

Checklist: Proposals for New Programs

Submit the following items along with this checklist. If an item is subject to approval in *only one phase* (feasibility or curricular), that information is indicated in parentheses. If an item is subject to approval in *both phases*, that information is indicated in parentheses. If an item is subject to approval in *neither phase*, that information is indicated in parentheses.

1. Feasibility Phase:

- Program proposal
 - Program summary, objectives, and cooperative arrangements (if any)
 - Program's impact on the college's proposed program in the proposed program
 - Program's need
 - If the program is in the liberal arts/sciences, indicate student demand and opportunities for further education if appropriate; if the program is career-oriented, provide employer surveys and describe opportunities for employment and advanced/additional study.
 - Alignment with the Strategic Plan
 - Comparison with similar programs in the state and neighboring states
 - Program's contribution to the college's mission
 - Additional resources
- Program's impact on the college's proposed program in the proposed program

Feasibility approval: _____
 Upon approval by the Provost of the Feasibility Phase, ensure all materials is submitted in the Curricular Phase as indicated in the table.

2. Curricular Phase

- Program proposal form with all signatures
- Program proposal documents required in both phases
 - Program assessment
 - learning goals/outcomes
 - direct and indirect measures
 - assessment process
 - alignment of program outcomes to all college goals/outcomes (undergraduate)
 - alignment of program outcomes to program courses
 - Program's relationship to:
 - College's mission (check those that apply)

<input checked="" type="checkbox"/> Interdisciplinary learning	<input type="checkbox"/> Diversity/Inclusiveness
<input checked="" type="checkbox"/> Experiential learning	<input checked="" type="checkbox"/> Sustainability
<input type="checkbox"/> International understanding	<input type="checkbox"/> Student engagement
<input type="checkbox"/> Intercultural understanding	<input type="checkbox"/> Community involvement
 - College's Strategic Plan
 - School's mission and vision
 - Degree requirements
 - Course titles, descriptions, and credits
 - Course sequencing
 - Distinction between required and elective courses
 - Number of credits for the entire program, including general education (undergraduate program only)
- Consultant's CV (for state review only) (major and graduate programs only)

Curricular phase: Materials (all items)

Digital Filmmaking minor

I. Feasibility Phase

1. Program summary, objectives, and cooperative arrangements

The proposed Digital Filmmaking minor will provide students with a firm grounding in the art of filmmaking. Students will gain experience in

besting both digital display and search ads growth. The U.S. Bureau of Labor Statistics (BLS) reported the median earnings and growth for 2012-2022 for a variety of careers related to video and film production, including the following:

Film and video editors and camera operators with median income of \$57,210 in May 2014, with 3% anticipated growth.

Producers and directors with median income of \$71,350 per year in 2012, with 3% anticipated growth.

Writers for movies, televisions, advertising, social media with median income of \$55,940 per year in 2012 with 3% anticipated growth

Alignment to Strategic Plan

Goal 1 speaks to advancing academic excellence and engagement through (amongst other things) minors. With studio courses and elective options based in experiential learning, this minor rests heavily on the Experiential Learning Pillar. AT 1.1.2 (extended experiential activity): although this target is for majors rather than minors, the program include two options for extended experiential activity: a Documentary Production project, and a Fiction Film Production

Comparison with similar programs in the State and neighboring states

Seton Hall University, Montclair State University, William Paterson University and Rutgers University (Camden campus) have minors in Film Studies, Screen Studies and Broadcasting, Visual and Interactive Media. However, none of these minors explore the production aspects of filmmaking to the scope that our propose minor does.

4. Program's anticipated enrollment:

Currently we have between 5-7 students taking at least 2 of the five required classes in the minor. We estimate that once the minor is created we could have at least 5 students at the beginning with an optimal growth to 10 - 15 students.

5. Additional resources needed for the first five years:

The minor will utilize existing courses; most are either required or elective courses in the Communication Arts major; and some are electives in the Contemporary Arts major. Most of these courses usually have a couple of spare seats each time they are offered, which would accommodate students outside of these two majors. Most of the courses are offered twice a year. Therefore, this is a "no-extra-cost" minor (no extra courses needed beyond

II. Curricular Phase

A. Program Assessment

This program will be assessed annually as part of the College's assessment program. We will assess the outcomes with the three required courses and a 300-

A study of the history, theories and language of video field production. Students will read about and analyze a variety of video styles and genres. They will learn basic single-camera, audio, lighting, interviewing, and editing techniques leading to development of scripts, storyboards, and short projects.

COMM 220 - STORY STRUCTURE: DOCUMENTARY AND FICTION FILM

This course is an introduction to the principles and techniques of writing and research for non-fiction and narrative scripts for video, television, and film. Students will gain experience in script development from initial concept, proposal/treatment writing, research (print, electronic, interview, and visual), script outlines, and final scripts. Computer research and screenings of selected examples of media will also be included.

COMM 308 - THE SOCIAL DOCUMENTARY & HUMAN RIGHTS ISSUES

This course explores human rights issues through the study of social documentary films. Through class discussions of specific themes, film screenings, selected readings and the writing of film reviews and research papers, students become aware of the main issues surrounding the topic of human rights. We discuss economic, social and cultural rights, specified in the UNIVERSAL DECLARATION ON HUMAN RIGHTS as referring to an adequate standard of living for food, shelter, medical care, education, among others. Throughout the course we learn about stories of struggle and resistance in relation to situations of human rights abuses. We screen documentary films dealing with gender issues, to discuss how women's rights are connected to economic, social and cultural rights, as well as civil and political rights. We look at films dealing with the efforts of indigenous communities to protect their ancestral lands and their culture, and about groups who are especially vulnerable to certain kinds of human rights abuses, such as refugees. Many people become refugees because of human rights violations in their own countries, but many times they find a whole new set of human rights issues facing them in the country they are seeking refuge.

COMM 310 - APOCALYPTIC VISIONS IN ANIME, FILM & MEDIA

