



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Stephens College
Program Title: Television and Screenwriting
Degree/Certificate: Master of Fine Arts
Options:
Delivery Site(s): Off Site; Los Angeles
CIP Classification: 50.0504

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory highered.mo.gov/ProgramInventory/search.jsp

Implementation Date: August 2015

Cooperative Partners:

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Suzan Harkness, Ph.D., Vice President for Academic Affairs

Name/Title of Institutional Officer

Signature

Date

Linda S. Sharp, Registrar

(573) 876-7277

Person to Contact for More Information

Telephone



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	20	22	24	24	24
Part Time	0	0	0	0	0
Total	20	22	24	24	24

Please provide a rationale regarding how student enrollment projections were calculated:

The program will initially accommodate 20 students in FY15 with a projected enrollment of 22 in FY16 and 24 in subsequent years. The requirements of the courses, including writing intensive tasks, and one-on-one mentoring are best supported by a small student-faculty ratio. We will manage this growth by recruiting qualified faculty, both academically and professionally, to ensure that the students receive quality instruction and guidance throughout the program. Responsibility for recruiting, hiring, and professional development of the faculty, as well as for program evaluation, will rest with the Program Director.

Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

There are many robust and compelling studies that investigate women currently working in the film industry and prove that there is a need for more trained women to work in the film industry. According to the 2013 Writers Guild Association TV Staffing Brief, the number of women in the profession has risen only incrementally over the past few decades. The study analyzed employment patterns for 1,722 writers working on 190 broadcast and cable TV shows during the 2011-2012 season to examine why women and other groups have traditionally been underemployed in the TV industry. Between the 1999-2000 and 2011-12 TV seasons, women working on TV writings staffs increased approximately 5 percentage points, from 25 percent to 30.5 percent. These data mean that it would be another 42 years before women reach proportionate representation. Stephens College is poised to be a powerful force in creating change at a quicker pace.

The Sundance Institute and Women in Film Los Angeles also commissioned a report this year to examine gender disparity in film. Along with quantitative data, it documented the qualitative experiences of female filmmakers through interviews with filmmakers and film industry

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representatives. Findings included the following reasons that hampered women's career development in film: Male-dominated industry networking (39.2%); Stereotyping on set (15.7%); Work and family balance (19.6%).

The proposed Stephens College Low-Residency (SCLR) MFA program is designed to overcome these challenges that women currently face, which is why mentoring and establishing relationships with professionals in the film and television industry is an important aspect of the program. It is offered as a low-residency program so that students can earn their MFA while also balancing other jobs and families. Female filmmakers also identified three key ways to change the status quo in the study: mentoring and encouragement for early career women (36.7%); improving access to finance (26.5%); and raising awareness of the problem (20.4%). With the emphasis on female screenwriters and addressing women in film specifically in the curriculum, the MFA program will raise awareness of the problem along with creating real opportunities for mentoring. The curriculum is also designed to demystify the role fundraising and finance plays in developing scripts to the screen.

There is also reason to believe there will be overall job growth for writers in the predicted future because of other economic factors. The U.S. Bureau of Labor Statistics (BLS) predicted a 17.4% increase of employment for writers and editors between 2008-2018. An increase of 14% was also predicted for employment within motion pictures and video. While no official market analysis has been conducted, the above-mentioned statistics and anecdotal data support the need and market demand for a low-residency MFA program that can draw from national and international audiences.

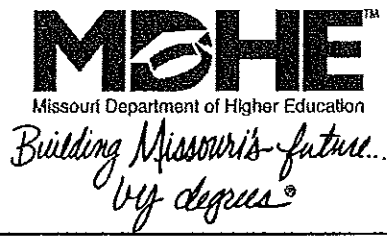
This MFA program will attract two groups of people: (1) women (and men) who want a career change, and (2) women (and men) who have a background in film but want to get a more specific education in screenwriting, such as a Stephens alumna with an undergraduate BFA degree in digital filmmaking or another area of the arts who wants to go specifically into screenwriting. This SCLR MFA program will attract students who cannot afford to take years and time off from their jobs to pursue a master's program. There is increasing attention to providing education that is affordable to middle-class students and is linked to employment outcomes, most notably with the President Obama's plan to oversee changes in higher education. Traditional MFA programs in film are cost-prohibitive to all but the very wealthy. For instance here are current estimates for one year for some of the most notable MFA programs in film, excluding housing:

- UCLA: \$25,000. (2013-2014 estimate)
- USC: \$51,000 (2012-2013 estimate)
- NYU/Tisch MFA in Dramatic Writing: \$25,300 (2013-2014 estimate)
- Hollins: \$20,000 (2013-2014 estimate, tuition only)

The SCLR MFA in Screenwriting program is unique because it focuses on television/film/web series writing solely, stemming from a film production program but a deep education in writing for film/television/web series. Many MFA Screenwriting programs, and particularly those offered by small colleges, do not delve deeply into the study of screenwriting and base many of their core classes in their general undergraduate requirements (e.g., photography, general film analysis, creative writing classes).

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PROGRAM STRUCTURE

A. Total credits required for graduation: 48

B. Residency requirements, if any: Low Residency

C. General education: Total credits: 0

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
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D. Major requirements: Total credits: 48

Course Number	Credits	Course Title
SWR 500	3	Residency Workshop I: Story Structure and Character
SWR 505	3	Writing the Screenplay: Outline and Beginning
SWR 510	3	Writing the Spec: One-Hour Drama
SWR 515	3	History of Screenwriting I
SWR 550	3	Residency Workshop II: The One-Hour Pilot and Finding Authenticity
SWR 555	3	Writing the Screenplay: First Draft and Revision
SWR 560	3	Writing the One-Hour Pilot
SWR 565	3	History of Screenwriting II
SWR 600	3	Residency Workshop III: The Story Arc and The Writers Room
SWR 605	3	Writing the Screenplay: Outline and Beginning
SWR 610	3	Writing an Original Series History of Screenwriting III
SWR 615	3	History of Screenwriting III
SWR 650	3	Residency Workshop IV: The Business
SWR 655	3	Writing the Screenplay: First Draft and Revision
SWR 660	3	One Hour Drama - The Series Arc
SWR 665	3	History of Screenwriting IV

E. Free elective credits:

0

(Sum of C, D, and E should equal A.)

48

F. Requirements for thesis, internship or other capstone experience:

MFA graduates will submit a thesis, consisting of a finished screenplay and either two television scripts or two web series of at least six episodes each.

G. Any unique features such as interdepartmental cooperation:

Each semester will be a block of 12 credits, including a residency, mentor session, and online classes

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PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Stephens College
Program Name MFA in Television and Screenwriting
Date 06/10/2015

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
Graduate students will gain admission to the program the quality of required writing samples, as well as an undergraduate degree that shows academic proficiency. The writing samples will be evaluated by program faculty, allworking writers, who will look not so much for professional polish, but rather an authentic voice, a sense of characterdevelopment and an instinct for dramatic writing that speak of possibilities.
- Characteristics of a specific population to be served, if applicable.
This MFA program will attract two groups of people: (1) women (and men) who want a career change, and (2) women (and men) who have a background in film but want to get a more specific education in screenwriting, such as a Stephens alumna with an undergraduate BFA degree in digital filmmaking or another area of the arts who wants to go specifically into screenwriting. This SCLR MFA program will attract students who cannot afford to take years and time off from their jobs to pursue a master's program. There is increasing attention to providing education that is affordable to middle-class students and is linked to employment outcomes, most notably with the President Obama's plan to oversee changes in higher education.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
The program will be staffed with a Program Director who will be responsible for implementing the program, developing partnerships, hiring part-time and adjunct faculty, teaching, and mentoring students. Initially, two parttime faculty and one adjunct faculty member will be hired to teach and mentor. Given the structure and content of the program, guest speakers will come in to share their expertise on selected topics. As will

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also require guest speakers Each of these hires are reflected in the proposed budget with the number based upon the first-year projected enrollment of 10 students.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
12 credit hours
- Expectations for professional activities, special student contact, teaching/learning innovation.
Faculty are expected to balance innovative pedagogy, high contact, experiential learning and advising.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
Due to a cohort type of program, there should be close to 48 students in the program at one time; 24 in year 1 and 24 in year 2.
- Percent of full time and part time enrollment by the end of five years.
100% full time

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
20, 24
- Special skills specific to the program.
None.
- Proportion of students who will achieve licensing, certification, or registration.
9.4 % of programs require licensing, certification or registration.
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
No data available
- Placement rates in related fields, in other fields, unemployed.
No data available

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- Transfer rates, continuous study.
28.28%

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**
Higher Learning Commission

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys.*
No data available
- Expected satisfaction rates for employers, including timing and method of surveys.
No data available

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Historically committed to meeting the changing needs of women, Stephens College prepares students to become leaders and innovators in a rapidly changing world. Stephens engages lifelong learners in an educational experience characterized by intellectual rigor, creative expression and professional practice, in an environment supported by accomplished faculty and dedicated alumnae.