Idaho State Board of Education
Proposal for Undergraduate/Graduate Degree Program

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>Oct. 31, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Letters Arts and Social Sciences</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Journalism and Mass Media</td>
</tr>
</tbody>
</table>

Program Identification for Proposed New or Modified Program:

<table>
<thead>
<tr>
<th>Program Title:</th>
<th>Film &amp; Television Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
<td>B.A./B.S. Degree Designation [X Undergraduate] [Graduate]</td>
</tr>
<tr>
<td>Indicate if Online Program:</td>
<td>Yes [X No]</td>
</tr>
<tr>
<td>CIP code (consult IR /Registrar):</td>
<td></td>
</tr>
<tr>
<td>Proposed Starting Date:</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Geographical Delivery:</td>
<td>Location(s) Moscow Region(s) 2</td>
</tr>
<tr>
<td>Indicate (X) if the program is/has:</td>
<td>Self-Support Professional Fee</td>
</tr>
<tr>
<td>Indicate (X) if the program is:</td>
<td>Regional Responsibility Statewide Responsibility</td>
</tr>
</tbody>
</table>

Indicate whether this request is either of the following:

- [X] New Degree Program
- Consolation of Existing Program
- Undergraduate/Graduate Certificates (30 credits or more)
- New Off-Campus Instructional Program
- Expansion of Existing Program
- Other (i.e., Contract Program/Collaborative

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Dean or other official (Institution; as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>FVP/Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Provost/VP for Instruction (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td>Date</td>
</tr>
<tr>
<td>Vice President for Research (Institution; as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Academic Affairs Program Manager, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>SBOE/Executive Director Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>
Rationale for Creation or Modification of the Program

1. Describe the request and give an overview of the changes that will result. Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

The Bachelor’s degree in Film & Television Studies creates a new, specialized degree in film and television studies using existing courses taught across several departments. The proposed degree is a partnership between the Department of English and the School of Journalism and Mass Media (JAMM), combining film history, media theory, and hands-on filmmaking experience using a film school model.

The program will be housed and administered through JAMM. Coursework for the proposed degree will include already-existing classes in JAMM, the Department of English, the Department of Modern Languages and Cultures, the Department of History, and the Department of Theater.

While drawing on some of the coursework for the existing degree in Broadcasting and Digital Media Production offered through JAMM, the proposed degree will not replace any existing program. Rather, it will create a new degree focused specifically on narrative film, television, and video production.

JAMM’s existing degree in Broadcasting and Digital Media (BDM) focuses more on broadcast news and documentary production. The new degree will have a different audience: students interested in narrative film, entertainment television and video production. While drawing on some of the coursework for existing BDM degree, the proposed degree will attract students with different interests and career goals. It will create a new degree focused specifically on narrative film, television, and video production.

2. Need for the Program. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

a. Workforce need: Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:
1. Producers and Directors (27-2012)

2. Audio and Video Equipment Technicians (27-4011)

3. Photographers (27-4021)

4. Camera Operators, Television, Video, and Motion Pictures (27-4031)

5. Film and Video Editors (27-4032)

<table>
<thead>
<tr>
<th></th>
<th>2015 Jobs (Source: EMSI*)</th>
<th>Projected 2025 Jobs (Source: EMSI*)</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>1,363</td>
<td>1,537</td>
<td>+12.8 %</td>
</tr>
<tr>
<td>Regional (WA, OR, ID, MT)</td>
<td>15,039</td>
<td>17,220</td>
<td>+14.5%</td>
</tr>
<tr>
<td>Nation</td>
<td>388,774</td>
<td>438,078</td>
<td>+12.7%</td>
</tr>
</tbody>
</table>


Provide (as appropriate) an additional narrative as to the workforce needs that will be met by the proposed program.

Digital storytelling has exploded with the near-universal access to technologies of production—from smartphone videos to the creation of virtual worlds. Transformative education for jobs in the 21st century demands audio/visual literacy, digital media fluency, and experience in storytelling using a variety of techniques and technologies. Employers need graduates who can use these tools to create media products that meet professional standards as well as graduates whose critical understanding of history and theory leads to innovation.

Entertainment media and creative video production has also expanded greatly thanks to new technologies, from the explosion of serial television content producers such as Netflix, Amazon, and Hulu to the growth in independent filmmaking using social media funding and marketing. Employment in video content creation, editing and production is on the rise, especially in serial television production, which over the last decade has expanded dramatically from its bases in Southern California and New York into new regional centers of television production such as Portland, Seattle, Chicago, and Atlanta. Even Spokane, Washington, has seen an increase in film and television productions thanks to the new demands for entertainment media. Meanwhile, online video has become the new standard for audience engagement—organizations from giant media conglomerates to local non-profits use original, creative video shared via social media to build audiences.

The projected growth in film and television jobs in Idaho, the Northwest, and the country reflects this growing demand for film, television, and other forms of media content. Several occupations included in the projections above, in fact, will likely see dramatic increases over the next decade: Film and Video Editor positions are projected to increase by 37% nationally, while positions as Producers and Directors are expected to increase by 21% nationally.
Graduates in Film & Television Studies will be poised to help meet this demand. Importantly, students from Idaho hoping to work in these fields can earn a bachelor’s degree tailored to those growth areas without having to leave the state.

b. **Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

The proposed degree is expected to enroll primarily full-time, residential students at the Moscow campus. Given the lack of a bachelor’s degree in film and television studies elsewhere in Idaho and the popularity of this degree at other regional schools, the program will likely draw new students to the University of Idaho who would have otherwise gone out of state for a film and television degree. At recruiting events, JAMM faculty frequently report prospective students expressing interest in film and television production because it is a clearly recognizable degree path that is creative and linked to a clear professional career.

As this suggests, initially student demand from inside the institution will draw on students from various departments, such as JAMM, Theater, Creative Writing, and English, all of which have students who have expressed enthusiasm for a degree in film & television that caters more specifically to their interests.

However, once established, the program will help draw students to the University of Idaho. Research from outside the institution indicates that Film & Television Studies has a high potential for student enrollment and recruitment. Film & Television Studies is identified as a growth area by leaders of Accrediting Council for Education in Journalism and Mass Communication (ACEJME) with high potential for enrollment growth. Additionally, a recent “state of the field” report conducted by the Society for Cinema and Media Studies notes that programs with film studies and film production have an average of around 75 students enrolled.

This research is reflected in the relatively large enrollments at regional, peer institutions: Montana State University graduated 72 students in a similar program in 2014, while the University of Montana and the University of Oregon graduated around 55 students. Smaller schools in Washington state also have stable enrollments: Central Washington University graduated 25 students in 2014 in Film Studies while Eastern Washington University graduated 15 in their film program that year.

As indicated below, these figures lead us to project an enrollment of around 75-80 students (graduating 17-20 per year) after the program becomes available.

c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Creating more statewide expertise in film and television production can help
encourage more media production in Idaho and create more media production jobs in the state. According to the Idaho Film Office in the state Department of Commerce, film and television production companies spent around $12.5 million in Idaho between 2008 and 2015 (a figure that represents only a percentage of total expenditures since not all productions are required to register with the film office). Building a larger pool of professionals in film and television production can help bring even more production to the state. The School of Journalism and Mass Media is currently working with the Idaho Film Office to develop a system linking students and graduates with film and television productions in the state.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

The growing demand for digitally fluent and professionally trained graduates across media industries, public institutions, government, and business also suggests the social and cultural importance of media storytelling to shape public discourse. This degree will help train the next generation of media storytellers who will help shape the future of film and television, especially by contributing to the growth of film and television production in the Northwest.

e. If Associate’s degree, transferability:

N/A

3. Similar Programs. Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Degree name and Level</th>
<th>Program Name and brief description if warranted</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Idaho</td>
<td>Bachelor’s degree</td>
<td>Film &amp; Television Studies. Undergraduate major building skills specific to narrative film and entertainment television production.</td>
</tr>
<tr>
<td>Boise State University</td>
<td>Undergraduate Certificate</td>
<td>Cinema/Digital Media Certification. A 22-credit certificate covering basic skills in digital video and storytelling.</td>
</tr>
<tr>
<td>Idaho State University</td>
<td>Bachelor’s degree</td>
<td>Theatre/Film/Video. Undergraduate major emphasizing video recordings of live events (plays, concerts, corporate video).</td>
</tr>
</tbody>
</table>
Lewis Clark State College  | Bachelor’s degree  | Communication. Undergraduate major broadly emphasizing skills in media and communication that can include some coursework on video.

---

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Degree name and Level</th>
<th>Program Name and brief description if warranted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana State University</td>
<td>Bachelor’s degree</td>
<td>Film &amp; Photography</td>
</tr>
<tr>
<td>University of Montana</td>
<td>Bachelor of fine arts</td>
<td>Digital Filmmaking</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>Bachelor’s degree</td>
<td>Cinema Studies</td>
</tr>
<tr>
<td>Portland State University</td>
<td>Bachelor’s degree</td>
<td>Film</td>
</tr>
<tr>
<td>Seattle University</td>
<td>Bachelor’s degree</td>
<td>Film Studies</td>
</tr>
<tr>
<td>Central Washington University</td>
<td>Bachelor’s degree</td>
<td>Film &amp; Video Studies</td>
</tr>
<tr>
<td>Eastern Washington University</td>
<td>Bachelor’s degree</td>
<td>Film</td>
</tr>
</tbody>
</table>

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The most similar program in the state is Boise State University’s 22-credit certificate in Cinema/Digital Media, which also combines film history and theory with hands-on video production. Students at Boise State can earn that certificate while completing a Bachelor’s degree in Media Arts.
The proposed degree in Film & Television Studies at the University of Idaho, however, currently has the coursework and instructional capacity to offer a full, specialized Bachelor’s degree in film and television, offering a wider range of skills courses and a more robust set of electives to help students build more specialized areas of emphasis. The breadth of electives in the program—classes that are already being staffed and offered regularly—will allow students to create a range of specialized options, from production design to history and theory to screenwriting, all while developing foundational skills in videography and storytelling. The University of Idaho already has almost all of the resources necessary to build this specialized degree in film & television studies, making UI uniquely positioned to offer this degree starting as soon as possible.

The emphasis on television in the proposed degree (along with the School of Journalism and Mass Media’s 51-year working relationship with Idaho Public Television, unique among Idaho universities and colleges) also offers students a unique opportunity to explore both film and television as possible avenues of employment.

In this way, the proposed degree in Film & Television Studies will be the only full bachelor’s degree in the state of Idaho focused exclusively on narrative film and entertainment television that builds the appropriate skills in storytelling, technical production, history, and theory to prepare students for jobs in creative content production for film, television, and online video.

Moreover, given the projected job growth in film, television, and video production described above, this new program will create more opportunities for students in Idaho to get the necessary skills to meet that demand without having to attend one of several similar regional programs listed above.

5. Describe how this request supports the institution’s vision and/or strategic plan.

A major portion of the University of Idaho’s strategic plan focuses on enrollment growth and creating more opportunities for Idaho residents to get the skills they need to help grow Idaho’s economy. The proposed degree in Film & Television Studies helps fulfill this aspect of the strategic plan by creating a new degree path that can help recruit more prospective students. Additionally, as indicated above, the new major will build the digital media and storytelling skills that are increasingly important to potential employers, positioning graduates for the jobs of the future.

6. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The proposed degree will participate in the routine external reviews conducted by the University of Idaho in order to assure quality.

The new degree program will also develop a series of new assessment protocols to measure student learning and assure the quality of the program (see description of assessment below).
Additionally, other programs in the School of Journalism and Mass Media are accredited through the Accrediting Council on Education in Journalism and Mass Communications. Although this program will not be part of JAMM’s ACEJMC accredited programs, some of the video production coursework for the new major will continue to serve the accredited degree in Broadcasting and Digital Media Production. Those courses will be subject to the rigorous standards of the ACEJMC. Moreover, as the proposed degree develops, JAMM will consider accrediting the bachelor’s degree in Film & Television Studies with ACEJMC, if appropriate.

7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as Appendix B.

N/A

8. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
Yes_____ No___X__

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. Five-Year Plan: Is the proposed program on your institution’s approved 5-year plan? Indicate below.

Yes ___ X ___ No ____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution’s five-year plan. When did consideration of and planning for the new program begin?

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

i. How important is the program in meeting your institution’s regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

iii. Is there a contractual obligation or partnership opportunity to justify the program?

iv. Is the program request or program change in response to accreditation
requirements or recommendations?

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following table.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours in required courses offered by the department(s) offering the program</td>
<td>42</td>
</tr>
<tr>
<td>Credit hours in required courses offered by other departments</td>
<td>3</td>
</tr>
<tr>
<td>Credit hours in institutional general education curriculum</td>
<td>40</td>
</tr>
<tr>
<td>Credit hours in free electives</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total credit hours required for degree program:</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

b. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

As part of their required coursework, students will participate in a capstone film production experience in which they develop and produce a short film or other multimedia project. Functioning as a thesis defense, their work will be presented to a panel of faculty who will assess student work. If their work gets the approval of the faculty panel, the student films will be shown at the local student film festival. As part of the program’s assessment protocols (see below), regional professionals in film, television, and video will attend the festival and evaluate student preparedness for work in the industry.


a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Graduates of this program will be able to:

- Shoot and edit professional quality video.
- Write and interpret scripts and screenplays.
- Direct and produce a film or television shoot through collaboration with other creative personnel.
- Know the significant theories, historical periods, and genres in film and television.
- Use their knowledge of film and television history and theory to craft innovative and informed media content.
- Explain the relationship between cultural diversity and responsible media content.
- Produce media content that reflects an understanding of cultural diversity.
12. Assessment plans

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The proposed major will utilize a series of new and unique assessment protocols to measure student learning and the quality of the program.

Assessment of student learning for the proposed major will take three forms:

- **Pre-Test/Post-Test**: Students will take two comprehensive examinations covering: (1) key terminology in describing and analyzing film and television aesthetics, (2) general knowledge of film and television history, and (3) prominent theoretical approaches in film and television studies. The test will be administered first in the introductory course for the major (ENGL 230, Introduction to Film & Television Studies) and then again in one of the senior capstone courses (JAMM 476, Advanced Digital Media Production 2). Comparisons of student performance between the two groups will identify areas for improvement.

- **External Assessment of Student Work**: As part of the curriculum for the proposed major, all students will write, produce, and direct a short film in their final year in the program. Student work that passes an internal faculty defense will be shown at the annual student film festival. As part of the assessment protocols, regional professionals in film, television, and media production (including alumni from JAMM who work in the film and television industry and, eventually, alumni of the proposed program) will be invited to attend the festival to assess student work, providing a written evaluation of their strengths and weaknesses.

- **Senior Focus Group**: A sample of outgoing graduates in the program will participate in focus group during their last term in the program. The focus group will assess student learning and their perspective on how the department can more effectively help develop their educational experience.

- **Alumni survey**: A sample of alumni will be contacted three years after graduation to determine their job titles, employers and locations. Graduates will be asked how well their coursework in Film & Television Studies prepared them for a career in that field.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

The comparative results of the pre-test/post-test measure will be shared with all affiliated faculty and used to shape the curriculum of the core film & television classes.

The evaluations of external media professionals based on student work shown at the annual film festival will be shared not only with the students to help
prepare themselves and their portfolio but also with the faculty who run the capstone experience. Professional feedback will then inform future versions of the capstone experience.

c. **Measures used.** What direct and indirect measures will be used to assess student learning?

The two direct measures used will be (1) the comparisons of the pre-test scores and the post-test scores, evaluating student learning across the proposed curriculum, and (2) the external evaluation of student work.

The primary indirect measure used will be the senior focus group.

d. **Timing and frequency.** When will assessment activities occur and at what frequency?

The pre-test/post-test measure will be administered every other year.

The professional feedback on student work at the festival will occur annually.

The senior focus group and alumni survey will occur annually.

**Enrollments and Graduates**

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

<table>
<thead>
<tr>
<th>Institution and Program Name</th>
<th>Fall Headcount Enrollment in Program</th>
<th>Number of Graduates From Program (Summer, Fall, Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU Cinema/Digital Media Certificate</td>
<td>38</td>
<td>26</td>
</tr>
<tr>
<td>ISU Theater/Film/Video</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<table>
<thead>
<tr>
<th>Program Name: Film &amp; Television Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Projected Fall Term Headcount Enrollment in Program</strong></td>
</tr>
<tr>
<td>40</td>
</tr>
</tbody>
</table>

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

   Enrollment estimates are based on existing enrollments in similar regional programs (described in question #2 above) and on national enrollment data provided by the Society for Cinema and Media Studies 2015 “State of the Field” report.

   Given existing faculty resources, the new degree would reach capacity at around 20 graduates per year (around 80 total enrolled). Future investments in equipment and other resources could accommodate more headcounts, depending on demand for the major.

16. **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

   Because the proposed major will mostly draw on already-existing coursework that serves additional needs at the University of Idaho, the minimum enrollment necessary
to sustain the major is flexible. If enrollments do not exceed 20 total students in the first five years of the program, the program could be discontinued without any adverse effects for faculty or administrators.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Students in the proposed major will share equipment resources with the existing major in Broadcasting and Digital Media Production:

- Access to cameras, microphones, lights, and other related equipment through the JAMM checkout system.
- Access to video editing bays in the Radio-TV center.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Increasing the number of students using the camera checkout system and the editing bays will constrain the accessibility of existing equipment. These increases will be accommodated through investments in equipment (see below).

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

New expenditures for equipment will be covered by course fees on technical production courses, linking resources to enrollments. First year expenditures are as follows:

- Cameras: digital video/cinema and DSLRs, bags/cases, chargers, batteries, mounting devices (steady-cams, tripods, etc.). 1 camera kit at $3,000 each to expand equipment checkout system.
- Lighting: LED and standard Tungsten light kits and stands with varying accessories including diffusion, gels, gloves, and other materials for controlling and shaping light. 1 lighting kit at $1,500 each.
- Audio: Digital Audio Recorders, microphones, monitors, headphones, stands, and mixers. 2 audio sets up at $1,200 each.
- Space: Current BDM facilities barely hold the necessary equipment—more space will be required for storage to serve more students.

Total first year equipment expenditures: $6,900

With projected enrollment numbers, course and lab fees will produce $7,200 in the first year. If enrollments increase, course fees will produce more funds to expand
equipment as needed.

For example, projected second year enrollments may produce $11,700, enabling the purchase of another camera, lighting kit, and audio set up, plus a computer for handling large files of HD video, software (FCPX, Adobe Suite, Avid, ProTools, etc) at $4,000 each.

18. Library resources

a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Personal and space resources for the library should be adequate for the new major, and there should be no impact on existing programs.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional library resources are requested at this time. The library has excellent resources supporting film studies. Materials to support television studies can be added gradually as part of regular requests supporting other JAMM majors.

19. Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Almost all of the coursework for the proposed major already exists and is offered regularly. The Department of English recently reassigned a vacant line to invest in needed expertise in screenwriting, so no new faculty positions are needed to offer the program.

To take advantage of this new faculty resource, the new major will require the creation of only one new course: ENGL/JAMM 231, “Introduction to Scriptwriting,” which will be taught in fall and spring by the new faculty member. The new faculty will also teach the advanced screenwriting course (JAMM 471/THE 441).

Additionally, the proposed major will require reallocation of existing faculty time to teach additional sections as needed and changes of the following courses:

- ENGL 230, “Introduction to Film & Television Studies.” Currently offered once a year by Anna Banks, Associate Professor in English. An additional section will be offered by Russell Meeuf, Assistant
Professor in JAMM.

- JAMM 275, “Introduction to Broadcasting and Digital Media Production.” Currently offered in fall and spring by Denise Bennett, Assistant Professor in JAMM. Additional sections will be offered as needed by instructors in JAMM.
- ENGL 221 & 222, “History of World Cinema, parts 1 & 2.” These courses are offered regularly, but their enrollments can be increased as needed to accommodate additional student demand and require no additional teaching resources.

Additional courses in the major are offered regularly with room for enrollment growth or else are one of many electives students can choose from, spreading the enrollment load across several existing courses.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Administrate Resources:

One faculty member in JAMM or English will serve as director of the Film & Television Studies program for a two-year period. The director will receive a yearly course-reassignment in order to oversee advising, assessment, recruitment, and curricular matters.

Instructional Resources:

JAMM and English will teach all required courses in the major in order to guarantee students are able to complete their degrees in a timely manner. Affiliated faculty members from other CLASS units will teach elective courses. Elective course offerings will not require additional resources from those units for the program include:

- Anna Banks, Associate Professor, English Department. Currently teaches film studies courses in the English department that serve as electives there. Under the new degree those courses will become required for majors. Four to five courses per year will contribute to the proposed major.
- Denise Bennett, Assistant Professor, School of Journalism and Mass Media. Currently oversees video production coursework for the Broadcasting and Digital Media Production major. Those courses will now also accommodate students in the proposed major. Four to five courses per year will contribute to the proposed major.
- Dale Graden, Professor, History Department. One course per year will contribute as an elective to the proposed major.
- Benjamin James, Clinical Assistant Professor, English (to begin Aug. 2017). Three to four courses per year will contribute to the proposed major.
- Jan Johnson, Clinical Assistant Professor, English. One course per
• Ashley Kerr, Assistant Professor, Modern Languages and Cultures. Two courses per year will contribute as an elective to the proposed major.
• Tara MacDonald, Assistant Professor, English. One course per year will contribute as an elective to the proposed major.
• Russell Meeuf, Assistant Professor, School of Journalism and Mass Media. Three to four courses per year will contribute to the proposed major.
• Glenn Mosley, Senior Instructor, School of Journalism and Mass Media. Two to three courses per year will contribute to the proposed major.
• Sarah Nelson, Associate Professor, Modern Languages and Cultures. One course per year will contribute as an elective to the proposed major.
• Pingchao Zhu, Professor, History. One course per year will contribute as an elective to the proposed major.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Currently, the major in Broadcasting and Digital Media Production includes some students with interests in entertainment media and creative content production (even if the existing major doesn’t serve their interests as well as it could). We expect that some of these students will switch into the new major when it becomes available, resulting in a temporary decline in enrollment in Broadcasting and Digital Media Production.

However, the creation of the new major will help the university retain students who have historically transferred out of the University of Idaho to attend regional programs that focus more specifically on film and television production. The success of such a degree at our regional competitors also suggests that we will be able to more successfully recruit new students to the university.

Additionally, the technical and broadcast journalism skills of the Broadcasting and Digital Media Production degree continue to align with other areas of employment growth in media production, so we expect the Broadcasting and Digital Media Production major to keep drawing students with those interests.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

No new faculty or other personnel resources are needed.
Revenue Sources

a) **Reallocation of funds**: If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The College of Letters, Arts, and Social Sciences has agreed to reallocate a vacant faculty position in the Department of English to help support the proposed program.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A

c) **Non-ongoing sources**:  
   i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution’s plans for sustaining the program when that funding ends?

   ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

   N/A

d) **Student Fees**:  
   i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

   Two required courses in the curriculum (JAMM 275 and JAMM 475) use special course fees in accordance with Board Policy V.R., 3.c.

   Fees support the purchase of video production equipment for use in the classroom and in required student projects. The revenues from such fees are reflected in the attached budget and will cover the costs of the new equipment described above (#17, Physical Resources, part c, Needed Resources).

   ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

   N/A

20. Using the budget template provided by the Office of the State Board of Education, provide the following information: