



December 4, 2018

Dr James D. Fielder
Secretary of Higher Education
Maryland Higher Education Commission
Nancy S. Grasmick Building, 10th Floor
6 North Liberty Street
Baltimore, MD 21201

Dear Dr Fielder,

Washington College's Communication and Media Studies major has made great progress since we added this major. Enrollments in the major and the program's courses have been very strong.

We have had to make an adjustment to the CMS curriculum, however, now that we have a professor who has a CMS degree and we better understand student interests as more students enroll in the major. I am writing to request approval of a new concentration, Film Studies, within our already approved Communication and Media Studies program.

This enhancement to our Communication and Media Studies program will advance the liberal arts mission of the college and help us attract academically talented students. Like all Washington College programs, the CMS major is firmly grounded in the value of liberal learning: analytical thought, clear communication, aesthetic insight, ethical sensitivity and civic responsibility. We believe that the effects of mass media and contemporary methods and venues of communication, nationally and globally, is a crucially important topic for students to study. This program also contributes to our strategic initiative to advance and enhance interdisciplinary teaching and learning.

The new Film Studies concentration will require already-existing courses in art, English, history, music, international languages and cultures, and theater. It does not require any new courses. Having added a second tenure-track position in CMS, Washington College is very well-positioned to offer this program with existing resources.

Thank you for your consideration; we look forward to hearing from you soon.

Sincerely,

Patrice DiQuinzio
Provost and Dean of the College



Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Washington College
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Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input checked="" type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check	Amount: \$250	Submitted: 12/19/18

Department Proposing Program	Communication and Media Studies		
Degree Level and Degree Type	Undergraduate, Bachelor of Arts in Communication and Media Studies		
Title of Proposed Program	Concentration in Film Studies		
Total Number of Credits	40		
Suggested Codes	HEGIS: 0699.01	CIP: 090102.00	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer Year:		
Provide Link to Most Recent Academic Catalog	URL: https://www.washcoll.edu/live/files/8108-2018-2019-catalog		
Preferred Contact for this Proposal	Name:	Matthew Kibler	
	Title:	Director of Institutional Research and Assessment	
	Phone:	(410) 778-7862	
	Email:	mkibler2@washcoll.edu	
President/Chief Executive	Type Name:	Kurt Landgraf	
	Signature:		
	Date of Approval/Endorsement by Governing Board:	10/13/2018	

Revised 11/2018

Proposal for a Film Studies Concentration within the Communication and Media Studies Program

A. Centrality to Institutional Mission and Planning Priorities:

1. *Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.*

The Communication and Media Studies (CMS) program at Washington College contributes to the intellectual emancipation of the student body by practicing the values of liberal learning core to Washington College's mission: analytical thought, clear communication, aesthetic insight, ethical sensitivity, and civic responsibility. The major builds upon a foundation of communication and media theory and draws from multiple disciplines to enable CMS students to study a wide range of topics and develop the quantitative, qualitative, and interpretive skills necessary to engage in original research.

Communications and Media Studies in a liberal arts environment allows students to wield their knowledge to produce civically responsible and ethical change. Communication and media are the relational and collaborative forces that construct our social world, and the CMS program at Washington College gives students a unique edge to positively impact that world.

The program accomplishes this through the four major concentrations. All four concentrations are aligned with Washington College's mission to produce informed, active, and ethical global citizens. They are:

- Arts and Production, which combines artistic medium-specific skills with creative thought;
- Business and Organizational Communication, which focuses on transnational communicative, organizational, and ethical structures and practices within corporations, nonprofits, and community businesses;
- Social Science Communication and Media Studies, which examines identity and cultural constructions to investigate how we understand the world and the people we share it with; and
- Film Studies which teaches critical media literacy skills and an understanding of film history, genre, and theory in a global context to answer the questions: how does cinema contribute to our understanding of the world? How can you impact the world of film culture?

We are already approved and offering the first three of these concentrations. The fourth, Film Studies, is what we are requesting to add to our list of concentrations because we feel it will round out our program. We are lacking this aspect of our program compared to our peers and our students have shown an interest in us adding it to our curricular offerings.

2. *Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.*

The CMS program directly impacts Washington College's institutional value, contributing directly to the core strategic goal of targeted impact on cognitive growth and communication skills. Additionally, the program simultaneously addresses Washington's key strategic priorities of strengthening interdisciplinary teaching and learning while also attracting and retaining academically talented students. CMS places equal importance on imparting onto students effective and precise communication skills alongside critical thinking as a way for students to engage in contemporary life, form logical judgments, and positively participate in the world as active and conscious global citizens.

As evidence of its institutional priority, Washington College has increased the number of CMS-dedicated faculty, supported the curriculum development of new courses in the CMS rubric, funded a CMS speaker

series that brought four diverse CMS visiting scholars to campus, and dedicated significant funds to develop the CMS holdings on the campus library.

3. *Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)*

The Film Studies concentration can be added to our offerings with no additional funding needed in the foreseeable future. It is an interdisciplinary program in which most of the courses in the program are already being offered in other departments. The courses that have a Communication and Media Studies heading within the Film Studies concentration are already being offered by our CMS faculty.

4. *Provide a description of the institution's a commitment to:*
 - a) *ongoing administrative, financial, and technical support of the proposed program*

Courses within this new concentration are already available to students and no new faculty need to be hired. Because of this the administrative, financial, and technical support needed to support the new concentration are already in place.

- b) *continuation of the program for a period of time sufficient to allow enrolled students to complete the program.*

Washington College added a program in Communication and Media Studies in 2016. It has already proven to be attractive for both prospective students and those students currently enrolled. We foresee continuing this program for many years to come. If by chance the program needed to be discontinued we would allow sufficient time for students to complete the degree. Communication and Media Studies, and the concentration, Film Studies, is interdisciplinary. There are very few courses specific to just CMS and film studies. We would have no problem continuing to offer courses necessary to complete the degree because they would still be offered in their home departments.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. *Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:*
 - a) *The need for the advancement and evolution of knowledge*
 - b) *Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education*
 - c) *The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs*

The centrality of the process of communication to the human experience is worthy of sustained critical inquiry and has always been so. Rapid and momentous changes in media technologies have heightened our awareness of how communicative processes are shaping our world and our perceptions of it. Communication is central to the human experience, but the ubiquity of human communication can leave

us unaware of the ways in which it shapes our experience. Like so many dimensions of human culture, some of the fundamental influences of the communicative process operate beneath the surface of our consciousness, escaping our attention. The discipline of communication turns our focal awareness toward this process and gives us the analytic tools to help us understand its function and influence. The discipline of communication recognizes that we are producers of communicative acts, and as such, we have the potential to deploy our theoretical understanding, creativity and multimedia skills in ways that ensure the ethical integrity and enhance the aesthetic quality of the communicative acts we produce. The knowledge and capacities promoted by a program in this discipline are of fundamental import to the present and future needs of the State and the region. Given the challenges we face and the new challenges we will face, it is vital to consider the value of citizens who have reflected on the central questions of this discipline: How do the ways we connect and communicate with one another shape what we know, and what we value? How do the changes we are facing empower us, and in what ways do they limit us as individuals and communities? How do communicative practices reflect, create, and recreate social structures that oppress or liberate?

2. *Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).*

We believe the addition of the Film Studies concentration is consistent with both the Success and Innovation goal of the 2017-21 Maryland State Plan for Postsecondary Education. The addition of the Film Studies Concentration within the Communication and Media Studies program will round out the degree. Students will have four options in which to focus their studies.

Specifically, the second goal of the Plan is Success. With the addition of Film Studies, the CMS program will provide a more complete set of areas of study for students who are interested in Communication and Media Studies. This aligns with Strategy 6, improving the student experience by providing better options and services that facilitate prompt completion of degree requirements. Additionally, the concentrations were constructed with student interests and future careers in mind. Students will have the choice of a concentration within the Communication and Media Studies program that fits their career goals, which aligns our program with Strategy 7.

Lastly, the third goal of the State Plan is Innovation. The goal, in part, says, “Higher education in Maryland needs to be innovative by being both flexible and sustainable. . . . It is imperative that all higher education institutions become more nimble in responding to student needs in creative and cutting edge ways.” By adding the Film Studies concentration to our Communication and Media Studies degree we will have a robust program that is adaptable to student interests and needs.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. *Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.*

A Communication and Media Studies degree is a valuable professional asset. An Association of American Colleges & Universities survey of 400 private sector and nonprofit executives found that the most highly valued skills for recent college graduate were: written and oral communication skills, teamwork skills, ethical decision-making, critical thinking skills, and the ability to apply knowledge in real-world settings. These skills are at the foundation of the CMS major at Washington College.

A Communication and Media Studies degree prepares students for an expansive roster of careers. As an interdisciplinary program, CMS students are exposed to multiple areas of study and skill development, making them exceptionally qualified for a wide variety of careers. Students with a communication and media studies degree go into law, advertising, marketing, health care, technology and new media, politics, and journalism.

2. *Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.*

Job projections in the table below are from Maryland's Department of Labor, Licensing, and Regulation for occupations that are linked to the Communication & Media Studies CIP code of 09.01. As the table below shows, jobs related to the Communication & Media Studies field are on the rise with 2.2% total field growth over the ten-year period. As would be expected, those jobs associated with radio in particular are on the decline. However, that does not outweigh the growth in teaching, editing, and public relations. The presence of a Communication & Media Studies program for Washington College students will enhance job opportunities and employment for our graduates.

SOC	Occupation	2012	2022	Growth
27-3012	Communications Teachers, Postsecondary	338	380	12.4%
27-3022	Public Relations Specialists	3185	3449	8.3%
25-1122	Public Address System and Other Announcers	178	188	6.0%
27-3043	Editors	2336	2386	2.0%
27-3011	Writers and Authors	2762	2746	-1.0%
27-3031	Radio and Television Announcers	367	371	-1.1%
27-3041	Reporters and Correspondents	722	581	-19.5%
	Total	9888	10101	2.2%

3. *Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.*

According to the [Bureau of Labor Statistics](#), employment of media and communication occupations is expected to grow by 4% between 2014 and 2024. This is even more than the growth of 2.2% projected at the State level. On a national level, this occupational growth translates into 27,400 new jobs. The BLS also provides a median annual wage of \$53,530 for media and communication occupations compared to the median of \$36,200 for all occupations.

Recruiting trends published by Michigan State University's [Collegiate Employment Research Institute](#) show that the hiring interest in Communication & Media Studies majors increased by 13% between 2014-15 and 2015-16. The [Cox Center](#) at the University of Georgia conducted annual surveys of Journalism and Mass Communications graduates until 2013, and their most recent report depicted a job market

recovery in the field since 2009 with 74% of graduates from these programs leaving college with a job offer in 2013.

4. Provide data showing the current and projected supply of prospective graduates.

CMS has demonstrated metrics around student adoption and retention based on interest and success. Georgetown University’s Center on Education and the Workforce’s 2012 report *The Economic Value of College Majors* found that Communication and Media Studies is the sixth most popular major from a rank of 137 undergraduate majors. Per the American Academy of Arts & Sciences, Communication is the only humanities major to experience growth in bachelor’s degree completion between 1987 and 2015.

Locally, the following enrollment and degree data comes from the Maryland Higher Education Trend Data and Program Inventory portal. The tables below list colleges and universities in Maryland that offer a bachelor’s degree in the Communication & Media Studies area as well as the number of graduates and enrolled students in the five most recent years for which data is available. Over the last five years, the number of graduates in this field from these institutions has increased from 1,152 to 1,335, a moderate increase in market supply.

Number of Graduates	2010	2011	2012	2013	2014	Five-year Average
Frostburg State University	12	10	8	5	16	10
Frostburg State University	33	40	30	48	45	39
Goucher College	40	19	30	32	27	30
Hood College	21	25	23	19	24	22
Loyola University Maryland	105	95	111	119	103	107
McDaniel College	33	26	25	26	17	25
Morgan State University	6	6	6	5	5	6
Mount St. Mary's University	21	31	28	26	19	25
Notre Dame of Maryland University	3	7	8	4	4	5
Salisbury University	173	138	179	194	185	174
Towson University	79	123	135	107	126	114
Towson University	242	250	233	206	209	228
Univ. of MD University College	90	144	140	150	160	137
Univ. of MD, College Park	29	40	57	53	56	302
Univ. of MD, Baltimore County	263	325	289	296	338	47
Washington Adventist University	2	3	4	2	1	2
Total	1152	1282	1306	1292	1335	1273

However, it is reasonable to project that the number of graduates in coming years will decline as enrollment in the same programs at these schools has declined in the last two years and is down to 3,945 in 2014 compared to 4,460 in 2010. The lower enrollment in the most recent years will result in fewer graduates in the next few years.

Enrollment	2010	2011	2012	2013	2014
Frostburg State University	31	42	48	43	40
Frostburg State University	166	158	177	172	163
Goucher College	65	77	66	59	47
Hood College	55	53	50	54	42
Loyola University Maryland	350	379	379	337	334
McDaniel College	88	68	62	46	50
Morgan State University	50	34	31	30	21
Mount St. Mary's University	80	61	65	48	42
Notre Dame of Maryland University	19	21	12	9	7
Salisbury University	539	591	554	514	468
Towson University	353	331	343	359	360
Towson University	845	787	776	722	654
Univ. of MD University College	847	881	909	814	754
Univ. of MD, Baltimore County	189	212	208	227	253
Univ. of MD, College Park	768	721	780	726	696
Washington Adventist University	15	17	18	13	14
Total	4460	4433	4478	4173	3945

D. Reasonableness of Program Duplication:

1. *Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.*

There are similar programs in the State, and the table below lists bachelor's degree programs with the Communication & Media Studies CIP code of 09.01.

Institution	Program Title
Frostburg State University	Communication Studies
Frostburg State University	Mass Communications

Goucher College	Communication
Hood College	Communication Arts
Loyola University Maryland	Communication
McDaniel College	Communication
Morgan State University	Speech Communication
Mount St. Mary's University	Communications Studies
Notre Dame of Maryland University	Communication Arts
Salisbury University	Communication Arts
Towson University	Communication Studies
Towson University	Mass Communication
Univ. of Maryland University College	Communication Studies
Univ. of Maryland, College Park	Communication
University of Maryland, Baltimore County	Media & Communication Studies
Washington Adventist University	Communication

The proposed degree differs from those at similar colleges due the diverse nature of the course options. Only four of the institutions above are comparably sized liberal arts colleges (Goucher, Hood, McDaniel, and Mount St. Mary's). Other programs focus primarily on the utility of communications, such as film production, writing and speaking. Goucher College requires three core classes, "Writing for Film, Television, and Radio" being among them, and the bulk of the classes associated with film, photography, reporting & speech and the execution of those arts. McDaniel College, another comparable institution, couples their Communications Department with Cinema and their degree track mirrors that affiliation.

While WC's program, like those similar to it, will stress skill in the art of communication in various forms, Washington College plans to present a broader, more theoretical approach with a wide range of classes from Anthropology, Philosophy, Art, English, Business as well as others. After introductory courses, students can choose to specialize in Arts & Production, Business/Organization Communication or a Social Science emphasis. The major will open intellectual gateways toward understanding these processes of social construction and change. It will also build a foundation of communication theory and draw from multiple disciplines to introduce students to a wide range of communication and media studies topics and the quantitative, qualitative, and interpretive skills necessary to engage in original research.

Moreover, geographically, Washington College is isolated from other schools that offer this degree. The closest institution that offers a similar degree is Salisbury University, which is 85 miles and about two hours away, thus Washington College is serving a different population.

2. Provide justification for the proposed program.

The Communication and Media Studies (CMS) field is roughly divided into two halves: the social science approach and the humanities approach. All competent CMS programs should be addressing these sections of the field equally. Exceptional programs provide a social science facing segment, a humanities facing segment, and a hybrid segment. The goal of this CMS program is to be exceptional, offering three curricular segments. To establish this, this proposal requests the addition of a new concentration area in Film Studies. The additional of a Film Studies concentration to the CMS major enriches the program, leverages demonstrated student interest in film, and allows the CMS program to take advantage of existing curricular resources on campus.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.*

The addition of the Film Studies concentration will have no impact on programs at HBI's. We are adding the concentration to our already approved Communication and Media Studies program. We won't see an increase in our Washington College student enrollment as a result of adding this concentration. The purpose of adding the concentration is to recognize the focused nature of coursework that students are already doing within our Communication and Media Studies program.

F. Relevance to the identity of Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.*

The Film Studies concentration, as proposed, is a fairly common piece of a Communication and Media Studies program and does not reflect the uniqueness and institutional identities and missions of HBIs. We are not adding content to our curriculum, rather, we are giving students a different path towards completion of a program that combines content from our already approved Communication and Media Studies program.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

- 1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.*

In 2017 CMS faculty undertook an evaluation of the current program. During this evaluation we found that compared to our peer and aspirant institutions we were missing Film Studies as the primary curricular factor. Additionally, film studies curriculum was top of mind for current students and was often noted as an area of interest for prospective students. Lastly, it aids significantly in constructing the CMS program at Washington College as one that addresses all segments of the field: social sciences, humanities, and a hybrid segment. The Film Studies concentration is overseen by Professor Dale Daigle, the CMS Program Director.

- 2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.*

Learning objectives for the CMS program are modeled after the core values of liberal arts learning as well as the learning outcomes for undergraduate students developed by the National Communication Association. They are:

- Produce and engage in analytical thought
- Engage in open, respectful, and clear communication
- Develop aesthetic insight
- Engage in valuable communication inquiry
- Create message appropriate to the audience, purpose, and context
- Demonstrate the ability to accomplish communicative goals

- Apply ethical communication principles and practices
- Utilize communications to embrace differences
- Influence public discourse

3. *Explain how the institution will:*

- provide for assessment of student achievement of learning outcomes in the program*
- document student achievement of learning outcomes in the program*

Student learning outcomes will be assessed through two processes. Our Student Learning Outcomes Assessment process is conducted annually by every department. In addition, we have a procedure for assessing learning outcomes for our general education requirements. Departments and coordinators for the general education learning outcomes must document the assessments and submit them to the Assessment Committee. These reports are then delivered to necessary stakeholders and archived on the Institutional Research website for internal purposes and future accreditation requirements.

4. *Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements*

The Film Studies concentration within the Communication and Media Studies program requires students to complete both the institutions distribution requirements as well as the program specific requirements. A description of the Washington College distribution requirements are attached as Appendix A. The course catalog entry for the Communication and Media Studies program that includes the Film Studies concentration is attached as Appendix B. It details the specific requirements of the program and concentration and has course descriptions for courses with a CMS heading. Detailed course descriptions for each of the courses that are part of the concentration but do not have a CMS heading are listed in Appendix C.

A list of courses that students can choose to fulfil the requirements of the Film Studies concentration from both the Communication and Media Studies program and other programs with their course number, title, and semester credit hours is included here for quick reference (full course descriptions are in Appendix B and C):

Course Number	Course Name	Credits
Required		
CMS 101	Introduction to Communication & Media Studies	4
CMS 250	Intermediate Communication & Media Theory	4
CMS 301	Research Methods in Communication & Media Studies	4
CMS 294	History of World Cinema I	4

CMS 394	History of World Cinema II	4
CMS 494	Film Theory	4
One of the Following		
ENG 201	The Art of Rhetoric	4
ART 231	Creative Process	4
THE 241	Introduction to Theatrical Design	4
ART 291	Intermedia_VNM	4
ART 330	Video Intensive	4
Three of the Following		
CMS 201	Contemporary Popular Film and Television	4
ART 251	Visual and Critical Thinking	4
HIS 318	Historical Film Genres	4
HIS 344	Hollywood Films in the Depression and WWII	4
ILC 305	European Cinema	4
GRS 316/217	German Cinema	4

5. *Discuss how general education requirements will be met, if applicable.*

Students within the Communication and Media Studies program who are getting a concentration in Film Studies will have the same General Education requirements, called distribution requirements, as all other programs. As stated in the College Catalog, Washington College's liberal arts and sciences commitment means that students explore many areas of interest and develop the capacity to reason, to appreciate literature and the arts, and to make the connection between courses of study and their implications in society. To ensure this broad intellectual foundation, Washington College has established a set of guidelines concerning its General Education, which include:

- a required first-year seminar course called the Global Perspectives Seminar (GRW 101)
- a Writing Program containing four requirements (known as W1-W4) that move from the first year through the senior capstone experience
- the Foreign Language requirement (0 – 2 courses depending on incoming proficiency level)
- three courses distributed between the Nature Sciences and a Quantitative skills course, to include at least one laboratory course and at least one Quantitative course
- three courses in the Humanities and Fine Arts, including at least one course from each

- three courses in the Social Sciences including courses from two different departments

The first- and second-year general education requirements are designed to introduce students to an intellectual community and give them the basis to declare a major that focuses on one or more disciplines.

Additionally, two courses from the Communication and Media Studies program count towards the Humanities component of the general education requirements. The courses are:

CMS 101: Introduction to Communication and Media Studies
CMS 201: Contemporary Popular Film & TV

Course descriptions for each of these courses can be found in Appendix B within the catalog entry for Communication and Media Studies.

6. *Identify any specialized accreditation or graduate certification requirements for this program and its students.*

Not Applicable

7. *If contracting with another institution or non-collegiate organization, provide a copy of the written contract.*

Not Applicable

8. *Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.*

The entire Communication and Media Studies catalog entry, with the Film Studies concentration included, is attached as Appendix B. It is made available on the Washington College website at www.washcoll.edu. The catalog gives students clear and complete details about the requirements of the of the Film Studies concentration. Course descriptions include prerequisites. Faculty regularly provide students information about the learning management system and academic support services in their syllabi. In addition, both of our instructional technologists, who are responsible for our LMS, and staff in our academic support areas regularly communicate with students to inform them of the services their offices provide. Financial aid and cost resources are made available to students on the financial aid section of our website and business office section of our website. In addition, students are able to be in touch directly with these offices in person, by phone, or by email whenever they have questions.

9. *Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.*

Our Enrollment Management team works directly with faculty when they are putting together advertising and/or admissions materials to be sure that information is clear and accurate. The Film Studies website and larger Communication and Media Studies site will also be a major resource for students. At Washington College, all websites are maintained by the individual departments. This helps to ensure that content is accurate and relevant for anyone who visits the site.

H. Adequacy of Articulation

1. *If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.*

Not Applicable

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. *Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).*

The CMS Program is overseen by Professor of Theater Dale Daigle, who holds a joint appointment in Theater and CMS. Prof. Daigle has been an esteemed faculty member of Washington College for close to 30 years and is currently Director of the Gibson Center for the Arts. He was chair of the Department of Theatre for 16 years and his regular Washington College courses include all levels of acting and directing, computer-aided design, lighting design, traditional Japanese theater and theatre management. Prof. Daigle has directed over 30 productions at Washington College and several new plays he has directed have gone on to subsequent productions at professional theatres across the United States. Prof. Daigle holds an M.F.A. from the University of Hawaii at Manoa.

Prof. Alicia Kozma is Assistant Professor of Communication and Media Studies with a faculty affiliation in American Studies. Prof. Kozma's research focuses on critical/cultural media studies with an emphasis on film and television. A film scholar by training, Prof. Kozma's focal projects include examinations of the intersection of gender and labor in the entertainment industries through a case study of pioneering director Stephanie Rothman, the role of gendered labor in the neo-art house industry, and an industrial-level investigation into the cultural and economic impact of digital cinema technologies on transnational distribution networks. Her work has been widely published in peer-reviewed journals and anthologies and she is the series editor for Peter Lang's *New Histories of Women in Entertainment*. She holds a PhD in Communication and Media Studies from the Institute of Communication Research at the University of Illinois, Urbana-Champaign.

The CMS program also has a number of affiliated faculty including:

- Richard De Prosopo, Professor of English and American Studies; Ph.D., University of Virginia
- Ryan Eanes, Assistant Professor of Business Management and Director of Minor in Marketing; PhD, Media Studies, University of Oregon

- Heather Harvey, Associate Professor of Art and Chair, Department of Art and Art History; M.F.A., Virginia Commonwealth University
- Kenneth Schweitzer, Associate Professor of Music; D.M.A., Percussion Performance, University of Maryland
- Sean Meehan, Associate Professor of English and Director of Writing, Ph.D., English, University of Iowa
- Richard Striner, Professor of History, Ph.D., History, University of Maryland
- Nicole Grewling, Associate Professor of German Studies, Ph.D., Germanic Studies, University of Minnesota

Faculty Name	Degree	Title & Rank	Status	Courses
Alicia Kozma	PhD	Assistant Professor of Communications and Media Studies	Full-time	CMS 101, CMS 200, CMS 201, CMS 202, CMS 250, CMS 301, CMS 401
New Hire	PhD	Assistant Professor of Communications and Media Studies	Full-time	CMS 101, CMS 250, CMS 350
Sean Meehan	PhD	Associate Professor of English and Director of Writing	Full-time	ENG 201
Heather Harvey	M.F.A.	Associate Professor of Art and Chair, Department of Art and Art History	Full-time	ART 231
Laura Eckelman	M.F.A.	Assistant Professor of Theater	Full-time	THE 241
Selin Balci	M.F.A.	Visiting Lecturer in Studio Art	Visiting	ART 291
Heather Harvey	M.F.A.	Associate Professor of Art and Chair, Department of Art and Art History	Full-time	ART 330
Heather Harvey	M.F.A.	Associate Professor of Art and Chair, Department of Art and Art History	Full-time	ART 251
Richard Striner	Ph.D.	Professor of History	Full-time	HIS 318
Richard Striner	Ph.D.	Professor of History	Full-time	HIS 344
Nicole Grewling	Ph.D.	Associate Professor of German Studies. Associate Chair, Modern Languages. Director, Humanities Major. Director, European Studies Minor.	Full-time	ILC 305
Nicole Grewling	Ph.D.	Associate Professor of German Studies. Associate Chair, Modern Languages. Director, Humanities Major. Director, European Studies Minor.	Full-time	GRS 319

2. *Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:*

- a) *Pedagogy that meets the needs of the students*

Currently, faculty members have access to a variety of professional development and pedagogical training opportunities at Washington College. All faculty members are eligible for annual conference travel funds. For example, last year faculty affiliated with the Communication and Media Studies program attended the Society for Cinema and Media Studies conference and the Art House Convergence conference. Faculty also have access to the Washington College Center for Teaching and Learning that offers a wide variety of programming on pedagogical development as well as Faculty Enhancement Funds that are used to further the scholarly pursuits of faculty members. Faculty also have access to a wide variety of humanities, media, and film studies journals supplied through the campus library and faculty can also acquire needed journal articles through interlibrary loan.

- b) *The learning management system*

Washington College has two full-time Instructional Technologists that are responsible for management of Canvas, our learning management system. They hold workshops throughout the year for faculty to provide training on the new features that are available as well as provide refreshers on commonly used pieces. Additionally, during new faculty orientation, faculty members are introduced to the Instructional Technologists and the services they provide. The Instructional Technologists are available throughout the year to meet with faculty about how best to incorporate the learning management system into their courses.

- c) *Evidenced-based best practices for distance education, if distance education is offered.*

We do not offer any distance education courses.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. *Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. **If the program is to be implemented within existing institutional resources**, include a supportive statement by the President for library resources to meet the program's needs.*

This program will be implemented using existing institutional resources. A statement of support from our President, Kurt Landgraf, addressing both this piece of the proposal and section K.1. is included in our submission application after the appendices.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. *Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program’s needs.*

This program will be implemented using existing institutional resources. A statement of support from our President, Kurt Landgraf, addressing both this piece of the proposal and section J.1. is included in our submission application after the appendices.

2. *Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:*
 - a) *An institutional electronic mailing system, and*
 - b) *A learning management system that provides the necessary technological support for distance education*

Not Applicable

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. *Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.*

Table 1 represents the total resources coming into the Communication and Media Studies program. In putting this proposal together we assume that a modest increase in tuition of 2% over the next five years will be the reason for the availability of additional resources. The number of F/T students is given based on the current number of students who have declared Communication and Media Studies as their major.

TABLE 1: RESOURCES:					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$ 1,101,312	\$ 1,123,338	\$ 1,145,805	\$ 1,168,721	\$ 1,192,096
a. Number of F/t Students	24	24	24	24	24
b. Annual Tuition/Fee Rate	\$ 45,888	\$ 46,806	\$ 47,742	\$ 48,697	\$ 49,671
c. Ttal F/T Revenue (a x b)	\$ 1,101,312	\$ 1,123,338	\$ 1,145,805	\$ 1,168,721	\$ 1,192,096
d. Number of P/T Students	0	0	0	0	0

e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, contracts, & Other	0	0	0	0	0
4. Other Sources	0	0	0	0	0
	\$	\$	\$	\$	\$
Total (Add 1-4)	1,101,312	1,123,338	1,145,805	1,168,721	1,192,096

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year.

Program expenditures are built using only budgetary expenses directly associated with Communication and Media Studies. For example, even though the program is interdisciplinary in nature, only faculty directly in the Communication and Media Studies program are represented in the table. Faculty who teach classes in other departments that can count towards the degree are not included here because our budget is not constructed in that way.

TABLE 2: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 153,750	\$ 162,500	\$ 165,750	\$ 169,065	\$ 172,446
a. #FTE	2	2	2	2	2
b. Total Salary	\$ 123,000	\$ 130,000	\$ 132,600	\$ 135,252	\$ 137,957
c. Total Benefits	\$ 30,750	\$ 32,500	\$ 33,150	\$ 33,813	\$ 34,489
2. Admin. Staff (b + c below)	\$ 9,375	\$ 9,563	\$ 9,754	\$ 9,949	\$ 10,148
a. #FTE	0.25	0.25	0.25	0.25	0.25
b. Total Salary	\$ 7,500	\$ 7,650	\$ 7,803	\$ 7,959	\$ 8,118
c. Total Benefits	\$ 1,875	\$ 1,913	\$ 1,951	\$ 1,990	\$ 2,030
3. Support Staff (b + c below)	\$ 9,750	\$ 9,945	\$ 10,144	\$ 10,347	\$ 10,554
a. #FTE	0.25	0.25	0.25	0.25	0.25
b. Total Salary	\$ 7,800	\$ 7,956	\$ 8,115	\$ 8,277	\$ 8,443
c. Total Benefits	\$ 1,950	\$ 1,989	\$ 2,029	\$ 2,069	\$ 2,111
4. Equipment	0	0	0	0	0
5. Library	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
6. New or Renovated Space	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Other Expenses	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800
TOTAL (Add 1-7)	\$ 178,675	\$ 187,808	\$ 191,448	\$ 195,161	\$ 198,948

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. *Discuss procedures for evaluating courses, faculty and student learning outcomes.*
2. *Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.*

The Film Studies concentration within the Communication and Media Studies program will be subject to the same requirements for assessment and evaluation as existing programs. All Washington College students complete course evaluations at the end of each of their courses. The results of these evaluations are delivered to department chairs and the Dean and Provost of the College for use in tenure and promotion decision making.

Washington College has worked hard to ensure that the assessment activities we pursue are actually meaningful and help us improve the teaching and learning priorities that we identify as being most important. We have established a regular practice of assessment that is manageable and sustainable. Every year each department completes a Student Learning Outcomes Assessment (SLOA) report that outlines measurable objectives, describes how assessment data are captured, and presents student learning outcomes data. It also summarizes changes that the departments have made in response to previous assessment. In addition, every three years, each department submits Department Program Assessment and Planning (DPAP) reports in which they reflect on the programmatic strengths and challenges of the previous three years and set a plan for moving forward. While SLOA reports focus on student learning outcomes, DPAP reports provide an opportunity to focus on issues other than student learning outcomes, such as enrollment growth, changes in the field, and strategic academic priorities.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR13B.02.03.05).

1. *Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.*

The recruitment and retention of minority students is a priority for Washington College. In fall 2015, 12.8% of undergraduates were minority students and 5.2% African American. The good news for the College is that the diversity of incoming classes has been steadily increasing, even exceeding 20% for first-time, full-time students in fall 2016.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. *If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.*

Not Applicable

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. *Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.*

Not Applicable

2. *Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.*

Not Applicable

Appendix A: Distribution Requirements

Students are required to complete courses from the four categories listed below, unless a waiver is granted on the basis of Advanced Standing credits (AP, CIE, CLEP, or IB) or Transfer Credit equivalency. Other than the Natural Science component, combining courses from two departments to satisfy part of a distribution requirement is not allowed without permission from the chairs of the two departments involved. This permission must be obtained by the student and submitted in writing to the Associate Provost for Academic Services before the student takes the second of the two courses. Students may not use a single course to satisfy more than one distribution requirement simultaneously. However, courses offered to satisfy distribution requirements may also count toward any number of major or minor requirements.

- I. Foreign Language Requirement – Students must complete one or two courses in a foreign language depending on their placement level.
- II. Natural Science and Quantitative Requirement – Students must complete three courses, with at least one satisfying the Natural Science component and another satisfying the Quantitative component. The third course is the student's option but must follow a set of pairing rules. Generally, this means students take the second course in the sequence of either their Natural Science or Quantitative component choice. A complete description of this requirement is included in Appendix E.
- III. Humanities and Fine Arts Requirement – Students must complete three courses, with at least one satisfying the Humanities component and another satisfying the Fine Arts component. The third course is the student's option but must follow a set of pairing rules. Generally, this means students take the second course in the sequence of either their Humanities or Fine Arts component choice.
- IV. Social Science Requirement – Students must complete three courses, with at least two from the same department.

Appendix B – Communication and Media Studies Catalog Entry

*Note – The entire Communication and Media Studies Catalog entry is given here because the Film Studies concentration is within the CMS program.

Communication and Media Studies Interdisciplinary Major

Dale Daigle, chair
Ryan Eanes
Heather Harvey
Alicia Kozma

Program Overview

In an increasingly media saturated, diverse, and complex global environment, the Communication and Media Studies (CMS) major focuses on preparing students to become discerning media consumers, critical thinkers, confident speakers, skilled writers, and creative storytellers. Communication and Media Studies contributes to the intellectual emancipation of its majors by practicing the values of liberal learning: analytical thought, clear communication, aesthetic insight, ethical sensitivity, and civic responsibility. The major builds upon a foundation of communication and media theory and draws from multiple disciplines to enable students to study a wide range of topics and develop the quantitative, qualitative and interpretive skills necessary to engage in original research.

CMS is an interdisciplinary, versatile, and flexible major that pushes students to expand their understanding of human communication, culture, and social institutions. The knowledge, understanding, and skills that students acquire in the CMS major help transform them into a highly valued asset—from grassroots organizations, to global media companies, to politics, and everything in-between. Importantly, communications and media studies in a liberal arts environment allows students to wield their knowledge to produce civically responsible and ethical change. Communication and media are the relational and collaborative forces that construct our social world, and a CMS degree gives students a unique edge to impact that world.

Major Requirements

The requirements for majors in Communication and Media Studies are as follows:

- Three Core CMS classes
 - CMS 101 Introduction to Communication & Media Studies
 - CMS 250 Intermediate Communication & Media Theory
 - CMS 301 Research Methods in Communication & Media Studies
- Seven additional courses in the chosen concentration, at least four at the 300-400 level
- Senior Capstone Experience

CMS majors may count twelve credits taken toward non-CMS major or minor requirements as hours earned toward their CMS major.

Appendix B – Communication and Media Studies Catalog Entry (continued)

Core CMS Courses

Three core CMS courses make up the foundation of the CMS major. Introduction to Communications and Media Studies gives students an overview of the field, Intermediate Communication & Media Theory steeps them in CMS thought, and Research Methods teaches them how to conduct their own research. Importantly, these courses are built upon cumulative knowledge. This requires students to take these core classes sequentially. Core courses cannot be taken simultaneously or out of sequential order. Classes are offered on the semester schedule:

- Introduction to Communication & Media Studies is offered every fall semester;
- Intermediate Communication & Media Theory is offered every spring semester;
- Research Methods in Communication & Media Studies is offered every fall semester.

Program Concentrations

There are four major concentrations within CMS. Students are required to choose one concentration and complete seven courses within it, including at least four courses at the 300-400 level. The available concentrations are:

Arts + Production [*humanities and fine arts based*]

Business and Organizational Communication [*social science based*]

Identity & Culture [*hybrid humanities and social science basis*]

Film Studies [*humanities based*]

Courses applicable to each concentration can be found in the Course Listings section below. Other courses applied to concentration hours must be approved by the CMS program.

Senior Capstone Experience (SCE)

The Senior Capstone Experience is an intensive research project on a topic chosen by the student and guided by a faculty mentor. It hones research, analytic, and writing skills developed during four years of study. Students usually complete the Capstone in the spring of their senior year. However, planning for the SCE begins in the spring of their junior year with the submission of an SCE application during advising week. The Capstone receives a mark of Pass, Fail, or Honors.

Course Listings

CMS-specific courses

CMS 101 Introduction to Communication & Media Studies. This course introduces core issues in communication and media studies, ranging from theories and models of communication, the relationship between media and society, and history/technology/trends in newspapers, radio, television, film, electronic and digital technologies, & advertising. Key problems and paradigms are explored through materials drawn from academic scholarship, popular press, and multimedia.

CMS 194 Public Speaking. Class presentations, job interviews, internships-public speaking is part of our everyday life. This course teaches students the main principles of public speaking; practice in composition, delivery, and criticism of informative, persuasive, and entertaining speeches. Particular attention is paid to speaking with media and public speaking in a digital world. Everyone needs to know how to do it and the sooner you learn the better!

Appendix B – Communication and Media Studies Catalog Entry (continued)

CMS 201 Contemporary Popular Film & Television. This course teaches students to develop a critical understanding of the role of popular movies and television in their own lives and in U.S. culture. The course looks at issues of the relationship of media to social violence, gender identities, sexual identities, technology, minority cultures, and the role of the U.S. media globally.

CMS 250 Intermediate Communication & Media Theory. Theory may seem like a scary word, but theory helps us to make sense of our world. Theories shape how we understand reality, relationships, and the media around us, and helps us to create media of our own. Theory tells us more about how we communicate, aids in holistic comprehension of our media landscape, and prepares us for lives consciously lived. This course exposes students to the major theories of communication and media studies, their application to the academic and professional inquiry in the field, and their importance in everyday life. The course also teaches students to write in and across the field, and prepares them for upper level critical, analytical, and theoretical based communication and media studies thinking and research. *Students who take this class must have taken CMS 101 or have explicit permission from the professor to enroll.*

CMS 294 World Cinema I. Understanding contemporary moving image culture and media—from Youtube, to Snapchat, to IMAX—requires a working understanding visual analysis. The history of cinema provides the best way to comprehend and contextualize the moving image in popular culture. This course is a history of world cinema from film dawn to post WWII cinema (roughly 1895-1960) which present the films of this era in a way that understands them as integral works within an historical visual landscape. This course emphasizes understanding filmmaking form (how to watch a movie), aesthetics, and filmmaking techniques, and analyzing content/narrative. *Lab required for film screenings.*

CMS 394 Research Methods in Communication & Media Studies. This course is designed to introduce students to the quantitative and qualitative research methods used to study communication and media. We will focus on critical analysis, evaluation, study design, research ethics, the application of research to everyday decision-making, and what communication and media research can tell us about phenomena in the world around us. This course treats students as CMS practitioners, which means they are expected to participate in the recursive process of scholarly inquiry and apply their skills to formulate research questions, study design, and research implementation. *Students who take this class must have taken CMS 101 and CMS 250 or have explicit permission from the professor to enroll.*

CMS 494 Film Theory. This course engages with, uses, and challenges various theoretical ideas and approaches to film. Throughout the semester, we will address questions such as: What is cinema, and what are film studies? How do we relate to and interact with films? What are the relationships among film and the larger global society? We will discuss the historical and cultural context in which particular theories emerged and learn the language of idea-inflected film criticism. Additionally, we will look at how film studies has used influenced and theoretical lines of thought such as Marxism, semiotics, formalism, psychoanalysis, poststructuralism, feminism, critical race theory, sexuality studies, queer theory, and critiques of neocolonialism. Class includes screening time. *Prerequisite: Some film class(es); sophomore and higher only*

Appendix B – Communication and Media Studies Catalog Entry (continued)

Arts + Production Concentration

Please see departmental pages for course descriptions.

Two of the following courses:

ENG 103 Introduction to Creative Writing
MUS 106 Rock, Pop, & American Culture
CMS 201 Contemporary Popular Film and Television
ENG 201 The Art of Rhetoric
ANT 215 Sex, Gender, and Culture
BUS 234 Introduction to Nonprofit Management
ART 251 Visual and Critical Thinking
SOC 262 Self and Society
POL 334 Media and Politics
ANT 354 Visual Anthropology
ANT 420 Media and Power

Two of the following theory/history/genre courses:

ART 320 Twentieth Century Art
ART 324 Photography's First Century
CHN/ILC 394 Chinese Cinema
HIS 318 Historical Film Genres
HIS 344 Hollywood Films in the Depression and WWII
ILC 305 European Cinema
ART 425 Women Artists and Feminist Art History
THE 415 Theories of Acting
GRS 316/317 German Cinema

Three of the following applied courses (at least two at the 300 or 400 level):

ENG 224 Introduction to Journalism
ART 231 Creative Process
THE 241 Introduction to Theatrical Design
ART 291 Intermedia_VNM
ART 330 Video Intensive
MUS 332 Music Production & Recording
ART 335 New Media Intensive
ART 340 Photography Intensive

Business and Organizational Concentration

Appendix B – Communication and Media Studies Catalog Entry (continued)

Please see departmental pages for course descriptions.

Two required courses:

CMS 194 Public Speaking
BUS 302 Organizational Behavior

Three of the following courses:

BUS 111 Principles of Marketing
BUS 223 Marketing Research
BUS 224 Digital Marketing
PHL300 Business Ethics
BUS 323 Consumer Behavior
BUS 451 Advertising

Two of the following courses

CMS 294 Creative and Information Economies
SOC 221 Social Inequalities
POL 334 Media and Politics
ANT 420 Media and Power

Identity & Culture Concentration

Please see departmental pages for course descriptions.

1 of the following courses:

SOC 101 Introduction to Sociology
ANT 200 Introduction to Linguistics
PHL 226 Global Ethics

1 of the following courses:

ENG 201 The Art of Rhetoric
ANT 305 Ethnographic Method
SOC 306 Research Methods in Sociology
ANT 305 Ethnographic Method

5 of the following courses:

CMS 201 Contemporary Popular Film and Television
ENG 209 Introduction to American Literature I
ENG 210 Introduction to American Literature II
SOC 213 Sociology of Gender
ANT 215 Sex, Gender, and Culture
SOC 221 Social Inequalities
SOC 262 Self and Society
ANT 320 Race & Ethnicity
POL 334 Media and Politics
ANT 420 Media and Power
CMS 294 Feminist Media Studies

Appendix B – Communication and Media Studies Catalog Entry (continued)

CMS 294 Media and Identity
CMS 943 Media and Censorship

Film Studies Concentration

Please see departmental pages for course descriptions.

3 required courses:

CMS 294 History of World Cinema I
CMS 394 History of World Cinema II
CMS 494 Film Theory

1 of the following courses:

ENG 201 The Art of Rhetoric
ART 231 Creative Process
THE 241 Introduction to Theatrical Design
ART 291 Intermedia_VNM
ART 330 Video Intensive

3 of the following courses:

CMS 201 Contemporary Popular Film and Television
ART 251 Visual and Critical Thinking
HIS 318 Historical Film Genres
HIS 344 Hollywood Films in the Depression and WWII
ILC 305 European Cinema
GRS 316/217 German Cinema

Appendix C – Course Descriptions for Courses Without a Communication and Media Studies Heading

***Note** – Courses and their descriptions listed here are only for those courses that count towards the Film Studies concentration and DO NOT have a Communication and Media Studies heading. Courses, and descriptions, that count towards the Film Studies concentration with a Communication and Media Studies heading are within the Catalog Entry in Appendix B.

201. The Art of Rhetoric

Students will study and develop the rhetorical knowledge readers and writers use to generate persuasive critical analysis and compelling expository prose in any discipline or field of inquiry. Topics chosen by the instructor (for example: the rhetoric of documentary, the rhetoric of science, the rhetoric of identity) explore the ways writers, artists, and thinkers use rhetoric to communicate in a range of circumstances and texts, both print and multimedia, literary and multidisciplinary. Guided by readings in classical elements of rhetorical study (the 5 canons of rhetoric, rhetorical tropes and figures) students will develop knowledge of writing process and effective style; attention will also be given to the oratorical delivery of composition in the form of speech and/or multimedia presentation. The guiding principle of the course is emulative: while students read and critique various models of rhetorical knowledge evident in the course texts, they will also apply that knowledge to the texts they generate as writers.

ART 231 Creative Process

In this course students learn how to develop an idea over time. Students are expected to focus on one concept and develop it more fully each week as the semester progresses. All media and art forms are acceptable, including the written word, video, performance, painting, photography, sound, construction, etc. Though centered upon the student and their ability to be objective about their work, it also demands they help others to see the values, problems, and potentials in their work. Thoughtful class participation in the form of discussion during weekly presentations and critiques is expected from each student.

241. Introduction to Theatrical Design

This course offers a broad look at all aspects of theatrical design, including scenery, properties, costume, lighting, and sound, with an emphasis on cross-disciplinary skills such as close reading (of texts and images), research, and clear communication (written, visual, and aural). Students will learn to approach theatrical questions from a variety of angles, and will develop a basic understanding of all design elements and how they fit together.

Art 291. Intermedia_VNM

This studio course introduces students to an interdisciplinary grounding in the techniques, concepts, and empirical experiences they will need to engage video and new media technologies in the making of art. Students develop the necessary conceptual and technical grounding to engage the creation of imagery through digital means by studying various video and computer imaging strategies. Contemporary artists working in the mediums of video and new media are examined through lectures and screenings.

330. Video Intensive

This studio course examines video as a medium for artistic expression and inquiry. The curriculum engages students in an exploration of the video-making process and develops technical skills associated with relevant video equipment. Methodologies for the use of video as an art-making tool are explored, while contemporary and historical examples of works within the medium are presented through screenings. *Prerequisite: ART 291 or permission of the instructor.*

251. Visual & Critical Thinking

This studio course is an introduction to a rigorous investigation of conceptual, technical, and critical skills common to diverse areas of creative production. The curriculum is interdisciplinary and designed to emphasize the development of studio fundamentals, through technical practice and conceptual thinking.

Appendix C – Course Descriptions for Courses Without a Communication and Media Studies Heading (continued)

Basic visual design principles are covered, while contemporary and historical examples are presented through lectures and applied to studio problems.

318. Historical Film Genres

In this course, a selection of film genres will be presented for comparative analysis, including four or five genres such as gangster films, “film noir” detective films, westerns, musicals, or films that depict and characterize professions such as journalism or jurisprudence. Films will be selected within each genre that offer different commentaries on recurrent social themes in American history. This course will also incorporate a significant amount of reading and research in primary-source documents relating to the historical periods and themes represented in the films. It will also include new secondary-source and interpretive texts. The course will thus extend the students repertoire of analytical skills in the field of history to more sophisticated intellectual challenges.

344. Hollywood Films in the Depression and World War II

This course uses American films of the 1930s and early-to-mid 1940s combined with appropriate readings to provide a richer understanding of the social and cultural history of the era encompassed in the regular upper-level course HIS 337 (New Deal and World War II). Films from a variety of genres—social protest/ topical exposés, melodramas, screwball comedies, musicals, historical romances, gangster films, and “film noir” detective films—will present a wide array of themes reflecting the moods and preoccupations of the era. *Prerequisite: HIS 111 or two 200-level history courses taken at the college level required.*

305. European Cinema

Study of European film and its history. Special attention will be given to the various dimensions of film structure and criticism, with emphasis upon foreign language films (with English subtitles). Selected films will be viewed and analyzed.

GRS 316/ 217. German Cinema

Explores the history and cultural background of German cinema, its topics, forms of representation and relationship to main issues of German history; major themes, movements, and trends, and the construction of identity and difference with special focus on gender. Apart from the historical and narrative context of the films, we will also consider how movies produce meaning and how our perspectives as viewers are guided. While this course is not an introduction to Film Studies, it will give students a general idea how to think and write about film in a critical way. Films are screened outside of class; if students cannot attend the screenings, they must watch the films before the class discussion on their own time. *Prerequisite: None if taught in English (316); GRS 301 or GRS 302 if taught in German (217).*



June 22, 2018

James D. Fielder, Jr., Ph.D., Secretary
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

We are preparing a proposal for the approval from the Maryland Higher Education Commission of a new Communication and Media Studies concentration in Film Studies at Washington College. I am writing to provide an assurance that the library resources, physical facilities, infrastructure and instruction equipment are adequate to support the proposed concentration. The Film Studies concentration will be implemented within existing institutional resources.

Thank you for your consideration of our proposal. We appreciate your service of higher education in the state of Maryland.

Sincerely,

A handwritten signature in cursive script that reads 'Kurt Landgraf'. The signature is written in a dark ink and is positioned above the typed name.

Kurt M. Landgraf
Washington College
Klandgraf2@washcoll.edu
410-778-7201