

## NEW MEDIA, COMMUNICATION, AND HUMANITIES

### Program Proposal

12/07/15

PROGRAM NAME
New Media, Communication, and Humanities

PROGRAM TYPE
Associate of Science Degree

CAREER PATHWAY
Arts, Humanities, Communication, and Design (AHCD)

PROGRAM DESCRIPTION
The Associate of Science degree in New Media, Communication, and Humanities offers an exploration of the intersection of new media and communication through the lens of targeted humanities courses and competencies. Students will learn to manage change in the media while also becoming conversant in the technical skills needed to communicate across different emerging platforms. By degree completion, students will also have the appropriate business acumen to navigate as one of tomorrow's media leaders.

PROGRAM PURPOSE
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The program offers a sequence of courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge/skills needed to succeed within the Arts A/V Technology and Communication career cluster.

Combining technical skill proficiency with competency-based applied learning, the New Media AS program will ensure students acquire the requisite higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts A/V Technology and Communication career cluster.

Uniquely, the program also incorporates key humanities courses and competencies required for success as a media/communication leader. The program also aligns with existing Bachelor of Science degree programs at FIU and FAU, respectively, should students decide to matriculate into the academy instead of the job-sector. This hands-on interdisciplinary program is for students who seek initial employment in the dynamic fields of new media and communication and for those who are presently employed and may desire advancement.

### **PROGRAM STRUCTURE**

This program is a planned sequence of instruction consisting of 42 credit hours beyond the 18 required general education credit hours.

### **PROGRAM LOCATION**

The General Education courses and some of the program courses can be completed at any Broward College campus/location. Some of the specific program courses will only be offered at the Judson A. Samuels South Campus, however.

### **PROGRAM OBJECTIVES**

After successfully completing this program, the student will be able to perform the following:

1. Demonstrate effective communication skills

2. Demonstrate professional interpersonal and business communications skills
3. Demonstrate team skills
4. Demonstrate employability skills
5. Demonstrate appropriate math skills
6. Demonstration appropriate writing skills
7. Produce new media projects
8. Use computer applications for new media projects
9. Use industry standard new media hardware and software
10. Create projects and presentations utilizing a variety of new media technologies
11. Demonstrate sound ethical reasoning and decision making
12. Participate in work-based learning experiences.
13. Demonstrate an understanding of technical or industrial competencies
14. Demonstrate professional development skills

## **FRAMEWORK**

Community colleges have played an essential role in expanding access to higher education, but completions rates remain low. Of first-time college students who enrolled in a community college in 2013-2014, fewer than 32% earned a post-secondary credential. Because the problem of low retention and completion rates is systemic, the approach taken in the creation of this degree incorporates proven academic measures of success. In other words, the kinds of courses and competencies found within the degree program are all positively correlated to student success, and, in particular, to first-generation, low-income minority success.

For example, the choice to embed humanities-based coursework was made given the proven benefits of such learning for professional success, as well as the fact that historically they humanities have been at the center of the collegiate experience. Humanities learning afford students marketed or measurable levels of cultural and economic capital (Wells, 2008). Cultural capital is knowledge and awareness of cultural content and norms that assist people in participating in higher socioeconomic milieus (Bourdieu, 1977). Because college and humanities coursework are places wherein students do acquire cultural and economic capital, appreciating the impact of said course work on low socioeconomic and first-generation college students is a valuable objective.

Finally, because it has been established that statistically speaking first-generation college students are less likely to take the types of humanities courses that do, in fact, generate valuable cultural and economic capital (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996), and that first-generation derived greater benefits from these courses than others (Pascarella et al., 2004) and were *all* more likely to succeed as a result

(Wells, 2008), an appreciation of the importance of a humanities-based education is especially valuable, even within a technical degree program.

### **New Media**

In the past, media referred to newspapers, radio, television, and film. Contemporary media platforms are much broader, however, now ranging from a “plethora of devices (smart phones, robots) to channels (Internet, cable) to venues on those channels (social networking sites, home shopping network) and/or devices (smartphone apps)” all of which afford users the ability to not only “interact with these ‘media’ (human-computer interaction),” but also interact “through them to communicate with other users (computer-mediated communication)” (Sundar, & Limperos, 2013, p. 505).

Few higher education institutions appreciate the demand among contemporary media businesses for employees equipped with alternative writing approaches, knowledge digital formats, capacity for nonlinear storytelling, and how culture changes media technology and platforms, vice versa.

### **Communication**

Communication is generally defined as a process through which people, acting together, create, sustain, and manage meanings through the use of verbal and nonverbal signs and symbols within a particular context (Conrad, 2012). Apart from the complexity associated with communicating across or even within cultures, graduating students with the kinds of competencies to understand and engender strategic organizational communication is in short supply. Often, disagreements, conflicts, inefficiencies, and communication breakdowns are avoidable evils – failures that could have been avoided had the organization and its employees only worked the way they were supposed to work.

Miles and Wilson (2004) discussed the knowledge needed for student success in the 21st century and identified a large number of abilities including communication skills, which are needed in order for students to effectively interact with colleagues and clients. As Gibson and Sodeman (2014) stated, there is a communication gap between practitioners and their young employees. It was noted that even Silicon Valley high-tech companies value strong communication skills despite the obvious emphasis on technological skills. Gibson and Sodeman (2014) argued that, while the current generation prefers to communicate with a text messaging-style, it is essential for educators to provide these students with the tools to build career success through strong verbal and written communication skills.

This new program seeks to educate students on the fundamentals of strategic organizational communication. It emphasizes writing expertise as well as one’s ability to successfully communicate orally and nonverbally with diverse audiences. Courses which provide an emphasis in written, oral, nonverbal, and intercultural communication will be offered in this program.

## **Humanities**

No few research studies demonstrate the connection between student success and academic integration into a humanities/liberal arts education. Specific to the benefits of exposure to a quality humanities education, the research has ascribed increase levels of truth and humility (Cronan, 1999), a greater capacity to think critically and creatively (Terenzini, 1996), commitments to justice (Hill, 1994), and increased active citizenship (Rosenfeld, 1985). Moreover, business executives recently rated “adaptability, cultural competence (the capacity to think, act, and move across multiple borders), 360-degree thinking (holistic understanding, capable of recognizing patterns of problems and their solutions), intellectual curiosity, and...empathy” (Wilson, 2015, para. 3) as the five most important skills for success in our current economy. The program embeds these essential competencies within the practical or technical media and communication courses needed enter into today’s new media workforce.

Through exploration of the humanities, individuals learn how to think critically and creatively, to reason, and to ask questions. A global significance of the humanities exists; its yield is "an ‘intrinsic’ good, in the sense that their cultivation . . . carries its benefit in itself: namely, in the ongoing transformation and ‘humanization’ of the practitioner" (Dallmayr, 2013, p. 28). This also yields extrinsic goods: students are thusly prepared for a lifetime of inquiry and innovation, essential competencies or capacities for successfully navigating in a changing, diverse, and competitive world.

## **First-Generation Students**

First generation students face unique financial challenges, and, nationally, only 20% of them complete their degrees. Forty-five percent of Broward College’s students are the first in their family to attend college (Broward College Foundation, 2015). Therefore, one of the goals of Broward College’s strategic plan is to be best in class on student success. To achieve this, it is necessary to design a program that is tailored to the needs of BC’s student body. In addition to providing technical and professional skills, the program is designed to motivate students towards degree completion by using instructional strategies such as active-learning.

A recent study, evaluating the effectiveness of active-learning interventions, suggests that first-generation students experience positive effects of engaging in active classroom learning activities (Eddy & Hogan, 2014). According to the researchers, first-generation students are less likely to participate in class and more likely to report feeling isolated and/or intimidated upon starting college. The National Survey of Student Engagement (NSSE) and the Community College Survey of Student Engagement (CCSSE) have highlighted over the years how important active learning and student engagement are for academic success, and, now, this experimental design echoes those findings. Students who are engaged with the content of the course are more likely to be academically successful. The New Media, Communication, and Humanities program will

allow students to engage in hands-on learning and activities that will promote analysis, synthesis, and evaluation of the course content.

## DEMAND

### New Program Student Interest Survey

On November 11, an email invitation to complete the online “New Program Student Interest Survey” was sent to a database of Broward College South Campus Humanities and Communication students. The survey contained five items of inquiry. As of November 16<sup>th</sup>, 56 students responded. The following is a partial analysis of the ongoing survey:

#### **Item 1 Description**

*New media skills are on demand! Employers are looking for skilled digital media designers, writers, and producers to assist them get their messages across. The New Media and Communication program will provide students with hands-on experiences across different platforms in order to prepare them for the workplace. Rich curriculum, multimedia, real-world connections, firsthand experiences, and collaboration are some of the characteristics of this program, which will allow students to learn the skills industry employers are looking for.*

*Would you be interested in the New Media and Communication associate degree program as described above?*

Yes      No

#### **Item 1 Analysis**

Out of the 56 respondents who completed the survey, 55% (31 respondents) indicated an interest in the proposed program.

#### **Item 2 Description**

*If you answered yes to the question above (Question 1), please briefly explain why this program sounded interesting.*

#### **Item 2 Analysis**

When asked to explain why the program sounded interesting, 23 out of the 31 respondents, who indicated an interest in the program, offered additional insight.

After performing a quantitative analysis of the respondents’ comments, four themes emerged:

1. relevant new offering

2. high demand of jobs
3. beneficial to communication major
4. features of the program

### **1. RELEVANT NEW OFFERING**

Respondents believed that this new offering is beneficial because it would provide a “new opportunity” and “because it is something new, and now there are many [forms of] social media.” According to a respondent, “it’s the way the world is going and...it would be very helpful.”

Lastly, a respondent highlighted the need for learning about what is happening right now in the field: “I love to stay connected with the world and am very interested in media. It's ever changing and growing at a fast pace.”

### **2. HIGH DEMAND OF JOBS**

Another group of respondents believed the proposed program was necessary because there is a high demand of jobs in this field (“companies are hiring for these type[s] of positions, “it is the biggest demand today and I believe it is essential for a college to have this program” and “technology is advancing and adapting to our lives making it dependent and highly valued in countless job markets”).

A participant who is majoring in the field believes that “the study is on the rise.” Another one clearly saw the need for a program like this one: “I myself see the need for this program in my industry of work.”

### **3. BENEFICIAL TO COMMUNICATION MAJORS**

Respondents also stated that a new program in new media and communication is necessary because “communication is a critical component for the success of every organization both profit and non-profit...and...without communication 'the message' simply will not get out.”

Another respondent believed that “for people that are in the television broadcasting program or in the communication program it could be...wonderful...to take.” Lastly, respondents stated that this program is beneficial to PR majors, designers, and programmers.

### **4. FEATURES OF THE PROGRAM**

Respondents highlighted the features of the program as what makes it attractive (“[there is] no other program like this at BC for media majors;” “[it] sounds cutting edge;” “it sounds interesting”).

Additionally, respondents were interested in the hands-on opportunities the program would provide: “the program sounds interesting because now in today's time, having

hands on experience is what can get you much further in certain fields of work” and “hands-on experience is the key to success.”

Other respondents believed that a program with these characteristics “looks like it will be a lot of fun,” “would help many express themselves,” and would “get [students] out of...[their] comfort zone.”

### **Item 3 Description**

*Do you know of anyone (friend, family member, classmate) who might be interested in enrolling in a New Media and Communication associate degree program?*

Yes      No

### **Item 3 Analysis**

When asked if they knew of any family member, friend, or classmate who would be interested in the proposed program, 68% (38 participants) indicated they did have someone in mind.

### **Item 4 Description**

*What are characteristics that you consider important when choosing an academic program? [select all that apply]*

*Hands-on/practical experiences*

*Internship opportunities*

*Material related to current events/real-life*

*Skills aligned to workplace demands*

*Other (please specify)*

### **Item 4 Analysis**

When asked about the characteristics that they consider important when choosing an academic program, 53 respondents selected *hands-on/practical experiences* as their number one choice, with *internship opportunities* (44 respondents), *skills aligned to workplace demands* (43 respondents), and *material related to current events/real-life* (42 respondents) coming in closely in second place.

In the remaining category, named “others,” respondents (3) stated that it was important for them to participate in a program that “mak[es] it fun for the person who is learning it so that they would stay interested,” a program that counts with “professors...[who]...have ample lab hours [and a] field [that] isn't oversaturated,” and a program with “a connection to local business owners.”

### **Item 5 Description**

*Please provide any additional comments and feedback regarding your interest in the New Media and Communication program.*

### **Item 5 Analysis**

The last item asked respondents to provide any additional information regarding the new program offering. Fourteen respondents provided their insight, and most respondents had positive attitudes toward the proposed program.

Two respondents wrote very concise, but powerful statements, “go for it” and “when does it start?” Another respondent believed “it would be a wonderful program to join” while another considered it “important and...to be placed into the college to allow students and easier transition to a larger university.”

In addition, a respondent believed many others would be interested in this field by stating that it “sounds very interesting and I am positive many students from around the world with sign up for [it], filling up all seats available.” Three more respondents echoed that enthusiasm for the program (“That would be a great opportunity for those who want to go in this field;” “I believe it’s a great new experience;” “It looks like it is an interesting field to enter with a possibility of a lot of opportunities available”).

One respondent stated that it would be nice to see a “a more unified experience in the field, but with broad horizons of opportunity and skill” and another wanted to know if the program was going to collaborate with other units “like accounting could for business administration or vice versa.”

Lastly, one respondent thought about the possibility of offering this program as a bachelor’s degree (“I hope that you are thinking about opening a Bachelor”).

### **UNIVERSITY ALIGNMENT**

The aim of the AS program in New Media, Communication, and Humanities is to align the curriculum in a strategic way that will allow students to further their education and transition to a baccalaureate degree program in the field.

Therefore, the New Media, Communication, and Humanities A.S. degree from Broward College will be fully transferable as the first two years of a baccalaureate degree program (B.S. in Communication or Business, respectively) at Florida International University and Florida Atlantic University.

### **INDUSTRY INVOLVEMENT/ADVISORY BOARD**

One of the main goals of the degree program is to prepare students who are career-ready. In order to successfully do so, the program has convened an advisory board that will help align the curriculum with specific industry needs. The New Media, Communication, and Humanities Advisory Board will be highly involved, provide guidance and feedback, with each member serving as partners in securing internships and employment positions.

All of these members have previously spoken at the “Ignite the Entrepreneurial Spirit” events on Broward College South Campus. Video links are next to their names and images.

### **New Media, Communication, and Humanities Advisory Board Members**



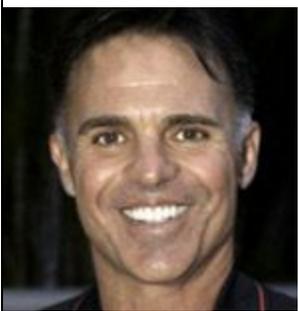
**Mark Alfieri**

*Mark Alfieri, Entrepreneur and Owner, O2 Media | [Video](#)*

Mark Alfieri is the Founder of O2 Media, Chairman of the Board, and Executive Producer. With over 22 years of experience in the branded entertainment industry and the production of over 10,000 national television advertising, branding, and marketing campaigns for some of the world’s largest companies, Alfieri has led O2 Media with passion and vision from 1994 to its position today as the leader in branded entertainment.

Brands Alfieri has worked with Proctor and Gamble, The United States Army, United States Department of the Treasury, American Express, State Farm, Kraft Foods, AT&T, Wal-Mart, Bristol Myers Squibb, and Coca Cola to name a few. Over the course of his career, he has forged key relationships with well-known companies including the Home Shopping Network and QVC.

As Chairman, a role he assumed in 2014, Alfieri guides the overall strategic planning and key negotiations of the company, and continues to conduct AP training, coaching, mentorship and education. Before assuming the Chairman position, he was Chief Executive Officer and Executive Producer.



**S. Chris Palermo**

*Founder, CEO & President, Global Communication Networks, Inc.*

When his company Global Communication Networks (GCN) landed on Inc. magazine’s annual list of the fastest growing U.S. firms for the third time, founder Chris Palermo was quick to credit both his client customers and his team associates. “People buy from people,” he says. “It’s all about trust.”

As a 1991 graduate of the University of Florida, Chris is an avid Gator fan. He also sits on the Advisory Board of the Boca Raton Resort and Club and is a board member of IPR, a Wilmington, DE tier III collocation and cloud company.



**Carmen Marston Feinberg**

*Executive Vice President of Operations, O2Media | [Video](#)*

Carmen Marston Feinberg is the Executive Vice President of Operations for O2 Media's operational activities, including formulation and development of corporate policies, providing strategic business insight and activation in tandem with O2 Media's divisional leaders.

Feinberg brings more than 20 years of expertise to her role in executive operational leadership in the management of corporate and business initiatives within the marketing and advertising arena. Motivated by success, along with a passion and laser focus to entwine her experience in human resources, operations, advertising, marketing, and communication to build business, Feinberg helps people achieve their goals and creates win-win-win solutions for employees, companies, and brands.

Prior to joining O2 Media, Carmen built success for 15 years at the full-service award-winning Zimmerman Advertising as Executive Vice President, Human Resources, creating and implementing all human resource strategies, policies, procedures, talent recruitment and management as well as organizational and performance development. During her tenure, Zimmerman grew from 250 employees to a multi-billion dollar company with 1000+ employees.

Carmen began her career at Whole Foods Market/Unicorn Village where she was the Human Resources Director, then spent five years at Aquagenix, an Environmental Services company as Director of Human Resources.

She earned a Bachelor of Science (partial Masters) in Communication & Human Resource Development from Florida International University and also completed the Omnicom University Senior Management Graduate Program in Organizational Leadership from Babson College.



**Mike Magolnick**

*President, [www.Credentl.com](http://www.Credentl.com)*

Mike Magolnick is a twenty-year executive, a 3-time Amazon Bestselling Author and a popular keynote speaker in the fields of marketing, communications, brand strategy, business planning, social and digital media.

Mike is a social media pioneer and among the most connected people in the world with a personal reach of more than thirty five million including business and political leaders, celebrities, authors and more. Mike has personally worked with dozens of companies on strategic planning for social infrastructure, reputation management, and growth. He frequently speaks at conferences and business events as well as hosting group calls and webinars training thousands of people on social media and advanced marketing strategies.

Mike has been a recognized expert in the Internet industry having been interviewed and/or appearing in print in the Wall Street Journal, the New York Times, American Venture Magazine, Direct Selling News, Entrepreneur Magazine, eCommerce Times, The American Business Journal, and several other national publications. Mike is an active member of American Mensa and was recently elected President of North Texas Mensa.



**Bridget Maguire**  
*CEO, Premier Advantage*

Ms. Maguire is the Chief Executive Officer of Premier Legal Advantage. She is responsible for overall client relationship management and engagement.

Premier Legal Advantage is a legal and financial services consulting firm. Ms. Maguire has arranged a number of high profile law firm mergers, and executive placements in the legal and financial services business with deals totaling over \$1.2 billion.

From 1993-Present, Ms. Maguire was instrumental in designing electronic marketing programs to effectively target clients on a global basis. Her extensive business relationships span the United States, Europe and the Middle East, where the top management at some of the world's most highly regarded global law firms and financial institutions, consider her as a close confidante and strategic advisor.

Prior to that, from 1993-1998, she ran the most profitable business units for Bell Atlantic, Eastern United States division and assisted in merging the global Bell Atlantic sales force with Nynex to create what is now Verizon Communications.



**Rohan Williams**  
*President, VSP Worldwide | [Video](#)*

Rohan has founded and exited several technology companies and now owns VSP Worldwide, a full-service media company where he has worked with companies and individuals from all over the world.

He has extensive experience in media and production skill sets, including video recording to lighting and sound, script writing, project management, hair and makeup, and script delivery.



**Arminda "Mindy" Figueroa**

Founder & President, [www.latin2latin.com](http://www.latin2latin.com)

A true maverick, Arminda "Mindy" Figueroa is a recognized leader in the traditional, multicultural, direct and digital marketing fields, and has built a successful career focused on generating awareness of the essential role of the multicultural market in corporate America. Prior to launching L2L, Mindy was Project Director for Scholastic Media, and oversaw the launch of the children's TV series, *Maya & Miguel*, the #1 new TV show for kids on PBS. Figueroa previously held senior marketing positions at The Bravo Group (a Young & Rubicam agency), Univision.com, Verizon and Anheuser-Busch. Ms. Figueroa is a frequent presenter at industry seminars and conferences, and is a board member of the Hispanic Federation of New York among others. She has also been recognized by *El Diario/La Prensa* as one of the 50 Most Influential Latinas.

## CAREERS

The purpose of this program is to prepare students for employment as new media coordinators, copywriters, bloggers, digital journalists, editors, online news writers, social media coordinators, online newsroom managers, communications specialists, media consultants, public relations consultants, content developers, production specialists, among other related careers.

## GENERAL EDUCATION (18 credit hours)

ENC1101	English Composition (3)
STA2023	Statistics (3)
PHI2600	Intro to Ethics (3)
PSY2012	General Psychology (3)
EVR1001	Environmental Science (3)
SPC1024	Speech Communications (3)

or  
SPC 1608 Introduction to Public Speaking (3)

NOTE: CGS1060C (Computer And Internet Literacy) will be satisfied through the program's core courses.

### COURSE LIST (42 credit hours)

#### **CORE COURSES (30 credits):**

#### **INTERNSHIP/PRACTICUM (3)**

Internship on or off campus. Consent of the Program Director required.

#### **CURRENT TRENDS AND ISSUES IN NEW MEDIA AND COMMUNICATION (3)**

Trends and issues in new media and communication are observed, studied, and evaluated. The course examines current trends and issues highlighted in the current body of literature and by current in-field practitioners. The goal of the course is to provide students with up-to-date information regarding what is happening in the field in order to prepare them for any challenges and new developments.

#### **ENC2210 Professional and Technical Writing (3)\***

A composition course focusing on writing for business, science, and technology. Assignments include letters, memos, resumes, reports, proposals, an oral presentation, and the use of graphics. Students use a variety of research and investigative techniques to produce documented papers on science, business or technological subjects.

#### **WRITING FOR NEW MEDIA (3)**

Focuses on composing for the web using established web-based technologies. Students will build on the skills they have developed to produce polished, published nonfiction work native to new media formats. The primary media may include blogs, wikis, video compositions, white papers, press releases or other developing formats. Students will also learn to support composing in these primary media with other kinds of networked communication. Instruction will focus on developing advanced rhetorical skills appropriate for new media compositions.

#### **OST2335 Communication in the Workforce (3)\***

This course is designed to help students communicate more effectively. Students will practice analyzing, planning, managing, and executing both written and oral presentations. Special focus includes grammar and all types of business documents to ensure appropriate content and structure. This course is designed to help students communicate more effectively.

**SPC1511 Argumentation and Debate (3)\***

The student, upon completion of this course, should achieve proficiency in the principles of argumentation including analysis, evidence, inference, and refutation as they pertain to the debate situation in democratic society.

**SOCIAL MEDIA STRATEGY (3)**

This course will explore social media as a 21<sup>st</sup> century communication practice. Students will examine how the use of social media fed its growth. Students will develop social media communication plans and practice digital communication using online tools.

**INTERCULTURAL COMMUNICATION (3)**

This course explores the fascinating relationship between communication and culture. It focuses on how culture affects communication processes and allows students to develop their intercultural communication skills. The course, through an analysis of verbal and nonverbal communication patterns of different cultures, is designed to increase students' sensitivity to other cultures and have a better understanding of their own cultural patterns.

**MKA1511 Advertising (3)\***

This course introduces the use of promotional strategy and marketing communications in achieving marketing objectives. It focuses on how product features/benefits can be translated into promotional appeals that will influence customer purchasing behavior. Topics include promotional objectives, product positioning, selecting media, creative analyses, budgeting and measuring promotional effectiveness. As a learning activity, students prepare an advertising campaign for a product, business, or not-for-profit organization.

**PGY1801C Photoshop Design (3)\***

This is a graphic design course formulated to develop skills in digital imaging. Students will learn through the use of the computer how to create, edit and manipulate digital images from scanned photographs and artwork. Students will utilize retouching technique to modify, enhance and reshape images, apply special effects, adjust color balance, manage files, and prepare their work for print output and web/electronic presentation. The class is portfolio driven, training students to follow a business process for analyzing client needs, conducting research and developing a concept for production within a budget.

**ELECTIVES (12 credits)****STA 1001 Pathway to Statistics\***

The course will lay the foundation for further statistical study. This course introduces basic statistical concepts and focuses on data analysis and quantitative reasoning. This course emphasizes both written and verbal communication of statistical concepts and

helps prepare the student for inferential statistics courses.

**GEB2430 Business Ethics (3)\***

A brief practical approach to recognizing, understanding and solving ethical problems confronting today's business people and organizations. Students will review the historical development of ethics, examine a variety of ethical dilemmas, and will practice resolving them through ethical reasoning. Reference to statutory and professional codes will be addressed. Logical and responsible decision-making will be stressed with individual, organizational and societal needs being addressed.

**GEB2112 Entrepreneurship (3)\***

This course presents a modern treatment of business. It explores start-up/buy-out, franchising, business plans, marketing plans, human resources, financial planning, legal forms, products/services, selling, advertising, management policies, accounting systems, tax issues, capital management, computers, risk management, and ethical issues.

**DIG2280C Digital Video/Audio Editing (3)\***

This course is an introduction to video/audio production for digital media/multimedia. Students will gain an in-depth knowledge and skills needed for video production to include hands-on experience in videography and video/audio editing for the creation of video/audio projects to include but not limited to documentaries/music videos/storytelling and commercials/public service announcements. Software used: the Adobe Production Suite including Premiere Pro, SoundBooth, Audition and Encore.

**GRA1144C Web Publishing (3)\***

This course is a basic course in designing web pages, web site architecture and navigation. Students will be instructed in the most current applications used for production of web pages. Proper coding of the pages using current web tools, with consideration of various platforms, will be provided. A special emphasis will be placed on interactivity design and page layout, and proper use of typography and images for delivery on the Internet. The class is portfolio driven, training students to follow a business process for analyzing client needs, conducting research and developing a concept for production within a budget.

**PUBLIC RELATIONS (3)**

Introduction to the field of public relations. Survey of public relations careers and history, including ethical and legal issues, and discussion of public relations practice, research, strategies, and theoretical concepts.

**NONVERBAL COMMUNICATION (3)**

The students will be exposed to the nonlinguistic and paralinguistic aspects of communication.

**EMOTIONAL INTELLIGENCE (3)**

The students will explore the interconnected role emotional intelligence plays in diverse contexts.

**PUBLIC COMMUNICATION (3)**

This course will extend the students' knowledge of public communication by giving them advanced practice. Emphasis will be placed on developing and demonstrating advanced presentational skills in various public speaking contexts, such as community presentations, press conferences, media interviews and persuasive speaking to hostile audiences. In addition to developing platform speaking skills, emphasis is placed on critical evaluation and the situational/historical/cultural determinants of effective discourse.

**COMPUTER MEDIATED COMMUNICATION (3)**

This course focuses on how the increasingly media-rich world has affected communication in virtually every area of life. In this course, students will learn how to more effectively balance issues with computer mediated communication with face to face encounters. The students will explore issues regarding globalization, ease of communication, information richness, how to manage issues stemming from a continuing explosion of information, cultural issues in computer mediation communication, as well as issues of surveillance and privacy.

\* existing course at Broward College