

MEDIA SCHOOLS
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September 30, 2026 v.2

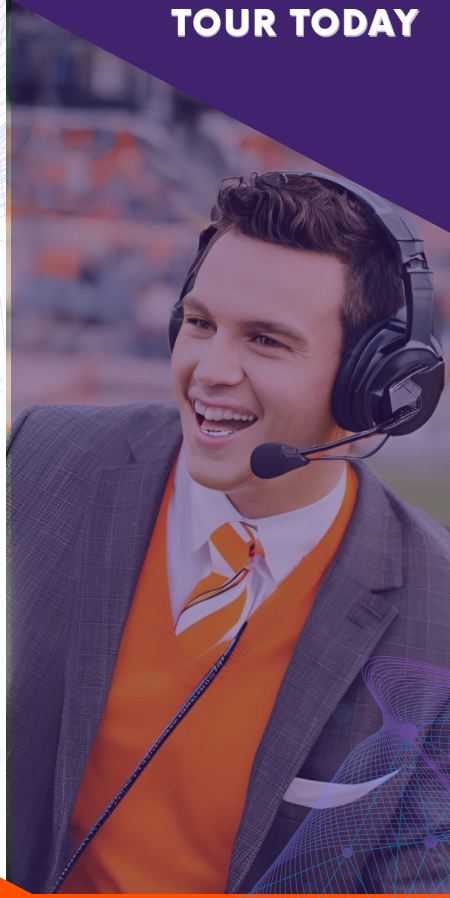
**TURN YOUR PASSION INTO A MEDIA CAREER**

**BOOK YOUR CAMPUS TOUR TODAY**

# SCHOOL CATALOG

## GENERAL INFORMATION GUIDE


**O'HARE CAMPUS**
8501 W HIGGINS RD SUITE 450
CHICAGO, IL 60631
630-916-1700

illinois media SCHOOL
Learn From A Pro To Be A Pro


THE ILLINOIS MEDIA SCHOOL IS APPROVED BY THE DIVISION OF PRIVATE BUSINESS AND VOCATION SCHOOLS OF THE ILLINOIS BOARD OF HIGHER EDUCATION.

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This academic catalog is a source of valuable information regarding the responsibilities, obligations, and privileges of attending Illinois Media School.

Since the programs, policies, and statements contained herein are subject to continuous review and evaluation, the School reserves the right to make change at any time without notice. This publication is for information only and does not constitute an offer of a contract, either stated or implied.

Students are responsible for being familiar with the provisions of the catalog and all requirements established by the School.

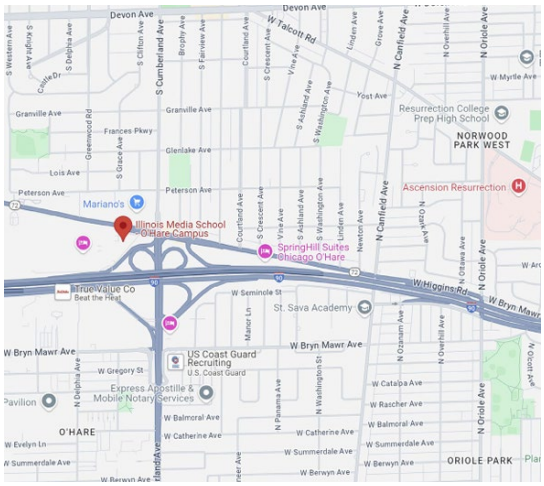
# About the School

The Illinois Media School was opened in 1986 to respond to the needs of area radio and television stations for entry-level positions in their industry. The Main School was located at 455 Eisenhower Lane South, Suite 200, in Lombard, Illinois.

The Illinois Media School opened a branch campus in Chicago, Illinois in 2010. The Illinois Media School-O'Hare Campus is now located at 8501 W. Higgins Road in Chicago, Illinois. The school is equipped with administrative offices, classrooms and radio and TV studios. The School is accessible to students via highways and state interchanges and offers handicapped access.

## Locations

The Illinois Media School, O'Haire Campus is located off I-90 (Kennedy Expressway). Take the Cumberland Ave Exit, and go North on Cumberland to W. Higgins Ave. Turn left into the first parking lot. IMS is located at the corner of Cumberland and Higgins.




Illinois Media School – O'Hare Campus (Main)

8501 W. Higgins Road, Suite 450

Chicago, Illinois 60631

(630) 916-1700

Illinois Media School – Chicago Campus (Branch)

9 West Washington, Chicago, IL 60602

(312) 884-8000

## Mission Statement

Our mission is to provide hands-on training in industry-relevant technical environments. The instructional staff consists of seasoned professionals with years of industry experience. Upon graduation, students are prepared for entry-level positions in the industries for which they trained.

## Educational Objectives

1. The School prepares students with the technical knowledge, practical skills, and professional competencies necessary for entry-level employment in their chosen field of study.
2. We provide hands-on learning experiences that enable students to apply classroom knowledge in industry-relevant environments using equipment, technologies, and processes reflective of current workplace practices.
3. We help develop students' critical thinking, problem-solving, communication, and collaboration skills necessary for success in technical and professional settings.
4. Our faculty foster professionalism, ethical conduct, personal accountability, and workplace readiness consistent with employer expectations and industry standards.
5. Our staff encourages lifelong learning and adaptability so graduates are prepared to respond to evolving technologies, industry trends, and workforce demands.
6. We update our curriculum, instructional methods, and learning resources, as guided by industry professionals, employer feedback, and Program Advisory Committee recommendations.
7. We support student achievement through instruction, practical training opportunities, and continuous assessment of educational effectiveness.
8. Our graduates possess the knowledge, skills, and confidence to contribute positively to their employers, industries, and communities.

## Approvals and Affiliations

The Illinois Media School is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The Illinois Media School is approved by the Division of Private Business and Vocation Schools of the Illinois Board of Higher Education.

The School is approved by and/or affiliated with these organizations:

Illinois Board of Higher Education

Approved for the training of Veterans

## Memberships

Illinois Broadcasters Association

Intercollegiate Broadcasting System

National Association of Broadcasters

## Facility/Equipment

The Illinois Media School-O'Hare Campus is near O'Hare International Airport. The School has two (2) fully equipped TV Studios and master Control Room, in addition to 12 video editing stations. The School also has nine (9) fully equipped Audio Studios and two (2) On-Air Internet Radio Stations. For teaching aids, the classrooms can remotely monitor audio production activity in the radio studios and have TV monitors with video

playback equipment. The School has offices for the director, admissions, education, placement, and financial aid. The restrooms are near the classrooms. There is a marked handicapped entrance close to an elevator lift to the School's. Special parking areas are also designated for those with special needs.

## Staff and Faculty

### Administrative Staff

| Name | Title | Email Address |
|---|---|---|
| Dr. Ruth Clayman | Regional Campus Director | rclayman@beonair.com |
| Christian Romasanta | Admissions Representative | cromasanta@beonair.com |
| Jennifer Sanchez | Career Services Representative | jsanchez@beonair.com |
| Kevin Contento | Education Coordinator | kcontento@beonair.com |
| Robin Lewis | Financial Services Representative | rlewis@beonair.com |

### Faculty

| Instructor Name | Programs Taught | Years of Industry Experience |
|---|---|---|
| Dustin Rhoades | Radio and Television Broadcasting; Sports Broadcasting | 28 |
| Yvonne Boose | Radio and Television Broadcasting | 7 |
| Joe DiGiacomo | Sports Broadcasting | 26 |
| David Dykstra | Radio and Television Broadcasting | 6 |
| Neil Fiorito | Special Projects Tutor | 35 |
| Dennis Greene | Radio and Television Broadcasting | 11 |
| Keith Kelly | Radio and Television Broadcasting | 30 |
| Martin Munguia | Digital Media Production | 3 |
| John Norton | Film and Video Production | 28 |
| Alex Salazar | Radio and Television Broadcasting | 5 |
| Carlos Medina | Radio and Television Broadcasting | 12 |

| | | |
|---|---|---|
| Josh Washington | Film and Video Production | 10 |
| Nick Johnston | Sports Broadcasting | 3 |

## Academic Calendar

The school observes the following holidays where classes are not in session.

1. New Year's Eve, December 31
2. New Year's Day, January 1
3. Memorial Day, last Monday in May
4. Independence Day, July 4
5. Labor Day, first Monday in September
6. Thanksgiving Thursday and Friday, end of November
7. Christmas Eve and Christmas Day, December 24 and 25

| Term | Start | End | SAP/MTF |
|---|---|---|---|
| 1 | 6/30/2026 | 10/16/2026 | SAP |
| 2 | 10/20/2026 | 2/5/2027 | 5/28/2027 |
| 1 | 7/28/2026 | 11/13/2026 | SAP |
| 2 | 11/17/2026 | 3/5/2027 | 6/25/2027 |
| 1 | 8/25/2026 | 12/11/2026 | SAP |
| 2 | 12/15/2026 | 4/2/2027 | 7/23/2027 |
| 1 | 9/22/2026 | 1/8/2027 | SAP |
| 2 | 1/12/2027 | 4/30/2027 | 8/20/2027 |
| 1 | 10/20/2026 | 2/5/2027 | SAP |
| 2 | 2/9/2027 | 5/28/2027 | 9/17/2027 |
| 1 | 11/17/2026 | 3/5/2027 | SAP |
| 2 | 3/9/2027 | 6/25/2027 | 10/15/2027 |
| 1 | 12/15/2026 | 4/2/2027 | SAP |
| 2 | 4/6/2027 | 7/23/2027 | 11/12/2027 |

# Admissions Policies

The School reserves the right to use all information gathered, printed, or otherwise obtained during the admissions process to determine an applicant's suitability for enrollment. If behaviors or past patterns of behavior discovered during the admissions process are immoral, unlawful, or unbecoming of a student at the School, the School may deny the applicant's acceptance into a program or cancel a student's enrollment.

## Admissions Process

Each applicant for admission is assigned to an admissions representative. The admissions representative will direct the applicant through the steps of the admissions process, including an informational tour and meeting with financial aid.

The student must have met all admissions requirements, completed all paperwork and been formally accepted into the institution by the start date of the program. If an applicant has not met any of these requirements prior to the start date but still wishes to enroll, with the approval of the Campus Director under extenuating circumstances, an applicant may observe classes as a registered (but not enrolled) student, while attending to the completion of administrative obligations or otherwise preparing for official acceptance into the program. Non-enrolled students observing classes do not earn attendance, grades, or academic credits. Students who are registered for classes must have all enrollment provisions resolved by the end of the second week of classes in order to be considered for acceptance. Any student not enrolled by the end of week two will not be allowed to continue and will instead be required to enroll in a future class start.

## Admissions Requirements

To be admitted to any program, any applicant to the School must be a high school graduate or have the equivalent of a high school diploma/GED.

The following are approved forms of proof of graduation*:

- High school diploma
- High school transcript
- GED diploma or transcript
- DD-214 for Veterans (must include high school equivalency notation)
- Copy of a transcript from an accredited post-secondary institution, indicating an earned high school diploma

*In the rare instance a student cannot provide the required documentation above due to issues beyond their control (i.e. loss of records due to fire or flood, inability to obtain records, home school students, etc.), the School will use the Combined English Language Skills Assessment (CELSA) Test and required a score of 34/75 or a level 9 score in the Test of Adult Basic Education (TABE) exam in lieu of proof of graduation, along with a signed attestation form or correspondence from the school district confirming graduation.

Applicants must also complete an Online Readiness Assessment to determine suitability for hybrid and online coursework.

## Online Readiness Assessment

All applicants to the School must take an Online Readiness Assessment (ORA) and earn a minimum of 80%. This assessment reviews the applicant’s basic understanding of computers and online prowess to determine suitability for hybrid and online coursework.

## Transfer Credit to Other Institutions

Decisions concerning the acceptance of credits by any institution other than the granting institution are made at the sole discretion of the receiving institution. Students considering continuing their education at or transferring to other institutions must not assume that credits earned at this school will be accepted by the receiving institution. An institution's accreditation does not guarantee that credits earned at that institution will be accepted for transfer by any other institution. Students must contact the registrar of the receiving institution to determine what credits, if any, that institution will accept.

## Transfer Credit from Other Institutions

The School does not typically accept credit for previous education and/or experience. However, students who wish to have credits reviewed from another institution for transfer credit must submit transcripts from all accredited, postsecondary schools attended prior to starting coursework. The School may accept transfer credits at the discretion of the Campus Director, Director of Education, or designated school official.

The acceptance of credit for transfer is primarily based on the competencies achieved by the student in previously completed coursework and whether said competencies align with the coursework at the School. In addition to transcripts from another institution, the School may review the institution's catalog and course descriptions to determine alignment. Transfer credit will be documented in the student's academic file, along with on what basis transfer credit was accepted.

The School has no established articulation agreements, though credits from another school within the network will be accepted for similar courses at this location.

If transfer credit is awarded, at least 25% of the total program credits must be earned at the School. Transfer credit is calculated in Satisfactory Academic Progress as credits attempted and earned for pace calculations, but the grade is not calculated in the cumulative grade point average calculation.

## Credit for Prior Learning Experience

Credit for prior learning experience acquired outside of formal instructional or educational settings will be evaluated, and, if approved, course credits may be awarded towards completion of the program. Students who wish to have prior experience evaluated must schedule a meeting with the Campus Director, Director of Education, and/or other designated school official to review portfolios and/or work products to be evaluated. The student must request this review and meeting prior to starting coursework at the School.

If transfer credit is awarded, at least 25% of the total program credits must be earned at the School. Transfer credit is calculated in Satisfactory Academic Progress as credits attempted and earned for pace calculations, but the grade is not calculated in the cumulative grade point average calculation.

# Tuition and Financial Aid Policies

The following are the tuition and fees by program:

**Tuition as of programs starting June 30, 2026**

| Program | 1st Term Tuition | 2nd Term Tuition | Total Tuition |
|---|---|---|---|
| Digital Media Production | $9,435 | $9,435 | $18,870 |
| Film and Video Production | $9,435 | $9,435 | $18,870 |
| Radio and Television Broadcasting | $9,435 | $9,435 | $18,870 |
| Sports Broadcasting | $9,435 | $9,435 | $18,870 |

**New Programs as of October 2026**

| Program | 1st Term Tuition | 2nd Term Tuition | Total Tuition |
|---|---|---|---|
| Podcast Production | $9,435 | $9,435 | $18,870 |

| Program | 1st Term Tuition | 2nd Term Tuition | 3rd Term Tuition | 4th Term Tuition | Total Tuition |
|---|---|---|---|---|---|
| Social Media Marketing | $9,435 | $9,435 | $9,435 | $9,435 | $37,740 |

Upon acceptance, the Student will not be subject to any tuition increases that may occur from the time of this enrollment to completion of the program. However, a termination and re-enrollment in program will subject Student to any tuition increases that may have occurred since initial enrollment.

A late fee of 5% may be charged for payments that are 10 days past due. In addition to the direct costs of the program, students will be responsible for purchasing their own supplies, such as pens, paper, and other materials. Students should supply their own headphones as well, which may bring out-of-pocket expenses to between $50-150. All course materials needed for the program are provided by the School and are included within the tuition costs.

**Fees for All Programs**

$125 Registration

**Transcript Fee**

Students receive a copy of their transcripts upon graduation. Requests for transcripts must be made by completing a Transcript Request Form. No fee.

## Institutional Scholarships/Institutional Grants

The School offers a College Completion grant to any student who has completed a bachelor's or master's degree. Students are awarded $3,000 for the entirety of the program, $1,500 at the end of each semester, if the student has met Satisfactory

Academic Progress for the term. Student must submit either a college transcript or a copy of their diploma as proof of degree.

The School also offers a Need Based Grant, when funds are available, to students who meet the following criteria. The student must be an independent student and not eligible for the PELL grant or a dependent student whose parents have been denied the Plus Loan. A dependent student whose parents refuse to apply for the Plus Loan or students who do not qualify for the College Completion Grant. All students must have a completed financial aid file and submit the application for the Need Based Grant. Total award amounts vary based on gap balances.

## Minimum Cancellation and Settlement Policy

The School must employ instructors and other personnel, acquire classrooms and provide all equipment and materials, as well as other expenses related to providing the training program. Accordingly, it is expressly understood and agreed that refund of any portion of the tuition shall be made in accordance with the following terms and conditions:

A. Prior to starting class, a student may cancel his/her enrollment at any time before the commencement of classes:
    1. All monies paid the student will be refunded if cancelled within six (6) business days after signing the enrollment contract and making initial payment, and before starting school.
    2. A student requesting cancellation after six (6) business days, but before starting classes, shall be entitled to a refund of all monies paid to the school, minus the $125.00 registration fee.

B. Students who have not visited the school facility prior to enrollment will have the opportunity to withdraw without penalty within three (3) days following either attendance at a regularly scheduled orientation or following a tour of the school facilities and inspection of equipment.

C. The following Illinois Media School's refund will apply for a Student who withdraws, with the exception of receiving Federal Title IV funds (see D below):
    1. After 5% of the course of instruction, but within the four (4) weeks of classes, the School shall retain 20% of the tuition.
    2. After four (4) weeks of the course of instruction, but within five (5) weeks of classes, the school shall retain 45% of the tuition.
    3. After five (5) weeks of the course of instruction, but within six (6) weeks of classes, the School shall retain 70% of the tuition.
    4. In cases of withdrawal after 50% of the course, the charges made by the School shall be 100% of the contract price of the course.

D. Students receiving financial assistance under the Federal Title IV programs (PELL, Direct Student Loans) are subject to federal regulations that determine the amount of Title IV funds they are eligible to retain subsequent to withdrawal. Only Federal Financial Aid Recipients withdrawing within the first 60% of the term are subject to these regulations. The Return of Title IV Aid regulations require that the Institution calculate the amount of Federal Aid that

the student has earned up to the time of withdrawal. Students earn aid in proportion to the amount of the term that they complete. For example, if a student completes 14.5% of the term (calculated by dividing the number of days up to the last date of attendance by the number of days in the term), then the student earns 14.5% of his/her Federal Title IV aid that could have been disbursed. After calculating the amount of aid earned, the Institution must then determine if any unearned aid must be returned to the Federal Government, or if the student is eligible for any additional Federal aid. Any Title IV funds to be returned will be refunded within 45 calendar days of the date of termination, which shall not exceed 14 calendar days from the last day of attendance.

**Funds will be returned in the following order:**

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal/Direct Plus Loans
4. Federal Pell Grants
5. FSEOG

If a student receives less Title IV funds than the amount earned, the school will offer the student a disbursement of the earned aid that was not received at the time of his/her withdrawal which is a post withdrawal disbursement. Post withdrawal disbursements will be made from Pell grant funds first if eligible. If there are current educational costs still due the school at the time of withdrawal, a Pell grant post withdrawal disbursement will be credited to the student's account. Any Pell grant funds in excess of current educational costs will be offered to the student. Any federal loan program funds due in a post withdrawal disbursement must be offered to the student and the school must receive the student's permission before crediting their account.

**ALL NON-TITLE IV REFUNDS WILL BE MADE WITHIN 30 CALENDAR DAYS OF THE DATE OF DETERMINATION, WHICH SHALL NOT EXCEED 14 CALENDAR DAYS FROM THE LAST DAY OF ATTENDANCE. TITLE IV REFUNDS WILL BE MADE WITHIN 45 CALENDAR DAYS OF THE DATE IT IS DETERMINED THAT THE STUDENT HAS WITHDRAWN, WHICH SHALL NOT EXCEED 14 CALENDAR DAYS FROM THE LAST DATE OF ATTENDANCE.**

## Withdrawal Impact on Financial Aid

In accordance with the federal regulations, a student is considered to have officially withdrawn in the term when the student stops attending at any point prior to completing the period of enrollment when notification is submitted in writing.

A student is considered to have unofficially withdrawn in the term when the student stops attending at any point prior to completing the period of enrollment and fails to achieve census by meeting academic engagement to start their subsequent term.

Students completing their First Term and entering the Second Term MUST engage in verifiable Academic Activity before the end of the Add/Drop Period (first two weeks) for that term or they will be dropped from the program.

**Withdrawal Date:** For the purpose of calculating R2T4, a student's withdrawal date depends on the type of withdrawal. The date of determination that a student withdrew varies depending upon the type of withdrawal.

**Official Withdrawal – Student-Initiated Notification**

An official withdrawal occurs when a student notifies a School official of their intention to withdraw. In this instance, the withdrawal date will be the date the School receives written notification from a student of his or her intent to withdraw in person or via written or electronic delivery.

**Unofficial Withdrawal – Non-Student-Initiated Notification**

For an unofficial withdrawal, the date of determination of withdrawal is fourteen (14) days after the start of the term in which the student fails to achieve census by meeting academic engagement.

**Calculation of Earned Title IV Assistance**

**Federal Aid Used in R2T4 Calculation**

Federal aid used in the R2T4 calculation includes Federal Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans. This includes aid that has been disbursed or is yet to be disbursed. Federal Work Study is excluded.

**Percentage of Title IV Aid Earned**

The amount of Title IV federal aid assistance earned by the student is determined on a pro-rata basis up to the end of 60% of the term. For example, if the student completed 30% of a term, 30% of the aid originally scheduled to be received funds would have been earned. Once a student has completed more than 60% of a term, all awarded aid has been earned.

**Total Days Scheduled to Complete**

Total number of days scheduled to complete is the denominator in the calculation of percentage of earned aid. The days are counted from the start date of the term to the end date of the term to complete, excluding scheduled breaks of at least five consecutive days.

**Total Days to Date of Withdrawal**

Total days to date of withdrawal are the numerator in the calculation of percentage of earned aid. The number of days reported is the total from the start date of first course to the withdrawal date, excluding scheduled breaks of at least five consecutive days.

**Amount of Title IV Aid Earned**

After calculating the percentage of aid earned, a calculation of the amount of aid earned will be performed. The total aid disbursed and yet to be disbursed for the

term is multiplied by the percentage earned rounded to the one-hundredth decimal.

**Post Withdrawal Disbursements**

If the total amount of the Title IV grant and/or loan assistance earned as of the withdrawal date is more than the amount that was disbursed to the student, the difference between the two amounts will be treated as a post-withdrawal disbursement. If there are outstanding charges on the student's account, the Institution will credit the student's account for all or part of the amount of the post-withdrawal disbursement of grant assistance (not loan), up to the amount of the allowable charges (i.e. tuition, fees, and authorized book and other charges).

**Post-Withdrawal Disbursement of Grant Funds**

A post-withdrawal disbursement of grant funds is applied towards outstanding term charges on the student's account and may pay up to the amount of the allowable charges (i.e. tuition, fees, and authorized book and other charges). Any remainder of grant aid is paid to the student. The student will be notified within 30 days of the date of determination of withdrawal of the post-withdrawal disbursement. A refund will be sent as soon as possible but no later than 45 days of the date that the institution determined that the student withdrew (officially or unofficially).

**Post-Withdrawal Disbursement of Loan Funds**

A post-withdrawal disbursement of loan funds may be paid if the student is eligible to receive the funds. The student (or parent if a PLUS loan) will be notified within 30 days of the date of determination of withdrawal that loan funds are available. The student will be given the opportunity to accept, decline, or reduce the amount of loan within a 14-day timeframe of the date on the post-withdrawal disbursement letter. Upon receipt of a timely response from the student (or parent), the institution will disburse the loan funds as soon as possible but no later than 180 days of the date of determination of the student's withdrawal date. Loan funds will be applied towards the outstanding term charges on the student's account. The funds may pay up to the amount of the allowable charges (i.e. tuition, fees, and authorized book and other expenses). Any remainder will be paid directly to the student (or parent). The institution maintains the right to decide whether or not to make a post-withdrawal disbursement if the student (or parent if a PLUS loan) responds after 14 days of the date that the notification was sent. If the institution decides not to make the post-withdrawal disbursement, it will inform the student in writing within 15 days of the decision.

**Return of Unearned Funds to Title IV**

If the total amount of Title IV grant and/or loan assistance that was earned as of the withdrawal date is less than the amount that was disbursed to the student, the difference between the two amounts will be returned to the Title IV program(s) and no further disbursements will be made.

### Amount of Funds to be Returned

If a student has received excess funds, the institution must return a portion of the unearned excess equal to the lesser of:

- The student' s institutional charges multiplied by the unearned percentage of funds, or
- The entire amount of the excess.

### Institutional Charges

Institutional charges are tuition, fees, and other educationally related costs. Allowable charges are tuition and fees that do not require student permission to pay with federal aid funds.

### Order in Which Funds are Returned

The funds will be returned in the order below as prescribed by federal regulations, within 45 days from the date of determination that a student withdrew.

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Direct PLUS loans
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grants (FSEOG)

## Special Provisions for Students Receiving VA Benefits

Notwithstanding any provisions in this catalog to the contrary, the following special provisions apply to students receiving Veterans Administration Educational Benefits:

### Veterans Benefits and Transition Act of 2018- Section 103

Illinois Media School abides with Section 103 of the Veterans Benefits and Transition Act of 2018. Illinois Media School permits any covered individual* to attend or participate in the course of education during the period beginning on the date on which the individual provides our institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following Dates:

1. The date on which payment from the VA is made to the institution
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility

Furthermore, Illinois Media School does not impose any penalty, including the assessment of late fees, the denial of access to classes, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33.

**Compliance with 38 USC 3679(e) VA Pending Payment Compliance**

Beginning August 1, 2019, and despite any policy to the contrary, the educational institution named at the bottom of this form will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

**Refund Policy for Students Receiving VA Benefits**

All tuition, instructional charges, fees (including registration fee in excess of $1 for veterans is subject to the VA pro-rata refund policy. The VA will communicate directly with the school for any refund necessary.

All refunds are made within 40 days of student withdrawal/termination from school.

This school does not have a breakage fee, nor does it have a charge for consumable instructional supplies

**Add/ Drop Period**

The add/drop period for each term runs through the first two weeks the term. To be officially enrolled for the term, students must attend class during this period.

# Academic Policies

## Add/Drop Period

Students must attend class during the first two weeks of the term to be officially enrolled for the term. The add/drop period is this first two weeks of the term.

## Attendance

Students are expected to come to class for all scheduled class days. Regular attendance is a key component to academic success. Missing regular class sessions may result in course failure, delay in graduation date, or termination from the program. The School does not have leaves of absence (LOA) or independent study options.

To help students achieve satisfactory academic progress (SAP), the campus Education Department may issue warnings throughout each semester to those students who have missing or incomplete coursework. This warning may also report excessive absences and/or inadequate lab hours. If deficiencies are not completed by the end of the quarter when SAP is officially calculated, additional steps may be taken including transfers to other classes or dismissal from the program.

## Make-Up Work

Students are expected to complete all coursework within the length of the course; however, students with incompletes must complete those within the 150% maximum timeframe.

## Class Size

Although class sizes vary, the maximum number of students to be enrolled for any one course is 35, either residential or hybrid.

## Definition of a Clock Hour

Each hour of instruction consists of 50 minutes in a 60-minute period.

## Definition of a Credit Hour

All programs, as of June 2026, award semester credits. A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement for academic activities as established by the institution comprised of the following units: didactic learning environment; supervised laboratory setting of instruction; externship; and/or out of class work/preparation.

One semester hour equals 45 units comprised of the following academic activities:

- One clock hour in a didactic learning environment = 2 units
- One clock hour in a supervised laboratory setting of instruction = 1.5 units
- One hour of externship = 1 unit
- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting that is designed to measure the student's achieved competency relative to the required subject matter objectives = 0.5 unit

## Out-of-Class Preparation

Students are expected to come to class prepared for every session, which requires reviewing notes from class sessions, completing homework assignments, practicing technical skills learned in class, and studying for exams and quizzes. Successful students apply what they have learned in class within independent preparation and study time; therefore, students must plan on spending at least one hour reviewing materials, practicing skills, and studying prior to every four-hour classroom or lab session.

## Grading Scale

Progress in courses is graded by term. Students are graded on the basis of class work, performance, and preparation. A composite grade is issued at the conclusion of each course. Courses with grades a "F," "W," or "I" are not considered as successfully completed for SAP or graduation purposes. Therefore, although these grades may be used in the determination of progress and/or grade averages, they cannot be used to meet graduation requirements. The following grading system is used:

| Letter Grade | Quality Points | Percentage |
|---|---|---|
| A | 4.0 | 90-100 |
| B | 3.0 | 80-89 |
| C | 2.0 | 70-79 |
| D | 1.0 | 60-69 |
| F | 0.0 | 59-0 |
| I | 0.0 | N/A |
| W | N/A | N/A |
| TR | N/A | N/A |

Grades of I (Incomplete) are included in the GPA calculation but are not counted as earned for the pace measure. Any grade with an Incomplete will become an F if it is not resolved by the conclusion of the one additional term allowed. All course repetitions are counted as attempts in the pace measurement. The second grade for a particular course will replace the first grade in the GPA calculation. Transfer credits have no impact on the GPA and are counted as both attempted and earned in the pace measurement.

## Graduation Requirements

To graduate and receive a diploma, a student must meet the following requirements:

1. Satisfactory completion of all required courses with a grade of D or higher.
2. Cumulative grade point average of 2.0 or higher.
3. Satisfaction of all financial obligations to the school, to participate in the graduation ceremony and receive a diploma and transcripts.

## Satisfactory Academic Progress (SAP)

To remain in good standing within the institution, students must make satisfactory academic progress toward completion of their program. The School's programs are six

to eight months in length, with two (2) defined academic terms with two (2) corresponding payment periods; or 16 months in length with four (4) defined academic terms with four (4) corresponding payment periods. SAP is measured by term as follows:

**Qualitative Measurement:** At the end of each term, students must obtain the following minimum cumulative grade point average (GPA):

**Term 1:** 1.5

**Term 2 and subsequent terms:** 2.0

**Quantitative Measurement:** At the end of each term, students must have reached the following pace requirement (where pace is calculated by the credits earned divided by credits attempts):

**Pace:** 67%

**Maximum Timeframe for Graduation:** To graduate on time, students must successfully complete all credit requirements in a 24-week program in 24 weeks; a 32-week program in 32 weeks; and a 64-week program in 64 weeks. Students who do not meet all requirements to qualify for on-time graduation may be allowed to make-up work after their scheduled graduation date; however, all graduation requirements must be met no later than the end of one (1) additional term of instruction (or two (2) additional terms for four (4) term programs), or **within 150% of the enrollment period.**

Courses from which a student withdraws are considered in credit attempted toward the maximum timeframe.

- Courses in which a student has received a grade of “I” (incomplete) are considered in credits attempts toward the maximum timeframe.
- Courses in which a student has received a grade of “F” (failing) are considered credits attempted toward the maximum timeframe.
- Students will be informed of any changes to their graduation date during their end-of-term SAP advisement sessions. These sessions are held every term to review academic progress based on the Standards of Satisfactory Academic Progress, including the impact of course withdrawals, incomplete courses, or failing grades.
- Students cannot receive VA benefits for the additional term.
- Periods when a student does not receive Title IV aid are counted toward maximum timeframe.

**Change of Program:** Students who change programs will not have credits/courses count for SAP purposes that do not apply to the subsequent program. If a student pursues an additional program, the School does not count classes taken in the first program that do not apply to the subsequent program.

**SAP policies apply to all students whether or not they participate in federal financial aid.**

## SAP – Warning/Probation/Termination

Satisfactory Academic Progress (SAP) will be determined at the end of each term. A warning, probation, or termination may be issued under the circumstances below. This policy applies to all students whether they participate in the Title IV financial aid program or not. Students receiving Veterans Administration Benefits should refer to the special provisions contained in the Special Provisions for Students Receiving VA Benefits, later in this catalog. All or part of this policy may be used as a basis for academic withdrawal from the program if it is determined by staff that moving forward in the program would not be in the best interest of the student.

**Financial Aid Warning:** If a student is not meeting SAP at the end of the student's first term (T1), by not meeting the 1.5 cumulative grade point average and/or 67% pace measurement, the student will automatically be placed on financial aid warning. The student will be notified in writing of the qualitative and quantitative standards needed by the end of the second term (T2) to regain SAP. Students on financial aid warning will have financial aid disbursed for T2, if applicable.

**Academic Probation:** If a student is not meeting SAP by the end of T2 and a third term (T3) is required to complete within 150% of the program length, the student does not qualify for federal financial aid but may continue for the final term under academic probation.

As the school's programs are only two (2) terms in length and students are not charged for the third term (T3) to complete prior to hitting maximum timeframe, financial aid probation is not required and students are not required to appeal to complete within 150% of the program length.

**Financial Aid Probation:** If a student is not meeting SAP by the end of a second term in a row (for programs of more than two (2) total terms) and is still eligible to complete within 150% of the program length, the student must submit a written appeal, and upon approval of the appeal, have an academic plan in place in order to be eligible for federal financial aid.

**Appeal:** A student appeal must be submitted for approval within two calendar weeks of the end of the Term in which a student failed to meet SAP. The basis for an appeal may include: onset of a medical condition to self or family member, death of a family member, act of nature, change in housing or transportation availability, change in work schedule or other special circumstances. Supporting documentation is required as appropriate. The student must explain in their appeal why they are not maintaining SAP, what has changed to help them become academically successful, and how this will help them regain SAP. An appeal committee will make a determination on the appeal, and the student will be notified of the committee's decision whether or not to allow the student to proceed. The student cannot attend class until the written appeal is reviewed and approved. At that time the student must meet with Education staff and agree to a written academic plan.

**Reinstatement:** If the appeal committee approves the written appeal and the student can meet SAP before reaching maximum timeframe, the appeal may be approved and financial aid eligibility may be reinstated (if applicable). The student will be placed on **financial aid probation** during the Term. If the appeal committee determines, based on the appeal, that the student will require more than one Term to meet SAP, the student will be placed on probation with an individualized academic plan.

**Termination:** Students who do not complete the program with a 2.0 GPA and all courses with a satisfactory grade will be withdrawn at the end of their third term.

## Student Records

All student records are maintained in the student information system. Most records are maintained for a minimum of three years, with permanent official transcripts being maintained indefinitely. All completed graduate files are maintained both electronically and in hard copy on the campus in a fireproof file cabinet.

# Career and Student Services Policies

Student Services supports our students in maintaining satisfactory progress, achieving successful educational and employment outcomes and making informed decisions concerning training and employment. Students can approach any School staff member to request student services, and students will be responded to in a timely manner. Staff attempt to meet the individual student's needs and will encompass areas such as: Personal Advisement and Financial Advising (i.e. life, career development, budget and personal financial planning skills) general development, appropriate to our Students' higher educational challenges, Academic Advising, testing and tutoring services, supervision and monitoring of attendance records, employment assistance/information regarding housing, transportation and childcare. The key elements of Student Services are as follows: graduate employment assistance, referral to any outside agencies as it pertains to a student's needs that may require outside professional help (non-profit agencies), how to budget finances to meet tuition obligations, assistance with internships/externships, education advising and student default information, financial aid guidance and assistance. The staff will meet with the student to address and respond to the request for services in a timely and professional manner. Follow-up by the staff member will be conducted regarding the specific student services matter.

## Code of Conduct

Unacceptable conduct will not be tolerated. Students may be terminated from school for any of the following:

a. Possession, use, distribution, or being under the influence of alcohol or illicit drugs. The federal Drug-Free School and Communities Act requires colleges and universities receiving federal financial assistance to adopt programs that prohibit the unlawful possession, use, or distribution of illicit drugs by students and employees. Marijuana is considered illicit and illegal under the federal Controlled Substance Act, even within states where recreational marijuana use is considered legal. Therefore, possession, use, distribution, and being under the influence of marijuana is included in the School's ban on alcohol and illicit drugs on campus.
b. Possession of a firearm or any weapon on School property.
c. Verbal or physical sexual harassment, intimidation or derogatory sexual comments towards any school official, instructor, instructor's assistant, or classmate.
d. Threatening, intimidating, or dangerous behavior or language, including foul language, fighting, verbal or physical intimidation towards any School official, instructor, instructor's assistant, or student, or unsafe, distracting, insubordinate, or irresponsible actions.
e. Stealing or destruction of property from the School or other students.
f. Habitual tardiness, repeated absenteeism, violations of the enrollment contract, or making false or misleading statements in the application or contract.
g. Plagiarism, cheating, or any form of academic misconduct, which includes but is not limited to completing work for other students, using work created by

other students, failure to properly attribute AI-generated content, or allowing someone else to complete work and taking credit for said work.

**Dress Code**

Students are not allowed to wear to school any attire with vulgarities or unprofessional slogans, pictures or connotations deemed inappropriate or unprofessional by school staff, or provocative clothing. Students shall maintain appropriate grooming and hygiene. Failure to comply will result in the student being dismissed from the class session, and the student will be counted absent. A second violation may result in suspension from school. A third violation is cause for termination. These dress code rules will prepare the student for employment, as they are the same expectation of professional radio and television stations and similar employers.

**Procedures for Dismissal and Appeal**

a. Any staff member may suspend a student for infraction of rules for the rest of the day.
b. The student must leave the school premises immediately when suspended. Failure to leave promptly is the cause for permanent termination.
c. The staff member must submit a written report of the suspension to the Director.
d. The Director will review the information and contact the student regarding the length of the suspension or if the suspension will turn into termination.
e. If the student is terminated, the termination date will be the date of suspension.
f. In cases of reinstatement, the student is required to schedule makeup work for time missed during the suspension.

## Student Complaint/ Grievance Procedure

Students having problems, concerns or misunderstandings that cannot be resolved through a meeting of those persons directly involved, should follow the procedures outlined below:

a. Describe the situation in writing. Include the names of all individuals involved and any pertinent dates. The statement must be signed and dated by the person submitting it.
b. Submit the statement to the Campus Director.
c. Within five working days, the Campus Director will determine a resolution to the situation or set a time to meet with the parties involved.
d. Should a meeting be necessary, the student will be given the opportunity to present evidence or witnesses to the situation, and to question the School's staff.
e. Within five working days of the meeting the Campus Director will determine a final resolution to the problem.
f. If a student is dissatisfied with the resolution, or feels that the school has not adequately addressed the grievance, they may address the grievance with the following agencies:

a. If a student feels the Campus Director's final resolution is unsatisfactory, then complaints against the school may be registered with the Illinois Board of Higher Education-Division of Private Business and Vocation Schools, 1 N. Old State Capitol Plaza, Suite 333 Springfield, Illinois 62701-1377. Phone: 217-782-2551. Fax: 217-782-5848. Website: www.ibhe.org. The IBHE Board will provide forms that may be used to submit a complaint. Information about the complaint may be submitted online through the IBHE website (www.ibhe.org). Signed forms should be sent to the address listed above. Verbal instructions on how to submit a student complaint are available by calling the Board at 217-782-2551.

## Student Complaint Procedure ACCSC

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the School has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints considered by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the School for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools and Colleges www.accsc.org

2101 Wilson Blvd., Suite 302, Arlington, VA 22201

(703) 247-4212 www.accsc.org

A copy of the ACCSC Complaint Form is available at the School and may be obtained by contacting Complaints@accsc.org or at https://www.accsc.org/Student

## Emergency Preparedness Plan

Students receive an overview of the Emergency Preparedness Plan during their orientation. The Emergency Preparedness Plan may be obtained on the School's website, as well as in the Learning Resource Center on campus.

## Career Services/Placement

The School maintains a full-time Career Services Department to assist graduates who successfully complete programs of study. Job inquiries are received and processed continually from employers seeking graduates to fill vacancies on their staff. Assistance is given to graduates in the preparation of recorded audition material, continuity samples, resumes, and applications for employment.

The School does not guarantee job placement. The Illinois Media School may withhold job placement assistance for students who are not in academic and financial good standing with the School.

# Institutional Disclosures

## Illinois Institutional Disclosures Reporting Table

**Institutional Disclosures Reporting Table 2024**
**July 1, 2023 through June 30, 2024 (past fiscal year)**
**Per Section 1095.200 of 23 Ill. Adm. Code 1095:**

**Institution Name: Illinois Media School-O'Hare Campus**

***The following information must be included with the enrollment agreement, catalog, and posted on the institution's website.***

| Disclosure Reporting Category | Program Name | Radio & TV Broadcasting | Sports Broadcasting | Digital Media Production | Film & Video | |
|---|---|---|---|---|---|---|
| | CIP* | 9.0701 | 9.0701 | 10.02.02 | 10.02.02 | 9.0701 |
| | SOC* | 27-3011 | 27-2099 | 27-4000 | 27-4030 | 27-3011 |
| A) For each program of study, report: | | | | | | |
| 1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period. | | 53 | 15 | 50 | 12 | |
| 2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories: | | | | | | |
| | a) New starts | 53 | 15 | 50 | 12 | |
| | b) Re-enrollments | 0 | 0 | 0 | 0 | |
| | c) Transfers into the program from other programs at the school | 4 | 0 | 0 | 1 | |
| 3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number | | 57 | 15 | 50 | 13 | |
| 4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who: | | | | | | |
| | a) Transferred out of the program or course and into another program or course at the school | 2 | 0 | 10 | 0 | |
| | b) Completed or graduated from a program or course of instruction | 38 | 12 | 22 | 13 | |
| | c) Withdrew from the school | 19 | 3 | 18 | 0 | |
| | d) Are still enrolled | 0 | 0 | 0 | 0 | |
| 2 | | | | | | |
| | a) Placed in their field of study | 17 | 11 | 10 | 11 | |
| | b) Placed in a related field | 0 | 0 | 0 | 0 | |
| | c) Placed out of the field | 0 | 0 | 0 | 0 | |
| | d) Not available for placement due to personal reasons | 0 | 0 | 0 | 0 | |
| | e) Not employed | 0 | 0 | 0 | 0 | |
| B1) The number of students who took a State licensing examination or professional certification examination, if any, during the | | not applicable | not applicable | not applicable | not applicable | not applicable |
| B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, | | not applicable | not applicable | not applicable | not applicable | not applicable |
| C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the | | 0 | 0 | 0 | 0 | |
| reasonable efforts of the school to contact graduates by written correspondence. | | $20.00/hr | $18.00/hr | $18.00/hr | $19.00/hr | not available |

*CIP--Please insert the program CIP Code. For more information on CIP codes: https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

*SOC--Please insert the program SOC Code. For more information on SOC codes: http://www.bls.gov/soc/classification.htm

*A course of instruction is a stand-alone course that provides instruction that may or may not be related to a program of study, but is either not part of the sequence or can be taken independent of the full sequence as a stand-alone option. A Course of Instruction may directly prepare students for a certificate or other

*) In the event that the school fails to meet the minimum standards, that school shall be placed on probation.
*) If that school's passage rate in its next reporting period does not exceed 50% of the average passage rate of that class

## ACCSC Graduation and Employment Disclosures

### GRADUATION AND EMPLOYMENT DISCLOSURES

### ACCSC ANNUAL REPORT

*The following information reflects data reported to the Accrediting Commission of Career Schools and Colleges (ACCSC)*

| 2026 | Radio & Television Broadcasting (8-month program) | Digital Media Production (8-month program) | Sports Broadcasting (6-month program) | Film & Video Production (6-month program) |
|---|---|---|---|---|
| Reporting Period | July 1, 2025–June 30, 2026 | July 1, 2025–June 30, 2026 | July 1, 2025–June 30, 2026 | July 1, 2025–June 30, 2026 |
| Cohort Start Date | April 1, 2024–March 31, 2025 | April 1, 2024–March 31, 2025 | July 1, 2024–June 30, 2025 | July 1, 2024–June 30, 2025 |
| Students Enrolled | 40 | 39 | 23 | 16 |
| Graduation Rate % | 65% | 62% | 78% | 81% |
| Employment Rate % | 75% | 76% | 73% | 73% |

# Programs of Study – Last Enrolled June 2026

The following programs of study are being taught out as of June 2026. Once the final student graduates, these programs will be removed from the catalog.

## Digital Media Production

*8 Months (32 Weeks) – 28 Semester Credits*

The Digital Media Production program prepares an individual to gain **entry level employment in the media industry**. Students learn the art, craft, and technology of audio production, digital video production, web development and social media. The program offers hands-on production experience coupled with a strong theoretical foundation.

Students are taught to complete multifaceted projects beginning with conceptualization to the delivery of content across a host of media, from traditional broadcasting to web based. Focus is placed upon the development of digital media in areas of content development, production and marketing.

A diploma in Digital Media Production is awarded to the student upon graduation.

| Course | Lecture Hours | Lab Hours | Internship Hours | Outside Work | Total Clock Hours | Semester Credits |
|---|---|---|---|---|---|---|
| RTB100: Introduction to Broadcasting | 30 | 0 | 0 | 7.5 | 37.5 | 1.0 |
| RTB101: Board Operations & Editing | 28 | 20 | 0 | 12 | 60 | 2 |
| RTB102: Career Readiness (online) | 48 | 0 | 0 | 12 | 60 | 2 |
| RTB103: Radio Production | 48 | 22 | 0 | 17.5 | 87.5 | 3 |
| RTB104: TV & Video Production | 48 | 22 | 0 | 17.5 | 87.5 | 3 |
| RTB106: Entertainment Media Production | 20 | 16 | 0 | 9 | 45 | 1.5 |
| RTB199: Internship 1 | 0 | 0 | 80 | 0 | 80 | 1.5 |
| DMP202: Social Media & Digital Sales Tools | 40 | 20 | 0 | 15 | 75 | 2.5 |
| DMP203: Digital Web Production | 50 | 24 | 0 | 18.5 | 92.5 | 3 |
| DMP204: Commercial Writing & Production | 40 | 20 | 0 | 15 | 75 | 2.5 |
| DMP205: Branding & Imaging in Social Media | 40 | 20 | 0 | 15 | 75 | 2.5 |
| RTB290: Future of Media Broadcasting (online) | 48 | 0 | 0 | 12 | 60 | 2 |
| RTB299: Internship 2 | 0 | 0 | 80 | 0 | 80 | 1.5 |
| Totals | **440** | **164** | **160** | **151** | **915** | **28** |

## Film and Video Production

*6 Months (24 Weeks) – 30 Quarter Credits*

The advanced Film and Video Production Program provides contemporary and traditional skills in modern production of digital video content. The program helps the intermediate, or experienced multimedia professional learn more about modern styles and technical skills. The program prepares students for their field with history, preproduction, shooting, and editing skills. This program offers advanced education with the ever changing contemporary techniques of lighting, shooting, and editing.

A diploma in Film and Video Production is awarded to the student upon graduation.

| Course | Lecture Hours | Lab Hours | Internship Hours | Outside Work | Total Clock Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| FVP200: History of Film and Television | 36 | 12 | 0 | 12 | 60 | 3 |
| FVP201: Fundamentals of Motion Pictures | 36 | 12 | 0 | 12 | 60 | 3 |
| FVP202202: Pre-Production, Screenwriting, Storyboarding | 24 | 24 | 0 | 12 | 60 | 3 |
| FVP203: Cameras and Lighting | 24 | 24 | 0 | 12 | 60 | 3 |
| FVP204: Scene Shooting and Set Roles | 24 | 24 | 0 | 12 | 60 | 3 |
| FVP205:Video Editing and Post Production | 24 | 24 | 0 | 12 | 60 | 3 |
| FVP206: Advanced Post Production and FX | 38 | 10 | 0 | 12 | 60 | 3 |
| RTB290: The Future of Broadcasting (Online) | 24 | 24 | 0 | 12 | 60 | 3 |
| RTB291: Business Communications (Online) | 38 | 10 | 0 | 12 | 60 | 3 |
| RTB299: Film and Video Final Project | 0 | 60 | 0 | 0 | 60 | 3 |
| **Totals** | **268** | **224** | **0** | **108** | **600** | **30** |

## Radio and Television Broadcasting

*8 Months (32 Weeks) – 28 Semester Credits*

The Radio and Television Broadcasting program prepares an individual to gain **entry-level employment in the broadcast industry**. The student learns studio terms, legal requirements, broadcast station organization, AM-FM radio and TV station channel assignments, logging procedure, principles of performance, programming formats and a thorough examination of past and present radio and TV trends and development.

In addition to classroom periods, the students will be trained in professionally equipped audio and video studios leading to proficiency with consoles, analog and digital recording/playback decks, video camera operations and other production equipment. Students will also work in computer labs to learn online media training including web design, Content Management Systems and linked journalism. Studio lab work, both live and recorded, is also critiqued by professional broadcast announcers and producers.

News and sports writing and reporting introduces the student to the concepts and theories of broadcast journalism. Students learn the basic elements of writing an effective news story, in addition to gathering sports stories and delivering sports on camera.

A diploma in Radio and Television Broadcasting is awarded to the student upon graduation.

| Course | Lecture Hours | Lab Hours | Internship Hours | Outside Work | Total Clock Hours | Semester Credits |
|---|---|---|---|---|---|---|
| RTB100: Introduction to Broadcasting | 30 | 0 | 0 | 7.5 | 37.5 | 1.0 |
| RTB101: Board Operations & Editing | 28 | 20 | 0 | 12 | 60 | 2 |
| RTB102: Career Readiness (online) | 48 | 0 | 0 | 12 | 60 | 2 |
| RTB103: Radio Production | 48 | 22 | 0 | 17.5 | 87.5 | 3 |
| RTB104: TV & Video Production | 48 | 22 | 0 | 17.5 | 87.5 | 3 |
| RTB106: Entertainment Media Production | 20 | 16 | 0 | 9 | 45 | 1.5 |
| RTB199: Internship 1 | 0 | 0 | 80 | 0 | 80 | 1.5 |
| RTB200: Digital Media Marketing & Ratings | 40 | 20 | 0 | 15 | 75 | 2.5 |
| RTB202: TV News Reporting & Production | 50 | 24 | 0 | 18 | 92 | 3 |
| RTB203: Radio News & Talk | 40 | 20 | 0 | 15 | 75 | 2.5 |
| RTB205: Audition Materials | 40 | 20 | 0 | 15 | 75 | 2.5 |
| RTB290: Future of Media Broadcasting (online) | 48 | 0 | 0 | 12 | 60 | 2 |
| RTB299: Internship 2 | 0 | 0 | 80 | 0 | 80 | 1.5 |
| Totals | **440** | **164** | **160** | **151** | **915** | **28** |

## Sports Broadcasting

*6 Months (24 Weeks) – 30 Quarter Credits*

The Sports Broadcasting program engages students in both theoretical and hands-on training around radio, TV, and internet-based sports broadcast media. Students learn advanced production, play-by-play and interviewing skills, and a range of studio and remote coverage of sporting events. Students produce collaborative radio and TV shows within the school's studios and develop their own final project to develop and hone their production and announcing skills within the sports broadcasting field.

The program helps the intermediate, or experienced broadcast media professional become more competitive in a new media landscape. The program guides students in sports writing and journalism, sports talk theory, sports radio and tv production, remote coverage play-by-play, live remote radio and tv production and sports video production. Additional courses also include the future of broadcasting and business communications. The program also offers advanced education in contemporary sports broadcasting and sports production fields, on the sports broadcasting industries, and the range of professional opportunities as a sports broadcast professional.

A diploma in Sports Broadcasting is awarded to the student upon graduation.

| Course | Lecture Hours | Lab Hours | Internship Hours | Outside Work | Total Clock Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| SPE200: Sports Writing and Journalism | 36 | 12 | 0 | 12 | 60 | 3 |
| SPE201: Sports Talk Theory | 36 | 12 | 0 | 12 | 60 | 3 |
| SPE202: Sports Radio Production | 24 | 24 | 0 | 12 | 60 | 3 |
| SPE203: Remote Coverage and Play-by-Play | 24 | 24 | 0 | 12 | 60 | 3 |
| SPE204: Live Remote Production | 24 | 24 | 0 | 12 | 60 | 3 |
| SPE205: Sports Video Production | 24 | 24 | 0 | 12 | 60 | 3 |
| SPE206: Live Video Production | 38 | 10 | 0 | 12 | 60 | 3 |
| RTB290: The Future of Broadcasting (Online) | 24 | 24 | 0 | 12 | 60 | 3 |
| RTB291: Business Communications (Online) | 38 | 10 | 0 | 12 | 60 | 3 |
| RTB299: Sports Broadcasting Final Project | 0 | 60 | 0 | 0 | 60 | 3 |
| **Totals** | **268** | **224** | **0** | **108** | **600** | **30** |

## Course Descriptions

| Course Code: Title (Credits; Hours) | Course Description |
|---|---|
| DMP202: Social Media & Digital Sales Tools (2.5 Credits; 60 hrs.) | This course focuses on Facebook, Twitter, Instagram, YouTube and other social media for brand development, placement and advertising. The course also introduces app placement within tools such as Pandora and other mobile apps such as Google Feed burner. The course teaches strategies for combining traditional and terrestrial advertising sources with digital sources to create a high-impact, blended sales campaign. |
| DMP203: Digital Web Production (3.0 Credits; 74 hrs.) | The media industry requires students to be proficient within many different media, blending brands and messages within audio, video, and web environments. In this course, students learn production methods and techniques within both audio and web-based applications, learning the elements of writing effective commercial copy, producing that copy, and applying those productions within Web delivery. Students are instructed in producing different types of commercials, using music and sound effects to enhance commercials and employing digital editing techniques. |
| DMP204: Commercial Writing & Production (2.5 Credits; 60 hrs.) | This course teaches students to create marketing campaigns that deliver dynamic results for advertisers by writing effective commercials. Students will discover the art of storytelling, how to avoid fluff and get to the point, how much copy is too much, focusing on the listener, and much more. The course begins with a review of general business writing and moves on to persuasive writing within a marketing campaign. |
| DMP205: Branding & Imaging in Social Media (2.5 Credits; 60 hrs.) | Writing within social media is an art form unto itself, and one that all digital media professionals must master. This course teaches writing within social media environments, cross-posting over multiple platforms, link shortening, understanding hashtags and their development and documentation, as well as maintaining both product branding and personal image within social media environments. |
| DMP290: Future of Media (2.0 Credits; 48 hrs.) | This course takes an advanced look at the roles, expectations, and development of the media profession. After reviewing trends and historical perspectives on traditional broadcasting, the course turns to the role of satellite radio and TV, internet broadcasting, Netflix and on-demand programming, and mobile technologies, and projects about future roles and careers in the media environment. Students learn to strategically direct their own careers within this evolving industry within the course. |
| FVP200: History of Film and Television (3.0 Credits; 48 hrs.) | Understanding the history of film creates a context for everything that works in film and video today. The formats used today are rooted in the past and this section will demonstrate how the technology and art developed over the past 100 years relate to current trends and why things function in the Internet age. |
| FVP201: Fundamentals of Motion Pictures (3.0 Credits; 48 hrs.) | This course begins to examine the basics of how movies affect the viewer. Through this section, we will begin to see examples of the foundation of multimedia with the how and why movies create an emotional response. By understanding that making any movie is like building a house, you can more easily accept the ideas that follow. |
| FVP202: Pre-Production, Screenwriting, | Preparation is everything in film and video production. The pre-production phase is the blueprint for everything that follows. Writing a script, whether it is for a narrative fictional story, or a marketing video for a client, having the written plan prepares everyone. Taking those a step further, with a shot list |

| | |
|---|---|
| Storyboarding (3.0 Credits; 48 hrs.) | or storyboards to more effectively convey to a crew what you intend makes for easier shoots. |
| FVP203: Cameras and Lighting (3.0 Credits; 48 hrs.) | There are a multitude of cameras, choosing the right one for your project is the first step. Lighting can affect mood and shape how people see your story. Combining the camera settings with the right lighting scenario creates the most effective way to tell a story. There are distinct differences in lighting for an interview and creating a natural look with enhanced lighting units is a must. |
| FVP204: Scene Shooting and Set Roles (3.0 Credits; 48 hrs.) | Shooting, and setting the roles for what people do on set, come next. This is the collection of the raw materials for construction later. The ability to understand the hierarchy of the set means keeping your job. On smaller shoots, jobs get combined, but understanding how they all fit together means keeping the productions on track. Working with actors or talent, framing shots, and timing are everything. Starting from small shoots, we work towards a more complex production by adhering to the job titles. |
| FVP205: Video Editing and Post Production (3.0 Credits; 48 hrs.) | This part of the course begins the construction phase, taking the script or story, and the footage shot to put it all together. Students use the industry standard cloud-based video editing software to edit and produce a working project and learn all aspects of the post-production process. |
| FVP206: Advanced Post Production and FX (3.0 Credits; 48 hrs.) | This course puts the focus on more modern techniques of color correction, fixing errors that today's technology more easily rectifies, and even advanced visual effects like computer generated imagery. Using industry-standard software, students fine-tune the video product and add a range of effects to enhance the quality of the video production. |
| RTB100: Introduction to Broadcasting (1.0 Credit; 30 hrs.) | This course provides an introduction to the field of broadcasting and helps students begin to develop the skills required of broadcast announcers. The course begins with a short history of broadcasting, and students are then instructed in the concepts of vocal development through the practice of structured vocal development exercises. Students read commercial scripts aloud to enhance reading and breathing skills, improve upon public speaking, and develop improvisational skills. Students also practice active listening and information processing skills.<br>The course also guides students in developing their own professional future, concentrating on creating resumes, preparing for interviews, and sharpening professional traits to prepare for an internship and employment. Students learn interview skills, shaking hands, dressing for success, and other professional skills required to launch a professional career in broadcasting. |
| RTB101: Board Operation & Editing (2.0 Credits; 48 hrs.) | This course introduces students to basic audio and video editing techniques. Students learn fundamentals of sound, how to measure and manage sound dynamics, audio console operation, microphone techniques, and sound effect management. Students also learn basic techniques in video editing, including titling, transitions, compressing, formatting, and publishing video projects. The course prepares students for more advanced courses in audio and video editing.<br>Students also learn terms specific to the radio broadcasting industry, such as those related to broadcast equipment, commercial production, radio programming, and basic radio station operations. Students practice air-shift preparation, content research, organization in accordance with program time clock, appropriate commercial placement, the introduction and wrap-up of program elements. |

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| RTB102: Career Readiness (2.0 Credits; 48 hrs.) | Students develop their own professional future within this course, creating resumes, preparing for interviews, and sharpening professional traits to prepare for employment. Students are guided in preparing a resume appropriate for the broadcast industry, writing a cover letter for applying for jobs, interviewing for a professional position, and dressing for a successful interview. Students complete a mock job interview to prepare for employment interviews. In addition, students begin preparing audio and video demos, which will be required near the end of the program. |
| RTB103: Radio Production (3.0 Credits; 70 hrs.) | In this course, students learn production methods and techniques within audio applications, learning the elements of writing effective radio commercial copy, producing that copy, and applying those productions. Students are instructed in producing different types of radio commercials, using music and sound effects to enhance commercials and employing digital editing techniques.<br>Students learn the process of conforming a broadcast signal (radio or television) for broadcast on the web. Several commonly used streaming systems are introduced along with the basic operations of each, including discussions of bit rate, bandwidth, and computer and mobile device compatibility. |
| RTB104: TV & Video Production (3.0 Credits; 70 hrs.) | This course provides instruction and hands-on application of TV and video production within a series of applications. Students are introduced to the basic terms specific to the television broadcasting industry, television studio fundamentals, camera operation, television production, and digital non-linear video editing. Students learn to operate TV control room equipment, including the operation of the studio cameras and the teleprompter; and they practice on-camera performance techniques and begin to feel comfortable in front of the camera, learning to sell themselves to the TV camera and the audience. To apply TV production skills, students participate in multiple opportunities to learn and perform improvisation for TV. The course provides detailed instruction and experience with the operation of camcorders, field cameras, tripods and light kits for shooting video in the field. Students learn storyboarding and developing concepts such as key tools in the successful development of material. Students also learn development of television commercial copy, with emphasis on the critical adjustments required when writing effective commercial copy for television use. Students record a TV commercial using camcorders on location and edit footage into a complete video package. |
| RTB106: Entertainment & Media Production (1.5 Credits; 36 hrs.) | This course applies skills learned throughout the program, allowing students to put their story writing, filming, audio and video editing, and creative production skills to work within applied projects within entertainment broadcasting. Students are instructed on the concepts of producing a music video. Video footage is shot on location and non-linear editing is utilized to produce the completed work. Students use video graphics in television production through digital switcher effects and non-linear editing. Students learn how to perform in front of a green screen, produce animated titles, embed layered and moving backgrounds, deploy special effects within frames, and enhance lower third graphics. Students are also taken through the steps necessary to produce a talk program, including researching content, preparing a top of the hour package, producing highlights, managing topic of the day conversation, and keeping listeners interested. |

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| RTB199: Internship 1 (1.5 Credits; 80 hrs.) | This hands-on internship experience allows students the ability to apply their learning within the program to the real-world setting. Students create a customized internship plan, and they are given the opportunity to practice the techniques they've learned by working independently in the School's studios and/or intern at a radio, television or production facility to gain real-world experiences in the broadcasting industry. |
| RTB200: Digital Media Marketing & Ratings (2.5 Credits; 60 hrs.) | This course will introduce the sales, promotion and marketing processes for a typical broadcast station. Students learn the terms and tools necessary to understand these functions and prepare you for an entry-level position in these departments. Students produce sales and promotional material for radio and TV stations to apply what they learn about the promotional aspect of commercial broadcasting. |
| RTB202: TV News Reporting & Production (3.0 Credits; 74 hrs.) | In this course, students learn how to gather, tape and edit news in field situations. Students learn and practice techniques in TV interviewing and “backpacking,” and students use this instruction to produce a 30-second news report. The course includes hands-on application projects, where students put together a collaborative 30-minute television news, sports and weather program. Students write, produce and act as talent for the production. Students are taught performing techniques, floor-directing techniques, crew placement, camera angles and lighting techniques. |
| RTB203: Radio News & Talk (2.5 Credits; 60 hrs.) | This course provides in-depth instruction within radio production and broadcasting. Students learn the principles of different radio formats and how to create a formatted clock for each hour of broadcast. Students are taught how to work with and complete a program log. Students also learn advanced radio personality techniques, creating a successful disc jockey show by following a program log and putting together a tight- sounding program. Students perfect techniques such as segues, line commercial inserts, commercials with music beds, time and temperature breaks, and interaction with a co-host or studio guest. Students are taught the basic techniques for recording, editing, and uploading podcasts, proper tagging of podcasts for search engine optimization (SEO), and management of multiple podcasts.<br>To apply the skills within this course, students produce a Radio Station Day. Students are assigned different positions within a typical radio station and produce a four-hour live broadcast, using elements of the live entertainment show, newscasts and promotions. The course also teaches students the functions of remote broadcasts, satellite broadcasts, changing technology, and FCC regulations, and students engage in remote broadcast components (e.g. Comrex), "livecasting" of events using media websites (e.g. UStream, LiveStream) and uploading of content to social networking sites (e.g. Facebook/YouTube). |
| RTB205: Audition Materials (2.5 Credits; 60 hrs.) | Students use the skills learned throughout the program to produce final audition media packages to assist them with their job search. Demo packages for radio, television, and web media are required to be completed within a fully self-branded website. |
| RTB290: Future of Media Broadcasting (2.0 Credits; 48 hrs.) | This course takes an advanced look at the roles, expectations, and development of the broadcast media profession. After reviewing trends and historical perspectives on traditional broadcasting, the course turns to the role of satellite radio and TV, internet broadcasting, Netflix and on-demand programming, and mobile technologies, and projects about future roles and |

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| | careers in the broadcast media environment. Students learn to strategically direct their own careers within this evolving industry within the course. |
| RTB291: Business Communications (3 credits; 48 hrs.) | The course also gives students the opportunity to enhance their professional skills in public speaking, business email and correspondence, and all forms of business communications. The course provides practice in various types of professional communication, both written and oral. Students practice skills in communication styles such as memos, email, proposals, presentations, social media writing, texting, and other business speaking and writing opportunities. The course presents a "spectrum of language formality" and places all business communications upon that spectrum to guide students in effective speaking and writing in all such situations. |
| RTB299: Internship 2 (1.5 Credits; 80 hrs.) | This hands-on internship experience allows students the ability to apply their learning within the program to the real-world setting. Students create a customized internship plan, and they are given the opportunity to practice the techniques they've learned by working independently in the School's studios and/or intern at a radio, television or production facility to gain real-world experiences in the broadcasting industry. |
| RTB299: Audio Engineering Final Project (3 credits; 60 hrs.) | In this course, the students will attempt a more complex project from start to finish. Students record a live multi-piece music act, complete all tracking, produce effects and track editing on all tracks, mix, and master a group of songs. Students also produce publicity materials for the talent, including a website, mobile technology campaign, and other publicity materials to enhance the business approach of the act. |
| FVP299: Film and Video Final Project (3 credits; 60 hrs.) | In this course, the students will attempt a more complex project from start to finish, from writing and storyboarding to shooting and editing. Every student will be expected to work with other students in varying positions to understand production from top to bottom. These projects, once complete will serve as a demo reel to their abilities behind the camera. |
| RTB299: Sports Broadcasting Final Project (3 credits; 60 hrs.) | In this course, the students will attempt a more complex project from start to finish, from writing and storyboarding to shooting and editing. Every student will be expected to work with other students in varying positions to understand production from top to bottom. These projects once complete will serve as a demo reel to their abilities within the sports broadcasting field. |
| SPE200: Sports Writing and Journalism (3 credits; 48 hrs.) | This course begins with a brief history of sports broadcasting and introduces students to the fundamental research and writing required for sports broadcasts. The course introduces the differences between broadcast writing and print writing, guides students in the use of highlight reels and sound bites, provides practice in transitions, and fully instructs students on the mechanics of script writing for sports journalism. |
| SPE201: Sports Talk Theory (3 credits; 48 hrs.) | Sports Talk Radio and TV continue to be a major industry commodity, and this course guides students in the fundamental skills required to produce and host sports talk programming. The course guides students in creating topics, researching players, building rundowns, and evergreen topics, as well as a range of interviewing techniques that must be developed. Students are also guided in a full range of production roles, and they build skills in running the board, cutting and editing audio, and taking callers effectively. |

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| SPE202: Sports Radio Production (3 credits; 48 hrs.) | This hands-on course engages students in hosting multiple two-hour sports shows within the campus's station. Students are guided in research, writing, and pre-production; conducting the show; editing and post-production; and reviewing the show's effectiveness. Students leave the course with a series of professional experiences in sports radio programming success. |
| SPE203: Remote Coverage and Play-by-Play (3 credits; 48 hrs.) | This course provides a range of theoretical and practical experience in remote coverage of sporting events. Students learn the differences between game day intros, studio intros, play-by-play intros, production intros, and scoring intros, practicing the delivery and production of each. Students learn the terminology, preparation, and information management of calling games, scoreboard management, and a range of play-by-play techniques for baseball, football, basketball, and other sports formats. |
| SPE204: Live Remote Production (3 credits; 48 hrs.) | This hands-on course puts students into the field to cover sporting events live. All pre-production, talent and production, and post-production are put to work, as students conduct all roles for live, on-site sports broadcasts. Shows are built from these remote productions, as students manage the entire show as is done in industry. |
| SPE205: Sports Video Production (3 credits; 48 hrs.) | Students in this course learn the advanced features of video-based sports reporting. Students use the TriCaster system to log footage, embed themes, deliver packages, and color productions with graphics and sound. Students learn a range of styles and approaches to producing video content, as well as learn news gathering and research. The course provides hands-on video production experience in producing sports TV shows. |
| SPE206: Live Video Production (3 credits; 48 hrs.) | This hands-on course requires students to develop, write, produce, and broadcast a series of sports video programs. This course puts every aspect of the program's theory and practice to work, as students design sports TV programming from the ground up and produce a marketable product in sports broadcasting. |

# Programs of Study – Enrolling as of June 2026

The following programs were approved in February 2026 and began enrolling in June 2026.

## Digital Media Production

*8 Months (32 Weeks) – 24 Semester Credits*

The Digital Media Production program prepares an individual to gain **entry-level employment in the media industry**. Students learn the art, craft, and technology of audio production, digital video production, web development, and social media. The program offers hands-on production experience coupled with a strong theoretical foundation.

Students are taught to complete multifaceted projects, beginning with conceptualization to the delivery of content across a host of media. Focus is placed upon the development of digital media in areas of content development, production, and marketing.

A diploma in Digital Media Production is awarded to the student upon graduation.

| DMP - Courses | Lecture Hours | Lab Hours | Total Approved Hours | Outside Hours | Total Clock | Semester Credit Hours | Term |
|---|---|---|---|---|---|---|---|
| MED110: Media Fundamentals | 48 | 24 | 72 | 18 | 90 | 3 | Term 1 |
| MED120: Audio and Video Production Essentials | 48 | 24 | 72 | 18 | 90 | 3 | |
| MED130: Storytelling for Audio and Video | 48 | 24 | 72 | 18 | 90 | 3 | |
| MED140: Live Streaming and Audience Engagement | 48 | 24 | 72 | 18 | 90 | 3 | |
| DMP210: Multiplatform Content Strategy and Audience Growth | 48 | 24 | 72 | 18 | 90 | 3 | Term 2 |
| DMP220: AI-Enhanced Digital Media Production and Editing | 48 | 24 | 72 | 18 | 90 | 3 | |
| DMP230: Digital Marketing Analytics and Monetization | 48 | 24 | 72 | 18 | 90 | 3 | |

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|---|---|---|---|---|---|---|---|
| MED240: Portfolio, Brand Building and Professional Launch | 24 | 60 | 84 | 21 | 105 | 3 | |
| **Totals** | **360** | **228** | **588** | **147** | **735** | **24** | |

## Film and Video Production

*8 Months (32 Weeks) – 24 Semester Credits*

The Film and Video Production program provides contemporary and traditional skills in modern production of digital video content. The program introduces modern styles and technical skills. **The program prepares students for entry-level work in the field with history, preproduction, shooting, and editing skills**. This program offers education with the ever-changing contemporary techniques of lighting, shooting, and editing.

A diploma in Film and Video Production is awarded to the student upon graduation.

| FVP - Courses | Lecture Hours | Lab Hours | Total Approved Hours | Outside Hours | Total Clock | Semester Credit Hours | Term |
|---|---|---|---|---|---|---|---|
| MED110: Media Fundamentals | 48 | 24 | 72 | 18 | 90 | 3 | Term 1 |
| MED120: Audio and Video Production Essentials | 48 | 24 | 72 | 18 | 90 | 3 | |
| FVP110 Cinematic Foundations | 48 | 24 | 72 | 18 | 90 | 3 | |
| FVP120 The Producer's Roadmap | 48 | 24 | 72 | 18 | 90 | 3 | |
| FVP210 Cinematography and Set Operations | 48 | 24 | 72 | 18 | 90 | 3 | Term 2 |
| FVP220 Post-Production and Sound Design | 48 | 24 | 72 | 18 | 90 | 3 | |
| FVP230 The Director's Craft | 48 | 24 | 72 | 18 | 90 | 3 | |
| FVP240 Film Portfolio and Professional Launch | 48 | 24 | 72 | 18 | 90 | 3 | |
| **Totals** | **384** | **192** | **576** | **144** | **720** | **24** | |

## Radio and Television Broadcasting

*8 Months (32 Weeks) – 24 Semester Credits*

The Radio and Television Broadcasting program prepares an individual **to gain entry-level employment in the broadcast industry**. The student learns studio terms, legal requirements, broadcast station organization, AM-FM radio and TV station channel assignments, logging procedures, principles of performance, programming formats, and a thorough examination of past and present radio and TV trends and development.

A diploma in Radio and Television Broadcasting is awarded to the student upon graduation.

| RTB - Courses | Lecture Hours | Lab Hours | Total Approved Hours | Outside Hours | Total Clock | Semester Credit Hours | Term |
|---|---|---|---|---|---|---|---|
| MED110: Media Fundamentals | 48 | 24 | 72 | 18 | 90 | 3 | Term 1 |
| MED120: Audio and Video Production Essentials | 48 | 24 | 72 | 18 | 90 | 3 | |
| MED130: Storytelling for Audio and Video | 48 | 24 | 72 | 18 | 90 | 3 | |
| MED140: Live Streaming and Audience Engagement | 48 | 24 | 72 | 18 | 90 | 3 | |
| RTB210: Studio Production | 48 | 24 | 72 | 18 | 90 | 3 | Term 2 |
| RTB220: Field Production | 48 | 24 | 72 | 18 | 90 | 3 | |
| RTB230: Multiplatform Reporting | 48 | 24 | 72 | 18 | 90 | 3 | |
| MED240: Portfolio, Brand Building and Professional Launch | 24 | 60 | 84 | 21 | 105 | 3 | |
| **Totals** | **360** | **228** | **588** | **147** | **735** | **24** | |

## Sports Broadcasting

*8 Months (32 Weeks) – 24 Semester Credits*

The Sports Broadcasting program engages students in both theoretical and hands-on training around radio, TV, and internet-based sports broadcast media. Students learn production, play-by-play and interviewing skills, and a range of studio and remote coverage of sporting events **to prepare for entry-level employment**. Students produce collaborative radio and TV shows within the school's studios and develop their own final project to develop and hone their production and announcing skills within the sports broadcasting field.

The program guides students in sports writing and journalism, sports talk theory, sports radio and tv production, remote coverage play-by-play, live remote, radio and tv production, and sports video production.

A diploma in Sports Broadcasting is awarded to the student upon graduation.

| SPB - Courses | Lecture Hours | Lab Hours | Total Approved Hours | Outside Hours | Total Clock | Semester Credit Hours | Term |
|---|---|---|---|---|---|---|---|
| MED110: Media Fundamentals | 48 | 24 | 72 | 18 | 90 | 3 | Term 1 |
| MED120: Audio and Video Production Essentials | 48 | 24 | 72 | 18 | 90 | 3 | |
| SPB110 Fundamentals of Sports Broadcasting | 48 | 24 | 72 | 18 | 90 | 3 | |
| SPB120 Sports TV and Video | 48 | 24 | 72 | 18 | 90 | 3 | |
| SPB210 Sports Talk and Radio | 48 | 24 | 72 | 18 | 90 | 3 | Term 2 |
| SPB220 Live Remote | 48 | 24 | 72 | 18 | 90 | 3 | |
| SPB230 Station Flip | 48 | 24 | 72 | 18 | 90 | 3 | |
| SPB240 Sports Portfolio and Professional Launch | 48 | 24 | 72 | 18 | 90 | 3 | |
| **Totals** | **384** | **192** | **576** | **144** | **720** | **24** | |

## Course Descriptions

| Course Code: Title (Credits; Lecture-Lab-Externship-Total Approved Hours) | Course Description |
|---|---|
| DMP210: Multiplatform Content Strategy and Audience Growth (3; 48-24-0-72) | This course prepares students to design, adapt, and distribute content across multiple digital platforms while building strong audience engagement and long-term brand growth strategies. Students will learn how to write high-impact captions and hooks, develop content pillars, structure cross-platform campaigns, create content calendars, analyze trends, and apply social listening strategies for real-world content creation. |
| DMP220: AI-Enhanced Digital Media Production and Editing (3; 48-24-0-72) | This course introduces students to modern digital production workflows that combine traditional media creation techniques with emerging Artificial Intelligence (AI) tools. Students will develop long-form and short-form digital media projects while learning how AI can assist with scripting, pre-visualization, editing, caption generation, audio cleanup, motion graphics, and content repurposing. Through hands-on production exercises, students will create a 5–10 minute long-form media project such as a podcast episode, YouTube show, recorded radio segment, mini-documentary, interview, branded digital story, or music video. Students will then transform that content into a complete multiplatform media package using AI-supported workflows and social-first editing strategies. Special emphasis is placed on original storytelling, ethical and responsible AI usage, audience engagement, platform strategy, and understanding third-party rights, copyright, ownership, and licensing when using AI-generated assets. |
| DMP230: Digital Marketing Analytics and Monetization (3; 48-24-0-72) | This course introduces students to digital marketing analytics, data-informed decision making, and contemporary online monetization strategies within multimedia environments. Students analyze, interpret, and evaluate performance data across major platforms such as Meta Business Suite, YouTube Studio, TikTok Analytics, and Google Analytics. Students apply monetization models including sponsorships, affiliate marketing, paid media, and social commerce. The course culminates in a comprehensive analytics and monetization strategy project. |
| FVP110: Cinematic Foundations (3; 48-24-0-72) | This course is an intensive exploration into the art and mechanics of visual storytelling. Designed for aspiring filmmakers determined to build a serious creative foundation, this course focuses on the historical evolution of cinema; analyzing the core theories that directors use to evoke deep emotional responses in audiences. Students will use this knowledge to conceptualize, structure, and format a professional-grade short-film script. |
| FVP120: The Producer's Roadmap (3; 48-24-0-72) | This course strips away the uncertainty of “run-and-gun” habits and replaces it with the high-stakes discipline of professional pre-production. By mastering essential “survival” documents, including script breakdowns, tactical scheduling, and micro-budgeting, students will bridge the gap between creative concepts and actionable production roadmaps. Balancing the roles of both producer and director, students will learn to navigate the limited resources of indie filmmaking with maximum efficiency, ensuring they arrive on set not just as creatives, but as reliable, hirable professionals ready to lead any digital cinema project. |

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| FVP210: Cinematography and Set Operations (3; 48-24-0-72) | This course covers the technical aspects of production, including camera operation, lighting, grip/electric, and on-set safety. Students learn how production roles function together to create efficient, professional, and well-managed sets, even when roles are combined in smaller shoots. Students will practice with camera settings to match the right lighting scenario, creating the most effective way to tell a story. |
| FVP220: Post-Production and Sound Design (3; 48-24-0-72) | This course explores the post-production process, including video editing, sound design, color correction, and visual effects. Students use industry-standard software to refine footage and enhance overall production quality. |
| FVP230: The Director's Craft (3; 48-24-0-72) | This course introduces the role of the director, focusing on working with talent, visual storytelling, and production design. Students explore concepts such as context, subtext, and creative decision-making on set. |
| FVP240: Film Portfolio and Professional Launch (3; 48-24-0-72) | This capstone course guides students through the creation of a professional portfolio showcasing skills in film and video production. Instruction includes personal branding, resume development, interviewing skills, and best practices for freelancing or entry-level employment. Students finalize an industry-ready portfolio, develop an internship or career plan, and complete a professional review of their work with faculty guidance. |
| MED110: Media Fundamentals (3; 48-24-0-72) | This course introduces students to the contemporary broadcasting and digital media landscape, emphasizing the convergence of radio, television, streaming, podcasting, and social media, including the impact of artificial intelligence. Students develop foundational performance skills for both audio and video platforms. For preproduction, these foundational skills include microphone technique, vocal delivery, on-camera presence, framing, and lighting. In post-production, foundational skills include the basics of Adobe Premier Pro (video editing) and Adobe Audition (audio editing). The course explores current job roles in the media industry, professional expectations, and workplace etiquette. Students complete introductory projects integrating basic audio and video recording while building confidence in presenting and communicating across multiple media formats. |
| MED120: Audio and Video Production Essentials (3; 48-24-0-72) | This course provides hands-on training in the essential tools, equipment, and software used in modern audio and video production. Students learn operation of audio consoles, microphones, and digital audio workstations (DAWs) for recording and editing sound. Video instruction emphasizes camera operation, exposure, composition, and introductory editing techniques using industry-standard software. Emphasis is placed on creating technically sound content for broadcast, streaming, and social platforms. Students produce short audio and video projects demonstrating proficiency in core production workflows. |
| MED130: Storytelling for Audio and Video (3; 48-24-0-72) | This course focuses on the principles of planning, writing, and structuring content for both audio and video media. Students develop scripts for commercials, promos, interviews, podcasts, and video segments while learning techniques for effective narrative development and audience engagement. Instruction includes storyboarding, shot planning, interview question design, and adaptation of stories for multiple platforms. The course reviews intellectual property, copyright, and trademark laws as students complete a series of storytelling assignments that include both written components and recorded audio/video elements, emphasizing clarity, creativity, and purpose. |

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| MED140: Live Streaming and Audience Engagement (3; 48-24-0-72) | This course explores modern distribution methods for live and on-demand digital content. Students learn live streaming workflows using software- and hardware-based tools, including switching, overlays, audio mixing, graphics integration, and remote guest management. Instruction covers short-form social video production for platforms such as TikTok, Instagram, and YouTube, including visual style, pacing, captioning, and engagement strategy. Students complete multiple social video pieces while examining audience analytics to refine performance and reach. |
| MED240: Portfolio, Brand Building and Professional Launch (3; 24-60-0-84) | This capstone course guides students through the creation of a professional portfolio showcasing skills in audio, video, and digital media production. Students assemble radio/podcast reels, on-camera demos, social media clips, and edited video packages that demonstrate technical proficiency and personal style. Instruction includes personal branding, resume development, interviewing skills, and best practices for freelancing or entry-level employment. Students finalize an industry-ready portfolio, develop an internship or career plan, and complete a professional review of their work with faculty guidance. |
| RTB210: Studio Production (3; 48-24-0-72) | In this studio-centered course, students learn to operate professional broadcast equipment in radio, podcast, and television environments. Audio topics include live board operation, studio workflows, hosting techniques, and multi-track podcast production. Video instruction includes multi-camera operation, teleprompter use, control room functions, and basic live switching. Students practice on-air presentation and behind-the-scenes roles while producing structured studio-based shows. The course emphasizes teamwork, communication, and real-world production standards across all studio formats. |
| RTB220: Field Production (3; 48-24-0-72) | This course prepares students to capture professional-quality audio and video outside the studio in fast-paced, real-world environments. Students learn field recording techniques, portable lighting, mobile journalism workflows, interview setup, and run-and-gun shooting with traditional cameras and mobile devices. Instruction focuses on capturing clean audio, compelling visuals, and natural sound while working solo or in small crews. Students produce complete field packages—including interviews, b-roll, and narration—optimized for broadcast, streaming, and social platforms. |
| RTB230: Multiplatform Reporting (3; 48-24-0-72) | Modern digital creators must understand how to design, adapt, and distribute content across a rapidly evolving set of online platforms. This course prepares students to develop strategic, research-driven multiplatform content plans that support brand identity, audience engagement, and long-term growth. Students examine platform algorithms, audience behaviors, and best practices for producing and repurposing content across TikTok, YouTube, Instagram, LinkedIn, Twitch, Facebook, and emerging platforms. |
| SPB110: Fundamentals of Sports Broadcasting (3; 48-24-0-72) | This course begins with a brief history of sports broadcasting and introduces students to the fundamental research and writing required for sports broadcasts. The course introduces the differences between broadcast writing and print writing, guides students in the use of highlight reels and sound bites, provides practice in transitions, and fully instructs students on the mechanics of script writing for sports journalism. |
| SPB120: Sports TV and Video (3; 48-24-0-72) | Students in this course learn the advanced features of video-based sports reporting. Students use the TriCaster system to log footage, embed themes, deliver packages, and color productions with graphics and sound. Students |

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| | learn a range of styles and approaches to producing video content, as well as learn news gathering and research. The course provides hands-on video production experience in producing sports TV shows. |
| SPB210: Sports Talk and Radio<br>(3; 48-24-0-72) | Sports Talk Radio and TV continue to be a major industry commodity, and this course guides students in the fundamental skills required to produce and host sports talk programming. The course guides students in creating topics, researching players, building rundowns, and evergreen topics, as well as a range of interviewing techniques that must be developed. Students are also guided in a full range of production roles, and they build skills in running the board, cutting and editing audio, and taking callers effectively. |
| SPB220: Live Remote<br>(3; 48-24-0-72) | This hands-on course puts students into the field to cover sporting events live. All pre-production, talent and production, and post-production are put to work, as students conduct all roles for live, on-site sports broadcasts. Shows are built from these remote productions, as students manage the entire show as is done in industry. |
| SPB230: Station Flip<br>(3; 48-24-0-72) | This course guides students through the key components and considerations necessary to ensure successful operation and broadcasting for a sports radio station. Students will learn the technical and business skills required to create, produce, and manage sports radio station. |
| SPB240: Sports Portfolio and Professional Launch<br>(3; 48-24-0-72) | This capstone course guides students through the creation of a professional portfolio showcasing skills in sports broadcasting. Instruction includes personal branding, resume development, interviewing skills, and best practices for freelancing or entry-level employment. Students finalize an industry-ready portfolio, develop an internship or career plan, and complete a professional review of their work with faculty guidance. |

# Programs of Study - New as of October 2026

## Podcast Production

*8 Months (32 Weeks) – 24 Semester Credits*

The Podcast Production program prepares an individual to gain **entry-level employment in the broadcast industry through the medium of podcasting**. Podcast series have begun to occupy both the personal and commercial lives of citizens and consumers worldwide. News, information, entertainment, and commerce are no longer fed solely by the long-form programming of nightly news and commercial broadcast media, but rather, through podcasts, social media reels, and internet-based distribution. Business leaders, advertisers, and storytellers must be able broadcast their messages by developing podcast series, YouTube channels, and other online productions to engage a contemporary audience. The Podcast Production begins with essential skills in audio and video production and engages students in upper-level courses in podcast storytelling and production, guiding students in becoming professional podcasters, influencers, and contemporary storytellers. Students in the program develop their research and writing abilities for podcasts and social media presence, craft their voices and personalities for a range of media platforms, and learn advanced skills in audio and video production for use in small-form and short-form formats. The student will be prepared to enter the workforce to help companies design their own storytelling and web-based marketing campaigns, as well as preparing to become successful podcast and social media personalities themselves.

A diploma in Podcast Production is awarded to the student upon graduation.

| Courses | Lecture Hours | Lab Hours | Total Approved Hours | Outside Hours | Total Clock | Semester Credit Hours | Term |
|---|---|---|---|---|---|---|---|
| MED110: Media Fundamentals | 48 | 24 | 72 | 18 | 90 | 3 | Term 1 |
| MED120: Audio and Video Production Essentials | 48 | 24 | 72 | 18 | 90 | 3 | |
| MED130: Storytelling for Audio and Video | 48 | 24 | 72 | 18 | 90 | 3 | |
| MED140: Live Streaming and Audience Engagement | 48 | 24 | 72 | 18 | 90 | 3 | |
| POD210: Fundamentals of Podcast Production | 48 | 24 | 72 | 18 | 90 | 3 | Term 2 |

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|---|---|---|---|---|---|---|---|
| POD220: Interviewing, Audience Engagement, and Follower Development | 48 | 24 | 72 | 18 | 90 | 3 | |
| POD230: Podcast Branding, Analytics, and Business Development | 48 | 24 | 72 | 18 | 90 | 3 | |
| MED240: Portfolio, Brand Building and Professional Launch | 24 | 60 | 84 | 21 | 105 | 3 | |
| **Totals** | **360** | **228** | **588** | **147** | **735** | **24** | |

## Social Media Marketing

*16 Months (64 Weeks) – 48 Semester Credits*

The Social Media Marketing Program provides students with a strategic and comprehensive approach to using social media platforms to achieve advertising, marketing, and business goals **to gain entry-level employment in the media industry.** Students learn social media marketing strategies, creative campaign building, social media analytics, advertising, content creation, AI functions of social media, and ethical commercial use of social media. Drawing from their own passion in social media, students prepare for professional branding and advertising roles in business, non-profit, and personal settings. Students learn to develop social media marketing campaigns based on a company's goals, target market, research, analytics, and budget. The curriculum emphasizes hands-on learning, real-world projects, and industry-relevant skills to prepare students for careers in digital marketing, social media management, content creation, and analytics. Within the other courses in the program, students learn to write effectively within social media platforms; compose audio and video within social media; plan, execute, mine data, and analyze activities across various social media channels; and build a consistent corporate, personal, or organizational brand across all platforms. Students learn to engage users through a range of platforms (Instagram, X, Facebook, Twitter, LinkedIn, YouTube, TikTok, What's App, and others), develop and maintain schedules for posts to optimize advertising and branding goals, and incorporate AI for both posts and analytics. Students learn to track key metrics (reach, engagement, website traffic) to assess the effectiveness of campaigns and adjust campaigns to align with broader marketing goals. Students prepare to launch a fulfilling career with corporate and organizational marketing teams.

A diploma in Social Media Marketing is awarded to the student upon graduation.

| Courses | Lecture Hours | Lab Hours | Total Approved Hours | Outside Hours | Total Clock | Semester Credit Hours | Term |
|---|---|---|---|---|---|---|---|
| MED110: Media Fundamentals | 48 | 24 | 72 | 18 | 90 | 3 | Term 1 |
| MED120: Audio and Video Production Essentials | 48 | 24 | 72 | 18 | 90 | 3 | |
| MED130: Storytelling for Audio and Video | 48 | 24 | 72 | 18 | 90 | 3 | |
| MED140: Live Streaming and Audience Engagement | 48 | 24 | 72 | 18 | 90 | 3 | |

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|---|---|---|---|---|---|---|---|
| DMP210: Multiplatform Content Strategy and Audience Growth | 48 | 24 | 72 | 18 | 90 | 3 | Term 2 |
| DMP220: AI-Enhanced Digital Media Production and Editing | 48 | 24 | 72 | 18 | 90 | 3 | |
| DMP230: Digital Marketing Analytics and Monetization | 48 | 24 | 72 | 18 | 90 | 3 | |
| MED240: Portfolio, Brand Building and Professional Launch | 48 | 24 | 72 | 18 | 90 | 3 | |
| SMM110 Fundamentals of Social Media Marketing | 48 | 24 | 72 | 18 | 90 | 3 | Term 3 |
| SMM120 Search Engine Optimization | 48 | 24 | 72 | 18 | 90 | 3 | |
| SMM130 Analytics and Performance Tracking | 48 | 24 | 72 | 18 | 90 | 3 | |
| SMM140 Email Marketing and Automation | 48 | 24 | 72 | 18 | 90 | 3 | |
| SMM210 Advanced Social Media Strategies | 48 | 24 | 72 | 18 | 90 | 3 | Term 4 |
| SMM220 The Sales Funnel and Closing Social Business | 48 | 24 | 72 | 18 | 90 | 3 | |
| SMM230 Crisis Management and Brand Reputation | 48 | 24 | 72 | 18 | 90 | 3 | |
| SMM240: Social Media Portfolio | 48 | 24 | 72 | 18 | 90 | 3 | |

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| Professional Launch | | | | | | | |
| **Totals** | **768** | **384** | **1152** | **288** | **1440** | **48** | |

## Course Descriptions

| Course Code: Title (Credits; Lecture-Lab-Externship-Total Approved Hours) | Course Description |
|---|---|
| MED110: Media Fundamentals (3; 48-24-0-72) | This course introduces students to the contemporary broadcasting and digital media landscape, emphasizing the convergence of radio, television, streaming, podcasting, and social media, including the impact of artificial intelligence. Students develop foundational performance skills for both audio and video platforms. For preproduction, these foundational skills include microphone technique, vocal delivery, on-camera presence, framing, and lighting. In post-production, foundational skills include the basics of Adobe Premier Pro (video editing) and Adobe Audition (audio editing). The course explores current job roles in the media industry, professional expectations, and workplace etiquette. Students complete introductory projects integrating basic audio and video recording while building confidence in presenting and communicating across multiple media formats. |
| MED120: Audio and Video Production Essentials (3; 48-24-0-72) | This course provides hands-on training in the essential tools, equipment, and software used in modern audio and video production. Students learn operation of audio consoles, microphones, and digital audio workstations (DAWs) for recording and editing sound. Video instruction emphasizes camera operation, exposure, composition, and introductory editing techniques using industry-standard software. Emphasis is placed on creating technically sound content for broadcast, streaming, and social platforms. Students produce short audio and video projects demonstrating proficiency in core production workflows. |
| MED130: Storytelling for Audio and Video (3; 48-24-0-72) | This course focuses on the principles of planning, writing, and structuring content for both audio and video media. Students develop scripts for commercials, promos, interviews, podcasts, and video segments while learning techniques for effective narrative development and audience engagement. Instruction includes storyboarding, shot planning, interview question design, and adaptation of stories for multiple platforms. The course reviews intellectual property, copyright, and trademark laws as students complete a series of storytelling assignments that include both written components and recorded audio/video elements, emphasizing clarity, creativity, and purpose. |
| MED140: Live Streaming and Audience Engagement (3; 48-24-0-72) | This course explores modern distribution methods for live and on-demand digital content. Students learn live streaming workflows using software- and hardware-based tools, including switching, overlays, audio mixing, graphics integration, and remote guest management. Instruction covers short-form social video production for platforms such as TikTok, Instagram, and YouTube, including visual style, pacing, captioning, and engagement |

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| | strategy. Students complete multiple social video pieces while examining audience analytics to refine performance and reach. |
| MED240: Portfolio, Brand Building and Professional Launch (3; 24-60-0-84) | This capstone course guides students through the creation of a professional portfolio showcasing skills in audio, video, and digital media production. Students assemble radio/podcast reels, on-camera demos, social media clips, and edited video packages that demonstrate technical proficiency and personal style. Instruction includes personal branding, resume development, interviewing skills, and best practices for freelancing or entry-level employment. Students finalize an industry-ready portfolio, develop an internship or career plan, and complete a professional review of their work with faculty guidance. |
| POD210: Fundamentals of Podcast Production (3; 48-24-0-72) | This course provides an overview of the podcasting industry, as well as a critical analysis of the types of podcasts that are produced and are commercially successful within contemporary media. Students learn the software-based studio to take a podcast idea from concept to completion by covering key aspects of production, editing, and promotion. The course examines the podcasting landscape, including popular formats, trends, and the ethical considerations involved in audio content creation. Students learn to select and operate recording equipment, including microphones and portable recorders, record and edit high-quality audio using digital audio workstations (DAWs), incorporate music and sound effects to enhance the listening experience, choose a podcast hosting platform and distribute episodes to major directories, and create cover art and develop a marketing plan to promote a podcast. The course engages students in analyzing the audiences for different podcasts, the different media upon which podcasts are hosted and distributed, and an exploration of the range of career opportunities in podcasting. |
| POD220: Interviewing, Audience Engagement, and Follower Development (3; 48-24-0-72) | This course introduces students to audio storytelling by teaching them how to develop, produce, and distribute narrative podcasts. By blending narrative structure, research, question-writing and interviewing, journalistic techniques, and technical audio production skills, students will learn to create immersive and informative audio content. Students will develop a podcast pilot or short narrative audio piece for their portfolio. This course teaches students how to create a unique and memorable brand identity for a podcast, encompassing visual, audio, and strategic elements. Through hands-on projects, students learn to develop a strong brand strategy, design compelling visuals, and craft a distinct brand voice to stand out in a crowded market. Students learn to articulate their podcasts' unique selling proposition, develop and hold the attention of a specific audience, develop a visual identity—including logos, catch phrases, and other hooks—and develop the branding strategy of a commercial podcast. Students learn to clearly define the purpose, audience, and growth goals of their podcasts; optimize the title, episode names, episode descriptions, and platforms to appeal to listeners; implement social media and internet content strategies to develop audiograms, video clips, and other formats to build community; and transform podcasts from simple blog posts to an essential component of internet discourse. |
| POD230: Podcast Branding, Analytics, and Business Development (3; 48-24-0-72) | This course helps podcasters, media entrepreneurs, and content creators build a sustainable, data-driven podcast business. Students will learn to interpret key performance indicators (KPIs) to refine content strategy, grow their audience, and effectively monetize their show. Students will learn to |

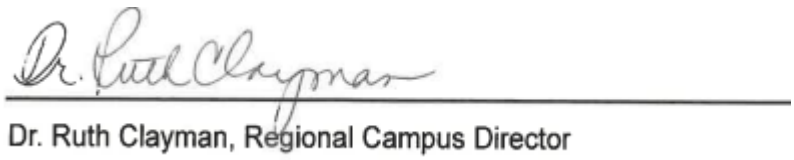
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| | Identify and track essential podcast analytics, including downloads, subscriber numbers, listen-through rates, and audience demographics; use data to make informed decisions about content topics, episode format, and release schedule to increase audience engagement and retention; develop and implement a strategic business plan for a new or existing podcast, defining a niche and target audience; and leverage promotional strategies, including social media, SEO, and cross-promotion, to increase visibility and grow a loyal listener base. From developing a business model, refining audience reach and engagement, developing advertising and revenue resources, optimizing viewer reach, and refining revenue generation over time, students will learn how to diversify revenue streams beyond traditional ads and sponsorships. Students will evaluate and implement a diverse portfolio of monetization methods, including direct support, premium content, affiliate marketing, and merchandise sales; develop strategic plans for securing sponsorships and partnerships that align with their brand and audience values; and leverage their podcast content to create premium products, such as online courses, e-books, and special access for loyal listeners and super-users. |
| SMM110 Fundamentals of Social Media Marketing (3; 48-24-0-72) | This course provides an overview of the digital marketing landscape, including key channels such as social media, email, search engines, and paid advertising. Students study the fundamentals of social media marketing across platforms such as Facebook, Instagram, LinkedIn, X, TikTok, and YouTube. Students learn platform-specific strategies, schedule content, and engage with audiences effectively within different platforms, given different audience expectations and experiences within the various social platforms. Students develop a 1-month social media content calendar and schedule posts using aggregation tools such as Hootsuite and Buffer. Students will learn how to identify target audiences, map customer journeys, and develop basic marketing strategies. |
| SMM120 Search Engine Optimization (3; 48-24-0-72) | This course teaches students the principles of SEO, including keyword research, on-page optimization, link-building strategies, and meta-data that drives potential customer eyes to the commercial website, social channels, and digital sites. Students explore how search engines rank content, improve website visibility, drive traffic, capture inquiries, encourage return traffic, and prompt the intended consumer behavior. The course introduces paid advertising strategies, employing Google, Facebook, and Instagram Ads. Students consider, analyze, and practice developing audience targeting, budgeting, and ad performance analysis to understand how paid campaigns are structured for a return on investment. Students set up and administer a small-scale ad campaign with a set budget to practice all steps of a paid advertising campaign, gaining hands-on practice optimizing the various features of a website using tools such as Google Keyword Planner and Yoast SEO. |
| SMM130 Analytics and Performance Tracking (3; 48-24-0-72) | In this course, students learn how to measure the success of digital marketing campaigns using tools such as Google Analytics, Facebook Insights, and Instagram Analytics. Students learn to identify, budget, |

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| | and assess key performance indicators (KPIs) within ad campaigns and assess the return on investment (ROI) of those campaigns. Students analyze and report on a sample campaign's performance in order to evaluate the campaign's actual performance to plan, and they learn to optimize the campaign to enhance the performance of a campaign for subsequent implementation. |
| SMM140 Email Marketing and Automation (3; 48-24-0-72) | In this course, students learn how to build and manage email lists, create engaging email campaigns, and use automation tools like Mailchimp and HubSpot to broadcast marketing email campaigns. Students learn how to create and market an online store, manage inventory, optimize product pages, and increase conversion rates through marketing, branding, and advertising strategies. Students create a product or service page and design a sales funnel for an e-commerce business. Students employ A/B testing and email performance metrics to assess email campaign effectiveness, and they learn to critically assess actual performance to budgeted performance within their campaigns. Students create and automate email drip campaigns for a commercial product or service. |
| SMM210 Advanced Social Media Strategies (3; 48-24-0-72) | This course explores advanced social media tactics, including influencer marketing, community management, and social listening. Students learn to construct a brand through visual, textual, and video-based imaging, build brand loyalty through a quality customer experience, and foster engagement through a range of online tools. Students research and report on successful influencers within a range of media, to understand what techniques are compelling to audiences and why. Students begin to deploy influencing outreach strategies and create a community engagement plans within social media to transform from social media consumers to social media influencers. |
| SMM220 The Sales Funnel and Closing Social Business (3; 48-24-0-72) | This course provides and introduction to leveraging social media for customer acquisition and retention by designing, implementing, and optimizing a social media sales funnel. It covers the customer journey, from building initial brand awareness to fostering long-term brand advocacy. Students create a multi-stage sales funnel within a prototype social media ad campaign, develop a social media strategy within commercial use, and learn to generate brand awareness through a longitudinal social media campaign. They learn to attract, capture, and engage leads in order to secure sales from multiple platforms. |
| SMM230 Crisis Management and Brand Reputation (3; 48-24-0-72) | This course explores the dynamic and complex relationships between an organization, its brand, PR, and messaging, and its reputation in the face of crisis. Students examine the phases of crisis management—from signal detection and prevention to containment, recovery, and learning—drawing on foundational theories and real-world case studies. With a focus on strategic communication within digital and social media, students learn to navigate the pressures inherent in emergencies, critically think and communicate internally to |

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| | assess the extent and limits of issues within crises, and engage with stakeholders to craft transparent, authentic, and effective messaging that preserves brand reputation. Through practical exercises and simulations, students develop the essential skills to safeguard organizational credibility, minimize reputational damage, and transform crisis into opportunity, in order to strengthen long-term brand resilience. |
| SMM240: Social Media Portfolio Professional Launch (3; 48-24-0-72) | This capstone course guides students through the creation of a professional portfolio showcasing skills in social media marketing. Students assemble social media content and marketing packages that demonstrate technical proficiency and personal style. Instruction includes personal branding, resume development, interviewing skills, and best practices for freelancing or entry-level employment. Students finalize an industry-ready portfolio, develop an internship or career plan, and complete a professional review of their work with faculty guidance. |

## Certification

I certify that the information contained in the School Catalog is true and correct in contents and policy.



Dr. Ruth Clayman, Regional Campus Director

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