixer (Studio)	5	1
Sound Mixer (Location)	2	0
VFX Artist	41	0
Video Engineer	133	4
Web Designer	344	11

TABLE 7

STUDIODAILY.COM

3/10/2016

Positions by Industry	Openings
Broadcast/Commercials	27
Film	186
Mobile Media	178
News	173
Television	226
Web Design	356

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EDUCATION

- May 2011 **Master of Arts** in Broadcast and Cinematic Arts
Central Michigan University, Mount Pleasant, Michigan
Major Field: Electronic Media Production
Plan B: "Premie" – A Documentary
- May 2006 **Bachelor of Science** in Television and Digital Media Production
Ferris State University, Big Rapids, Michigan
Minor: Theatre Arts

ACADEMIC APPOINTMENTS

- 2013 –
Current **Ferris State University**, Big Rapids, Michigan
Assistant Professor of Television and Digital Media Production: Currently Teaches Digital Cinematography, Digital Media Art and Technology, Compositing Video, Field Production, Advanced Compositing, and Scriptwriting. Creates course materials, lectures, quizzes and tests. Provides lab assistance. Administers all grades and creates all content for Blackboard integration online. Creates learner-centered teaching strategies to help engage TDMP students on multiple course topics. Advises students and assists them with selecting course work that will fulfill graduation requirements. Serves as internship advisor for multiple students. Covers classes for faculty while they are attending seminars/conferences.
- 2011 –
2013 **Ferris State University**, Big Rapids, Michigan
Instructor of Television and Digital Media Production: Instructed Intro to Video Communication, Digital Imaging for Video, Compositing Video, Documentary Production, Advanced Compositing and Scriptwriting. Created course materials, lectures, quizzes and tests. Provides lab assistance. Administered all grades and creates all content for Blackboard integration online. Created learner-centered teaching strategies to help engage TDMP students on multiple course topics. Advised students and assists them with selecting course work that will fulfill graduation requirements. Developed experimental course for Advanced Compositing and also heavily influenced the direction of new course work for Compositing Video.
- 2009 –
2011 **Central Michigan University**, Mount Pleasant, Michigan
Graduate Assistant: Executive produced daily, hour-long newscast for campus news channel. Edited and shot video of news events around the community. Served as lead script editor. Implemented and coordinated live events for college newscasts. Instructed students on proper writing and video composition. Directed and technical directed live broadcasts. Actualized file transfer system for live playback of digital video through Final Cut Pro.
- 2007 –
2009 **Ferris State University**, Big Rapids, Michigan
Adjunct Faculty: Instructed Video Production 1, Video Production 2, Digital Imaging for Video and DVD Production. Formulated course materials including assignments and exercises, lectures, provided lab assistance and administered all grades.



ADDITIONAL ACADEMIC EXPERIENCE

- 2013 –
Current **Michigan Occupational Competency Assessment Center,**
Big Rapids, Michigan
Exam Proctor: Assisted with interview of candidates seeking vocational certification. Evaluated skills of candidate, including their ability to perform a wide range of video communications tasks. Also responsible for collaborating with another proctor to recommend certification of candidate.
- 2012 -
2013 **National Occupational Competency Testing Institute,**
Big Rapids, Michigan
Subject Matter Expert: Assessed & revised visual communication and media design standards. Developed new written and graphical questions for testing material included in national standardized test. Created and critiqued performance evaluations.

UNIVERSITY SERVICES

- Current **Ferris State University, Big Rapids, Michigan**
Chair - Faculty Research Committee (Academic Senate)
- Forward committee selection to Provost
 - Organize meetings and communicate to committee
 - Evaluate and recommend approval or disapproval of research grants
 - Develop guidelines for faculty applying for research grants
 - Evaluate completed research and creative projects
- Ferris State University, Big Rapids, Michigan**
Academic Program Review Council
- Evaluate academic programs based on self-evaluation reports
 - Research and present on the strengths and weaknesses of programs
 - Assist with recommending adjustments of programs which are eventually presented to the Academic Senate
- Ferris State University, Big Rapids, Michigan**
Faculty Co-Advisor – Media Communications Association
- Facilitate student involvement in registered student organization
 - Assist with planning Ferris Media Festival
 - Coordinate meetings and finances for student organizations
 - Design posters and other print material for Ferris Media Festival
- Ferris State University, Big Rapids, Michigan**
College of Education and Human Services Assessment Committee
- Reviewed assessment methods and documentation
 - Discussed changes in assessment in college



UNIVERSITY SERVICES (continued)

- 2015
- Ferris State University, Big Rapids, Michigan**
College of Education and Human Services
Dawg Days Animation Motion Graphics Artist
-Created an animated video to play during Dawg Days that will increase visibility distinctiveness of COEHS
- Ferris State University, Big Rapids, Michigan**
DAWG Days School of Digital Media Recruitment
- Ferris State University, Big Rapids, Michigan**
College of Education and Human Services
Steve Falcone Memorial Scholarship Application Reviewer
- 2014
- Traverse Bay Area Career Tech Center, Traverse City, Michigan**
Student Recruitment
- Wexford-Missaukee Career Tech Center, Cadillac, Michigan**
Freshman Orientation (Honors)
- Ferris State University, Big Rapids, Michigan**
Freshman Orientation (Honors)
- Ferris State University, Big Rapids, Michigan**
DAWG Days Television and Digital Media Production Recruitment
- Ferris State University, Big Rapids, Michigan**
Pancakes with the President.
Assisted with service pancakes and sausage at The Rock.
- 2013
- Ferris State University, Big Rapids, Michigan**
Academic Program Review Council
- Evaluate academic programs based on self-evaluation reports
- Research and present on the strengths and weaknesses of programs
- Assist with recommending adjustments of programs which are eventually presented to the Academic Senate
- Ferris State University, Big Rapids, Michigan**
Chair - Faculty Research Committee (Academic Senate)
-Forward committee selection to Provost
-Organize meetings and communicate to committee
-Evaluate and recommend approval or disapproval of research grants
-Develop guidelines for faculty applying for research grants
-Evaluate completed research and creative projects



UNIVERSITY SERVICES (continued)

2013

Ferris State University, Big Rapids, Michigan

Faculty Advisor – Media Communications Association

- Facilitate student involvement in registered student organization
- Assist with planning Ferris Media Festival
- Coordinate meetings and finances for student organizations
- Design posters and other print material for Ferris Media Festival

Ferris State University, Grand Rapids, Michigan

Digital Animation & Game Design Faculty Search Committee

- Interview applicants and follow up with appropriate questions
- Evaluate candidates based on professional skills and teaching ability
- Assist faculty in choosing qualified candidate for tenure-track position

Ferris State University, Big Rapids, Michigan

Hispanic Center of Western Michigan Tour

- Assisted Department Chair with giving a program overview to high school students
- Assisted with a lab, showing students equipment in the TDMP studio

Ferris State University, Big Rapids, Michigan

Freshman Orientation

- Gave presentation of School of Digital Media Programs
- Assisted new students with registration

Ferris State University, Big Rapids, Michigan

Adjunct Excellence in Teaching Award Committee

- Evaluate nominee material and determine quality of teaching excellence
- Aid in selection of award recipient

Ferris State University, Big Rapids, Michigan

DAWG Days Television and Digital Media Production Recruitment

Ferris State University, Big Rapids, MI

Honors Invitational Television and Digital Media Production Recruitment

2012 –
2013

Ferris State University, Big Rapids, Michigan

Academic Senate - Faculty Research Committee

- Evaluate and recommend approval or disapproval of research grants
- Develop guidelines for faculty applying for research grants
- Evaluate completed research and creative projects

2012

Ferris State University, Big Rapids, Michigan

DAWG Days Television and Digital Media Production Recruitment



UNIVERSITY SERVICES (continued)

- 2011 – **Ferris State University**, Big Rapids, Michigan
- 2013 **College of Education and Human Services Diversity Committee**
-Discuss opportunities within the college to increase diversity
-Determine ways to make the college more appealing to diverse populations
- 2011 **Ferris State University**, Big Rapids, Michigan
DAWG Days Television and Digital Media Production Recruitment
- Delta College**, University Center, Michigan
Career Pathways demonstration and Television and Digital Media Production Recruitment

PUBLICATIONS

Sykes, W., Kuiper, N. (2011). "Creating a multi-platform student reporting experience using coverage of a mid-term election: A case study." International Association of Online Communicators (Online Journal), 5(1), 39-42.

GRANTS

- 2015 **Professional Development Incentive**, Ferris State University
Summer, 2015 (\$1,000) – From the Faculty Center for Teaching for attending the week-long Course Development Institute
- 2013 **Professional Development Incentive**, Ferris State University
Summer, 2013 (\$450) –From the Faculty Center for Teaching and Learning for developing successful presentations demonstrated with both visual and non-visual materials
- 2012 **Academic Service Learning**, Ferris State University
Fall, 2012 (\$300) - Facilitated course work and created a poster project aimed at increasing student awareness of the need to recycle. The successful course work eventually lead to students placing recycle bins in all Television and Digital Media Production classrooms.
Spring, 2012 (\$600) - Facilitated a Public Service Announcement writing project and poster project covering Sexual Assault Awareness Month. Posters were hung up in buildings across campus and throughout the community.
- 2011 **Academic Service Learning**, Ferris State University
Fall, 2011 (\$600) - Facilitated a Public Service Announcement writing project and poster project for Women's Information Services, Inc. of Big Rapids. Also helped students hang posters around the community to spread awareness about domestic violence. Student involvement was featured in city newspaper "The Pioneer."



PROFESSIONAL DEVELOPMENT

- 2015
- Urban Institute for Contemporary Arts, Grand Rapids, Michigan**
Visiting Film Artist Series: Paul Schrader
Attended a film screening of "Affliction" with Q&A and a workshop with screenwriter Paul Schrader. The workshop dealt with screenwriting beginnings and discussion on how Hollywood and film distribution has changed.
- Ferris Media Festival, Big Rapids, Michigan**
Attended the following Welcome Week Presentations:
- Advancing Learning through Scholarly Teaching – Robbie Teahen
 - Diversity Audit – David Pilgrim
 - Grants and Compliance
 - General Education Implementation – Clifton Franklund
 - FSUSSeminar Instructor Update – Brooke Moore
- Ferris Media Festival, Big Rapids, Michigan**
Attended the following festival Presentations:
- Motion Graphics – Brandon Danowski
 - Timelapse Photography – Seth McCubbin
 - Promo Editing – Ken Guertin
 - Game Design – Chad LaForce
 - Music Production – Ross Lara
- Festival of the Arts, Big Rapids, Michigan**
Attended the following festival workshops and presentations
- "The Making of an Independent Film" – Screening and Discussion
- 2014
- Ferris State University, Big Rapids, Michigan**
Attended the following Faculty Center for Teaching and Learning workshops:
- MyDegree Training
 - Closed Captioning Videos
 - Human Subjects Research and Ferris: IRB Process and Expectations
- Ferris Media Festival, Big Rapids, Michigan**
Attended the following festival presentations:
- Evolving in the Ever-changing Media World – Dennis Carnivale
 - Motion Graphics Creation – Derek Rottman
 - Creating Content in the Digital Game Industry – Cory Heald
 - Working with the Tigers – Mike Penhollow
 - Live Production with the Whitecaps – Glen Okonoski
- 2013
- Certificate of Online Adjunct Teaching (COAT)**
Took part in an online, 8 week course regarding online teaching
- Imagineersystems.com (August 20, 2013)**
"Rotoscoping in Mocha AE" – Webinar
- Ferris State University, Big Rapids, Michigan**
Attended the following Faculty Center for Teaching and Learning workshops:
- Core Values
 - The Naked Presenter
 - Presentation Zen



PROFESSIONAL DEVELOPMENT (continued)

- 2013 **Ferris Media Festival, Big Rapids, Michigan**
Attended the following festival presentations:
- Aerial Sports Broadcasting – Mike Wittman
- Lower Power TV is Born in Cadillac – Eric Wotila
- Exploring Canon Digital Film Cameras – Edward Meyer
- Shoot for a Career in Corporate Video – Steve Paradiso
- Dramatic Production Techniques with RED – Andrew Tingley
- 2012 **Ferris State University, Big Rapids, Michigan**
Attended the following Faculty Center for Teaching and Learning workshops:
- Making Connections
- Faculty Use of Copyright
- Instructional Technology: Prezi
- 2011 **Ferris State University, Big Rapids, Michigan**
Attended the following Faculty Center for Teaching and Learning workshops:
- Building on Our Successes: Faculty, Learning and Student Retention
- Factors and Conditions that Inspire Us to Persist Toward Graduation
- The Ends to Which I Teach: Writing Student Learning Outcomes
- The Learner - Centered Syllabus
- The 20,000 Foot View of Instructional Technologies
- Creating a Truly Diverse University
- Creating and Using Rubrics to Inform and Assess
- An Introduction to Blackboard 9.1
- Designing and Assessing Teams and Team Projects
- Using a Classroom Response System

PROFESSIONAL SERVICE

- 2015 **National Academy of Television Arts and Sciences, Suncoast Chapter**
Regional Emmy Awards Judge
- Evaluate content in News Excellence and judged candidates worthy of Regional Emmys
- West Michigan Film and Video Alliance, Grand Rapids, MI**
Eclipse Awards Judge
- Evaluate content in online programming
- Provide feedback for improvement
- Meijer Great Choices Student Film Festival**
Volunteer: Ordered and picked up catering for student and faculty judges at Ferris
- 2014 **National Academy of Television Arts and Sciences, New York, NY**
Regional Emmy Awards Judge
- Evaluate content in Arts:News, Editor:Program and Graphic Arts:Graphics/News and judged candidates worthy of Regional Emmys



PROFESSIONAL SERVICE (continued)

- 2014 **Wexford-Missaukee Career Tech Center, Cadillac, MI**
Advisory Board Member
- Attend board meetings
 - Discuss curriculum changes to improve student success
 - Advise instructors on trends in industry
- 2013–
2014 **Festival of the Arts, Big Rapids, Michigan**
Director of Programs
- Attend board meetings
 - Plan festival activities and assist with creating even calendar
 - Research and coordinate events for the festival
- 2013 **West Michigan Film and Video Alliance, Grand Rapids, MI**
Eclipse Awards Judge
- Evaluate content in online programming
 - Provide feedback for improvement
- Meijer Great Choices Student Film Festival**
Judge: Judged video content from K-12 students throughout Michigan
- 2012 **Ferris State University, Big Rapids, Michigan**
Festival of the Arts Planning (for Feb., 2014)
- Investigate technology for art projects involving projection art
 - Discuss opportunities to expand the festival's artistic scope
 - Develop ways to increase interactive art on campus
- Broadcast Education Association - Festival of Media Arts**
Judge - Student Scriptwriting Competition

PRESENTATIONS

- 2014 **"Video Game Design – An Interactive Campus."** Festival of the Arts. Organized Arcade Cabinet exhibit including refurbishing 3 cabinets and installing new monitors and computers. Introduced speakers and advertised for the event.
- 2014 **"Northern Bend – Computer Simulation."** Festival of the Arts. Organized presentation including assistance with transportation of Northern Bend exhibit from Grand Rapids to Big Rapids. Also struck exhibit and transported it back to Grand Rapids.
- 2013 **"Premie."** Presentation on families dealing with premature infants and filmmaking discussion at Ferris State University Nursing Program



PRESENTATIONS (continued)

- 2012 **"Premie."** Documentary film presentation at Ferris State University, Sponsored by the Media Communications Association
- "Premie."** Documentary film presentation and art gallery exhibition at Ferris State University Festival of the Arts
- "Premie: Stories of Survival."** Lecture presentation and discussion of documentary film at Wexford – Missaukee Intermediate School District
- Uptown Film Festival,** "Premie" film screening, nominated for Best Michigan Documentary
- 2011 **Made-in-Michigan Film Festival,** "Premie" film screening and Question and Answer session with audience

PRODUCTION EXPERIENCE

- 2015 **"The Gatekeeper,"** Short Dramatic Film, Big Rapids, Michigan
Director of Photography, Producer, Editor: Developed short film including producing and location scouting, editing, cinematography, lighting and additional motion graphics work. Also provided all color timing and effects work.
- "No More,"** Public Service Announcement, Big Rapids, Michigan
Director
Shot, edited and composited 1 minute PSA for the Big Rapids WISE Organization. The public service announcement featured Ferris State University football players speaking out against sexual assault. Video was short during April on the Ferris cable channel and was used by WISE on their website and during their annual fundraiser.
- 2014 **"Return of the Dead,"** Short film, Big Rapids, Michigan
Assistant Director
Helped organize and film pick-up shots for Grand Rapids short film directed by Dustin Bacon. Used students as actors and assistant camera.
- 2013 **"White Birch Lodge,"** Documentary Film, Big Rapids, Michigan
Lower Third Designer
Collaborated with film director to design and further develop lower thirds for documentary, including discuss of theme, creation of pre-viz, and ultimate output of digital files for lower-third name graphics.
- 2011 **"The Art of Inspiration,"** Vimeo.com
Timelapse Photographer
Timelapse photography of downtown Grand Rapids featured in national Vimeo spotlight. The video can be accessed here:
<https://vimeo.com/30189461>



PRODUCTION EXPERIENCE (continued)

- 2009 –
2011 **“Premie,”** Documentary Film, Mount Pleasant, Michigan
Film Director: Co-wrote and produced Emmy® winning film. Created storyboards for content. Shot and lit interviews and b-roll. Edited and created all motion graphic video content. Served as assistant sound designer. Received national broadcast distribution on PBS stations.
- Heritage Broadcasting,** 9 and 10 News, Tustin, Michigan
Freelance News Producer: Identified and researched breaking news stories. Scripted two half-hour broadcasts per day. Conceived visuals for each segment by selecting each camera and the location of news anchors. Archived news segments to DVD.
- 2009-
2010 **Rhythmic Sky Studios,** Big Rapids, Michigan
Videographer/Editor/DVD Author: Shot and edited 3 camera set-up of dance recital. Created fully animated lower thirds, motion menus, animated transitions and custom buttons. Interviewed dancers and teachers for documentary special feature. Fully authored DVD and Blu-ray for dance recital.
- 2009 **“I’m in Class,”** Television Commercial, Big Rapids, Michigan
Director of Photography: Shot and edited nationally broadcast commercial for Ferris State University. Designed soundscape, created storyboards and designed motion graphics. Encoded video for web, mini-DV and DVD distribution.
- 2008 –
2009 **Heritage Broadcasting,** 9 and 10 News, Tustin, Michigan
Senior News Producer: Wrote and organized entire news broadcast for Northern Michigan’s highest rated newscast at 6PM and 11PM. Found and wrote breaking news stories from throughout Michigan. Collaborated with entire news team to get the latest information for each news segments. Set out camera shots and anchor placement with show director before broadcast. Kept time during each show. Wrote and developed breaking news segments for the web and for cut-ins during normal programming. Answered viewer phone calls and researched news stories. Coordinated live coverage by purchasing satellite time and recorded beamed material from satellite truck.
- 2007 **Rhythmic Sky Studios,** Big Rapids, Michigan
Editor/DVD Author: Edited dance recital footage from 1 camera set-up. Created motion menus, animated transitions, DVD buttons and output to DVD and VHS.



PRODUCTION EXPERIENCE (continued)

2006 – **Heritage Broadcasting**, 9 and 10 News, Tustin, Michigan
2008 **Photojournalist:** Shot, edited and output news packages for broadcast on Northern Michigan news channel. Recorded natural sound and voice overs for use in news stories. Operated microwave live truck for live shots. Beamed packages from live truck to news station. Operated news bureau with reporter and coordinated video shoots with various interviewees. Collaborated daily with different reporters to provide a fresh visual spin on news material. Archived daily packages to DVD. Operated both linear and non-linear video editors.

CERTIFICATIONS

2013 **Certificate of Online Adjunct Teaching** – Maryland University
2011 **Blackboard 9.1** – Ferris State University
Phase 1 and Phase 2 Certification (early adopter)

SOFTWARE PROFICIENCY

Adobe Photoshop CC, Adobe After Effects CC, Adobe Premiere CC, Adobe Illustrator CC, Adobe Audition CC, Adobe Encore CS6, Adobe Flash CS6, Adobe Soundbooth CS5, Adobe Story CS6, iDVD, DVD Studio Pro, Pro Tools 9, Final Cut Pro 7, Audacity 1.3, Avid Media Composer 5, Avid Newscutter, Microsoft PowerPoint, Microsoft Excel, Microsoft Word, Blackboard 9.1, Prezi, Celtx, Final Draft, Avid iNews

CAMERA PROFICIENCY

Sony HVR - Z1U, Sony HVR - Z7U, Sony PMW - EX1, Sony PMW - EX3, Canon T3i, Canon GL2, Canon XL1, Sony Betacam, Sony HXR - NX5, JVC DV500, Go-Pro

COMMUNITY SERVICE

2015 **Women's Information Service, Inc.**, Big Rapids, Michigan
Volunteer/Videographer: Produced and directed a series of videos for the WISE mystery dinner theatre, facilitated student involvement in videography, editing and motion graphics. Delivered videos via DVD.
2012 – **St. Mary's School**, Big Rapids, Michigan
2015 **Volunteer:** Assist with lunch duty. Supervise children on playground. Assist with bringing children on field trips. Volunteered for annual fish-fry, serving food and cleaning dishes.
2011 – **Women's Information Service, Inc.**, Big Rapids, Michigan



COMMUNITY SERVICE (continued)

2013 **Volunteer:** Assist in moving large items in shelter. Create digital media for use in annual fundraiser. Facilitate student involvement in creating posters for Domestic Violence Awareness Month and Sexual Assault Awareness Month. Shoot and edit video projects for various events.

The Ella Bullis Foundation, Grand Rapids, Michigan

Board Member: Organization helps families coping with caring for a premature baby or with the loss of an infant. Attend monthly meetings. Brainstorm new fundraising opportunities. Choose candidates who are in need and suggest options for providing funding to help care for premature infants. Shoot and edit footage of fundraising events.

PROFESSIONAL MEMBERSHIPS

2015 **Society for Film and Media Studies**

2013 – 2014 **West Michigan Film and Video Alliance**

2012 **National Academy of Television Arts and Sciences**

2011 – 2012 **Broadcast Education Association**

2006 – 2008 **National Press Photographer's Association**

AWARDS AND RECOGNITION

2012 **Emmy Award® - Best Documentary: Topical** - National Academy of Television Arts and Sciences - Michigan Chapter

2012 **Third Place - Student Documentary (Long Form)** - Broadcast Education Association

2011 **Outstanding Thesis, Dissertation or Plan B** - Central Michigan University

First Place - Professional Documentary - Philo T. Farnsworth Cable Awards

Best in Show - Philo T. Farnsworth Cable Awards

Award of Excellence - Sound design, Documentary and Editing
Philo T. Farnsworth Cable Awards

2010 **First Place - Daily Newscast - College Broadcast Awards (Executive Producer)**- Michigan Association of Broadcasters

Second Place - Daily Newscast - College Broadcast Awards (Executive Producer) - Michigan Association of Broadcasters

Harold D. Fellows Scholarship - Broadcast Education Association

2007 **Second Place - General News Photojournalism**
National Press Photographer's Association - Quarterly Clip Contest



TECHNICAL THEATRE EXPERIENCE

- 2005 **Ferris State University**, Big Rapids, Michigan
Lighting Designer: Provided the lighting design for “Lysistrata”
Ferris State University, Big Rapids, Michigan
Sound Designer: Created the soundscape for “The Diviners”
Ferris State University, Big Rapids, Michigan
Stage Manager: “School for Scandal”
- 2003 **Ferris State University**, Big Rapids, Michigan
Assistant Stage Manager: “You’re a Good Man, Charlie Brown”
Ferris State University, Big Rapids, Michigan
Lighting Technician: “All My Sons”
- 2002 **Ferris State University**, Big Rapids, Michigan
Spotlight Operator: “Guys and Dolls”

ACTING EXPERIENCE

- 2010 **Stage-M**, Big Rapids, Michigan
Daddy Warbucks - “Annie”
- 2005 **Ferris State University**, Big Rapids, Michigan
Basil Bennet - “The Diviners”
- 2005 **Ferris State University**, Big Rapids, Michigan
Herr Schultz - “Cabaret”
- 2004 **Ferris State University**, Big Rapids, Michigan
Doc O’Connor - “The Laramie Project”
- 2003 **Ferris State University**, Big Rapids, Michigan
George Deever - “All My Sons”

AREAS OF SPECIAL COMPETENCE

Collaborator, technological problem solver, highly motivated, adapt quickly, flexible with course load, can and have taught courses online, strong oral and written communicator, strong interpersonal skills, competent in qualitative research methods, strong presentation skills, broad knowledge and experience of the School of Digital Media and Television and Digital Media Production Program

Professional Vitae

Connie L. Randle/Morcom, M.S. Ed

11940 190th Ave., Big Rapids, MI 49307
(231) 796-6466 (cell) (231)-591-2772 (office)

E-mail – morcomc@ferris.edu

<http://www.linkedin.com/pub/connie-morcom/4/219/203>

<http://digiproftdmp.wordpress.com>

<http://www.ferrisstate.tv>

Summary of Qualifications

- Multimedia professional with experience in instructional design and digital media production and technology consulting with fortune 500 companies and non-profit organizations in all aspects of producing client based projects.
- Strong interpersonal skills encouraging communication, creativity and building relationships with companies nationally through successful placement of students with internship sponsors and alumni of the university.
- Adept coordinator in facilitating students and external stakeholders through service learning projects for outreach; in creating a community voice through storytelling and immersion of student teams working with clients.

Educational Background

Master of Science Education, (1994) Northern Illinois University, Instructional Technology
Master Thesis: Multimedia Design and Interactivity

Graduate School of Education, Ferris State University, Total Quality Management
46.5 credits master's degree+

Bachelor of Science, (1983) Ferris State College, Television Production (TVP)

Professional Experience Higher Education

2000 (current)

Associate Professor, School of Digital Media, Television and Digital Media Production (TDMP)
Ferris State University, Big Rapids, Michigan

Promoted Associate Professor (2011) – Assistant Professor (2001),
tenured (2006), B List (2006, 2007) A List Merit, Assistant Professor (2008)

2012 (current) Appointment Internship Placement Coordinator, TDMP

Fall 2007 Interim Department Chair, Television and Digital Media Production

Professional Experience

- 1985 - 2000 Lake County High Schools Technology Campus, Grayslake, Illinois
Administrative Technologist and Multimedia Instructor (tenured)
- 1992 - 1999 College of Lake County, Grayslake, Illinois, Multimedia Technology
Consultant and Adjunct Instructor Communication Arts, Humanities
- 1994 -1996 Arthur Andersen & Co., Instructional Designer, Senior, Business Television
St. Charles, Illinois (summers and consulting projects)
- 1983 - 1985 WGVU, Grand Valley State University, Grand Rapids, Michigan
Public Broadcast Station, Engineering, Master Control, Technical Director
- WOTV, Lin Broadcasting Corp., Grand Rapids, Michigan
NBC affiliate, Studio Floor Director, Production (IBEW)
- 1984 (current) Freelance Producer, PA (certified 2008), Instructional Designer (certified 1996)
- 1982 - 1983 General Motors Education and Training, Flint, Michigan
(Hired as per diem Producer after internship)

Professional Advancement:

- 2010 – 2011 Post-Graduate, Total Quality Management Certificate courses
- 2011 Promotion in Rank, Associate Professor
- 2009 – 2010 Fellow Academy Television Arts and Sciences Foundation
Faculty Seminar Fellow (National Selection)
- 2010 Awarded/Completed Faculty Sabbatical and FSU Board Presentation
- 2010 Awarded Professional Development Grant
- 2009 (current) Michigan Occupational Competency Assessment Coordination/Examiner
- 2008 Merit Award, COEHS Promotion/Merit Committee
- 2004 Ferris Foundation Recipient Award Michigan Career Pathways

Professional Affiliations

- National Association of Professional Women, Appointed (2014)
- Academy of Television Arts and Sciences, Selection as Fellow (2011)
- Ferris Faculty Association, MEA/NEA Rep and E-board (faculty vote 2011-15)
- Social Media Association, Michigan (2015)
- Broadcast Education Association, Membership (2011-2013)
- Adobe Groups, Ann Arbor Flash Media Server (2008-10)
- International Media Communications Association (1985 – 2005)

Service

2014 - 2015	Outstanding Faculty Academic Service Learning Award
2015 - (current)	Academic Program TCP External Reviewer and TDMP Participant
2007 (current)	Faculty Tenure Committee for RLSW, TDMP and DAGD
2010 - 2011	Internship Placement Faculty (sabbatical and retirement)
2007	Interim Department Chair, Television and Digital Media Production

Ferris State University Committees

2014 - 2015	Distinguished Teacher Senate Committee 1 year Appointment
2007 - 2009	Academic Senator (re-elected)
2007	Chairperson, Academic Affairs Awards Committee
2003 - 2005	Academic Program Review Council Committee
2003 - 2011	Writing Intensive Committee
2002 - 2012	Faculty Center for Teaching and Learning Advisory Board
2005 - 2008	Distinguished Teacher Committee
2003 - 2004	General Education and Student Learning
2002 - 2004	Arts and Lectures Committee

College of Education and Human Services Committees

2013 – 2015	Academic Affairs Assessment Committee
2008 – 2015	Promotions/Merit Committee, Chair (COEHS 2015)
2012 – 2014	Distinguished Faculty Award
2008 – 2013	Assessment Committee, Chair (2010 - 2013)
2007 – 2010	Tenure Committee, Chair (2015)
2010	International Studies
2001 – 2009	Sabbatical Committee
2001 – 2002	Technology/Library Committee

Academic Courses Taught Ferris State University (2000 – 2015)

FSUS 100		1 credit
TVPR 132	Computer Systems for Video	3 credits
TVPR 243	Video Production	3 credits
TDMP 110	Intro Video Communications	3 credits
TVPR 120	Digital Imaging for Video	3 credits
TVPR 210	Compositing for Video	3 credits
TVPR 290	Experiential Study Away	3 credits
TDMP 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
TDMP 464	Seminar	2 credits
TDMP 466	Instructional Design	4 credits
TDMP 493	Television Production Internship	18 credits

TVPR 497	Special Studies in TVPR	3 credits
TVPR 499	Advanced Producing and Directing	6 credits

Professional Development Activities

Conferences Attended

Assessment Institute, Indianapolis, Indiana, October 2014

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

Academic Affairs, Assessment Workshop with Marc Chum, November 2015

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

Website development and administration for TDMP and University, Advancement and Marketing, <http://www.ferrisstate.tv>, <http://vimeo.com/ferrisstatetv/videos> 2008 – 2015

Academic Service Learning Project, (ASL) grant and video documentation of the Muskegon River Watershed Assembly, Fall 2010 & 2011

Dawg Days representative for TDMP from 2000 until present

Television and Digital Media Production Summer High School Camp, June, 2009

Service Award Celebration, fifteen years of service, Ferris State University 2015

Service Award Celebration, ten years of service at Ferris State University, 2010

Service Award Celebration, five years of service at Ferris State University, 2005

Ferris Video Festival, Media Communications Association, Faculty Advisor and oversaw Michigan High School Video Competition voting and scholarships, 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 - 2015

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

Festival of the Arts and TDMP, City of Big Rapids, April 2015

Academy of Television Arts and Sciences, Faculty Recognition Awards, November, 2009

Presenter, Ferris Art Festival, Art Works, YouTube and Video as Art, February 2009

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

Online Teaching Certification, 2014 COMPLETE

ECTE 660 and ECTE 665 Quality Management and Education, Total Quality Management courses, Summer and Fall 2011-12.

Faculty Sabbatical – Enable Interactive Student Learning through Convergent Digital Technology Research and Prototype, Spring Semester 2010, www.Ferrisstate.tv

Selected from over 200 applicants as a Fellow on the Academy of Television Arts and Sciences Foundation, Faculty Seminar, 2009

Awarded Professional Faculty Development Grant –Interactive Student Learning, 2010

Timme Grant Award, Attendance and participation NAB/BEA, April 2010

Timme Grant Award, Attendance and participation NAB/BEA, April 2009

Academic Senate approval for International studies course, TVPR 240 Entertainment, Arts and Production, General Education designation, Global Consciousness credit, Fall 2009.

Study Away courses, Study Abroad England and France, 2010, 2008, 2006

TDMP Production Assistant Boot Camp, Michigan Production Alliance, April 2009

Faculty Writing Institute, Summer 2008 and 2009

Outcomes Assessment Development, Summer 2008

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, 2010 participant, program enhancement, 2005, 2010

Community Service and Creative Scholarly Works

Executive Producer and faculty facilitator

Our Brother's Keeper, Homeless Shelter, "Volunteer Stories" website videos, DVD, 2015

Festival of the Arts, "Unexpected Art in Unexpected Places", "Disparate Elements" and "Art Brings Peace" themes created to describe the 8th annual festival, website videos, DVD 2015

TSC/ISI Threat Lab Scenario Videos for the TSC Conference, Las Vegas, website videos, DVD 2015

Inclusiveness and Diversity, "the New Normal", LGBT outreach and FSU 100 courses, DVD 2014

Center for Creative Leadership, "Firestarter", women's leadership conference, DVD 2014

Diversity and Empowerment, "Cesar Chavez March", Communication faculty, DVD 2013

Ferris Foundation Grant, "Sociology in Action", 12 videos Sociology faculty, web and DVD 2013

Muskegon River Watershed Assembly, FSU/MRWA "Rain Garden and Cistern" Project and "Tributaries" 2010 - 2011, DVD and website blog.

Mosaic Potash:Hersey, Michigan, "Safety Orientation" and "Loading Procedures DVD. 2010.

Eye Team, College of Optometry, Ferris State University, "Injectable Pharmaceuticals", DVD. 2010.

Service Learning project, Equity Conference Spring 2007, website development, "Diversity Is", Faculty Center for Learning and Development, FSU, Spring 2008

S.S. Badger, Ludington, Michigan working with training personnel developing a student team in designing a 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 DVD for Women's Information Service, Inc. (WISE), "Sexual Assault Advocacy Volunteer" training, Spring 2006

Television and Digital Media Production Grants and Cultural Enrichment

Academic Service Learning Grants (TDMP 466)	2011 – 2015
Faculty Mini-Grant – Diversity	2014
Political Engagement Grant	2013
Ferris Foundation Grant Video support for ASC Sociology	2013
Grant – TIMME – Center for Faculty and Learning	2010 and 2008
Grants – Ferris Faculty Development Grants	Fall 2003 – 2007
Ferris Foundation Grant – Michigan Career Pathways	Fall 2004
Study Abroad - Entertainment, Arts and Production	
Proposed course/Presentations (cancelled low enrollment)	Summer 2012 – 2013
England and France	Summer 2010
London, England	Summer 2006 – 2008

Experience

Ferris State University, Television and Digital Media Production

Big Rapids, Michigan 49307

Coordinator, School of Digital Media, July 2012-Present

Professor, August 2006-Present

Adjunct Instructor, August 2005-May 2006

Classes taught:

FSUS 100 Introduction to Ferris State University for incoming freshmen into the Television and Digital Media Production Program.

TVPR 110 Video Communications, including a WebCT component for Quiz administration.

TVPR 243 Video Production 1, Lecture and Lab. Use of Sony Z1-U and AVID Media Composer software for beginning video producers.

TVPR 301 Television Studio Techniques. Designed for non-majors.

TVPR 318 Television and Digital Media Practicum. Client-based project course.

TVPR 326 Television Production Writing. Script writing techniques and formats.

TDMP 385 Television Studio Production. 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 377 Digital Cinematography. Students work as a team to produce a short film.

TVPR 389 Television Operations. Develop student knowledge of the technical specifications and equipment required to create, transmit and broadcast a television signal.

TDMP 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.

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 YWCA Tribute Awards annually and producing "Time Out with Bert Bleke".

Amway Corporation, Video Production Department

Ada, Michigan 49355

Media Specialist, August 1995-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, June 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.

Activities	<p>Coordinator, School of Digital Media, and Chair, Television and Digital Media Production Program</p> <p>Committee Chair, College of Education and Human Services Curriculum Committee</p> <p>Search Committee Chair, 3 Faculty searches, Secretary, Academic Advisor and School of Education Director search</p> <p>Committee member, Arts and Lectures Committee, Athletic Advisory Board, Strategic Enrollment Committee, Strategic Planning Committee, Institutional Strategic Planning Council and Ferris Magazine Advisory Board</p> <p>Chair of the Board, West Michigan Film and Video Alliance</p> <p>2013 ArtPrize entry: "I Never Saw Another Butterfly"</p> <p>Faculty advisor for the Media Communications Association student Chapter at Ferris</p> <p>Producer / Editor of the Philo T. Farnsworth Award winning <i>Cooking with Angus</i> television series, broadcast on cable access stations across the state</p> <p>Producer / Editor of the MSPRA (Michigan School Public Relations Association) Award winning program, <i>Academia de Espanol Dual Immersion Program</i></p> <p>2003 Alumni of the Year, College of Education and Human Services</p>
Professional Skills	<p>Experience as on-line editor on AVID Media Composer Adrenaline HD and Express HD, CMX, Mach, and Sony editing systems.</p> <p>Operation of Sony ENG and Panasonic High Definition cameras including hand held, tripod, and dolly scenarios.</p> <p>AVID certified in 3-D Effects, Graphics, and Paint on Media Composer systems.</p> <p>Experience creating DVDs using Sonic solutions software to author and duplicate programs.</p> <p>Proficient in Windows and Macintosh based applications including Adobe Photoshop CS6, TypeDeko CG, and AVID including Animatte and 3-D Effects.</p> <p>Ability to operate digital online editing suite including Phillips Diamond Digital 200 switcher, Dveous effects box, and Profile storage system.</p>
Education	<p>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</p>
References	<p>References and resume reel available upon request</p>



Education

EASTERN MICHIGAN UNIVERSITY

M.S. in Technology Studies - Concentration in Interdisciplinary Studies: Film/Television Production

- Coursework emphasis in broadcast television production, film/design history, and technology studies.

YPSILANTI, MICHIGAN

Jan 2004 - April 2008

EASTERN MICHIGAN UNIVERSITY

B.S. in Communications Technology

- Coursework emphasis in media production, technology management, and computer science.
- Graduated Cum Laude and with Honors from the College of Technology.

YPSILANTI, MICHIGAN

Sep 1991 - Jul 1996

Teaching Experience

ASSISTANT PROFESSOR

Ferris State University

BIG RAPIDS, MICHIGAN

Aug 2013 - Current

- Teaching TDMP 359 Television Operations course. Topics include television production activities in the technical area, use of waveform monitors and vectorscopes, and high definition standards.
- Teaching TDMP 343 Documentary Production course. Topics include camera techniques, appropriate use of lighting and sound, editing techniques, storyboarding, film theory, and output methods.
- Teaching TDMP 136 Audio Production course. Topics include stereo recording techniques, sound mixing theory and equipment, equalization and other audio effects, and digital audio editing.
- Teaching TDMP 110 Intro to Video Communication course. Topics include history of electronic media and contemporary issues in electronic media.
- Previously taught TDMP 328 Streaming Media Production course. Topics included encoding video for web delivery, web publishing via HTML and CSS.
- Faculty advisor for Gamma Epsilon Tau (professional fraternity), Faculty Co-Advisor for Media Communications Association (student organization).
- ∞∞∞ Co-Producer of annual "Ferris Media Festival" event featuring a diverse cross-section of guest presenters from the media production industry.
- Collaboration with departmental faculty colleagues on departmental planning initiatives and curriculum development.
- Positive contributions to faculty and university committees, academic advising & guidance, internship supervision, and recruitment efforts.
- Working closely and effectively with a variety of students to complete video projects in the classroom, in lab situations, and in the community.

ADJUNCT FACULTY

Washtenaw Community College

ANN ARBOR, MICHIGAN

Jan 2001 - May 2008

- Taught VID 101 *Video Production 1* and VID 110 *Video Editing 1* courses. Topics included film theory, video camera operation & techniques, lighting techniques, sound editing, storyboarding, and digital video editing.
- Taught VID 276 *Advanced Video Graphics 1* and VID 277 *Advanced Video Graphics 2* courses. Topics include animation & keyframing, title graphics, editing & pacing, green-screen compositing, aesthetic development, design theory, & broadcast design using Adobe After Effects and Apple Motion.
- Taught INP 282 *Web Audio-Video* course. Topics included film theory, video camera operation & techniques, storyboarding, digital video editing & sound editing using Adobe Premiere software, Internet video compression techniques, uploading streaming audio/video content to the web.
- Conceived and developed VID 276 and VID 277 courses via active participation in curriculum development process.
- Worked closely and effectively with a variety of students to complete video projects in the classroom and in lab situations.

Presentations

PRESENTER

Michigan Association of Archivists

HOLLAND, MICHIGAN

Jun 2015

- ∞∞∞ Presented archival research findings for documentary film (currently in production) about Michigan's State Hospitals, participated in panel discussion.

LECTURER / PRESENTER

Cleverscope

FARMINGTON HILLS, MICHIGAN

Oct 2012

- ∞∞∞ Featured Adobe After Effects lecturer and Sony FS-700 product presenter at "Postapalooza," the Midwest's premiere post-production conference.

Publications and Filmography

- Vantage Point Visual Blog (2015). Online videos and articles detailing aspects of video production processes and chronicle of ongoing production activities viewable at <http://www.vantagepointvisual.com/blog>.
- ∞∞∞ "The Factory" (2015). Co-Producer, Co-Writer. Mentored production efforts of Ferris State TDMP students for this documentary film and community service project.
- ∞∞∞ "A Love Letter To Tom Waits: The Life of Chris Roberts-Antieau" (2011). Director of Photography, Editor. Winner 2012 Telly Award.
- Pardon, Joshua (2009). Interpreting *The Day the Earth Stood Still* for Contemporary Film Audiences. *Journal of Popular Film and Television*, 141-149.
- ∞∞∞ "Calorie Committee" (2009). Producer, Director, Director of Photography, Editor. Winner 1st Place-Music Video at 2009 Motor City International Film Festival, winner Best Music Film at 2009 Midwest 3-Minute Film Festival.
- ∞∞∞ "High Tech Soul" (2006). Main Title Design.



Professional Experience

CAMERA OPERATOR/VIDEO EDITOR

WIXOM, MICHIGAN

WTVS - Detroit Public Television

June 2011 - Current

- ∞∞∞ Freelance video editing and camera operation for one of the nation's premiere public television stations.
- ∞∞∞ Credits include: "2015 Mackinac Policy Conference" (Camera), "SphinxCon 2015" (Camera), "2014 Mackinac Policy Conference" (Camera, Setup Crew), "You Be the Chemist 2014" (Camera), "17th Annual Sphinx Competition" (Camera), "Detroit Art City" (Editor), "2013 Mackinac Policy Conference" (Camera), "Star Power 2013" (Editor), "American Graduate Day" (Editor), "Knit and Crochet Now" Season Four (Editor), "MI Week" (Editor), "Ask Dr. Nandi" (Camera), "Reimagining the Region: Building a New Detroit Metropolis" (Camera), "American Black Journal - Freedom Riders" (Camera).
- ☐☐☐ 2014 NATAS Michigan Chapter 36th Emmy Nomination, Documentary - Topical: "Detroit Art City: The Detroit Institute of Arts Story" (Editor)
- ☐☐☐ 2013 NATAS Michigan Chapter 35th Emmy Nomination, Public/Current/Community Affairs: "American Graduate - Graduate Celebration" (Editor)
- ∞∞∞ 2013 MAB Broadcast Excellence Awards, Public Television, Merit Recognition, Special Interest Programming: "MiVote Mackinac: Tonight" (Camera)
- ∞∞∞ 2013 MAB Broadcast Excellence Awards, Public Television, Best in Category, Sports - Outdoor or Recreation: "First in Michigan - Robotics State Championship" (Editor)
- ☐☐☐ 2013 MAB Broadcast Excellence Awards, Public Television, Best in Category, Cultural Programming: "Detroit Art City: The Detroit Institute of Arts Story" (Editor)
- ☐☐☐ 2012 MAB Broadcast Excellence Awards, Public Television, Merit Recognition, Community Involvement: "American Graduate" (Editor)
- ☐☐☐ 2012 MAB Broadcast Excellence Awards, Public Television, Merit Recognition, News or Public Affairs Special: "MiWeek" (Editor)
- ∞∞∞ 2012 MAB Broadcast Excellence Awards, Public Television, Best in Category, Sports - Outdoor or Recreation: "First in Michigan - Robotics State Championship" (Editor)

FIELD PRODUCER/DIRECTOR/VIDEOGRAPHER

DELRAY BEACH, FLORIDA

World's Greatest! / How 2 Media

Jan 2011 - Current

- ☐☐☐ Location field production, direction, and videography for television show airing on the ION Television network and featuring unique companies, products, people, and travel destinations.

VIDEO EDITOR

BIRMINGHAM, MICHIGAN

Weber-Shandwick / The Interpublic Group

Oct 2011 - Current

- ∞∞∞ Freelance video editing for a global public relations network with a client roster featuring many of the world's most recognized and respected brands.
- ☐☐☐ Credits include projects for MasterCard, Dun & Bradstreet, General Motors, NAACP, Public Relations Society of America, Chevrolet, BASF, OSRAM, and the Kellogg Foundation.

DIRECTOR OF MEDIA SERVICES

ANN ARBOR, MICHIGAN

Washtenaw Community College

Jun 2008 - Aug 2013

- ☐☐☐ Consulted with College staff, faculty and administration to conceive and produce video and audio content for delivery via various internet platforms, course management systems (BlackBoard), DVD, and Audio CD.
- ☐☐☐ Technical direction of major events and concerts.

VIDEO EDITOR

MADISON HEIGHTS, MICHIGAN

MVP Collaborative

Jun 2008 - Oct 2010

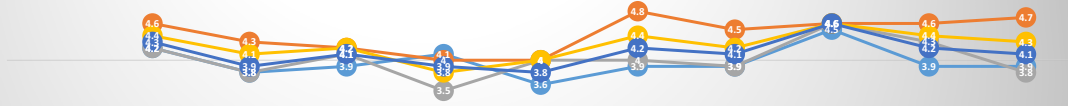
- ☐☐☐ Freelance video editing for Detroit area video and event production facility.
- ☐☐☐ Clients include automotive manufacturers & suppliers and a variety of local businesses.

Skills and Certifications

- ☐☐☐ Extensive studio and field production experience with camera, lighting, and sound recording equipment and techniques.
- ☐☐☐ Owner/Operator of complete field production system including Sony NEX-FS700 camera with Canon L-series lenses, interview lighting, grip, & audio
- ☐☐☐ Adobe Certified Expert: After Effects
- ☐☐☐ Adobe Certified Expert: Premiere Pro

Average	Progress on Relevant Objectives	Excellent Teacher	Excellent Courses	Average of B & C	Summary Evaluation (Avg. A + D)
TMDP 343 Fall 2013	4.2	4.6	4.2	4.4	4.3
TMDP 359 Fall 2013	3.8	4.3	3.8	4.1	3.9
TDMP 136 Fall 2014	3.9	4.2	4.1	4.2	4.1
TDMP 328 Fall 2014	4.1	4	3.5	3.8	3.9
TDMP 343 Fall 2014	3.6	4	4	4	3.8
TDMP 359 Fall 2014	3.9	4.8	4	4.4	4.2
TDMP 136 Spring 2014	3.9	4.5	3.9	4.2	4.1
TDMP 328 Spring 2014	4.5	4.6	4.6	4.6	4.6
TDMP 343 Spring 2014	3.9	4.6	4.3	4.4	4.2
TDMP 359 Spring 2014	3.9	4.7	3.8	4.3	4.1
Average	3.97	4.43	4.02	4.24	4.12

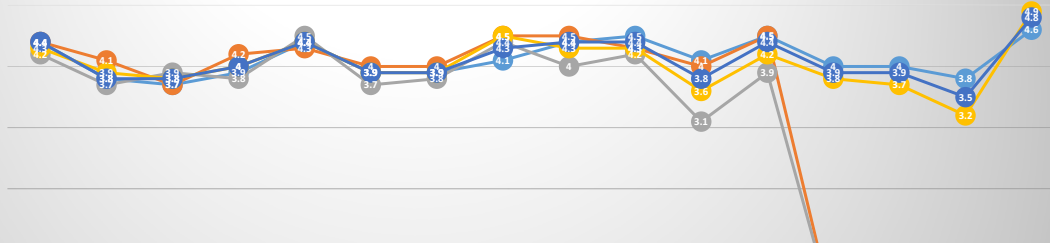
APRC Faculty Evaluation



	Fall 2013 TMDP 343	Fall 2013 TMDP 359	Fall 2014 TDMP 136	Fall 2014 TDMP 328	Fall 2014 TDMP 343	Fall 2014 TDMP 359	Spring 2014 TDMP 136	Spring 2014 TDMP 328	Spring 2014 TDMP 343	Spring 2014 TDMP 359
Progress on Relevant Objectives	4.2	3.8	3.9	4.1	3.6	3.9	3.9	3.9	4.5	3.9
Excellent Teacher	4.6	4.3	4.2	4	4	4	4.8	4.5	4.6	4.6
Excellent Courses	4.2	3.8	4.1	3.5	4	4	4	3.9	4.6	4.3
Average of B & C	4.4	4.1	4.2	3.8	4	4	4.4	4.2	4.6	4.4
Summary Evaluation (Avg. A + D)	4.3	3.9	4.1	3.9	3.8	4	4.2	4.1	4.6	4.2

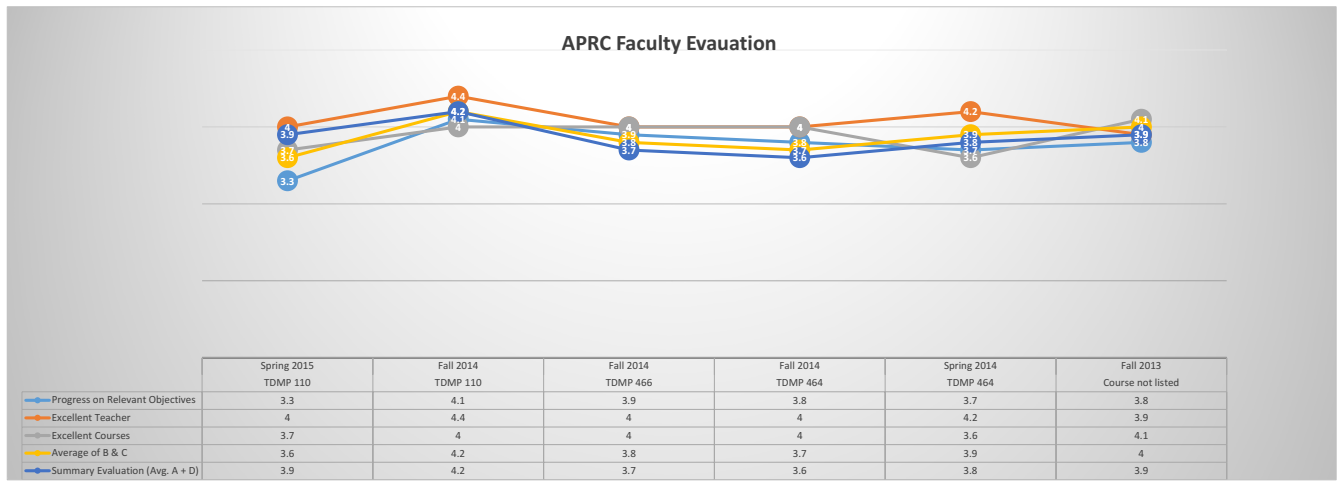
COURSE	YEAR	Progress on Relevant Objectives	Excellent Teacher	Excellent Courses	Average of B & C	Summary Evaluation (Avg. A + D)
TDMP 345	Spring 2012	4.4	4.4	4.2	4.3	4.4
TDMP 499	Spring 2012	3.8	4.1	3.7	3.9	3.8
TDMP 345	Fall 2012	3.7	3.7	3.9	3.8	3.8
TDMP 499	Fall 2012	3.9	4.2	3.8	4	4
TDMP 385	Spring 2013	4.4	4.3	4.5	4.4	4.4
TDMP 499	Spring 2013	3.9	4	3.7	3.9	3.9
TDMP 385	Fall 2013	3.9	4	3.8	3.9	3.9
TDMP 499	Spring 2014	4.1	4.5	4.4	4.5	4.3
TDMP 385	Fall 2014	4.4	4.5	4	4.3	4.4
TDMP 499	Fall 2014	4.5	4.3	4.2	4.3	4.4
TDMP 499	Spring 2015	4.1	4	3.1	3.6	3.8
TDMP 385	Spring 2015	4.5	4.5	3.9	4.2	4.4
TDMP 385	Fall 2015	4	n/a	n/a	3.8	3.9
TDMP 499	Fall 2015	4	n/a	n/a	3.7	3.9
TDMP 385	Spring 2016	3.8	n/a	n/a	3.2	3.5
TDMP 499	Spring 2016	4.6	n/a	n/a	4.9	4.8
Average		4.13	4.21	3.93	4.04	4.10

APRC Faculty Evaluation



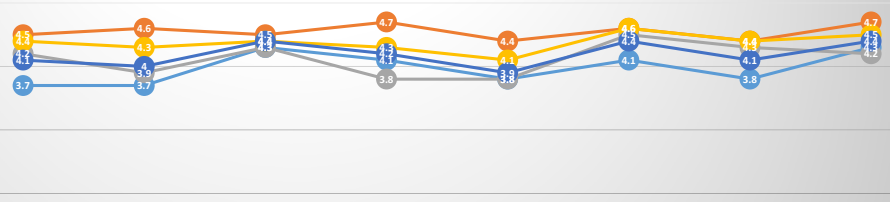
	Spring 2012 TDMP 345	Spring 2012 TDMP 499	Fall 2012 TDMP 345	Fall 2012 TDMP 499	Spring 2013 TDMP 385	Spring 2013 TDMP 499	Fall 2013 TDMP 385	Spring 2014 TDMP 499	Fall 2014 TDMP 385	Fall 2014 TDMP 499	Spring 2015 TDMP 499	Spring 2015 TDMP 385	Fall 2015 TDMP 385	Fall 2015 TDMP 499	Spring 2016 TDMP 385	Spring 2016 TDMP 499
Progress on Relevant Objectives	4.4	3.8	3.7	3.9	4.4	3.9	3.9	4.1	4.4	4.5	4.1	4.5	4	4	3.8	4.6
Excellent Teacher	4.2	3.7	3.9	3.8	4.5	3.7	3.8	4.4	4	4.2	3.1	3.9	0	0	0	0
Excellent Courses	4.3	3.9	3.8	4	4.4	3.9	3.9	4.5	4.3	4.3	3.6	4.2	3.8	3.7	3.2	4.9
Average of B & C	4.4	3.8	3.8	4	4.4	3.9	3.9	4.3	4.4	4.4	3.8	4.4	3.9	3.9	3.5	4.8
Summary Evaluation (Avg. A + D)	4.4	3.8	3.8	4	4.4	3.9	3.9	4.3	4.4	4.4	3.8	4.4	3.9	3.9	3.5	4.8

COURSE	YEAR	Progress on Relevant Objectives	Excellent Teacher	Excellent Courses	Average of B & C	Summary Evaluation (Avg. A + D)
TDMP 110	Spring 2015	3.3	4	3.7	3.6	3.9
TDMP 110	Fall 2014	4.1	4.4	4	4.2	4.2
TDMP 466	Fall 2014	3.9	4	4	3.8	3.7
TDMP 464	Fall 2014	3.8	4	4	3.7	3.6
TDMP 464	Spring 2014	3.7	4.2	3.6	3.9	3.8
Course not listed	Fall 2013	3.8	3.9	4.1	4	3.9
Average		3.76666667	4.08333333	3.9	3.86666667	3.85



	Average	Progress on Relevant Objectives	Excellent Teacher	Excellent Courses	Average of B & C	Summary Evaluation (Avg. A + D)
TDMP 132	Fall 2013	3.7	4.5	4.2	4.4	4.1
TDMP 110	Fall 2013	3.7	4.6	3.9	4.3	4
TDMP 255	Fall 2013	4.3	4.5	4.3	4.4	4.4
TDMP 243	Fall 2013	4.1	4.7	3.8	4.3	4.2
TDMP 243	Spring 2014	3.8	4.4	3.8	4.1	3.9
TDMP 136	Spring 2014	4.1	4.6	4.5	4.6	4.4
TDMP 132	Spring 2014	3.8	4.4	4.3	4.4	4.1
TDMP 255	Spring 2014	4.3	4.7	4.2	4.5	4.4
Average		3.975	4.55	4.125	4.375	4.1875

APRC Faculty Evaluation



	Fall 2013 TDMP 132	Fall 2013 TDMP 110	Fall 2013 TDMP 255	Fall 2013 TDMP 243	Spring 2014 TDMP 243	Spring 2014 TDMP 136	Spring 2014 TDMP 132	Spring 2014 TDMP 255	
Progress on Relevant Objectives	3.7	3.7	3.7	4.3	4.1	3.8	4.1	3.8	4.3
Excellent Teacher	4.5	4.6	4.6	4.5	4.7	4.4	4.6	4.4	4.7
Excellent Courses	4.2	3.9	4.3	4.3	3.8	3.8	4.5	4.3	4.2
Average of B & C	4.4	4.4	4.3	4.4	4.3	4.1	4.6	4.4	4.5
Summary Evaluation (Avg. A + D)	4.1	4	4	4.4	4.2	3.9	4.4	4.1	4.4