



OFFICE OF THE PRESIDENT

April 24, 2009

Vice Chancellor Susan Jeffords  
University of Washington, Bothell  
Box 358522

Dear Susan:

Based upon the recommendations of the Executive Council on General Faculty Organization, the Faculty Council on Tri-Campus Policy has recommended approval of an option in Media and Communication Studies within the existing Bachelor of Arts degree in Interdisciplinary Studies. A copy of the proposal is attached.

I am writing to inform you that the Interdisciplinary Arts and Sciences program is authorized to offer this option beginning autumn quarter 2009 and thereafter.

The new requirements should be incorporated in printed statements and in individual department websites as soon as possible. The *General Catalog* website will be updated accordingly by the Registrar's Office.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Mark A. Emmert".

Mark A. Emmert  
President

Enclosure

cc: Ms. Kathryn Cavil (with enclosure)  
Mr. Robert Corbett (with enclosure)  
Dr. Deborah H. Wiegand (with enclosure)  
Todd Mildon, J.D. (with enclosure BIAS-20081208)



UNIVERSITY OF WASHINGTON  
**CREATING AND CHANGING UNDERGRADUATE  
 ACADEMIC PROGRAMS**

FEB 09 2009

OFFICE USE ONLY

Control #

BIAS-2008/208

After college/school review, send a signed original and 8 copies to FCAS, Box 355850

For information about when and how to use this form: <http://depts.washington.edu/uwcr/1503instructions.pdf>

College Bothell Campus	Department or Unit Interdisciplinary Arts and Sciences	Date 12/8/08
---------------------------	---	-----------------

**New Programs**

Leading to a Bachelor of \_\_\_\_\_ in \_\_\_\_\_ degree.

Leading to a Bachelor of \_\_\_\_\_ degree with a major in \_\_\_\_\_

Leading to a Media&Comm Std Option within the existing major in Interdisciplinary Studies

Leading to a minor in \_\_\_\_\_

**Changes to Existing Programs**

New Admission Requirements for the Major in \_\_\_\_\_ within the Bachelor of \_\_\_\_\_

Revised Admission Requirements for the Major in \_\_\_\_\_ within the Bachelor of \_\_\_\_\_

Revised Program Requirements for the Major in \_\_\_\_\_ within the Bachelor of \_\_\_\_\_

Revised Requirements for the Option in \_\_\_\_\_ within the major in \_\_\_\_\_

Revised Requirements for the Minor in \_\_\_\_\_

**Other Changes**

Change name of program from \_\_\_\_\_ to \_\_\_\_\_

New or Revised Continuation Policy for \_\_\_\_\_

Eliminate program in \_\_\_\_\_

Proposed Effective Date \_\_\_\_\_

**Quarter:**  Autumn  Winter  Spring  Summer      **Year:** 20 09

Contact Person Kathryn A. Cavil	Contact's Phone 425 - 352 - 3281	Contact's Email kcavil@uwb.edu
------------------------------------	-------------------------------------	-----------------------------------

**EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE**

For new programs, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support and departmental handouts. *(Use additional pages if necessary)*

Please see the attached proposal.

**CATALOG COPY**

Catalogue Copy as currently written. Include only sections/paragraphs that would be changed if you request is approved. Please cross out or otherwise highlight any deletions.

N/A

**PROPOSED CATALOG COPY**

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications)

The Media and Communication Studies (MCS) option within the Bachelor of Arts in Interdisciplinary Studies provides students with a solid grounding in media and communication theory and history while also giving them an opportunity to engage in practice and production.

For graduation requirements, please see pages 6-8 of the attached proposal.

**SIGNATURES (required)**

Chair/Program Director

Date

*[Signature]*

12-8-08

Dean

*[Signature]*

Date

1-29-09

College Committee

*General Faculty Organization Chair*

Date

*Charles F. Jacobel*

1-28-09

Faculty Council on Academic Standards

*Charles F. Jacobel*

Date

4-1-09

UoW 12/20/08 REVERSE



## Proposal for an Option in Media and Communication Studies

### Interdisciplinary Arts and Sciences University of Washington Bothell

A new option for Interdisciplinary Arts and Sciences (IAS) students at the University of Washington Bothell (UWB) is proposed to start in Fall 2009. The option in Media and Communication Studies will join nine existing options in the Interdisciplinary Studies major: American Studies (AMS); Community Psychology (CP); Culture, Literature and the Arts (CLA); Environmental Studies (ES); Global Studies (GST); Interdisciplinary Arts (IA); Individualized Study (IA); Science, Technology, and Society (STS); and Society, Ethics, and Human Behavior (SEB). In addition to normal graduation requirements for all Interdisciplinary Studies majors, students will complete 40 credits for the MCS option.

A faculty team was charged with developing the proposal for the option in the summer of 2008 as part of the overall campus initiative to create more diverse degree opportunities for UWB students. To craft the curriculum, they surveyed similar programs at other institutions and consulted widely with faculty and staff from IAS, UWB, UW Tacoma, and UW Seattle, as well as with representatives from external media and community-based organizations. The proposal was discussed for the first time in IAS Curriculum Committee, Program Council, and Faculty Meetings in October and November 2008, and then revised and approved by the Curriculum Committee (5-0-0) and Program Council (6-0-0) in November 2008. The IAS Faculty approved the proposal on 2 December 2008 (24-0-1).

The total incremental cost per FTE<sup>1</sup> (excluding publicity, library, and computing and media start-up costs) is estimated to be \$4,027. Incremental revenue per FTE should be \$11,500 to \$12,000 based on tuition of approximately \$6,000 and state subsidy of \$5,500-\$6,000. The estimate is based on one lecturer position with a salary allotment of \$65,000 and one .5 practitioner line with an allotment of \$32,500, plus benefits totaling \$23,303 (23.9%), with a projected start-up enrollment of 30 new FTE. Building the degree out to 60 FTE will require one additional faculty position (and some additional media and computing infrastructure), reducing the incremental cost per FTE (excluding infrastructure) to \$3,356.

---

<sup>1</sup> As a point of comparison, the incremental cost per FTE estimate contained in the proposal for the Accounting option in the UWB Business program was \$8,483 (approved in 06-07), with identical new incremental revenue projections. Instructional cost per FTE in IAS in 07-08 was approximately \$4,905; overall cost per FTE was \$5,493. Adding cost estimates for computing, media, and library infrastructure start-up (\$222,843) raises the estimated incremental cost per FTE to \$11,488 (at start-up).

The infrastructure cost estimates were produced by a task force charged by IAS Director Bruce Burgett and Assistant Vice Chancellor of Information Technology Betsy Tippens to develop recommendations for digital media curriculum at UWB (see Appendix A). These estimates include resources that also will assist in the development of media and computing infrastructure for other new and existing degrees and programs, including Interdisciplinary Arts in IAS, CUSP, Interactive Design, and (potentially) Business and Education as the campus expands its capacities with regard to education in new media production. Some of the computing and media funds may be available through grants from the Student Technology Fee, but this is contingent on approval and not a permanent budget item.

## Description

The degree option in Media and Communication Studies (MCS) provides students with a solid grounding in media and communication theory and history while also giving them an opportunity to engage in practice and production. Students will choose those areas in which they would like to develop further technical skills, both during time at UWB and afterwards. The new degree option provides students the skill sets and critical intelligence to learn how to produce new media and to communicate through those formats. Students will be challenged to become critical practitioners, able to engage in the production and practice of communication while also being capable of critiquing production and practice. As such, UWB graduates in MCS will be distinguished by their integration of theory and practice, regardless of the occupational direction they choose.

Given the commitment to community engagement in IAS and UWB strategic planning, the degree option includes an explicit focus on participatory forms of new media production (e.g., self-publishing, participatory production, streaming radio, podcasting, web design, YouTube videos, digital storytelling, blogging, etc.) in the context of local independent and community media efforts. This focus provides students public outlets for the media they produce, raising the stakes of their work and providing a real benefit to community organizations. This work will also create greater exposure for UWB through outlets such as podcasts on the UWB website, postings on UWB's YouTube Channel, content in UWB's Second Life campus, etc.

The focus on participatory forms of new media production distinguishes the option and provides students advanced instruction in information, visual, and technological literacy. The MCS option responds directly to the *2008 Horizon Report's* call for innovative pedagogy to address the rapid development of communication technologies:

The academy is faced with a need to provide formal instruction in information, visual, and technological literacy as well as in how to create meaningful content with today's tools. Web-based tools are rapidly becoming the standard, both in education and in the workplace. Technologically mediated communication is the norm. Fluency in information, visual, and technological literacy is of vital importance, yet these literacies are not formally taught to most students. We need new and expanded definitions of these literacies that are *based on mastering underlying concepts rather than on specialized skill sets*, and we need to develop and establish methods for teaching and evaluating these critical literacies at all levels of education. The challenge is to develop curricula and assessment rubrics that address not only traditional capabilities like developing an argument over the course of a long paper, but also how to apply those competencies to other forms of communication such as short digital videos, blogs, or photo essays.  
(<http://wp.nmc.org/horizon2008/chapters/critical-challenges/>; emphasis added)

Given these challenges to traditional conceptions of literacy and effective communication, the option and future major should be thought of as potentially growing

into a campus-wide hub for the critically informed practice of communication skills of the 21<sup>st</sup> Century. “Media Production Across the Curriculum” could become a recognized new strength of our entire learning community at UWB.

### **Rationale**

The option in Media and Communication Studies will add significantly to UWB’s learning community in a number of ways. It will:

1. Provide students with a further signature UWB degree opportunity in a field of study that is highly popular among undergraduates and opens up numerous professional opportunities;
2. Make efficient use of existing expertise and resources to offer a new option;
3. Create a solid and flexible foundation for future growth of MCS at UWB;
4. Provide the opportunity for collaboration and resource sharing across programs;
5. Catalyze cross-campus collaborations at the UW;
6. Strengthen the interdisciplinary character of the curriculum;
7. Advance the UWB mission of building community partnerships and serving local and regional needs;
8. Serve as a campus-wide hub for the practice-oriented development of innovative communication skills for the 21<sup>st</sup> century.

#### *1. Student Demand*

Media and communication programs have enjoyed considerable popularity at many university campuses. At the UW Seattle the B.A. in Communication quarterly accepts about 75 students into the major, while turning away an equal number. It consistently ranks among the most popular majors (06/07: 658; 05/06: 675), closest in number to such other favorites as English (06/07: 550; 05/06: 545), Political Science (06/07: 826; 05/06: 880), and Psychology (06/07: 684; 05/06: 716).

The 2008 Washington College Board Report, in its survey of Intended College Majors of SAT Takers, indicates that 3.67% of those surveyed would like to choose “Communication, Journalism & Related,” slightly ahead of those picking “Psychology” (3.5%), “Architecture and Related Services” (2.47%), and “English and Lit” (2.23%).

In the 2007 UWB/T Transfer Student Survey, Communication and Media Studies was ranked fifth among the most frequently indicated majors by students expressing preferences for majors planned or being talked about at UWB, placing it after Human Resources, but ahead of Electrical Engineering and Biology. That survey indicates that approximately 3% of students enrolled at UWB may choose Media and Communication Studies, which would currently translate to a cohort of approximately 50 students.

#### *2. Efficient use of existing expertise and resources to offer a new option*

Based on the current strengths in faculty expertise within IAS, as well as the strong interest in collaboration in this field across programs, the development of this option provides a significant opportunity to follow through on current campus initiatives. By adding a limited number of new courses (a single option core, as well as a number of “Communication Practice and Media Production” courses) IAS will be able to launch a new option that adds a significant new dimension to the program offerings. As noted elsewhere in this proposal, infrastructure resources costs will support the start-up of MCS, along with the development of existing and emerging areas of the curriculum across campus.

### *3. Create a solid and flexible foundation for future growth of MCS at UWB*

Perhaps the main challenge of launching this new option without the availability of significant new resources involves the creation of an innovative curriculum that provides a foundation for future growth. Areas of concentration in larger and more traditional Departments of Communication typically include rhetoric and persuasion, broadcast production and journalism, cultural and critical analysis, theater and performance studies, interpersonal and intercultural communication, public relations and advertising, international communication, organizational communication, media organizations, and other areas. Our focus on critical practice and new media production allows us gradually to add select components of such a fuller menu from different curricular areas, as well as creating a potential space for more specific developments in conjunction with other IAS options such as science communications and media art, while maintaining the innovative character and the overall coherence to the option and future major.

### *4. Provide the opportunity for collaboration and resource sharing across programs*

The new option draws on interest and expertise within IAS and from, faculty members in other UWB programs. Discussions with faculty members from all of the programs at UWB indicate strong interest in developing pathways and collaborations through an MCS degree option. These could include a concentration in business focused on marketing and communications, particularly involving new media, or a project in education on media literacy education through production. The MCS curricular and institutional infrastructure is designed to support them initiatives of this kind. Several faculty members from other programs have expressed interest in accepting adjunct positions within IAS through their work on MCS.

### *5. Catalyze Cross-Campus Collaborations at the UW*

The design of the new MCS degree option responds to input from a wide number of people across the three campuses of the UW, including the Department of Communication at UWS. Through these discussions, Communication faculty and leadership have indicated strong support for an MCS degree at UWB along the lines discussed in this document, as well as an interest in building stronger ties between our programs. Possible collaborations that have already been discussed include adjunct faculty appointments across the two programs (some of which are already in process),

opportunities for graduate students in Communication to teach in IAS, pursuit of grant funding for joint classes taught by faculty from both programs, "swapping" of faculty between the two programs, and cross-listing of courses that would facilitate the ability of students in one program to take relevant courses offered by the other program.

*6. Strengthen the interdisciplinary character of the curriculum*

The option furthers IAS's commitment to the UWB mission of student access to excellence in interdisciplinary teaching and research. From its inception communication studies has had a strong interdisciplinary orientation. The option's pedagogic focus on critical practice and community engagement, with its focus on real-world problems, challenges, and opportunities, fosters the kind of interdisciplinary approach for which UWB is becoming known.

*7. Develop new forms of community engagement*

The option furthers IAS's and UWB's commitment to increasing campus involvement in surrounding communities articulated in the 21<sup>st</sup> Century Campus Initiative. By focusing a new option in MCS on participatory forms of media, MCS students will be ideally prepared to work with local and independent media organizations (as well as more mainstream media outlets) through internships, course projects, and other formats. In addition, the emphasis on communication practice and media production can be leveraged to create media and other products for non-media-related community-based organizations with whom the campus is building partnerships, adding substantive benefits for those groups while also providing both practical experience and external audiences for MCS students.

*8. Create a hub for the practice of technologically mediated communication*

With its focus on participatory forms of new media production the MCS can become a vital part of UWB's 21<sup>st</sup> Century Campus initiative. The UWB campus needs to coordinate, organize, and develop its expertise and resources in media production, in order to build a practice-oriented pedagogical infrastructure that allows students to learn how to learn new media. The MCS option can serve as an effective means whereby student expertise and learning can itself be harnessed to further such an inclusive campus- and program-wide initiative. Multi-media teaching labs, or a Media-Communication Center, comparable in terms of the role played by the Writing Center and the Quantitative Skills Center, can potentially serve as the locus for the innovative pedagogy required to foster the skills sets, competencies, and technological literacy demanded by today's rapid changes in communication technologies.

*9. Professional and career pathways*

The MCS degree option prepares students for graduate study in a variety of fields, including Communication, Media Studies, and Cultural Studies, among many others. It also prepares students for careers in electronic media broadcasting, non-broadcasting



audio and video production, advertisement, public relations, or communication education. As Jonathan Cluts, the Director of Strategic Prototyping at Microsoft, claims: "The new Media and Communications Studies option being proposed at UWB seems to me to be right on track to prepare students for the future of business and mass communications. Its focus on new media and online should really provide the skills that will be necessary for a 21<sup>st</sup> century workforce in a broad range of disciplines."

### **Learning Objectives**

The learning objectives of the MCS option will reinforce and extend the four core objectives in IAS: Critical Thinking (ct); Collaboration and Shared Leadership (csl); Interdisciplinary Research (ir); and Writing and Presentation (wp). Students learn to understand and think critically about our increasingly mediated and media-saturated social environment. They are also challenged to acquire the ability to successfully intervene in this rapidly changing world.

The specific learning objectives for the MCS option are:

1. A solid grounding in media and communication theory and history (ir);
2. The theoretical and practice-based knowledge to think critically about media and communication (ct);
3. The skill sets and the critical intelligence to learn how to learn new media and to communicate through them effectively (wp);
4. Information, visual, and technological literacy that enables graduates to make active use of and to create meaningful content with available and emergent communication technologies (wp);
5. The ability to engage with disciplinary and interdisciplinary scholarship in order to study communication in a variety of contexts (ir);
6. The application of communication research and scholarship to complex problems in the real world, with the goal of deliberate and successful intervention (csl);
7. The creative employment of participatory forms of new media production in the context of local independent and community media efforts (csl; wp).

### **Curriculum**

Required courses for the Media and Communication Studies option will fall into four categories:

1. A single option core required of all students, “Media and Communication Studies: History, Theory, Practice,” which provides a foundational introduction to the field while fully integrating practice and production from the start;
2. Courses in “Communication Practice and Media Production,” a category of courses that include a significant component of hands-on experience for students in communicative practices and/or the production of media. These courses could include shorter workshops for less than the usual 5 credits that would provide students with skills in particular techniques;
3. “MCS Tier One” courses, a category of courses that focus explicitly and centrally on issues of media and communication (e.g., BIS 313 Issues in Media Studies); and
4. “MCS Tier Two” courses, a category of courses that do not focus explicitly on issues of media and communication, but are cross-listed with the MCS degree option due to course content (e.g., BIS 437 Narrative Psychology) or assignments (e.g., a final project that takes the form of media production).

Students choosing the MCS option would then be required to take the core course for 5 credits, a combination of communication practice and media production courses for a total of 10 credits, and at least 15 credits from tier one courses. The remaining 10 credits of electives within the option could be chosen from any of the MCS categories: tier two, additional tier one, or additional practice and production courses.

Category	Credits	Course Examples (not an exclusive list, except for the option core)
Option Core:	5 credits	BIS 3xx Media and Communication Studies: History, Theory, Practice
Communication Practice and Media Production	10 credits	BIS 204 Introduction to Journalism BIS 374 Arts Workshop: Radio & Sound Art BIS 3xx Media Production Workshop BIS 4xx Advanced Media Production Workshop
Tier One courses	15 credits	BIS 313 Issues in Media Studies BIS 318 Performance, Community, Identity and Everyday Life BIS 360 Literature, Film and Consumer Culture BIS 365 Media and American Culture BIS 4xx Media and Communication Policy
Tier One, Tier Two, or Practice & Production courses	10 credits	BIS 380 Art and its Context BIS 437 Narrative Psychology

In addition to 40 option credits, students will complete 30 additional credits within IAS and 20 general elective credits to complete the Interdisciplinary Studies major:

<i>Program Core</i> (BIS 300: Interdisciplinary Inquiry)	5 credits
--	-----------

<i>Additional IAS coursework</i>	20 credits
<i>Senior Seminar (BIS 490)</i>	5 credits
<i>General Electives</i>	20 credits

(Note: Within the 90 credits, students must complete 10 credits each in Individual and Society (I&S), Natural World (NW), and Visual, Literary, and Performing Arts (VLPA).

### **Faculty and Staff**

Listed below are some of the core and affiliate faculty and staff who have expressed an interest in contributing to the MCS option:

Constantin Behler (Associate Professor, IAS): Literature, Intellectual History, Cinema Studies

Leslie Bussert (Librarian, UWB)

Michael Goldberg (Associate Professor, IAS): American Studies, U.S. Political and Cultural History, Cinema, Gender

David Goldstein (Interim Director, Teaching and Learning Center): Ethnic Literature, Race, Cinema Studies

Susan Harewood (Assistant Professor, IAS): Communication Studies, Caribbean Studies, Cultural Studies

Jeanne Heuving (Professor, IAS): Cultural Studies, Gender and Sexuality Studies, Cross-genre Writing

Amanda Hornby (Librarian, UWS)

Gray Kochhar-Lindgren (Professor, IAS): Literature, European Philosophy, Digital and Cyborg Studies

Kanta Kochhar-Lindgren (Associate Professor, IAS): Performance Studies, Disability Studies, Cross-Cultural Performance

Sandeep Krishnamurthy (Associate Professor, Business): Marketing, Economics, E-commerce

Ron Krabill (Assistant Professor, IAS): Social Movements, Media Studies, Postcolonial Studies, Southern Africa

Kari Lerum (Assistant Professor, IAS): Gender, Sexuality, Organizations, Culture, Visual Studies

Joe Milutis (Assistant Professor, IAS): Media Production, Literary and Cultural Studies, Experimental and Hybrid Art Forms; Sound and Radio

Peter Nye (Associate Professor, Business): Economic Psychology, Management, Ethics, Conflict Resolution

Crispin Thurlow (Associate Professor, Communication): Critical Discourse Studies, Critical Intercultural Communication

Jane Van Galen (Professor, Education): School Reform, Working Class Studies, Curriculum, Digital Storytelling

### **Administration and Advising**

The MCS option will be housed and administered in the IAS program under the leadership of the IAS program director. Advising will be done principally by IAS advisors, as is done for other IAS options and degrees.

### **Effect on the IAS Curriculum**

The most significant positive effect of a new MCS option on the rest of the IAS curriculum, apart from the increase in enrollments and economies of scale within IAS and UWB, will be to provide an increased level of proficiency in communication practices and media production across the program and campus. The most significant negative effect will be to draw faculty teaching away from other options in which those faculty members currently teach. Though various options would be impacted to some degree, SEB and IA, along with MACS, are the existing degrees which face the most significant losses.

A successful launch of the MCS degree option requires additional faculty lines to support these existing degree options, particularly SEB and IA. In part, this need is addressed by the current faculty search in IA, but additional tenure-track hiring into the program will be necessary to free up enough resources to start this degree. Additionally, IAS will need the equivalent of one additional lecture line will be necessary at start-up (30 FTE) with which to hire temporary faculty to provide foundational courses not currently offered and/or to help offset the lost classes of full-time IAS faculty teaching in other options. The initial start-up also requires a .5 line to hire practitioners to conduct practice and production workshops and/or collaborate with local organizations to provide such workshops.<sup>2</sup> Building out the MCS degree to 60 FTE will require a second faculty position. (The descriptions of those positions are yet to be determined.)

---

<sup>2</sup> Media production workshops will also help to build the curriculum in IA, Interactive Design, MACS, and (potentially) Business and Education. Positive conversations have already been initiated with 911 Media Arts Center, located in Seattle, regarding the provision of such workshops for which UWB does not yet have the capacity due to insufficient equipment and/or expertise.

**Budgetary Impact (permanent costs at start-up)<sup>3</sup>***Instructional Cost Estimate (30 FTE)*

Lecturer (08-09): \$65,000, plus \$15,535 benefits (estimated):	\$80,535
.5 Media Practitioner line (08-09): \$32,500, plus \$7,768 benefits (estimated):	\$40,268
<b>Subtotal:</b>	<b>\$120,803</b>

*Permanent Profession Staff Estimate*

New Media Specialist (.5 time): \$30,000, plus \$7,860 benefits (estimated):	\$37,860
Digital Media Technician (.5 time): \$23,750, plus \$6,223 benefits (estimated):	\$29,973
<b>Subtotal:</b>	<b>\$67,833</b>

*Temporary Start-Up Costs<sup>4</sup>*

Multimedia Classroom Hardware:	\$60,000
Audio Studio Hardware:	\$6,000
Other Hardware:	\$44,000
Software:	\$45,000
<b>Subtotal (temporary):</b>	<b>\$155,000</b>

*Library*

Books and Media (reserve materials)	\$1,000
<b>Total Permanent Costs at Start-Up:</b>	<b>\$189,636</b>
<b>Total Temporary Costs at Start-Up:</b>	<b>\$155,000</b>

<sup>3</sup> Full build-out (60 FTE) will require a second faculty line in IAS, as well as additional media and computing costs. (For details, see Appendix A: UWB Multimedia Infrastructure Recommendations.)

<sup>4</sup> The temporary items on this list (multimedia hardware, audio hardware, other hardware, and software) will need permanent funding in anticipation of ongoing maintenance and replacement costs.

## **Appendix A: UWB Media Infrastructure Final Recommendations (12/08)**

Committee members: Amanda Hornby; Susan Harewood; Constantin Behler; Brian Fletcher; Wanda Gregory; David Goldstein, Joe Milutis (co-chair), Andreas Brockhaus (co-chair)

### **Executive Summary**

The multimedia infrastructure task force was charged by the Director of IAS and the Assistant Vice-Chancellor of IT to develop recommendations concerning the technical, spatial, and pedagogical academic support required to launch a Media and Communication Studies (MCS) degree in IAS as well as support digital media curricular needs across programs including lower-division and first-year curriculum in IAS, CUSP, and elsewhere; graduate programs such as the new Master of Arts in Cultural Studies; and campus-wide minors that use or train students in new media technologies. These recommendations are in keeping with the 21<sup>st</sup> Century Campus Initiative goals of Innovation and Growth and are intended to provide the foundational support for growth of inventive new academic programs that can attract new students and further UWB's reputation for academic excellence and quality.

The task force identified four key resource areas: teaching spaces, hardware, software and staff support. This report looks at what's recommended as a minimum in Autumn 2009 to support the new initiatives and programs as well as projected needs in 2010.

### **Minimum Recommended Resources for Start-Up (Autumn 2009)**

#### **Resource 1: Teaching Spaces**

**1. Multimedia classroom** – Currently there are no computer classrooms or teaching spaces at UWB that have the software or hardware capability to support multimedia. The only unified space for multimedia that exists, since it is funded through STF and is a shared resource with CCC, can't be used for teaching or otherwise reserved for specific class use. Without such a resource, MCS and other programs have no place on campus to teach digital media curriculum. The task force recommends that a campus teaching space be designated and outfitted as a multimedia classroom. While primarily a teaching space, the multimedia classroom should also be designed as a highly flexible space that can include modular components so as to easily adapt the space for other uses including a drop-in multimedia lab, tutoring, digital art displays. Depending on the size of the space, the multimedia classroom should be designed for 32 to 36 students, the current computer classroom size. The classroom would also be a campus-wide resource that other programs and classes could use to enhance digital media curriculum. Hardware and software needs for this classroom are listed below.

**2. Two Audio Studios Suites** – The task force also identified the need for two sound proof suites that could be used as audio stations specifically, but also provide space for other advanced applications. These studios would contain audio software, microphones,

speakers and other audio equipment, which could be used by students to record, edit, and process audio, while also facilitating video and multimedia projects (especially those that require sound). The suites would be a campus-wide resource as well. In general, the task force suggests that in the future we develop spaces like these suites that will be more conducive to creative, studio-type work, which the typical lab environment does not facilitate.

### **Resource 2: Hardware**

1. **Multimedia Classroom Hardware** – It's recommended that the classroom use Macintosh computers such as an iMac computer with 20 inch screen or equivalent since Macintosh is the industry standard for creating multimedia.

Estimated cost for 36 stations: \$57,000-60,000 (with highest amount of RAM and storage).

2. **Audio Suite Hardware** – The audio suites would contain Macintosh computers (iMac with 20 inch screen or equivalent) and other hardware such as Oxygen 8 keyboard, Firewire 410, microphones, audio monitors, and headphones. The rooms will need to be sound proofed.

Estimate cost: \$5500 to \$6500.

### **3. Other Hardware**

- a. Digital video cameras \$1750-3000 each (15 total)
- b. Digital audio recorders \$300-750 each (15 total)
- c. Audio mixers (Behringer XENYX 1204) \$130 each (3 total)
- d. Headphones (Sennheiser HD 202) \$30 each (45 total)
- e. Tripods (\$130 each) (10 total)
- f. Interview and voiceover mikes (ElectroVoice RE20 \$400; others \$100 each) (1 total; 15 total)

Estimated cost: \$39,000-68,000

### **Resource 3: Software**

1. The Multimedia task force whittled down software options for the classroom to the three most basic and widely used programs necessary for the launching of a Media Program: Final Cut Pro Studio (for video editing and DVD authoring); ProTools M-Box 2 Mini (for audio sequencing, mixing and processing); and Adobe CS4 Suite (for computer generated graphics, image manipulation, animation, compositing and web design). In order to teach media production, these tools are central.

- a. Final Cut Pro Studio for 36 stations: \$19760
- b. ProTools Mbox Mini for 36 stations: \$9000
- c. Adobe CS4 for 36 stations: \$23528

2. The Audio Suites will contain the same but also include the following more advanced applications: Reason (for audio synthesis, film sound and music design, and sampling), Waves plug-ins (on selected computers: advanced audio processing and mastering tools),

AfterEffects (for video animation and compositing). Some of these have already been purchased; some will be rolled out only for 2010.

- a. Reason: \$263 each
- b. Waves: \$765 each
- c. AfterEffects: \$395 each
- d. Final Cut for 4 stations: \$2196
- e. ProTools for 4 stations: \$1008
- f. Adobe CS4 for 4 stations: \$2631

NB: The task force recommends that for all software, hardware, and spaces, the current system determining usage must be overhauled. For example, there is currently no reservation system in place for equipment, which is crucial if teachers want to use it for class or students want to reserve it for a project or event. In the future, IT shall come up with a reservation system, as well as determine protocols for classroom priority, and faculty research use.

#### **Resource 4: Staff Support**

In order to adequately support media-rich programs and new modalities of curriculum delivery at UWB as well as gain new FTE and meet the goals of the 21<sup>st</sup> Century Campus initiative, we recommend two positions be hired: a New Media Specialist and a Digital Media Technician. In 2009, both of these positions would be half-time positions, while in 2010 these positions would grow to full-time positions to accommodate expected growth and new program offerings.

We recommend that these positions collaborate closely with the student and faculty academic support services on campus, including the Library, Information Technologies, Writing Center, Quantitative Skills Center, Learning Technologies, and Teaching & Learning Center. This continued collaboration is central to supporting faculty and students and to UWB's mission to promote critical thinking, life-long learning skills, and the integration of information literacy and educational technology into the academic curriculum. We also recommend that these staff positions should be administered through the existing Academic Services model, which is both efficient and collaborative. This will help ensure that UWB student and faculty support services can continue to prioritize collectively, leverage existing skills and resources, and discover new synergies.

**1. New Media Specialist** – This position would primarily focus on supporting student learning so as to help ensure academic success. The Specialist would require a broad range of technical skills to support new media methodologies and online learning as well as instructional design skills to integrate educational competencies and critical thinking into student projects. As a half-time position, the New Media Specialist would especially concentrate on providing support for media-rich programs such as MCS and Interactive Design, and on providing support for new online learning initiatives. Converting the position to full-time during 2010 would enable this position to provide broader support to the entire campus. The Specialist would provide support in the following areas:



- Provide instructional and tutorial support in the multimedia classroom, audio/video studios, and for other classroom projects campus-wide that incorporate multimedia, new media, online and other technologies. This would involve assisting faculty in the classroom and online when needed.
- Provide student technology workshops
- Develop and coordinate campus-wide student technology support. This would include initiating the development of a New Media Center, a media support lab/center comparable to the Writing Center or Quantitative Skills Center that would be implemented in 2010.
- Coordinate resources and services with the Writing Center and Quantitative Skills Center to leverage support for writing for new media, provide resources for integrating quantitative skills into multimedia instruction and create new synergies and collaborative models to enhance student success.
- Develop online and other support structures including website, handouts, and documentation
- Coordinate and collaborate with the IT department to leverage resources and support structures. Work closely with the Manager of Learning Technologies to expand online learning curricular and technological support for faculty.
- Collaborate and form partnerships with the Library to leverage their subject expertise and provide integrated support
- Stay current with new and developing media and related technologies and make recommendations for use of new technologies
- Provide and coordinate technology support for students using Blackboard and other online tools and resources

To foster both the instructional and pedagogical characteristics of this position, we recommend that the Instructional Media Specialist report to the Manager of Learning Technologies.

This position would address the 21<sup>st</sup> Century priorities of growth and resourcefulness by providing a support structure for innovative and attractive new degree programs. It also helps fulfill UWB's mission of holding the faculty-student relationship as paramount by enhancing support for both students and faculty. It will help ensure success for the many expanded academic program offerings that are emerging and will emerge in the future by providing more support for innovation in the classroom. Finally the position would improve student access and success by enhancing communication and support structures in student academics.

Estimated salary at 0.5 FTE: \$30,000/year

Position would also need to include benefits and accompanying operations budget

**2. Digital Media Technician** – This position will provide technical support for the computing and audio/visual hardware and software specified for the multimedia infrastructure outlined in this proposal. This position is designed to provide direct support for the multimedia classroom. All technical support for the program is expected to be handled through this position during the hours the person in the position is available. As a

0.5 FTE position, this position will be expected to maintain the hardware and software only as described in this proposal and only for the multimedia classroom. Under the direction the Client Services manager, this position will be responsible for the following duties:

- Provide on-call technical support for multimedia classroom systems, including in-class response for technical issues
- Research and specification for multimedia classroom workstations (primarily Mac computers)
- Workstation design and deployment (quarterly), including imaging, software installation, upgrades, peripherals, physical workstation setup, etc.
- Work with faculty and staff stakeholders as well as with the IT Network Operations team to maintain security for multimedia classroom workstations to maintain critical security-related updates and settings while minimizing any interference such updates may cause with the operation of workstation software
- Research and specification for multimedia software (Pro Tools, Final Cut, etc.)
- Design and deploy solutions for software package creation, deployment, and upgrades
- Diagnose and recommend solutions for technical problems with workstation systems
- Coordinate warranty repairs as well as third party repairs as needed
- Monitor software and hardware license compliance and annual maintenance costs (if any)
- Schedule and propose hardware and software replacement as necessary to maintain current and secure systems
- Maintain records of technical support needs and activities related to this position for regular reporting

Working Title: Digital Media Technician

Payroll Title: Computer Support Technician 2 (7940 SEIU)

Estimate salary at 0.5 FTE: \$23,750/year

Position would also need to include benefits and accompanying operations budget

## **Projected Recommended Resources for Build-Out (2010)**

### **Resource 1: Teaching/Learning Spaces**

1. New Media Center – The New Media Center would provide support for UWB student multimedia and technology projects, focusing on integrating program learning objectives, student research and technology into a wide variety of formats and modalities. It would be modeled after the existing Quantitative Skills Center and the Writing Center in that its primary mission would be to provide technology and media creation assistance to UW Bothell students, through individual conferences, group workshops (within and outside of scheduled courses) peer groups, online resources and documentation. The New Media Center would also support faculty through curriculum development, collaboration on innovative classroom projects and individual consultation with faculty. The Center would be a campus-wide resource and provide assistance to all students on a wide range of technologies from multimedia production to online learning, from virtual worlds to new media and Web 2.0 tools. The Center would help students integrate technology effectively into their classroom assignments, create innovative projects and research, and develop new forms of artistic and creative expressions.

We recommend that the Center be adjacent or located near the multimedia classroom to create a multi-functional, innovative space on campus that can serve as a hub for new media and online production and foster the development of inventive digital curriculum across disciplines that would further UWB's reputation as an innovative 21<sup>st</sup> century institution. We also recommend that the New Media Center collaborate closely with the Writing Center and Quantitative Skills Center to explore synergies and possible efficiencies as well as provide students with a multi-dimensional academic support structure. The New Media Specialist would need to be converted to full-time so as to direct the New Media Center as part of Learning Technologies.

2. Video Workshop – This space would be used to create digital video with resources such as lighting, blue screen technology, motion capture and so on.

3. Partner with outside organizations – To enhance community relationships, service learning opportunities, internships and places to incorporate student projects, it's recommended that ties to multimedia organizations such as 911 be actively pursued.

### **Resource 2: Hardware**

1. Continuing on with needs from above, the following will extend our capacity for creative media work and teaching in 2010:

- Graphic tablets (for hand-held manipulation of Adobe CS4 parameters)
- 4 Lavalier and/or wireless microphones (for documentary interviews)
- 5 Shotgun microphones (for field sound and film sound recording)
- 5 Boom poles (for use with shotguns)
- 5 Wind screens (for use with boom poles)
- 1 Lighting kit

- Midi controls (for sound and video creation/manipulation)
- 3-5 Laptops for check out (for various projects that need multimedia in live performance-oriented, or otherwise mobile situations)
- Data projectors (for live performances)
- Amplifier/PA systems (same)
- K & M 23850 Microphone Desk Arm (for studio mic/interviews/announcer)
- BW Broadcast On Air Light (for radio studio)
- Klik MSF Radio Controlled Wall Clock (for radio studio)
- Tascam VL-A Reference Monitors (audio monitors for radio studio)
- Samson CH700 Headphones (for radio studio)
- Numark MP302 CD/MP3 player (radio studio CD playback)
- Tascam SS-R1 (archive recording for radio studio)
- Samson C01 Studio Condenser Microphone (radio studio mic)
- D&R Airmate Production Mixer (radio studio mixer);
- D&R Hybrid 2 Telephone Interface (for radio studio phone interviews)
- computer for radio studio; turntable for radio studio; patchbay for radio studio

Approximate costs: \$33,000 to \$35,000

2. We recommend that the New Media Center use existing technologies and infrastructures as much as possible but also recognize that in order to provide a broad range of support, the Center will need to invest in hardware and software that provide a range of technology tools. We anticipate that the Center will need a minimum of 5 to 10 additional iMac multimedia workstations.

Cost: \$9000 to \$18,000 depending on number of stations

### **Resource 3: Software**

- 40 Aftereffects, More Adobe CS4 packages (10)
- 3-5 VDMX (live video editing/manipulation)
- 3-5 Ableton Live Edu 5 pack (live sound editing/manipulation)
- 3-5 Reason (more version for laptops)

Approximate costs: \$25,000-\$29, 000

2. New Media Center software - In order to provide students with tutoring in the New Media Center, multimedia software such as Final Cut Pro and Pro Tools will need to be installed.

Cost: \$6000 to \$12000 depending on number of stations.

### **4: Staff Support**

**1. Convert New Media Specialist to full-time** – With the expected growth of MCS and other media-rich programs, the increase of online delivery modalities, and the increased demand for faculty and student support, the task force recommends that the position be converted from half-time to full-time to provide adequate resources for students and faculty and promote further growth for these programs. Converting this position to full-time would also make it possible to launch the New Media Center (see description above). The Instructional Media Specialist and student hourly would provide tutoring on using tools and developing multimedia projects such as podcasts, digital stories, video, graphics, interactive art etc.

Estimated additional salary: \$30,000

**2. Convert Digital Media Technician to full-time** – At 1.0 FTE, this position will have the potential to expand service into a variety of areas, depending on which direction the program goes. Potential areas of expansion may include supporting multimedia technology beyond the MCS program and beyond the multimedia classroom, supporting additional technology such as PC video and audio editing, supporting the proposed interactive design degree or developing other new digital arts technologies. It is important to note that this position will not be able to expand into all of these areas as a 1.0 FTE. This position will be able to selectively expand support to some of these areas based on the direction of the program and the associated support needs.

Estimate additional salary: \$23,750

**New Media Center Student Hourly** – Student hourly will work in the New Media Center to provide multimedia and technology tutorial support for students.

Estimated cost: \$20,000 yearly for student hourly based on offering student tutoring for 40 hours per week for 39 weeks (Autumn, Winter, Spring and Summer quarter) at current IT wage of \$12.39 per hour.

**Future:**

The above sketches the facilities needed for content production and some advanced applications in the near future. However, to have a sustainable media production environment that is lively and able to respond to creative and cultural contingencies, as well as be as valuable to the entire interdisciplinary community as possible, the Media Task Force recommends development of resources around the following areas:

- a. Development and research into the use of free ware, low cost, web 2.0 technologies in classrooms and develop policies and resources to support such an ethos.
- b. Development of a radio station and other creative forms of distribution and transmission, including an emphasis on “transmission arts.”
- c. Development of live, interactive multimedia that can integrate with the campus’ emphasis on the performing arts
- d. Development of a culture of media arts and inquiry which may include bringing in artists, scholars as well as a “film” series to campus around issues

of interest to the faculty at large (development of d will also contribute to the liveliness of b.) Also will include enhancing library collection.

- e. Support and facilities and space for media play—whether it be a workshop where students can piece together assemblages of recycled media hardware; soldering and other manufacturing areas; or other forms of unconventional media experimentation.
- f. Integration with aims of the Interactive Media Design program (which because of the large amount of aims needed to remedy more basic media infrastructural issues, could not adequately be addressed in this initial proposal.)
- g. Identify, assess, and monitor impact of growth on academic services (such as writing center, library, IT and TLC.)
- h. Seek to facilitate teaching of media technology campus-wide and across curricula.

**Bothell: Option in Media and Communication Studies within the  
Bachelor of Arts degree in Interdisciplinary Studies (BIAS-20081208))**

Tri-Campus Review Comments:

domke  
DAVID S. DOMKE

I see the UWB proposed emphasis in media and communication studies as a significant contribution to the UW campus system. Right now on the UW-Seattle campus, courses in communication are highly sought, and these have a wide range of foci -- some on mediated communication, some on person-to-person communication, some on politics, some on global matters, and so on. We might think of the UWS Communication program as offering a platter of opportunities for students. This approach fits well for the UWS goals, and it fits well for the UWS faculty's research interests.

The proposed UWB program will be much more focused, and it will highlight critical theoretical lenses and hands-on production of new and alternative media. Both of these are present at UWS, but the UWB program will provide a much-needed laser focus and considerable depth. I think the UWB and UWS programs will well complement one another, and I have been in contact with UWB faculty about the possible interactions detailed in the proposal.

Further, the focus on information, visual, and technological literacy is a definitively needed part of higher-education curricula. Students are enveloped within technological and cultural settings in which virtually everything they encounter is mediated -- information, entertainment, and everything in between. An emphasis on this reality will serve UWB students well.

I support this proposal with no reservations.

David Domke  
UWS Department of Communication, Acting Chair

jpgastil  
JOHN W. GASTIL

This looks like an engaging course of study, and I expect it will be attractive to many UWB students. I wonder, though, if the program's name is apt. Perhaps it should be a program in Digital Media Studies (DMS). Reading through the program, I see an exclusive focus on mediated communication, principally (but not exclusively) with relatively "new" online communication technologies (i.e., the new podcasts are just digital audio files, which continue to be broad-cast, with or without internet). There is little mention of highly interactive media (online discussions, IM, texting, email) that are more analogous to interpersonal/group/organizational communication; instead, the emphasis in this DMS program is still on variations on broadcasting, including very personal broadcasts (blogs, video uploads, etc.).

In this sense, I think DMS is a better name, as the program points squarely at media (and somewhat at neo-broadcasting) rather than the wider range of varieties of communication (esp. highly interactive contexts,

let alone non-mediated contexts). This is roughly analogous to the MC in Digital Media (MCDM) program housed within the UW Communication Department.

If, instead, the program does \*not\* wish the emphasis I detect, it would be necessary to rework its description, courses, etc. to cover communication more generally. If the aim was to stay with online/mediated technology but give more emphasis to highly interactive forms, then more minor changes would be useful, though the name might still be better as something like Digital Communication Studies.

John Gastil, Prof  
UWS Dept of Comm  
macp  
MALCOLM R PARKS

Whatever the substance of the proposal, its timing is poor. At a time when the University is facing significant cuts with perhaps even more devastating cuts on the horizon, the prudence on embarking on a new program that offers little that is unique is open to question.

Although the proposal has well intentioned components, the overall proposal lacks intellectual coherence. It seeks to join a set of applied, "hands-on" experiences with media production with a rather generic cultural studies approach to understanding media. These pieces do not fit together comfortably. The cultural and critical perspectives have little direct bearing on production practices. Similarly, there is little in the practical production of media that prompts the ethos of critical/cultural perspectives.

I share Prof. Gastil's concern that the program may be misnamed. "Cultural Studies of Media" might be more apt, though Gastil's suggestion also tracks. At best the program as described focuses only on a small portion of the discipline of communication. It is simply false to claim that the program "provides students with a solid background in media and communication theory" (p. 2). Not only does the program target only a thin (and arguably marginal) slice of the discipline, but the overwhelming majority of people associated with the program on the UWB campus appear to have no formal training in the discipline of communication (see pp. 8-9). Indeed I see only one person from UWB on the list with any training in the field and her publications are all in areas other than communication.

It is not clear that the contribution made by this program will be sufficiently distinctive. Most of the production features would seem to duplicate opportunities available at UWS. And the cultural studies gloss on media can be found in many other quarters as well. The sustenance of this proposal could be covered just as well under the umbrella of the existing IAS major on Culture, Literature, and the Arts. It may be necessary to change the name of the existing major to something like "Culture, Media, Literature, and the Arts," but there does not seem to be a sufficient reason to contemplate further structure changes, especially in light of our current fiscal uncertainties.

Malcolm R. Parks  
Professor of Communication  
UW Seattle



*Office of the General Faculty Organization*

To: Faculty Council on Tri-Campus Policy



From: Charles Jackels, Chair, Executive Council of the General Faculty Organization, University of Washington Bothell

Date: 1 April 2009

Re: Executive Council Approval of the Proposed Option in Media and Communications Studies for the Interdisciplinary Arts and Sciences Program

The Executive Council (EC) of the General Faculty Organization of University of Washington Bothell reviewed the responses from the tri-campus review of the proposal for a new IAS program option in Media and Communication Studies at its April 1 meeting. The EC has determined that the proposing faculty in the IAS program have duly considered and responded to the comments posted by faculty from across the three campuses during the tri-campus review period. A letter containing the responses is attached with the checklist. The EC furthermore voted to approve the Media and Communication Studies proposal.

Please let me know if you need any additional information.



## MEMORANDUM

Date: 23 March 2009

To: Susan Jeffords, Vice Chancellor for Academic Affairs, UW Bothell  
 Chuck Jackels, Vice Chair and Professor, General Faculty Organization, UW Bothell

From: Bruce Burgett, Director and Professor, Interdisciplinary Arts and Sciences, UW Bothell

Re: Response to Tri-Campus Review Comments on Media and Communication Studies Proposal

I am writing in response to the three comments received during the tri-campus review period for our proposed degree option in Media and Communication Studies (MCS) in the Interdisciplinary Studies major. In crafting this response, I have consulted with Professors Constantin Behler and Ron Krabill, the two faculty members charged with developing and coordinating the proposal. We appreciate the comments submitted by three professors from UW Seattle's Department of Communication. Although these three comments diverge in their tone and level of support, we believe that each has something valuable to contribute to the conversation around our new degree option.

The comments from Professor Gastil and Professor Parks indicate, accurately, that our proposal focuses on existing strengths within IAS and at UWB, which are indeed in the areas of critical and cultural analysis and digital media. We concur with Professor Domke in recognizing that playing off our strengths will allow our program to be "much more focused" at the outset. This focus allows us to launch MCS without excessive resource demands and without entering into direct competition with the Department of Communication at UW Seattle (two things that Professor Parks assumes). At the same time, we respectfully disagree with Professor Parks and Professor Gastil that the word "communication" should be removed from the title of our degree. Conversations with many other colleagues in the Department of Communication, including those whose research falls solidly on the communication side of the communication/media studies split within the discipline, confirmed that the field is now defined in ways that make our claim on the name of Media and Communication Studies accurate.

In addition, we note that our offerings in communication, even as it has been conceived more traditionally in Professor Parks' and Professor Gastil's comments, will be stronger than may have been evident in the proposal. A group of faculty is currently working on new course proposals that include not only media production and communication practice courses, but also a 200-level course on

"Foundations of Communication Theory," a 300-level "Issues in Communication Studies" course under which various topics could be taught, and the core course in "Media and Communication Studies," which will deal centrally with fundamental issues of communication. In addition, Gray Kochhar-Lindgren is developing courses in Intercultural Communication and Introduction to Presentation Skills and Public Discourse within the first-year CUSP curriculum. Finally, this year IAS has hired a new assistant professor, Ted Hiebert, who will bring additional strengths in the areas of both media production and communication theory.

Missing from the responses is an indication of the depth of collaboration that is already occurring between those involved in the MCS degree and the Department of Communication. As we developed the proposal, we consulted with a range of faculty and staff members in Communication: Jerry Baldasty, Dean of the Graduate School, former Chair; Lance Bennett, Professor; Lisa Coutu, Director of the Undergraduate Program; David Domke, Chair; Phil Howard, Associate Professor; Ralina Joseph, Assistant Professor; Gina Neff, Assistant Professor; Gerry Philipsen, Professor; David Sherman, Director of Academic Services; Crispin Thurlow, Associate Professor. All agreed with Professor Domke that the MCS proposal complements the Department of Communication's offerings rather than representing a competing or antagonistic program. Already, two IAS faculty members (Professors Susan Harewood and Ron Krabill) have been added as adjunct faculty members in Communication and are beginning to serve on Ph.D. committees, while one faculty member in communication (Professor Crispin Thurlow) has asked to be put forward as an adjunct professor in IAS. Two of the 2009-10 fellows in the IAS Project for Interdisciplinary Pedagogy are doctoral students from Communication. These collaborations and linkages indicate that the proposed MCS degree has very strong support within the Department of Communication and elsewhere, and that it will provide an excellent opportunity for students in IAS and at UWB.

Bothell: Option in Media and Communication Stud...

**Bothell: Option in Media and Communication Studies within the Bachelor of Arts of Interdisciplinary Studies. (BIAS-20081208)**

[Go to New! posts](#)

Reply

New conversation

**Page 1 of 1**


[Quote](#) [Permalink](#)

Posted Feb 13, 2009 10:42 AM

Edited Feb 13, 2009 10:43 AM by uwcr (Board owner)

[uwcr](#)  
Board owner  
Please review the attached 1503 pdf requesting a new option in Media and Communication Studies at the Bothell Campus and post comments by 5:00pm on Friday, March 6, 2009.

**Attachments:**

-  [BIAS-20081208.pdf](#) 782.8 Kbytes

[Quote](#) [Permalink](#)

Posted Feb 18, 2009 5:13 PM

I see the UWB proposed emphasis in media and communication studies as a significant contribution to the UW campus system. Right now on the UW-Seattle campus, courses in communication are highly sought, and these have a wide range of foci -- some on mediated communication, some on person-to-person communication, some on politics, some on global matters, and so on. We might think of the UWS Communication program as offering a platter of opportunities for students. This approach fits well for the UWS goals, and it fits well for the UWS faculty's research interests.

[domke](#)  
The proposed UWB program will be much more focused, and it will highlight critical theoretical lenses and hands-on production of new and alternative media. Both of these are present at UWS, but the UWB program will provide a much-needed laser focus and considerable depth. I think the UWB and UWS programs will well complement one another, and I have been in contact with UWB faculty about the possible interactions detailed in the proposal.

Further, the focus on information, visual, and technological literacy is a definitively needed part of higher-education curricula. Students are enveloped within technological and cultural settings in which virtually everything they encounter is mediated -- information, entertainment, and everything in between. An emphasis on this reality will serve UWB students well.

I support this proposal with no reservations.

David Domke  
UWS Department of Communication, Acting Chair

It is not clear that the contribution made by this program will be sufficiently distinctive. Most of the production features would seem to duplicate opportunities available at UWS. And the cultural studies gloss on media can be found in many other quarters as well. The substance of this proposal could be covered just as well under the umbrella of the existing IAS major on Culture, Literature, and the Arts. It may be necessary to change the name of the existing major to something like "Culture, Media, Literature, and the Arts," but there does not seem to be a sufficient reason to contemplate further structure changes, especially in light of our current fiscal uncertainties.

Malcolm R. Parks  
Professor of Communication  
UW Seattle

**UNIVERSITY CAMPUSES UNDERGRADUATE PROGRAM REVIEW PROCEDURES\*\***

**CHECKLIST**

Title of Proposal: Option in Media and Communication Studies

Proposed by (unit name): Interdisciplinary Arts and Sciences

Originating Campus:

UW, Seattle

UW, Bothell

UW, Tacoma

**I. Phase I. Developed Proposal Review** (to be completed by Originating Campus' Academic Program Review body)

A. Review Completed by: (list name of program review body)

Chaired by:

01/28/09 Date proposal received by originating campus's review body

02/09/09 Date proposal sent to University Registrar

02/13/09 Date proposal posted & email sent to standard notification list

04/01/09 Date of originating campus's curriculum body approval

(Note: this date must be 15 business days or more following date of posting)

B.   3   Number of comments received. Attach the comments and a summary of the consideration and responses thereof : (1-2 paragraphs)

**II. Phase II. Final Proposal Review** (to be completed by FCTCP)

A. Review Completed by:

FCTCP subcommittee

FCTCP full council

Chaired by: Janet Primomo, FCTCP Chair

4/15/09 Date request for review received from University Registrar

4/21/09 Date of FCTCP report

B. Review (attached)

YES NO

Was notice of proposal posted on UW Website for 15 business days?

- Was notice of proposal sent to standard mailing list 15 business days in advance of academic program review?
- Were comments received by academic program review body?
- Was response to comments appropriate? (explain, if necessary)
- Was final proposal reviewed by FCTCP within 14 days of receipt?
- Was there adherence to the University Campuses Undergraduate Program Review Process? (explain, if necessary)

### C. Recommendation

The Program Review Sub-committee of the FCTCP reviewed this proposal for the Option in Media and Communication Studies within the Bachelor of Arts degree in Interdisciplinary Arts and Sciences (BIAS-20081208) at UW Bothell. The Council noted that all procedures were followed; the proposal generated 3 comments. One from the UW Dept of Communications Acting Chair was supportive. Two comments challenged the name of the program and one of these objected to the timing of the proposal with our current economic problems. Substantive issues about the program were also raised by one individual. The originating program responded to the concerns adequately.

The FCTCP is pleased to have the Registrar forward the final proposal. Thank you.  
Janet Primomo, Chair, FCTCP

- Forward for final approval
- Forward to Provost because of University issues (Explain)
- Return to campus council because of insufficient review (Explain).

\*\*Endorsed by Faculty Senate Executive Committee, 1/10/05, modified 1/31/06; These procedures apply to new undergraduate degrees, majors, minors (and certificates) and substantive changes to same