

TELEVISION PRODUCTION PROGRAM

Program Review Panel Report

September 15, 1998

Program Review Panel Members

1. Fred Wyman, Chair of PRP, Associate Professor of Television Production
2. Clayton Rye, Associate Professor of Television Production
3. Karen Norman, Associate Professor of Occupational Education
4. Patrick Tobin, Telecommunications Electronic Technician
5. Judith Hooper, Associate Professor, University College

Table of Contents

Section 1	Television Production Program Overview
Section 2	Program Evaluation Plan: Techniques and Budget
Section 3	Graduate Survey
Section 4	Employer Survey
Section 5	Student Evaluation of Television Production
Section 6	Faculty Perceptions of Television Production
Section 7	Advisory Committee Perceptions
Section 8	Labor Market Analysis
Section 9	Evaluation of Facilities and Equipment
Section 10	Curriculum Evaluation
Section 11	Enrollment Trends
Section 12	Program Productivity/Cost
Section 13	Conclusions
Section 14	Recommendations

PROGRAM OVERVIEW

The Television Production program (TVP) began because the results of a study conducted in 1977 indicated that there was a need within the television field for trained practitioners whose broad academic background could allow for advancement in the profession. An Advisory Committee consisting of corporate television administrators from throughout the Great Lakes region was formed and it was through their efforts that the survey was conducted and objectives for the new program were created.

The program continues to emphasize “hands-on” experience. These experiences, coupled with basic theory courses, prepare students for all phases of television production from pre-production planning to post-production editing and evaluation. It was clear from the beginning that we would prepare student to work in corporate and cable television not commercial television, because of greater employment opportunities.

The hands-on experiences of the students continue to result in finished programming for the local cable channel in Big Rapids and other cable systems throughout the state. The curriculum prepares the student to succeed in this field by progressively building individual skill sets who then utilize those skills in capstone experiences in the studio and on location. Television programs have included live-on-tape coverage of Ferris sporting events, studio based live and taped talk shows, and magazine format shows which are assembled in the post-production suite. Additionally, students work with community, business, and educational clients to create instructional and informational videotapes to support the objectives of those organizations.

Originally, the program was a junior-senior level program into which students laddered from various associate degree programs at Ferris State University or transferred in from community colleges. During the 1980's an Audio/Visual Production associate degree program (AVP) was also offered through the Television Production department. However, in 1988 a proposal was accepted by the Academic Senate to modify these programs by combining them into a 4-year Television Production bachelor's degree program and dropping the associate degree program. The proposal indicated that nearly all of the AVP graduates continued on into Television Production. A four-year degree right from the start seemed sensible. The AVP degree was phased out by 1992.

In August 1993, the Academic Senate assigned Television Production an “A” rating in its periodic Academic Program Review. It was judged that:

- 1) The program is very central to the current role and mission of Ferris State University.
- 2) The breadth and scope of the TVP program makes it unique in the State of Michigan.
- 3) The TVP program contributes substantially to other programs on campus.
- 4) The job placement for students is very good.
- 5) New graduates obtain competitive salaries upon graduation.

In response, the administrative conference committee recommended a “C” rating essentially because of decreasing student numbers, additional resources were not

available to replace equipment, of a need to restore engineering support, and a need to fund professional development activities.

Then , Ferris State University began the process of Fiscal Restructuring. In the fall of 1993, the University announced and even informed parents that the Television Production program would "...close this program and reduce by 6 FTE faculty and 2 FTE clerical as it is becoming increasingly difficult to keep pace with expensive technological advances in the field.". With shock and dismay, dozens of cable, broadcast, manufacturing, and service industries responded with letters, calls, and personal appearances to protest the closure of a program which contributed significantly to the television production industry in Michigan and in the central United States. Among those companies were the largest employers in the State: Ford Motor Company, GM, EDS, Dow, Amoco, the Veteran's Administration, and Amway along with many cable, broadcast, and independent production companies. Through court action and reconsideration by the administration under then new President Sederburg, the Television Production program was spared elimination. However, it was reduced significantly.

The resulting restructuring created an upper division program which could be taught by two FTE faculty with adjunct support and a cap of 20 students per class level for a total of 40 students. In the winter of 1998, the Academic Senate restored the program to a four year program with admission of freshmen directly into Television Production. As this reports section on PROGRAM PRODUCTIVITY/COST will show, we currently have 57 official students in the program. Nearly ten others are taking courses while they work on improving their GPA or are taking TVP as an Application to the Workplace in the new Applied Speech Communications major.

Ten years ago, Television Production employed 6 FTE faculty, 2 engineers, 1 Media Supply Manager, 1 departmental secretary, and a full-time production assistant for the advanced classes. Additionally, the campus/community cable station had several full-time employees who handled the cable operation. Our current staff includes 2 FTE faculty, an adult part-time Media Supply Manager, and clerical assistance for 16 hours per week. Engineering support is provided by a full-time electronics engineer whose shop is housed in our facility but whose reporting line is through Telecommunications. There are no full-time employees to operate the cable channel.

Through all this organizational strife the program has kept its focus. The students continue to be employed after serving a six-month (18 credit) internship primarily in Michigan or Chicago. It is while on internship that the student develops skills and masters equipment not available on this campus and which has lead to 100% placement during the year for which the most recent statistics are available AY 96-97.

The mission statement of Ferris State University reads as follows: **Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.** The Television Production program statement of mission supports the University mission. It states that, **The mission of the Television Production Department is to**

teach students the creative and technical communication skills necessary to succeed in the diverse spectrum of television production. Our graduates are prepared for entry-level employment in the television industry with significant potential for professional growth into leadership positions. In an increasingly complex and information-oriented society, our graduates have an ability to reatively adapt to the emerging technologies of the rapidly expanding media communications environment.

Our goals are:

1. To provide a television production curriculum which includes a strong classroom instruction component and extensive hands-on experience in the laboratory.
2. To provide a supportive environment where students can work on challenging individual and small group projects utilizing current technology.
3. To prepare employable graduates who can analyze, synthesize, and problem-solve within the television field.

Our purposes are:

1. By creating courses oriented around reality-based assignments and taught by experienced television professionals, students develop television production skills which emphasize teamwork as well as individual achievement.
2. To constantly monitor and revise the curriculum in response to changes in television technology by fostering mutually beneficial relationships with practicing media professionals in the television industry and professional communications organizations.
3. To permit frequent interaction and visits with internship supervisors to assure valid internship experiences for a diverse student body who will contribute to the economic vitality of the rapidly growing, increasingly important media communications industry in Michigan.
4. To encourage equipment donations, financial support, and technical assistance from contacts in television, film and multimedia.
5. To provide faculty with professional growth opportunities to keep abreast of changing technology.
6. To foster co-curricular activities which encourage the development of networking between students and professionals and recognition at the regional and national level.

Television Production graduates function as television producers or directors in corporations, industry, education, government and other areas using television. Television professionals function effectively in any production capacity where creative use of moving images, graphics, and audio are used to communicate effectively. Graduates use skills in film, audio and video production; multimedia production, instructional design, editing, script writing, and graphics. Graduates are able to plan, script, direct and produce television programs. They do non-linear editing, 3-D animation, 2-D animation, and produce web pages. They install satellite and cable systems and create and operate distance learning systems for private and public institutions. Corporation and institutions, particularly in Michigan, recognize that the Ferris Television Production program prepares students thoroughly for this industry as it moves into the Twenty-first century.

The Unit Action Plan process in the College of Education required a look into the future during the fall of 1997. That document is attached for your examination.

COLLEGE OF EDUCATION
TELEVISION PRODUCTION

Three Year Plan
December 12, 1997

GOAL 1. PROGRAM

Students will achieve an acceptable degree of cognitive, creative, and motor skill development in the television production field leading to preparation for the job market primarily in Michigan, with a required internship, significant hands-on production opportunities, and includes provision for assessing learning outcomes.

MAJOR ACTIVITIES AND PROCESS

- Students in the Television Production program will integrate their knowledge from program courses in the TVPR 499 class and the internship.

EXPECTED OUTCOMES

- Seventy-five percent of Television Production majors will demonstrate above average competence in the Television Production curriculum.

INDICATORS/SOURCES

- Achievement of 2.5 GPA in required TVPR courses as calculated at the end of the each academic year.
- Successful completion of capstone Television Production course, TVPR 499 with at least a C+ by 75 percent of those enrolled.
- Feedback from internship supervisors.
- Advisory committee feedback.

REPORTING PROCESS

- To the program faculty, the Dean's office, and the students measured.

RESOURCE REQUIREMENTS

- Sufficient S&E will be provided to sustain program.
- Equipment replacement and upgrade fund will be provided at an annual rate so that scheduled maintenance and replacement can be planned and accomplished.

Budget (excluding benefits and contract raises)

	Current		
FTE Salaries	\$88,923	Clerical Salary	\$38,268
Supplementary Salaries	\$12,960	Adult Part-time	\$ 5,675
Student Wages	\$ 7,000	S & E	\$27,357
Equipment	\$20,000		

GOAL 2. TECHNOLOGY ENHANCEMENT

Students will work with current television production technology to create individual and small group projects in a supportive setting.

MAJOR ACTIVITIES AND PROCESS

- Sufficient current television production equipment will be available to meet the needs of each course in the curriculum.

EXPECTED OUTCOMES

- All television production equipment will be in operating condition and replaced as necessary to keep current with the industry.

INDICATORS/SOURCES

- Availability of operating equipment for student use in all courses in the curriculum 100% of the time to meet course objectives.
- Replacement of equipment outdated by technological changes.

REPORTING PROCESS

- To course instructors and Media Supply Supervisor.
- To the program faculty and the Dean's office.

RESOURCE REQUIREMENTS

- Provide annual equipment replacement and upgrade budget estimated to be \$20,000 annually.

GOAL 3. STUDENTS

Recruiting of students for Ferris, Television Production, and retention of the students we have recruited. Student productions will serve the University as a recruiting and public relations tool.

MAJOR ACTIVITIES AND PROCESS

- Selected student television productions will be seen on the local cable television system.
- Student television productions will be used by University programs for recruiting and public relations applications.

EXPECTED OUTCOMES

- On average, one hour of original student produced programming will be shown on the local cable television system weekly.
- Fifteen Academic Profile features will be produced highlighting academic programs at Ferris and copies will be made available to the highlighted program.
- Ferris Focus, a half hour magazine format program about Ferris, will be distributed to interested cable stations around the state.

INDICATORS/SOURCES

- The number of programs shown on local cable.
- The number of Academic Profiles produced and made available.
- The creation and distribution of Ferris Focus.

REPORTING PROCESS

- To the program faculty, Dean, and Provost.

RESOURCE REQUIREMENTS

Provide requested S & E support of : \$27,357

GOAL 4. INCREASE RESOURCES

Fund raising efforts will continue to increase non-Ferris support.

MAJOR ACTIVITIES AND PROCESS

- Alumni will be solicited to support the program on an annual basis.
- Corporate support of the program will be encouraged.

EXPECTED OUTCOMES

- Alumni will provide support of the program.
- Corporate support for the program will increase.

INDICATORS/SOURCES

- Five percent of the alumni will provide financial support of the program.
- At least one corporate sponsor will provide support of the program.

REPORTING PROCESS

- To the program faculty, the Dean, and the Academic Vice President.

RESOURCE REQUIREMENTS

- None.

GOAL 5. ESTABLISH CERTIFICATE IN DIGITAL VIDEO PRODUCTION

MAJOR ACTIVITIES AND PROCESS

A Certificate in Digital Video Production will be offered.

EXPECTED OUTCOMES

- **Students will enroll to take a series of courses leading to a Certificate in Digital Video Production.**

INDICATORS/SOURCES

- **A Certificate in Digital Video Production will be offered.**

REPORTING PROCESS

- **To the program faculty, the Dean, and the Academic Vice President.**

RESOURCE REQUIREMENTS

- **Sufficient funds to equip and staff a certificate program.**

Program Evaluation Plan Television Production Program

Program: TELEVISION PRODUCTION

Degree Awarded by Program: B.S. in Television Production

Program Review Panel:

Chair and Program Coordinator	Fred Wyman
Program Faculty	Clayton Rye
College of Education Faculty	Karen Norman
Individual with Special Interest in Program	Patrick Tobin
Faculty Member Outside the College	Judith Hooper

Purpose:

To conduct a study of the Television Production Program to evaluate its effectiveness so that the University can make informed decisions about resource allocations.

Data Collection Techniques:

1. Graduate Follow-up Survey to be completed in 1998.
2. Employer survey to be completed in 1998.
3. Student evaluation of program and courses from 1997-1998.
4. Faculty perception of program from surveys to Television Production full-time and adjunct faculty.
5. Advisory Committee perceptions of the program from questionnaires to advisory board members.
6. Labor Market Analysis information from current market indicators.
7. Evaluation of facilities and equipment by conducting a review of program laboratories and equipment.
8. Curriculum evaluation information will be taken Report of the Senate Task Force on University Planning in Response to The Administration's Plan for Fiscal Restructuring (1994), Survey of market for Television production courses in Grand Rapids (Spring 1998), and analysis of program self-study.

Schedule of Events:

Activity	Leader	Target Date
Graduate Survey	Clayton Rye	July 1
Employer Survey	Clayton Rye	July 1
Student Evaluation	Clayton Rye	May 1
Faculty Perceptions of Program	Judith Hooper	May 1
Advisory Committee Perceptions	Fred Wyman	May 1
Labor Market Analysis	Karen Norman	May 1
Evaluation of Facilities & Equipment	Patrick Tobin	July 1
Curriculum Evaluation	Fred Wyman	May 1

MEMO

To: Doug Haneline, Chair, Academic Program Review Committee
From: Fred Wyman, Television Production Program Coordinator
Subj: Program Review Panel - Committee Membership, Plan, and Budget
Date: January 21, 1998

The proposed plan for the Academic Program Review of the Television Production Program is enclosed for your review. Should the plan be approved, we request \$450 to cover mailing, duplication, and publication costs be deposited in account number 2-35210.

Our expected costs are:

Survey costs	
Copying	\$ 60.00
Mailing	\$125.00
Return Mailing	\$ 75.00
Phone costs	\$100.00
Final Document printing & binding	\$ 90.00
TOTAL	\$450.00

GRADUATE SURVEY
FERRIS STATE UNIVERSITY
DEPARTMENT OF TELEVISION PRODUCTION

SURVEY OVERVIEW

This survey was designed to obtain general and specific information from TV graduates about their overall satisfaction regarding the Department of Television Production. The Alumni office provided a list of students who have graduated since 1990 and the following twenty-question survey was mailed out during the summer of 1998.

Approximately 70 students have responded as of the writing of this report. These are all graduates of the old four-year TVP program. The respondents provided various data that will not only be valuable for APRC purposes, but will also be used as input for discussion on departmental issues. Overall you will notice, as you read the results, the graduates in Television Production are very happy with the education that they received at Ferris State University.

Our graduates are doing well in the television production industry with 80% employed in a very wide array of TV positions. The numbers are slightly tilted towards Corporate TV, but only slightly. The range of job titles (see #s 3&4) provided by the respondents is definitely diverse. 64% of the respondents report annual earnings of over \$30,000 (#5) with 85% making over \$25,000. By far, most respondents feel that the TVP program prepared them well for their field, (# 14) 86% rate the program Good to Excellent. Over 90% (# 19) would recommend the Television Production program at Ferris to a friend who is interested in studying television production.

The comments are generally very positive, but a program will never please everyone. Some of the comments relate to situations that no longer exist. Some complaints are about an "old...out of touch" individual who retired years ago. Others past students urge updated equipment. Although a TV education facility will never be state of the art, attempts to update the technical base are ongoing; this is part of the reason that the Visual Communications sequence has been added. Continued efforts and requests for resources will not end.

All of the comments and data on this survey were gathered anonymously and will be very helpful when considering a number of future issues including curriculum, staffing, facilities, equipment, certificate programs, etc.

12). Which of the following areas (aside from TV production) best prepared you for your present occupation?

- a)___ Business
 - b)___ Management
 - Computers
 - d)___ Advertising/Marketing
 - e)___ Speech/Communications
 - f)___ General Electives
 - g)___ Visual Communications
 - h)___ Public Relations
 - i)___ English and Writing
 - j)___ Other _____
 - c)___
- (If more than one, pick the most significant one)

12). If you were back in TVP, which non-production areas would you take more courses in?

- a)___ Business
- b)___ Management
- c)___ Computers
- d)___ Advertising/Marketing
- e)___ Speech/Communications
- f)___ General Electives
- g)___ Visual Communications
- h)___ Public Relations
- i)___ English and Writing
- j)___ Other _____

13). The following list represents possible required courses for the Television Production program at Ferris. Do you agree or disagree that these courses should be required.

	<u>Agree</u>	<u>Disagree</u>
Interactive Video Production	_____	_____
Desk-Top Video Production	_____	_____
Computer Graphics	_____	_____
Script Writing	_____	_____
Film Production	_____	_____
Distance Learning	_____	_____
Audio Production	_____	_____

14). How well did you feel the TVP program prepared you in your field?

- | | | | | |
|-----------|------|------|------|--------------|
| 1 | 2 | 3 | 4 | 5 |
| Excellent | Good | Fair | Poor | Unacceptable |

15). What additional TV coursework would benefit students in the Television Production Program?

16). Are you interested in Ferris Graduates as interns?

Yes ___ No ___

17). Are you interested in Ferris Graduates as employees?

Yes ___ No ___

- 18). We use ¾ SP videotape. What videotape format do you feel we should be using?
- 19). Would you recommend the Television Production program at Ferris to a friend who is interested in studying Television Production?
Why? Why not?
- 20). Do you have any general comments about the Television Production courses or the program at Ferris?

Please write on the back or use additional sheets if you wish.

**RESULTS
GRADUATE SURVEY
FERRIS STATE UNIVERSITY
TV PRODUCTION PROGRAM
PROGRAM REVIEW**

1. What year did you graduate?

1990	1
1991	12
1992	6
1993	10
1994	8
1995	8
1996	6
1997	10
1998	1

2. Are you presently employed in your field?

Yes - 56
No - 14

32 hrs or more weekly - 45
less than 32 hrs weekly - 2

3. Which one of the following areas classifies your present employment?

a. Corporate TV	18
b. Cable TV	8
c. Commercial TV	9
d. Public TV	1
e. Bio0Medical TV	1
f. Educational/Instructional	7
g. Indep. Prod or Post facility	6
h. Freelance	9
i. Other:	
Satellite Communications	
Government Cable TV - 2	
Advertising Promotions	
Sales	
Motion Picture	
Government/Military	
Video On-Demand Systems	
Systems Integration	
Audio, video, staging, lighting	
Corporate Production	

4. What is your present job title?

Freelance Audio	Audio-Visual Producer	P.A. Coordinator/Video Tech	Grip
Produced/Director - 3	Producer/Art Director	Government Access Producer	Engineer/Editor
Producer - 3	TV Director	Production Assistant - 3	Director - 2
Senior Video Editor	Graphics Designer	Director/Producer	Service Tech
Associate Producer - 2	Operations Manager	Freelance Production Coordinator	President
Technical Representative	Broadcast Lecturer	Video Production Specialist - 2	Editor
Desktop Specialist (AVID)	TV Tech/Instructor	Graphic Designer/Assistant Editor	Design Director
President & Owner	Systems Technician	Media Productions Specialist - 3	AVID Editor
Production Manager - 2	Creative Design/Director	Video Producer/Technician	Field Technician

Editor/Videographic Artist
Production Coordinator
Director/Scantech Services

Dept Chair of Computer Animation
Plant Training Specialist
Deputy Public Affairs Officer

Account Production Manager
Data Integrity Specialist
Producer of Live Events

5. What do you estimate your annual salary range to be at the present time?

- | | |
|------------------------|----|
| a. \$14,999 and below | 0 |
| b. \$15,000 - \$19,999 | 1 |
| c. \$20,000 - \$24,999 | 8 |
| d. \$25,000 - \$29,999 | 12 |
| e. \$30,000 - \$39,999 | 25 |
| f. \$40,000 and above | 13 |

6. Are you presently seeking employment in your field?

- | | |
|-----|----|
| Yes | 24 |
| No | 46 |

7. Why or why not?

Want to see if I can survive as a freelancer
Always looking for a better job and more challenging
Ready to move on
Would like to produce more and work less in print medium
I own rental property and I am also a part-time builder
Freelance for more money
Need something more creative and better paying
Looking for more security at another company
Career advancement
I am self employed and I have to dig up work
Always looking for something better
Another job begins soon
Currently learning how to use non-linear system in my present position
I like it here
I am very happy with the company I am with
Lost interest due to lack of pay in field
Enjoy my job and enjoy working with my co-workers
Stupid question
Back in school to get secondary education certification in Business Ed
Because everywhere I applied I was told Ferris grads are unqualified to enter the field
Very satisfied with my job, pay, environment, and ability to learn new skills
There was no work for me in 92-93. I sent out 386 resumes back then. Now I've been out of the field too long
Yes, I was willing to move anywhere
Very happy working where I am
Currently employer [3]
Funding for the program is being cut
I have a satisfying other position at the moment
Own company
To pursue a higher level of production
Always looking for something new [2]
Not enough income in the TVP field. Few specialized positions available in Michigan
No decent paying 9-5 Monday through Friday jobs in Lansing area
Industry has horrible hours, doesn't pay well and is too saturated (no jobs)
Enjoy working at this company
Content with current position and company
I can edit and have a life too. Not an option at most facilities
You always have to look
Lack of jobs in this field as well as low pay
Switched careers to computer/application development. Maybe one day I can get back into TV production

Was recently promoted within my company
 Looking for something more in my field
 Not seeking, but keeping eyes open
 Secure for now
 More challenge
 Company I am with is growing and I am able to grow with the company and expand my technical knowledge
 Better salary
 I've been at the same plant since my internship and I need to find something new
 Always looking for anything interesting or a new challenge
 Always looking for better
 I'm willing and open for change. If something better comes up, I'll take it
 I currently work for Canon Video Division
 Just got promoted to full-time with benefits plan. Plan to stay on for a few years and move on. Considering freelance work on the side.
 I am enjoying what I'm doing and it pays better than I was offered elsewhere
 I am not in the TV field at this time
 Once I got out of the field, I fell behind. The technology moves quickly.

8. Have you completed a certificate in a TV related field?

Yes 16
 No 48

In what field?

NRI Computer
 Avid media Composer
 TV Production/Audio Visual Production
 BS
 Avid Editing
 Public Affairs
 Cable (National Cable Television Institute)
 Advanced Video Lighting
 FSU TV
 TV Production
 3D Animation and Modeling
 Animation
 Advanced Photoshop
 Animation

9. Are you presently enrolled in graduate school?

Yes 2
 No 72

10. Have you completed any graduate work?

Yes 3
 No 68

11. What level?

Masters 4
 Specialist 0
 Doctorate 0

In what field?

I'm outstanding my own pasture!
 Communication
 Business Admin
 Screenwriting/Communication

Instructional Technology

12. Which of the following areas (aside from TV production) best prepared you for your present occupation?

- a. Business 5
- b. Management 5
- c. computers 25
- d. Advertising/Marketing 10
- e. Speech Communications 22
- f. General Education 3
- g. Visual Communications 6
- h. Public Relations 6
- i. English & Writing 15
- j. Other: Networking Contacts

12. If you were back in TVP, which non-production areas would you take more courses in?

- a. Business 24
- b. Management 19
- c. Computers 38
- d. Advertising/Marketing 19
- e. Speech/Communications 10
- f. General Electives 0
- g. Visual Communications 10
- h. Public Relations 11
- i. English & Writing 11
- j. Other 0

13. The following list represents possible required courses for the Television Production program at Ferris. Do you agree or disagree That these courses should be required?

	Agree	Disagree
Interactive Video Production	60	3
Desk-top Video Production	58	4
Computer Graphics	61	2
Script Writing	60	3
Film Production	50	13
Distance Learning	36	25
Audio Production	55	8

14. How well did you feel the TVP program prepared you in your field?

- Excellent 32
- Good 22
- Fair 6
- Poor 2
- Unacceptable 1

15. What additional TV coursework would benefit students in the Television Production Program?

- Non-linear courses
- Non-linear digital editing
- More client relations prior to senior status
- More film classes
- More lighting and audio prep
- A job placement course
- Courses in D.T.V.
- Advertisement
- Cost assessment for equipment and services
- Computer graphics and how to incorporate them into live video
- Creative writing 3 act structure
- Lear as much as possible about the AVID

More state of the art equipment (editing)

Business courses

More up-to-date equipment

Much like the TV operations class that I had to take maybe a computer operations class since much of our work is now being done on computer (SGI,NT, MAC, etc.)

Concentration on computers used in TV i.e. #D graphics, animation, editing, etc.

More emphasis on corporate TV applications

Adobe graphics packages. Photoshop, after effects, premier illustrator

Offer a film only tract. If Ferris taught camera assisting the way they do video, the sky's the limit for potential DIP's and

Director cameramen (women)

Communication

Budgeting

Business Management

Time code mathematics

Introduction to electricity

Lighting for video with guest D.P.'s

Film style directing

More shoot video

More editing

More scripting

Computers

Computers and CD Roms

Up-to-date equipment, AVID, better graphics programs, etc.

Advanced computer applications

Writing, of every type, to include English & grammar

Business, how to make it in this field

Heavy emphasis on the use of lighting

Be realistic with the students, let them know what they're up against after graduation

Computer involvement in all areas of TV production

Staying on top is very important

Definitely more computer knowledge

Advanced editing and directing

Lighting sets and products

Field trips to trade shows to see new technology Discuss how it fits into what students are currently learning and using

Non-linear editing

More hands-on work. Majority of hand-son was in the senior sequence

Possibly do some more directing/remote work prior to senior sequence

Presentation technology

Equipment installation and integration

AVID

How to find a job

The final semester "Dimension" was great. I learned as much in these few months as in previous 2 years

More time on lighting early on. The students work would look better and they would have more respect for what they create.

16. Are you interested in Ferris Graduates as interns?

Yes 29 No 24

17. Are you interested in Ferris Graduates as employees?

Yes 36 No 18

18. We use ¾ SP videotape. What videotape format do you feel we should be using?

Beta	48
DVC Pro	6
SVHS	4
¾ SP	6
Mini OV	1
Digital	12
Becacam SX	2

19. Would you recommend the Television Production program at Ferris to a friend who is who is interested in studying Television Production?

Yes	61
No	4

Why?

Because as far as I can see nobody has the hands-on training like Ferris State University

Because it's a great learning experience that I deal with every day in my current job

Because Ferris has on excellent program that prepares graduates for their profession

Because it is a very good program of TV and other video productions

I always tell my Western students they made a mistake in thinking the bigger school is better

I would recommend Ferris to a friend because I believe Ferris has the most hands-on training of any academic institution

The program was/is well put together with excellent instructor. Other school's programs don't prepare the person well enough as compared to Ferris, which prepares their students very, very well

The hands-on experience gives you an edge over graduates from many schools

FSU has wonderful TV Program. Great instructors and terrific hands-on experience

It is so far advanced over other schools as far as the technical aspects taught. Very hands-on and great preparation for "the real world" of TVP.

Really nice community and good instructors

Because it served me well

If the program is the same as it was in 1993 with the same high standards, I would recommend the TVP program

Good hands-on

I felt very prepared for the workplace and was working in my field within 3 months after only 8 resumes being sent. In a completely different state. So I assume my resume reel was pretty strong.

Because what I have learned. I would also explain to a friend how the program has changed and have them look into the program before making that decision.

Excellent instructors and all inclusive program

Still a great program

Perhaps, it just depends on what they would use it for

It offers the most hands-on technical training of any school

The TVP experience as Ferris is highly recommended only because the program itself is one of the best

Yes, but I would explain the realities of employment and I would also recommend Lansing Community College 1st. It's cheaper and they are doing amazing things there. Someone should tour their new facility. If you haven't kept up with LCC, you will be very surprised.

If they were planning on not leaving the state of Michigan

Ferris has the best program in Michigan. Hands-on training is crucial and Ferris has a big edge there. Also, the instructors are very thorough and knowledgeable.

It was a well-rounded program

I feel Ferris offers a more comprehensive program compared to most schools

Ferris program exceeds most of what I think would be the minimal requirements to enter the field

Because you can't beat the hands-on experience of the program. It prepares you very well for the real world experience of television production.

Intense course work and hands-on training is invaluable

I would because of the hands-on intensity and the commitment to aesthetics the instructors have in making sure Ferris graduates know what they are doing.

Best program in the state. Very well respected by others. In fact, I have recommended it to others

Overall I had a good experience with the program

Anyone in the industry, especially in Michigan knows that a Ferris grad is ready for anything, and is well respected
Because of its hands-on nature. "Doing" rather than reading about TV production makes a big difference
Because the staff is dedicated to teaching us well, jut just looking at \$s
Because the program taught me the basic skills (a good foundation) that I needed to be able to work in the video production field
The program offers a solid hands-on learning experience and a good general knowledge of video production
Good hands-on. Pay sucks
Very goods hands-on. (creative writing could use a boost)
The instructors prepared me very well for the real world. Having hands-on experience from day 1 is the best thing
I have already told many of my thoughts on Ferris' program. Not to mention others have commented in favor of Ferris State
The hands-on experience is the best way to go. I hope it still exists!
I feel it was a well-rounded program that prepared me for my career
Hands-on training
Education is second to none. I came out and was teaching interns from the "big" schools like U of M and MSU. I came out of
Ferris with enough skills to start my career.
Ferris has a great TVP reputation in the TV world, you also get the best hands-on training with Ferris TVP
It really gives you a great assortment of skills that are extremely valuable in any TV setting
The program gives a good general knowledge of the television and film industries
For the most part, I felt as prepared as I could be for the "real world". But, a lot of knowledge comes from experience and that
can't be taught in the classroom.
If the program was updated to today's technology and if the program were to be brought back to a straight 4 year degree, and had
more instructors.
Ferris has a good TV program and they prepare their students well for the real world
The program taught me how to take on projects and finish them. See things through
I have found that here in Dallas, Texas people are very impressed with the curriculum, and experience, mostly "hands-on",
compared with other schools.
Ferris prepares its students for all facets of television production with the hands-on teaching. Ferris is one of the best schools in
the country.
It is a college of option that is not dull, but it is for people who like to go above and beyond textbooks
I feel the student will receive a well rounded education that will prepare them for the real world
The program does prepare you well in the field
Great hands-on training! I can't stress that enough!!
Great hands-on learning experience
The curriculum prepared me for entry into several television related opportunities

NO

I feel that a person can take an entry level position and learn much more on the job than Ferris teaches
I've just paid off 5 years of loans for a field that I am not working in. I would recommend someone to just go out and work in
the field instead
Takes a while to get a good paying secure jog. Need to work hard and practice and get experience and have patience. If you are
talented and can do above go for it.
It sounds like a great field to young students. But the real world is much different. Field quite often pays very poorly. Only
certain "driven" individuals should get involved.

20. Do you have any general comments about the Television Production courses or the program at Ferris?

I think it was too easy. I didn't get straight A's, but I wasn't challenged until my last year. I don't think there is enough
guidance or help for students entering college. I was so confused about what I wanted to do and chose TVP because the clock was
ticking and I had to make a decision. I now I'm not the only person who feels this way because I've spoken to many others who
feel the same way. I know it's a difficult problem to solve, but students are spending so much time and money, and many don't
have any idea what they really want to do. I wish I had some direction or at least a better opportunity to explore some of the
options that were being offered. I think it needs to start at the high school level, so the colleges can't necessarily be responsible.
The advisors I spoke to were often very bust (too busy and were unable to help.

I feel that when I went through the FSU program it was being run by an old man who was completely out of touch with what the
mainstream TV and film community was doing. Politics and favoritism were much more important than skill and talent. A total
loss and waste of time. Instructors should teach and treat every student with the same energy and respect and not be more

involved in their own projects than that of their students. Everyone involved who allowed Jim Breault to bully and ridicule students should be ashamed of themselves.

If it's not already a part of the program, the AVID should definitely become a part of the instruction at Ferris

I miss Leigh Caskey!

Yours is an excellent well rounded program. As digital television transmission details are almost agreed upon by the various powers that be...this is a good time to think about more schooling. Thanks for the reminder.

May want to add more commercial TV courses and eliminate multi-image and other corporate-type related studies.

They all helped me. I loved my classes and teachers. I love it.

Great coverage of formats, technical, hands-on experience, variety, production, post, film, audio, graphics. I fall back on all this daily. The university should take advantage of the opportunity it has with the department. With the development and implementation of high-def. There will be a need for qualified people to understand this. There will be a need for these people. Let Ferris feed this need. Subjects like compression, resolution, and transmission. This program should remain strong and consider expanding because the future of television has already started. Sorry for the short chippy sentences, I was writing this during efforts rendering on the AVID media composer.

Hello Clayton, I hope all is well with you. I'm doing well. I am not in TV but I do enjoy what I do. I am trying to mold my career into something that allows me to have a lot of personal time. I know that you are thinking..... Good luck! Brian

No. Keep hands-on training and move with technology. That is non-linear system and digital. I hope this will help.

I received a solid foundation on which to build my career from Ferris, but I regret that politics and administrative axe grinding has eroded what was once a great program. FSU could have been the best TV program in the region, but that was not to be and that is a real shame.

I am proud to say that my degree is in TV Production and I am working in that field. But, the best part is that I still have an enormous passion for it and I know I always will.

Basic production skills, like lighting, production, and so forth should be taught before students ever pick up a camera.

Great preparation for field work. I feel that because of the courses I could go into any TV setting and feel comfortable. Knowing the AVID was also a huge bonus.

I landed myself a good job that will look great on a resume.

I liked that fact that it was corporate geared. Even though I had/have no desire to be in the corporate world, those same ideas/methods transfer into local, cable and government. All in all, I thought the program was very well run. I learned a lot, that in itself says something. If you can teach me, you can teach a stone. I do think going to the semester system; it would be, or is; difficult to get the many varying types of courses in four years. I don't see it as being possible to have photo 1&2, CINE 1&2, Audio, Video, APT, Writing, History, Elements, Comp. Graphics, etc. in addition to all of the elective classes which I do feel are necessary to acquire the wide variety of knowledge to succeed in business. But these are things that are not necessarily under your control. But like I said, it's a good program and I have recommended it and will continue to do so. Any questions feel free to contact me. Kevin Kreis, 7065 W. Bonnie #152, Westland, MI 48185. (734)762-5269, Home or (734)467-3198, Work, e-mail kckreis@juno.com

I would be eternally grateful for the knowledge I got from the program and for the assistance I always received from my professors.

Deal with computers in editing etc. AVID media 100.

If you want to become successful in any field television/film related you need to get to Ferris, quickly. When I registered for classes at Ferris back in 89 I had no idea that I would be going somewhere that everyone in the outside world thought so highly of. I know I made the correct decision.

The program is great, I always here good things when I tell others in the video field that I graduated from Ferris.

Make it a bachelor again.

Thanks for the memories.

Television operations was probably the most difficult, but definitely the most important class I had. That class taught me many of the basic skills and terminology that I use in my job everyday. The program also gave me the opportunity to gain hands-on experience. Very important. The last semester of classes before the internship probably prepared me the most. I learned the importance of meeting deadlines, being responsible for a group of people, working together with a group of people (whether you like the people or not) and learning how to communicate with people.

Not really, I just love you guys and miss you all. In order to make it in television you must be willing to and have funds to relocate and live in a big city. Grand Rapids, Chicago, New York, lots of jobs in N.Y., Washington D.C./Virginia area. I may have changed my major some what, maybe TVPR as a minor? Not positive but something would have been different.

I feel the program did prepare as well as it can or could at the time by the outside world. Outside experience has proven to more.

I believe keeping the program as a broad hands-on overview, (which is the way I perceive it) helped me a great deal. I constantly run into things that was taught at Ferris but I don't usually do in my everyday work that gets me out of sticky situations, such as the technical aspects of production, film production, etc. I'm glad I went through all of it.

Absolutely the best TV program money can buy. I would not be where I am today if it wasn't for this program.

Needs to focus more on real world applications of video in the business setting.

The courses offered are second to none. However I feel the program was severely hurt by the cut in staff when it was brought down to a 2 year program. It was a terrible loss, I as a student missed learning from different people with different backgrounds and perspectives. I understand this was necessary in order to keep the program after budget problems. My only hope or wish is that the program can grow and prosper again into a 4 year curriculum. I hope thru this survey it can be achieved. Best of luck.

What I learned in TVP, still gives me a confidence to get out bed and work for clients from Germany, Australia, L.A., New York – anywhere, anytime. Ferris technical/aesthetic skills are invaluable. Ferris TVP should not be so news style oriented i.e. Dimensions. The commercial film industry is booming in Detroit. But if you don't have two 16mm classes you don't know enough. Cp-16's, Beaulieu's are nice, but Arrifles is what is used. Ideally the same intensity applied towards video, should also be applied or offered as a separate tract for commercial film production i.e. not everyone out of Ferris lands producing or directing jobs that's an early 80's myth. Freelance is the name of the game everywhere. Classes in production management, assistant directing and camera assisting should also be offered. These are the entry level film jobs out there. On the video side don't change a thing. There is not a day that goes by that I don't call upon the technical skills I learned at Ferris. And finally make damn sure Fred Wyman and Clayton Rye stay there. I learned a lot from you two and you were my favorite profs.

Prepare students for realistic salaries in the workplace. They will not begin at \$20.00 an hour most of the time. They will be lucky, many of them to get a job. They should learn to get the foot in the door first.

Try not to dilute the system too much. While diversity and change are often positives, adding too many classes with subjects that could easily be learned on the job after graduation may hurt the program. Stick to the basics and expand thee. Better understandings of electricity, sound, lighting, directing, etc.

Please, make sure the student are receiving more time shooting, editing, and producing video segments/projects. The last few Ferris grads I worked with could talk a good game, but lacked the skills to do the job. Good nuts and bolts production skills are still the most important part of television these students need to learn. Secondly, students need more time working on computers. Too many still look at a computer as a alien life form.

I hope that it is still as challenging as when I went. Student should have an understanding of digital production i.e. multimedia, internet production DVD CD Rom etc. HTML programming, computer generated graphics a must.

It is an excellent program and I hope it can maintain its high level of instruction.

All the profs worked very hard to get the most out of their students. They should get more financial backing for up-to-date equipment from all the parking tickets that Public Safety rake in every day!!

I loved the program and wish I were doing more video production today. The hands-on approach is excellent. Reinforcing the basics is important. I would also like to make a comment about how I was treated outside of the TVP environment. As a student, I felt sub-standard and not respected, especially from the FSU Safety/Police office but also sometimes from the library and other administrative offices. I was a good student and did not cause trouble. I did not deserve this treatment – lack of respect. It's hard for me to forget this experience, especially now since all the alumni groups keep asking for my money! Before I transferred to FSU, I was an LCC student. They respected and understood me and to this day, they have not asked me for one dollar. Students deserve customer service too.

Keep things hands-on! Diverse. Our industry has many broad areas. Besides keeping up with current technologies, Ferris should maintain a solid foundation with shooting, lighting and audio classes. These are still the bread and butter for video production. Diversity teaches skills to students that they can nurture later on, either through a valuable internship on in the workplace. Good luck and keep up the good work!

It was a lot of fun learning and actually taking part in television production, however through my findings most graduates from my graduating class aren't working in this field. I believe that when we all graduated, it hit home that there were very little jobs available, and the ones available were low paying ones. I am a district sales manager for Oldsmobile (General motors) and at times I miss TVP, but I had to do what was best for me. I really enjoy my job, I just wish that more graduates are realistic as to what happens after graduation.

Yes, make the program at Ferris a four year degree. Have courses like lighting in the junior year and remote is a good course because it putting the director on the spot and in the "real" world that's how it happens.

I feel it is a well rounded curriculum and is the best school I know of training people for the field of television production. Just make sure its technology stays with the times. The staff is excellent and caring, being in the education field now myself I know how much work goes into that.

Th the time, 1991, we were told that corporate video was the "in" thing. Well out in the real world it was actually a dying breed. And every corporate company, the video studio was the first to be cut from any company budget. So to even look for a "corporate video" job was becoming non-existent. I hope students are not being misled in your program.

The production industry is very large. There is a great deal of work in the audio-visual production industry. This includes but is not limited to corporate audio, lighting, staging, video production, data projection, live image magnification, multi-camera live on tape events. As a course, I feel that students should be informed of this job opportunities. I work in this very large industry and all aspects of my TVP courses help me in my line of business.

A four year degree in TV production would benefit students more than an associates degree in something else and two years of TV study. Too much time was spent on learning equipment and what buttons to press while I studied at Ferris. Not nearly enough time was spent on the compositions of shots and the aesthetics of editing. More time was needed in learning "art" of production. I cannot stress this enough. To this day I have never needed to register the tubes in some ancient camera, but I have to make dozens if not hundreds of artistic decisions everyday. Advanced editing and directing courses are much needed!

Overall I am very pleased with the education I received at Ferris. The only thing I could imagine improving is giving the students a little more education about the jobs that are available in the TVP field. I was told the placement rate was high, which is true if you want to work for \$6.00 and hour, 30 hours or under a week, on odd shifts. That is the only area I have found to be disappointing.

FSU's TVP program is great. Mr. Wyman and Mr. Rye are my favorite instructors. They care about the student as an individual and always make sure the student puts their best effort forward. I don't thing there is anywhere else in Michigan that has such a

program that has the hands-on experience like Ferris. My intern employer (Amoco Headquarters in Chicago, IL) and my current employer (Ford Motor Company, Ypsilanti, MI) also seems to think so.

I have nothing but good things to say about my education.

The TVP program is definitely an excellent one. Being a transfer student (from Delta college) some of the classes I had to take were similar to those at Delta, but it was worth it in the end, having to go through similar classes. Based on my working with interns, students at others schools (MSU, WMU, Wayne State) aren't nearly as prepared as they are at Ferris. I'm glad I choose to attend Ferris and am a proud graduate of the TVP program!

My job requires a technical background as well as strong production skills, not to mention a good head for management. I received all the proper training at Ferris. I think the TV production program at Ferris is one of the best!!

Great program, Great basics. Last 2 semesters (Impressions and Dimensions) are what really make the program. I hated it when I was there, but more tech/engineering courses would have rounded me out.

Keep up the good work.

I think the only downfall of the program is the equipment. To keep up with the industry the students should be working with betacam.

There should be more in-depth study on F-stops.

SURVEY OF EMPLOYER SITES
FERRIS STATE UNIVERSITY
DEPARTMENT OF TELEVISION PRODUCTION

SURVEY OVERVIEW

The following list of television production supervisors were sent the following survey that was created to solicit information about how the graduates of the Television Production program are viewed by industry professionals. The list of professionals was composed based on internship sites and other facilities that have hired TVP grads in the past. The 14 respondents, who have all had Ferris TV students as paid interns, have provided mostly very positive ranking and comments about their Ferris employees.

All the respondents consider FSU-TV grads to have Good or Excellent (# 7) overall TV production skills. More specific skills and attributes such as Technical Skills, Interpersonal Skills and Dependability (# 10) are also rated very favorably. The industry professionals also respond unanimously that the TVP graduates ranked Good or Excellent at being up to date on the basic technical advances (# 11) in cameras, editing systems, graphics & computers.

The supervisors were asked to list at least three colleges/universities that they would recommend (# 12) if a high school student came to them and expressed interest in seeking a college education to prepare them for a job working in television production. Ferris State University was chosen by 13 respondents, more than any other college or university. Please read the following materials for more complete data.

EMPLOYER SITES

Amoco Corporation
200W Randolph Drive
PO Box 87703
Chicago, IL 60680-0703
312/856-6231 or 7438

Mark Klocksin

Amway Corporation
Ada MI 49355
616/676-6699

Jim Kipp

Bloomfield Community Television
4200 Telegraph Road
PO Box 489
Bloomfield Hills, MI 48013
313/646-6230

Nadine Maynard

Color Bars, Inc.
22725 Greater Mack Ave
St Clair Shores, MI 48080
313/778-2277

Dave Shimmel

Continental Cablevision Advertising
3401 E Saginaw Suite 105
Lansing MI 48912
517/351-2796

Jim Mason

Cynthia Kay/Wayne Glatz
Film & Video
214 E. Fulton
Grand Rapids, MI 49503
616/776-0345

Cynthia Kay, Wayne Glatz

WUCM-TV
Delta Community College
Delta Road
University Center, MI 48710
517/686-9356

Rose Morales

Ford Motor Company
Electrical and Fuel Handling Division
McKean and Textile Roads
PO Box 922
Ypsilanti, MI 48197
313/484-9464

Edward Johnson

Ford Motor Company
Ford Communication Network
The American Road 920
Dearborn, MI 48121
313/845-8570

Jim Haggarty

Ford Motor Company
Transmission & Chassis
36200 Plymouth Road
Livonia, MI 48150
313/523-5719

Len Michaels

City of Sterling Heights
40555 Utica Rd
PO Box 8009
Sterling Heights, MI 48311-8009
810/977-6123 Ext 125

Michael Crimmins

The Transfer Zone
13251 Northend
Oak Park, MI 48237-3212
313/548-7580

Roxanne B. Nusholtz

Triangle Productions, Inc.
3542 Roger B. Chaffee Dr.
Grand Rapids, MI 49548
616/245-6188

Larry Melton

Unique Film and Video
34034 8 Mile Road
Suite 100
Farmington Hills, MI 48024
810/478-1036

Krista Kindt

United Cable Television of Michigan
21170 Allen Road
Woodhaven, MI 48183
313/675-8304

Jim Mason

United Artists Cable Advertising
3401 East Saginaw
Suite 105
Lansing, MI 48912
517-351-2796

Steve Koets

Universal Images
26011 Evergreen Suite 100
Southfield, MI 48076
810/357-4160

Chrisotpher Laport

VA Medical Center
5500 Armstrong Road
Battle Creek, MI 49016
616/966-56j00

David Irvine

WGTU.WGTQ
201 East Front Street
Traverse City, MI 49684
616/946-2900

Susan Rutkofske

Western Michigan University
Media Services
Kalamazoo, MI 49008-5001
616/387-5010

Janet Oliver

WWTV/WWUPV 9&10
PO Box 627
Traverse City, MI 49685
616/947-7533

Laurie Rutkowski

GMI Engineering and Management
1700 W Third Avenue
Flint, MI 48502
313/762-7801

Al Blanford

Haworth Inc
1 Haworth Center
Holland, MI 49423
616/393-1986

Eric Packer

K Mart Electronic Communications
3100 West Big Beaver Rd.
Troy, MI 48084

Dennis Wigent

Leben Productions
450 Culver, Box 8
Saugatuck, MI 49453
616/857-4780

John Leben

City of Livonia
3300 Civic Center Drive
Livonia, MI 48254
313/421-2000 Ext. 2543 or 2545

Mike DiFazio

Michigan Government Television
111 S Capitol Ave 4th Fl.
Olds Plaza
Lansing, MI 48909
517/378-4250

Michelle Webb

Midland Community TV
1710 W St Andrews
Midland MI 48640

Ron Beacom

Oakland Schools Video Services
2100 Pontiac Lake Road
Waterford, MI 48328
248/209-2275

Mark Hansen

Palace Sports and Entertainment Multimedia
Media Communications Department
2 Champion Drive
Auburn Hills, MI 48326
810/377-8246 or 8680

Diane Gonzalez

Pastoral Telecommunications
305 Michigan Avenue
Detroit, MI 48233
313/237-5938

Sue Ganzak

Postworks, Inc.
2660 Horizon SE Suite E
Grand Rapids, MI 49506
616/940-4100

Flip Mulliner

Sault Ste Marie Tribe
Of Chippewa Indians
206 Greenough 2nd Fl.
Sault Ste Marie, MI 49783
906/635-4768

Ben Baker

**FERRIS STATE UNIVERSITY TELEVISION PRODUCTION DEPARTMENT
SURVEY OF EMPLOYER SITES**

If you feel there is a more appropriate person to answer these questions, please pass this survey on to that individual

1. Do you currently have a FSU graduate of the TV Production program in your employ? []yes []no.
2. What is the total number of FSU TV grads employed by you? (currently and in the past):_____.
3. Do you currently have a FSU TV Production program intern in your employ? []yes []no.
4. Have you had FSU TV interns in the past? []yes []no.
5. What is the total number of FSU TV interns that you have had? (currently and in the past): _____.
6. Of the FSU TV employees you have hired, how many of them did their internship with you?_____.
7. Of those FSU TV grads you have hired, how would you rate their overall TV production skills?

[] Excellent

[] Fair

[] Good

[] Poor

Comments:

8. Based on your review of candidate resumes and job interviews, what skills, in your opinion, are characteristic(strengths)of FSU TV graduates?

9. Also based on your review of candidate resumes and job interviews, what skills, in your opinion, are lacking (weaknesses) in FSU TV graduates?

10. From your experience with FSU TV graduates, please rate them in the following competencies:

- | | | |
|-----------------------|------------------------------------|-------------------------------|
| Technical Skills: | <input type="checkbox"/> Excellent | <input type="checkbox"/> Fair |
| | <input type="checkbox"/> Good | <input type="checkbox"/> Poor |
| Oral & Written | <input type="checkbox"/> Excellent | <input type="checkbox"/> Fair |
| | <input type="checkbox"/> Good | <input type="checkbox"/> Poor |
| Interpersonal Skills | <input type="checkbox"/> Excellent | <input type="checkbox"/> Fair |
| | <input type="checkbox"/> Good | <input type="checkbox"/> Poor |
| Initiative & Attitude | <input type="checkbox"/> Excellent | <input type="checkbox"/> Fair |
| | <input type="checkbox"/> Good | <input type="checkbox"/> Poor |
| Dependability | <input type="checkbox"/> Excellent | <input type="checkbox"/> Fair |
| | <input type="checkbox"/> Good | <input type="checkbox"/> Poor |

11. Upon interviewing or hiring FSU TV graduates, do you find them up-to-date on the basic technical advances in cameras, editing systems, graphics & computers:

- | | |
|------------------------------------|-------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Fair |
| <input type="checkbox"/> Good | <input type="checkbox"/> Good |

Comments:

12. If a high school student came to you and expressed an interest in seeking a college education to prepare for a job working for you in television, name at least three colleges/universities you would recommend:

1. _____
2. _____
3. _____

13. What advantages do other television programs have?

Any final comments:

Please feel free to use the page back or another sheet if you like.

RESULTS OF
Survey of Employer Sites
For
Ferris State University Television Production Department

Program Review
May 1998

1. Do you currently have a FSU graduate of the TV Production program in your employ? [9] yes [3] no
2. What is the total number of FSU TV grads employed by you? (currently and in the past): 49
3. Do you currently have a FSU TV Production program intern in your employ? [7] yes [7] no
4. Have you had FSU TV interns in the past? [14] yes [0] no
5. What is the total number of FSU TV interns that you have had? (currently and in the past) 77 (some respondents gave an estimated number.
6. Of the FSU TV employees you have hired, how many of them did their internship with you? 19
7. Of those FSU TV grads you have hired, how would you rate their overall TV production skills?

[5] Excellent [0] Fair
[6] Good [0] Poor

Comments:

All interns possessed well rounded sufficient TV production skills

Have not hired any because it's such a big "jump" from intern to producer, and we have (unfortunately) no associate producer or P.A. full-time positions.

We have not been contacted about having a Ferris intern since 1992.

Always have been my best hires. Very well trained.

8. Based on your review of candidate resumes and job interviews, what skills, in our opinion, are characteristic (strengths) of FSU TV graduates?

Understanding of technology
Technical
Editing
Internet experience. Good writing skills
Good attitude and work ethic
Strong knowledge of current technology
Technical knowledge overall
Dedication to work
Organization
Technical, hands-on experience
Professional, personable, energetic
Past experience
Excellent hands-on experience
Practical experience
Hands-on an technical experience
Technical skills

9. Also based on your review of candidate resumes and job interviews, what skills, in our opinion, are lacking (weaknesses) in FSU TV graduates?

Motivation, not a go getter, but a very good worker

The one thing that bugs me is the students feel they are no longer learning when they get here. I have one episode of "that's not how we did that at Ferris" each year. Once we get past that it's fine.

General writing skills

Lack of knowledge about the television signal, engineering and basic skill/knowledge of how TV system works.

Writing, project management, "corporate politics," importance of following through on commitments.

On the technical side, I'd prefer to see them a little more familiar with S-VHS technology.

Older technology – not all organizations are capable of upgrading technology quickly.

Budgeting and accounting skills

Personal presentation or public relations skills

Writing skills (grammar)

Writing

No complaints – keep sending them my way

Professionalism – I have ha to speak to more than one about their appearance. Some have the roll out of bed and go to class mentality.

A realistic view of the job market and salary ranges

Writing skills – could use more "liberal arts" education courses

English/Grammar/Writing

It's hard to teach dependability and "how to be a self starter" but those are excellent qualities

10. From your experience with FSU TV graduates, please rate them in the following competencies;

Technical Skills:	[7] Excellent	[0] Fair
	[7] Good	[0] Poor
Oral & Written Communications	[2] Excellent	[4] Fair
	[8] Good	[0] Poor
Interpersonal Skills	[2] Excellent	[3] Fair
	[9] Good	[0] Poor
Initiative & Attitude	[5] Excellent	[3] Fair
	[6] Good	[0] Poor
Dependability	[6] Excellent	[1] Fair
	[7] Good	[0] Poor

11. Upon interviewing or hiring FSU TV graduates, do you find them up-to-date on the basic technical advances in cameras, editing systems, graphics & computers?

[4] Excellent [10] Good [0] Fair [0] Poor

12. If a high school student came to you and expressed an interest in seeking a college education to prepare for a job working for you in television, name at least three colleges/universities you would recommend.

Ferris State University	13	Columbia College	1
Central Michigan University	8	Syracuse	1
Michigan State University	5	University of Michigan	1
Delta	1	Western Michigan Univ.	1
Specks	1	Wayne State	1

Southern Illinois Univ.	1	V.M.	1
Ball State	1		
Middle Tennessee State U	1		
Rochester Institute of Tech.	1		
Lansing Community College	1		

13. What advantages do other television programs have?

Location to out site
 More interpersonal type classes
 Delta – low cost/local
 CMU – on air talent
 MSU – more management skills, research and background info
 Central – good hands-on experience
 SIU – on-air PBS station
 Columbia – in town location
 I am not familiar enough with the current FSU program to compare
 Similar to FSU both Western and Central train their students and provide for hands-on production experience
 More hands-on
 Reputation, especially out of state
 Not sure how to answer this. I have not personally compared these programs. Knowledge of Ball State and MTSU comes from ITVA sources.
 Hands-on and technical experience
 Most universities are unable to provide state of the art equipment
 Theory based, may be in more of a cosmopolitan or large city in order to gain some experience with real or larger clients/customers.

Final comments:

As we are a small shop, and I am sure there are many others like us in the country, having communications and media production skills in photography, computer graphics and desktop publishing is very helpful, since many message elements can be translated between computers for applications in video, print, and photography (i.e. Photoshop, PCT files) Illustrator EPS files of logos, etc.

I'm not currently involved in supervising our interns. But, from observation and working with the FSU interns on projects they come well prepared on work in our facility.

Ferris grads are prepared for the job market with not only production skills and knowledge but they all have had strong communication skills. It is shameful how many people can't fill out an application or respond well to interview questions.

Students should be told that they don't always start off making big money. Many interns who I've talked to feel that they are too good to start below \$10.00 hr from experience, you have to start somewhere and should take everything into consideration (benefits, days off, membership dues, convention and training costs covered by company, etc....)

Technical qualities are great but writing skills must be improved – both copywriting and business writing. Some business background is helpful. Most students have an unrealistic attitude towards business.

When are you starting your graduate program?

With one exception all interns met or exceeded my expectations

Ferris students seem to be very involved in everything and my experience with interns in general (not just the TV interns but other program interns as well) is that they have excellent interpersonal skills and writing skills.

Overall, I am very impressed with the Ferris program and the quality of the work your students do for us as interns. Keep it up!!

STUDENT SATISFACTION SURVEY

FERRIS STATE UNIVERSITY

DEPARTMENT OF TELEVISION PRODUCTION

SURVEY OVERVIEW

The current students of the Department of Television Production were asked to fill out the following survey in the classroom, or while out on internship assignment toward the end of the Winter Semester of 1998. They responded to 60 questions and were also provided the opportunity to write comments. The first forty questions asked the respondents to rate various aspects of the program from Excellent to Poor with the fifth column representing Unknown. The last twenty questions allow the student to Agree or Disagree with specific statements about the Television Production program. The survey was conducted anonymously to strive for free, truthful responses. The majority of the students were the first juniors in the new two-year program; the rest were the last of the four-year students, either out on internship or participating in their last semester on campus. The responses overall are very positive, especially given the recent transitions that have taken place regarding the downsizing of the TVP program.

With only two full-time faculty currently, compared to six before restructuring, the students still seem very satisfied with most aspects of their education in television production. Reading the survey results reveals that the majority of all faculty related responses are rated 90% at Excellent & Good. From availability and willingness of advisor to help, (#s 1&2) to professional competency of faculty (# 31) and faculty preparation for courses, (# 52) the students are very satisfied with the faculty. The adjuncts along with the full-time faculty deserve credit for these positive results. The Program Coordinator and the Office Staff received very favorable ratings as well. (See #s 9&33) Over 90% of students agree or strongly agree that they have learned a great deal (# 46) as a major in the Television Production program and that the program provides a satisfactory outlet (# 60) for creative expression. Likewise over 90% believe that the program is providing them with a very good preparation for what they perceive as their future professional work or advanced study.

The survey results also indicate that some areas and issues may need continued attention. In general the series of questions (#s 15-28) that deals with the appropriateness and quality of equipment and facilities, was not as consistently positive as it should be. Over 60% of respondents feel that the overall adequacy of financial resources (# 41) in support of this program is only fair or poor. The quality of the library holdings in TVP (# 8) did not fare well either, and this may be the result of too few research type of writing assignments. With the heavy production emphasis of the TV program, most of the writing done, tends to be scripts or production reports. The library holdings are unknown to 43% of our students. Also 25% of respondents do not know about the appropriateness of the internship experience (# 14) since only the seniors are usually familiar with the many internship placement opportunities that have been available to TVP students. One additional concern is the appropriateness of the Visual Communications courses (# 24) that are now required for a degree in TVP. The responses should be better because these classes will certainly be valuable to the TV professional. Possibly the teaching style of the temporary VC faculty alienated some students. Please remember that the new two-year students are the only ones who have taken the VC classes, they just started the TVP program in the 97/98 school year. We will continue to monitor these situations for a better understanding in the future.

STUDENT SATISFACTION SURVEY

Please rate each of the following on the answer sheet using this scale

1=EXCELLENT 2=GOOD 3=FAIR 4=POOR 5=UNKNOWN

1. Availability of my advisor.	1	2	3	4	5
2. Willingness of my advisor to help.	1	2	3	4	5
3. Quality of courses in helping me prepare for employment.	1	2	3	4	5
4. Fairness of grading in my TVP classes.	1	2	3	4	5
5. Quality of instruction in my TVP classes.	1	2	3	4	5
6. Quality of textbooks used in my TVP classes.	1	2	3	4	5
7. Quantity of textbook used in my TVP classes.	1	2	3	4	5
8. Quality of library holdings in TVP.	1	2	3	4	5
9. Helpfulness of TVP office staff.	1	2	3	4	5
10. Helpfulness of Media Supply staff.	1	2	3	4	5
11. Availability of TVP required courses.	1	2	3	4	5
12. Availability of non-TVP classes which are required for graduation.	1	2	3	4	5
13. Organization of the curriculum for the major.	1	2	3	4	5
14. Appropriateness of the internship experience.	1	2	3	4	5
15. Appropriateness of studio facilities for a good learning experience.	1	2	3	4	5

16. Appropriateness of studio equipment of a good learning experience.	1	2	3	4	5
17. Appropriateness of portable video equipment for a good learning experience.	1	2	3	4	5
18. Appropriateness of control room equipment for a good learning experience.	1	2	3	4	5
19. Appropriateness of graphics equipment for a good learning experience.	1	2	3	4	5
20. Appropriateness of editing equipment for a good learning experience.	1	2	3	4	5
21. Appropriateness of film equipment for a good learning experience.	1	2	3	4	5
22. Appropriateness of lighting equipment for a good learning experience.	1	2	3	4	5
23. Appropriateness of audio equipment for a good learning experience.	1	2	3	4	5
24. Appropriateness of Visual Comm. courses for a good learning experience.	1	2	3	4	5
25. Quality of TVP classroom facilities.	1	2	3	4	5
26. Quality of TVP laboratory facilities.	1	2	3	4	5
27. Quality of TVP laboratory equipment.	1	2	3	4	5
28. Quality of TVP checkout equipment.	1	2	3	4	5
29. Quality of advising by TVP faculty.	1	2	3	4	5
30. Clarity of degree requirements in TVP	1	2	3	4	5
31. Professional competence of TVP faculty.	1	2	3	4	5

32. Opportunity for interaction with TVP faculty.	1	2	3	4	5
33. Attitude of Program Coordinator toward students.	1	2	3	4	5
34. Faculty helpfulness in dealing with class work and projects.	1	2	3	4	5
35. Usefulness of faculty criticism of class work and projects.	1	2	3	4	5
36. Appropriateness of procedures used to evaluate students in their lecture courses.	1	2	3	4	5
37. Appropriateness of procedures used to evaluate students in their lab/hands-on courses.	1	2	3	4	5
38. Faculty awareness of new developments in the television production/media field.	1	2	3	4	5
39. Overall quality of teaching in TVP.	1	2	3	4	5
40. Overall quality of the TVP program.	1	2	3	4	5
41. Overall adequacy of financial resources in support of this program.	1	2	3	4	5

**To what extent do you agree with the following statements
about the Television Production program?**

1=STRONGLY AGREE 2=AGREE 3=NO OPINION 4=DISAGREE 5=STRONGLY DISAGREE

- | | | | | | |
|--|---|---|---|---|---|
| 42. Most faculty members are genuinely interested in the welfare and the professional development of the students. | 1 | 2 | 3 | 4 | 5 |
| 43. Different scholarly points of view are encouraged by the faculty. | 1 | 2 | 3 | 4 | 5 |
| 44. The program is academically demanding for most students. | 1 | 2 | 3 | 4 | 5 |
| 45. This program has a humane environment characterized by mutual respect between undergraduate major and the faculty. | 1 | 2 | 3 | 4 | 5 |
| 46. I have learned a great deals as a major in the Television Production program. | 1 | 2 | 3 | 4 | 5 |
| 47. I would advise a friend with similar interests to major in Television Production At Ferris. | 1 | 2 | 3 | 4 | 5 |
| 48. Students tend to support and help each other meet the academic demands of this program. | 1 | 2 | 3 | 4 | 5 |
| 49. The Television Production program is an academically stimulating place to study. | 1 | 2 | 3 | 4 | 5 |
| 50. There are opportunities outside the classroom for professional growth. | 1 | 2 | 3 | 4 | 5 |
| 51. The program actively helps graduates of this program find appropriate employment or pursue further study. | 1 | 2 | 3 | 4 | 5 |
| 52. Faculty members appear to be Prepared for their courses. | 1 | 2 | 3 | 4 | 5 |

53. This program is providing me with a very good preparation for what I perceive as my future professional work or advanced study.	1	2	3	4	5
54. The Television Production faculty members work together to achieve the program's goals.	1	2	3	4	5
55. The program faculty are receptive To new ideas and ways of doing things.	1	2	3	4	5
56. There is good communication between faculty members and the television production undergraduates regarding students needs, concerns, and suggestions.	1	2	3	4	5
57. Students are provided sufficient opportunities to work in groups.	1	2	3	4	5
58. I am satisfied with the caliber of my classmates.	1	2	3	4	5
59. Students are provided sufficient opportunities to work alone.	1	2	3	4	5
60. The Television Production program provides a satisfactory outlet for creative expression.	1	2	3	4	5

Please Provide Written Comments:

RESULTS
STUDENT SATISFACTION SURVEY
TELEVISION PRODUCTION PROGRAM

JUNE 1998

	1	2	3	4	5
1. Availability of my advisor	53.6	35.7	10.7	0.0	0.0
2. Willingness of my advisor to help	67.9	21.4	7.1	0.0	0.0
3. Quality of courses in helping me prepare for employment	39.3	39.3	10.7	7.1	0.0
5. Quality of instruction in my TVP classes	39.3	50.0	10.7	0.0	0.0
6. Quality of textbooks used in my TVP classes	21.4	53.6	17.9	7.1	0.0
7. Quantity of textbook used in my TVP classes	14.3	42.9	35.7	7.1	0.0
8. Quality of library holdings in TVP	0.0	7.1	35.7	14.3	42.9
9. Helpfulness of TVP office staff	46.4	35.7	17.9	0.0	0.0
10. Helpfulness of Media Supply staff	21.4	39.3	25.0	14.3	0.0
11. Availability of TVP required courses	35.7	42.9	17.9	3.6	0.0
12. Availability of non-TVP classes which are Required for graduation	7.1	46.4	28.6	14.3	3.6
13. Organization of the curriculum for the major	39.3	21.4	28.6	10.7	0.0
14. Appropriateness of the internship experience	32.1	25.0	10.7	3.6	25.0
15. Appropriateness of studio facilities for a good learning experience	32.1	46.4	7.1	14.3	0.0
16. Appropriateness of studio equipment of a good learning experience	25.0	39.3	21.4	14.3	0.0
17. Appropriateness of portable video equipment for a good learning experience	25.0	42.9	17.9	14.3	0.0
18. Appropriateness of control room equipment for a good learning experience	32.1	32.1	25.0	7.1	0.0
19. Appropriateness of graphics equipment for a good learning experience	21.4	32.1	28.6	14.3	0.0
20. Appropriateness of editing equipment for a good learning experience	39.3	35.7	10.7	7.1	7.1
21. Appropriateness of film equipment for a good learning experience	17.9	32.1	25.0	21.4	0.0

	1	2	3	4	5
22. Appropriateness of lighting equipment for a good learning experience	32.1	39.3	17.9	10.7	0.0
23. Appropriateness of audio equipment for a good learning experience	17.9	42.9	17.9	10.7	7.1
24. Appropriateness of Visual Comm. Courses for a good learning experience	3.6	35.7	25.0	21.4	10.7
25. Quality of TVP classroom facilities	17.9	50.0	28.6	3.6	0.0
26. Quality of TVP laboratory facilities	14.3	53.6	25.0	7.1	0.0
27. Quality of TVP laboratory equipment	17.9	46.4	25.0	7.1	0.0
28. Quality of TVP checkout equipment	3.6	39.3	42.9	14.3	0.0
29. Quality of advising by TVP faculty	35.7	50.0	10.7	0.0	0.0
30. Clarity of degree requirements in TVP	46.4	28.6	21.4	0.0	0.0
31. Professional competence of TVP faculty	53.6	42.9	3.0	0.0	0.0
32. Opportunity for interaction with TVP faculty	67.9	32.1	0.0	0.0	0.0
33. Attitude of Program Coordinator toward students	67.9	28.6	0.0	0.0	3.6
34. Faculty helpfulness in dealing with class work and projects	60.7	35.7	3.6	0.0	0.0
35. Usefulness of faculty criticism of class work and projects	42.9	39.3	14.3	0.0	0.0
36. Appropriateness of procedures used to evaluate students in their lecture courses	21.4	50.0	10.7	3.6	7.1
37. Appropriateness of procedures used to evaluate students in their lab/hands-on courses	17.9	60.7	7.1	7.1	0.0
38. Faculty awareness of new developments in the television production/media field	39.3	39.3	17.9	0.0	0.0
39. Overall quality of teaching in TVP	50.0	39.3	7.1	0.0	0.0
40. Overall quality of the TVP program	35.7	50.0	7.1	3.6	0.0
41. Overall adequacy of financial resources in support of this program	7.1	17.9	25.0	35.7	10.7
42. Most faculty members are genuinely interested in the welfare and the professional development of the students	64.3	32.1	0.0	0.0	3.6

	1	2	3	4	5
43. Different scholarly points of view are encouraged by the faculty	28.6	35.7	28.6	3.6	0.0
44. The program is academically demanding for most students	28.6	50.0	14.3	0.0	0.0
45. The program has a humane environment characterized by mutual respect between undergraduate major and the faculty	46.4	39.3	14.3	0.0	0.0
46. I have learned a great deal as a major in the Television Production Program	57.1	32.1	3.6	3.6	0.0
47. I would advise a friend with similar interests to major in Television Production at Ferris	57.1	17.9	10.7	3.6	7.1
48. Students tend to support and help each other meet the academic demands of this program	57.1	28.6	10.7	0.0	0.0
49. The Television Production Program is an academically stimulating place to study	46.4	21.4	25.0	3.6	0.0
50. There are opportunities outside the classroom for professional growth	25.0	39.3	25.0	3.6	3.6
51. The program actively helps graduates of this program find appropriate employment or pursue further study	39.3	28.6	25.0	3.6	0.0
52. Faculty members appear to be prepared for their courses	60.7	35.7	3.6	0.0	0.0
53. This program is providing me with a very good preparation for what I perceive as my future professional work or advanced study	46.4	46.4	3.0	0.0	3.6
54. The Television Production faculty members work together to achieve the program's goals	53.6	28.6	10.7	3.6	3.6
55. The program faculty are receptive to new ideas and ways of doing things	10.7	64.3	17.9	7.1	0.0
56. There is good communication between faculty members and the television production undergraduates regarding student needs, concerns, and suggestions	32.1	50.0	7.1	7.1	0.0
57. Students are provided sufficient opportunities to work in groups	50.0	25.0	7.1	17.9	0.0
58. I am satisfied with the caliber of my classmates	25.0	46.4	17.9	7.1	3.6
59. Students are provided sufficient opportunities to work alone	50.0	50.0	0.0	0.0	0.0

	1	2	3	4	5
60. The television Production Program provides a satisfactory outlet for creative expression	57.1	39.3	0.0	0.0	0.0

Comments:

I'm hungry

I love this program!!!!

The only area lacking in the program is one of the most important. How to find and get a job after we leave Ferris State University.

Need more cameras (maybe a single system)

More editing software

Listening to the student

My experience with the TVP program and faculty has been the most challenging and also rewarding. Now that I'm on internship I can honestly say that I'm glad I chose Ferris State University and the TVP program to further my education. Fred Wyman and Clayton Rye have taught me the strong foundation that I need to make it in the TVP field and in the real world in general. It's because of those two I feel confident and comfortable as I prepare to start my career.

The instructors and the TVP program are assets to Ferris State University.

Need a stronger financial commitment from the university

I have no negative ideas or opinions about faculty, instructors, for advisors. They do well, I believe. But it is a sour spot that we have to use old, junk equipment all the time. And it contradicts the major concept of TVP, students learn to keep up with the advance of technology, which rapidly develops in modern times.

This is an excellent program...but I feel that the equipment needs to be updated and repaired on a regular basis. More computers would also be a good improvement along with updated software.

I would just like to say that this program was very instrumental in keeping me interested to where I wanted to stay in school and graduate. The faculty is outstanding, I don't think Ferris could do much better than Mr. Fred Wyman and Mr. Clayton Rye. Although I do believe with the appropriate funding, this program would pull more students in by updating equipment to stay up to pace with the changing times and needs of the television industry.

Get rid of VISC program

I think it would be better if the checkout time would be put up from 4 hours to a half a day

The equipment needs to be better. More money from the school to buy better equipment

Talk more about Hollywood industry instead of the corporate industry

The program is great, I think. But need better, more of, and recent equipment. Better equipment and people who know what they are doing in Media Supply

We can't be fully prepared for work, when all the equipment we use here has been obsolete for over 10 years at least. The program needs more money, so that we can get hands-on experience with the things we will be using.

So far, the need to update the equipment in general (specifically video) is my only complaint.

Some faculty are not receptive to individual needs that have arisen. Instructions are not giving with example. Examples are needed to help generate new ideas.

TVP had given me an opportunity to learn a lot of different things which will in turn, help me grow in the working world. However, I also feel some of the things I've learned were on my own. Instruction was minimal and the rest I had to figure out on my own. I feel the FISC classes are useless. So are the ones teaching us. They provide no help and often times treat us as though we are ignorant.

I would reevaluate the placing of the film course in the curriculum and its content. I would reevaluate the script writing class. It seems strange to be in a video production program and have a semester with no video courses. It seems to me that most of the second year courses could be offered in the first year, some of the first year courses could be dropped, and more classes could be added for the second year. I would make the VISC classes a prerequisite so that students can make use of those tools and techniques as they go through the program. I would increase the emphasis on the multimedia aspect of the program and offer more courses in that area and try to get a tighter integration with VISC.

**Television Production Program Faculty Survey
Summary and Comments
August 7, 1998**

Note: Four faculty, two tenured and two adjunct, participated in the Survey. Survey question responses of five (5) were indicated by fifty percent (50%) of those surveyed (the adjunct faculty) for whom the items did not apply.

Ferris State University
Television Production Academic Program Review - 1998
Faculty Survey

1 - Poor
2 - Average
3 - Good
4 - Excellent
5 - Not Applicable

1. Program Goals, as written, are used as a measure of program effectiveness. 1 2 3 4 5
2. Course Objectives are used to plan and organize instruction. 1 2 3 4 5
3. Current labor market information is used to develop the program. 1 2 3 4 5
4. Professional industry standards are used to plan and evaluate the program. 1 2 3 4 5
5. Student follow-up information data is used to evaluate program. 1 2 3 4 5

Processes:

1. Courses are taught using a variety of teaching methods. 1 2 3 4 5
2. Directed electives are relevant to program goals and needs of students. 1 2 3 4 5
3. Ample opportunities are available for field experiences and internships 1 2 3 4 5
4. Field Experiences and internships are well coordinated with classroom faculty 1 2 3 4 5
5. Students involved in field experiences and internships are given adequate employer supervision. 1 2 3 4 5
6. Marketing and recruitment is sufficient to make potential admits aware of program offerings. 1 2 3 4 5
7. Marketing and recruitment is sufficient to make potential admits aware of program admission requirements and course prerequisites 1 2 3 4 5
8. Program faculty and administrators adequately advise students regarding enrolling in appropriate program courses. 1 2 3 4 5
9. Students are given sufficient and up-to-date career planning and guidance information regarding trends and employment opportunities in the field. 1 2 3 4 5

10. Program personnel locate and coordinate job placement. 1 2 3 4 5
11. An active effort is made to inform the public about the program and its importance to the community. 1 2 3 4 5

Resources:

1. Program administration evidences good leadership, coordination, planning, and management. 1 2 3 4 5
2. Instructional staffing is adequate in numbers to promote optimal program effectiveness. 1 2 3 4 5
3. Instructional staff have had relevant employment experience in the field. 1 2 3 4 5
4. Instructional staff remain current in knowledge of the field. 1 2 3 4 5
5. Instructional staff maintain a high level of competence. 1 2 3 4 5
6. Adequate professional development opportunities are made available to the faculty. 1 2 3 4 5
7. Faculty regularly participate in professional development opportunities. 1 2 3 4 5
8. An adequate number of clerical and support staff are available to meet program needs. 1 2 3 4 5
9. The expertise of the clerical and support staff is sufficient to meet program needs. 1 2 3 4 5
10. Instructional equipment is sufficient to meet program needs. 1 2 3 4 5
11. Instructional facilities are sufficient to meet program needs. 1 2 3 4 5
12. Materials and supplies are sufficient to meet program needs. 1 2 3 4 5
13. Library and learning resources are sufficient to meet program needs. 1 2 3 4 5
14. The program advisory committee is utilized to give meaningful input for program development. 1 2 3 4 5
15. The program advisory committee is adequately representative of the various specialty occupations within the industry. 1 2 3 4 5
16. Current operating budget is adequate to support program objectives. 1 2 3 4 5

17. Sufficient Capital Outlay exists for equipment purchase, repair, and replacement.

1 2 3 4 5

**Ferris State University
Television Production Academic Program Review - 1998
Faculty Survey Results by Average Score**

1 - Poor
2 - Average
3 - Good
4 - Excellent

* Note: "5. Not Applicable" is NOT included as a part of the following average scores. * 5 - Not Applicable

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	Average Scores
1. <u>Program Goals, as written, are used as a measure of program effectiveness.</u>						4.0
2. <u>Course Objectives are used to plan and organize instruction.</u>						3.75
3. <u>Current labor market information is used to develop the program.</u>						4.0
4. <u>Professional industry standards are used to plan and evaluate the program.</u>						4.0
5. <u>Student follow-up information data is used to evaluate program.</u>						3.5

Processes:

1. <u>Courses are taught using a variety of teaching methods.</u>		3.75
2. <u>Directed electives are relevant to program goals and needs of students.</u>		3.75
3. <u>Ample opportunities are available for field experiences and internships.</u>		4.0
4. <u>Field Experiences and internships are well coordinated with classroom faculty</u>		4.0
5. <u>Students involved in field experiences and internships are given adequate employer supervision.</u>		4.0
6. <u>Marketing and recruitment is sufficient to make potential admits aware of program offerings.</u>		2.75
7. <u>Marketing and recruitment is sufficient to make potential admits aware of program admission requirements and course prerequisites</u>		3.25
8. <u>Program faculty and administrators adequately advise students regarding enrolling in appropriate program courses.</u>		4.0

9. Students are given sufficient and up-to-date career planning and guidance information regarding trends and employment opportunities in the field. 4.0
10. Program personnel locate and coordinate job placement. 3.5
11. An active effort is made to inform the public about the program and its importance to the community. 2.75

Resources:

1. Program administration evidences good leadership, coordination, planning, and management. 4.0
2. Instructional staffing is adequate in numbers to promote optimal program effectiveness. 2.25
3. Instructional staff have had relevant employment experience in the field. 3.75
4. Instructional staff remain current in knowledge of the field. 4.0
5. Instructional staff maintain a high level of competence. 4.0
6. Adequate professional development opportunities are made available to the faculty. 2.0
7. Faculty regularly participate in professional development opportunities. 3.0
8. An adequate number of clerical and support staff are available to meet program needs. 1.25
9. The expertise of the clerical and support staff is sufficient to meet program needs. 2.5
10. Instructional equipment is sufficient to meet program needs. 2.0
11. Instructional facilities are sufficient to meet program needs. 2.75
12. Materials and supplies are sufficient to meet program needs. 3.25
13. Library and learning resources are sufficient to meet program needs. 3.33
14. The program advisory committee is utilized to give meaningful input for program development. 3.5
15. The program advisory committee is adequately representative of the various specialty occupations within the industry. 4.0

16. Current operating budget is adequate to support program objectives. 1.75
17. Sufficient Capital Outlay exists for equipment purchase, repair, and replacement. 1.25

Ferris State University
Television Production Academic Program Review - 1998
Faculty Survey Results by Percent Responding

1 - Poor
2 - Average
3 - Good
4 - Excellent
5 - Not Applicable

1. <u>Program Goals, as written, are used as a measure of program effectiveness.</u>	4	5
	50%	50%
2. <u>Course Objectives are used to plan and organize instruction.</u>	3	4
	25%	75%
3. <u>Current labor market information is used to develop the program.</u>	4	5
	75%	25%
4. <u>Professional industry standards are used to plan and evaluate the program.</u>	4	
	100%	
5. <u>Student follow-up information data is used to evaluate program.</u>	4	5
	50%	50%

Processes:

1. <u>Courses are taught using a variety of teaching methods.</u>	3	4
	25%	75%
2. <u>Directed electives are relevant to program goals and needs of students.</u>	3	4
	25%	75%
3. <u>Ample opportunities are available for field experiences and internships.</u>	4	
	100%	
4. <u>Field Experiences and internships are well coordinated with classroom faculty.</u>	4	
	100%	
5. <u>Students involved in field experiences and internships are given adequate employer supervision.</u>	4	5
	50%	50%

6. <u>Marketing and recruitment is sufficient to make potential admits aware of program offerings.</u>	2	3	25%	75%		
7. <u>Marketing and recruitment is sufficient to make potential admits aware of program admission requirements and course prerequisites</u>	3	4	75%	25%		
8. <u>Program faculty and administrators adequately advise students regarding enrolling in appropriate program courses.</u>	4	5	50%	50%		
9. <u>Students are given sufficient and up-to-date career planning and guidance information regarding trends and employment opportunities in the field.</u>	4	5	75%	25%		
10. <u>Program personnel locate and coordinate job placement.</u>	3	4	5	25%	25%	50%
11. <u>An active effort is made to inform the public about the program and its importance to the community.</u>	2	3	25%	75%		

Resources:

1. <u>Program administration evidences good leadership, coordination, planning, and management.</u>	4	100%		
2. <u>Instructional staffing is adequate in numbers to promote optimal program effectiveness.</u>	2	3	75%	25%
3. <u>Instructional staff have had relevant employment experience in the field.</u>	3	4	25%	75%
4. <u>Instructional staff remain current in knowledge of the field.</u>	4	100%		
5. <u>Instructional staff maintain a high level of competence.</u>	4	100%		
6. <u>Adequate professional development opportunities are made available to the faculty.</u>	2	5	75%	25%

7. <u>Faculty regularly participate in professional development opportunities.</u>	3	5		
	50%	50%		
8. <u>An adequate number of clerical and support staff are available to meet program needs.</u>	1	2		
	75%	25%		
9. <u>The expertise of the clerical and support staff is sufficient to meet program needs.</u>	1	2	3	4
	25%	25%	25%	25%
10. <u>Instructional equipment is sufficient to meet program needs.</u>	1	2	3	
	25%	50%	25%	
11. <u>Instructional facilities are sufficient to meet program needs.</u>		2	3	
		24%	75%	
12. <u>Materials and supplies are sufficient to meet program needs.</u>	2	3	4	
	25%	25%	50%	
13. <u>Library and learning resources are sufficient to meet program needs.</u>	3	4	5	
	50%	25%	25%	
14. <u>The program advisory committee is utilized to give meaningful input for program development.</u>	3	4	5	
	25%	25%	50%	
15. <u>The program advisory committee is adequately representative of the various specialty occupations within the industry.</u>		4	5	
		50%	50%	
16. <u>Current operating budget is adequate to support program objectives.</u>	1	2	3	
	50%	25%	25%	
17. <u>Sufficient Capital Outlay exists for equipment purchase, repair, and replacement.</u>		1	2	
		75%	25%	

A:TVPWIN.98

Faculty Survey, Television Production Academic Program Review - 1998

(1.) Opening Comments

Television Production's (TVP) most recent program review was conducted in 1992 and given an "A" rating. And, in spite of the 1993 fiscal restructuring, the Program has done "amazingly well" as far as graduating students and successfully placing them in career positions in audio, video, and television production.

(2.) Marketing and Student Recruitment

Presently, TVP has no operating budget dedicated to marketing and student recruitment. And, there is some perception that TVP was discontinued as a result of fiscal restructuring. However, and, in spite of Program downsizing, recruitment is still going well. It would be helpful, though, to have a TVP description brochure. A four-color flyer, for example, would enhance recruitment efforts, dispel potential misinformation, and ensure that potential students have access to correct and sufficient Program information.

(3.) Curriculum Development

There is considerable opportunity for Program development given the addition of equipment, staff and faculty. Television Production core courses could be combined with areas such as advertising and multi-media for increased specialization, certification and other enhanced academic opportunities. Physical facilities would become available in the Instructional Resource Center (IRC) as Media Distribution relocates to the new campus library (FLIGHT).

There is opportunity for growth in other markets as well. Providing courses in locations such as Grand Rapids and Flint for initial training and occupational retraining would be feasible as well as strengthen the Program.

(4.) Instructional Staff Needs

Additional and more diverse faculty is desirable. The addition of two adjunct faculty to the Program has been extremely helpful in providing instructional variety for the students as well as in meeting Program instruction needs. In the fall of 1998 an additional parttime faculty person will be employed to assist in the instruction of thirty to forty students from Botswana who have enrolled in TVP in order to pursue Bachelor of Arts degrees.

It would be helpful in the future to consider hiring faculty representative of various segments of the population. For example, in the past when the Program included a female faculty member, there were more female students enrolled in TVP.

**Faculty Survey, Television Production Academic Program Review - 1998,
cont.**

TVP could readily accommodate as many as fifty (50) students in its Program given some additional instructional staff, adequate equipment, and a computer lab.

(5.) Equipment Replacement Needs

The Program must have University commitment to an infusion of capital now and a regular, annual stipend of funds dedicated to the replacement of equipment.

Generally, educational institutions are not able to maintain state-of the-art technology. At the same time, however, industry utilization of cutting edge technology is a mandate. Ferris must position itself to mediate between training students with less than up-to-date equipment and industry needs for graduates with adequate academic preparation. For example, the future in television, and the *now* in industry is "digital" but Ferris lacks even a digital camera. Similarly, television studio "switching," "set-up," and "routing" equipment was *used* when acquired, but *new* to Ferris in 1984. The video graphics production lab, housed in Bishop Hall, is equipped with "286" computers where students spend hours to produce results that could be achieved in minutes by using a "486." Subsequent file transference from Bishop to the IRC television production studio is ineffective. In other words, there is no linkage between computer lab generated images and studio or live television production. Simply put, technologically, our society is rapidly moving to a situation where home computer capabilities can outproduce the Ferris television/video production and training program. And, even though there is a one hundred percent (100%) job placement of Ferris graduates, the marketing and recruiting of students to the program, in the end, is measured by the currentness of its technology. Ferris is not keeping pace with industry standards.

A positive, however, is that Television Production can accommodate a significant number of students without a relatively large investment in technology and staff.

Given an infusion of capital now in order to "digitalize"; a commitment to funds for annual equipment replacement thereafter; and, the establishment of, at minimum, a ten-system multi-platform and *Macintosh* based (hardware and software) computer lab for TVP student use is essential and would enable TVP to position itself well for the "digital" future.

**Faculty Survey, Television Production Academic Program Review - 1998,
cont.**

(6.) Computer Laboratory Needs

An adequate computer laboratory is essential for TVP to train students in processes which have become standard in the industry. A computer laboratory should be equipped with multiple platforms to accommodate video, audio, graphics, and animation production. This facility should be housed in the Instructional Resources Center (IRC). Presently the College of Education maintains the computer lab which TPV uses for its instruction. Within the College, however, the demands of TVP are greater than those of all other programs combined. At the very minimum, Television Production should be consulted, first, and its instructional needs accommodated whenever funds are allocated for lab equipment upgrading and replacement.

Advisory Committee Perceptions of the Television Production Program 1998

The Television Production program has used an advisory committee since it began in 1979. The committee is generally comprised of professional in the many divergent areas of television production. Most of them are familiar with the Television Production program because of their involvement in our internship program, by hiring Television Production graduates, or because they are graduates of the program. The committee last met October 17, 1997. Its member are:

Eric Angott, Video Operations Manager, Southeastern Oakland Cable Commission
Ron Beacom, Manager, Midland Community Television
Brian Brady, Broadcast Stations Owner & General Manager, Okemos
David Haggadone, Television Professor, Lansing Community College
Jim Haggarty, Director, Ford Communications Network
Brian Hebel, Producer, GM
Gail Hebel, Media Specialist, Ford Motor Company
David Irvine, Media Department Manager, VA Medical Center
Christa Kindt, Owner and Lead Editor, Unique Film and Video
Pam Moore, Producer, Grace and Wild Studios
Flip Mulliner, Owner and Editor, Postworks, Inc.
Dan Niccolai, Vice President, Mind Sight Business Communications, Inc.
Shelby Newhouse, Writer/Producer, The Shana Corporation
Jan Oliver, Producer, Western Michigan University
Eric Packer, Communications Department Manager, Haworth, Inc.
Sean Quinn, Independent Instructional Designer
Kent Wieland, Producer, WUCM-TV, Delta Community College
Gwen Zywicke, News Producer, WZZM-TV 13

A survey was created and distributed to the committee in April 1998. Twelve members of the committee responded. Their responses are tabulated along with the mean scores of those who have knowledge of the area in question. An open ended question resulted in a variety of responses which are cited after question 13. One can summarize that:

1. The program has a sound reputation based on its commitment to quality education in the classroom and labs. It is effectively administered and therefore potential students are referred to Ferris. (questions 1,2,3,&4)
2. Even with its good reputation, the program has only average facilities and equipment, which fail to meet what the advisory committee believes is the state of the art for educational facilities. (questions 5 & 6)
3. The Program is not well publicized throughout the state. (question 7)
4. The Program should continue its transition to becoming a digital facility with an increased emphasis on new media. (questions 8, 9, & 12)
5. Continued reliance on the Macintosh platform is marginally supported, as is the continued instruction of film production skills. (questions 10 & 11)

The written comments support an increased emphasis on new media and digital techniques in traditional media. Strong basic skills can still be developed without new equipment but advanced skills will result from implementing interactive, non-linear techniques into the curriculum.

One comment indicated that Ferris students lack a "can do" attitude. This lack might be the result of previous graduates who have not had any exposure to non-linear media. Within the last year, the curriculum has been modified to incorporate a Multimedia Certificate as part of its requirements and non-linear editing systems have been purchased.

Advisory Committee Perceptions of the Television Production Program 1998
Page 2

6. The equipment and facilities used by the Television Production Program are state of the art for reaching the teaching objectives of the program.

Mean Score of those with knowledge 2.3

7. The Television Production Program is well promoted throughout the state.

Mean Score of those with knowledge 2.6

8. The Television Production Program should make every effort to convert to a fully digital facility over the next 5 years.

Mean Score of those with knowledge 4.8

9. Advanced Television Production Certificates (including courses in non-linear editing, writing for new media, 3-D animation, and desktop digital production) would permit the Television Production Program to reach out to a larger group of students.

Mean Score of those with knowledge 4.8

10. The Macintosh will remain a viable platform for advanced television production applications for the next 5 years.

Mean Score of those with knowledge 3.7

11. Film production should continue to be taught by the Television Production Program.

Mean Score of those with knowledge 3.3

12. Multimedia production should continue to be taught by the Television Production Program.

Mean Score of those with knowledge 4.3

	<u>5</u> <u>Strongly</u> <u>Agree</u>	<u>4</u> <u>Agree</u>	<u>3</u> <u>Neutral</u>	<u>2</u> <u>Disagree</u>	<u>1</u> <u>Strongly</u> <u>Disagree</u>	<u>Unknown</u>
		2		4	2	4
		1	4	2	1	4
10		2				
10		2				
4		3	2	1	1	1
2		2	5	3		
7		4			1	

Advisory Committee Perceptions of the Television Production Program 1998
Page 3

13. What direction(s) do you see the industry going and how might the program best prepare Television Production graduates to succeed?

Responses

1. Focus on computer based editing and Internet development. Also, business skills could be helpful.
2. Knowledge of multimedia and the ability to work with those who specialize in message creation using other media, i.e., print, photography, web, CD/DVD ROM, etc...
3. Extensive, intense hands-on training by adequately (which it currently is not) staffed department. A viable internship program is also critical to the success of the graduates.
4. Most technologies are converging onto the digital plane. However, the basics still need to be taught, i.e., shooting, writing, editing, etc. More work must be done to install the proper attitude for the field. We hire on attitude and train for skills. I've noticed that GVSU students come with better "can do" attitudes.
5. Focus on multimedia, non-linear editing, DVD authoring, and digital production.
6. Linear formats will soon be a thing of the past. Prepare students for the digital world. Good communication skills, writing and speaking, are vital.
7. Strong writing, communication, and planning skills are required. The blending of television with digital will happen providing a common platform for transmission of data/information. It is important for FSU TVP to continue to grow to provide graduates with marketable skills.
8. Digital – HDTV
9. I am somewhat biased since I am in multimedia now – but I believe multimedia must be integral to the program. When I moved to producing interactive applications from the linear video world, the greatest challenge was thinking interactively. That needs to be taught. With the web and other (DVD, etc.) applications, creating video for such interactive applications, is a "different" process than traditional linear video programs. Without these skills, potential for jobs will be minimized to broadcast, cable, and other linear activities that I believe will remain for some time.

Introduction

Carol Kleiman reports in her book that, **THE 100 BEST JOBS FOR THE 1990S & BEYOND**, media and the arts which includes directors, producers, commercial and graphic artists, photographers, camera operator, and radio/TV news reporters are part of the top 100 best jobs.

Labor Market Analysis

Video Professionals. In 1997, "Video Systems" magazine reported salary levels for video professionals (Whitaker, 1997) after conducting a survey of its readership (579 surveys were returned). Median salaries were determined for the following specific titles:

Chief Engineer/Technical Director	\$54,999
President/Owner/CEO/VP	\$53,333
General Manager/Operations Manager	\$51,250
Communications Director/Manager	\$51,250
Director	\$43,999
AV Director/Manager	\$43,214
Professor/Teacher/Instructor	\$42,500
Production Manager	\$42,142
Executive Producer/Producer	\$41,154
Computer Graphics Artist/Designer	\$39,285
Editor	\$36,500
Media/Production Assistant/Specialist/Coordinator	\$36,250
Technician	\$28,749

"For 14 out of the 15 job titles studied, more than half of the respondents hold a bachelor's degree or higher" (1997). The overriding most important issues were keeping up with the rapid pace of technology, uncertainty about how viable parts of the video business might be for the future, and how to get ahead in business (1997).

A national survey commissioned by the magazine, "AV Video & Multimedia Producer," included multimedia, video and audio procedures reported the following job titles, descriptions and wages (Peterson, 1997). Wages are spread by years of experience.

Creative Designer	\$45,059 -- \$93,000
Creative designers are responsible for the look of a project or its elements and are often called designer, director or project manager.	
Video Editor	\$36,200 -- \$90,286
Video editors are responsible for editing the video elements of a project and are sometimes called AV specialist, editor or videographer.	

Audio Editor**\$37,400 -- \$54,500**

Audio editors are responsible for editing and mixing the audio elements of a project and are called editors or sound mixers.

Broadcast Technicians. “Broadcast Technicians set up, operate, and maintain electronic equipment used to transmit radio and television programs and to produce recordings. Sometimes the word “operator” or “engineer” is used instead of technician.” (MOIS, 1998)

Occupational specialties within Broadcast Technician are defined below: (MOIS, 1998):

Audio Operators control audio equipment to regulate the volume level and quality of sound during TV broadcasts.

Field Engineers install and operate portable field transmission equipment to broadcast programs originating outside the studio.

Light Technicians set up and control lighting equipment for TV broadcasting.

Recording Engineers operate videotape, disk, or tape recording machines to record live television programs, music, dialogue, or sound effects.

Sound Mixers operate controls to regulate the volume level and quality of sound during motion picture filming, phonograph record sessions, or radio and TV broadcasts.

Telecine Operators control recording and projection equipment to meet prescribed programming standards in TV studios.

Television Technician could operate studio and mini-television cameras, control the transmission console, produce films, set up and operate lights, microphones, and recording equipment, and perform many other duties.

Transmitter Operators test, monitor, control, and repair transmitters to broadcast radio and TV programs.

Video Operators control video consoles to regulate the transmission of TV scenes, including filmed and live telecasts.

Through the year 2005, the outlook for writers and editors is expected to continue to keenly competitive although opportunities should be better on small dailies and weekly newspapers and in small radio and television stations (OOH). Employment is expected to increase faster than the average.

In 1994, beginning salaries for writers and editors averaged \$18,000; at five years experience the average was \$30,000 (OOH).

Camera Operator. Camera operators use cameras to capture the special feeling or mood that sells products, provides entertainment or highlights news stories. These operators generally use 35- or 16-millimeter cameras or video cameras to film commercial motion pictures and documentary or industrial films. Many camera operators are employed by independent television stations, local affiliates or networks (OOH).

Photographers and camera operators held about 139,000 jobs in 1994 (OOH). Most camera operators were employed in television broadcasting or in motion picture studios. Employment is expected to grow more slowly than the average through the year 2005 (OOH).

The median annual earnings for photographers and camera operators who worked full time was about \$25,100 in 1994, although the top 10 percent earned more than \$46,300 (OOH).

References

Whitaker, J. (September, 1997). Video systems. Making dollars and cents. pp. 36-48.

Kleiman, C. The 100 best jobs for the 1990s & beyond.

Michigan Occupational Information System, 1992.

Michigan Occupational Information System, 1998.

Occupational Outlook Handbook, current edition.

Peterson, M. (October, 1997). AV video & multimedia producer. Second annual salary survey. pp. 75-103.

**Television Production Program
Facilities and Equipment Report
Fall Semester 1998**

As one begins the task of analyzing the facilities and equipment available in the Television Production Program, it is important to consult the program's "Role and Mission" statement. One of the stated goals is to provide "extensive hands-on experience in the laboratory", while another mentions "utilizing current technology", and a third speaks of the objective to "prepare employable graduates who can analyze, synthesize and problem solve within the television field." These three program objectives, which have been fairly consistently pursued over the years, are the reason that the Television Production Program at FSU is the only one of its kind in Michigan. The other universities in the state are almost strictly involved in teaching the theory of television, their programs are rooted in journalism, and their graduates are likely to appear facing the camera. Ferris Television graduates are the people behind the cameras, in the control rooms and editing suites, the people behind the scenes who actually operate the equipment that makes television possible. At some of the universities, it is possible to volunteer to crew shows for the local PBS station, but at Ferris, students are required to learn and serve in all of the crew positions, both in studio and field situations. This practical focus in educational technique places demands on equipment that most other universities do not even attempt. They are content to let their students knock around with VHS camcorders and edit their material on older systems that have been handed down from the broadcast operations. At Ferris, the Television students are at least exposed to the very best television equipment that exists at this university, and in most cases they can sit down and actually touch it. They are expected to learn to operate the necessary systems to create programs, they can even sign out building and lab keys in the evenings and on weekends to obtain the time, and practice needed to attain proficiency. The Television Production Program tries to provide "courses oriented around reality-based assignments" and as such, endeavors to provide a laboratory setting which is equally reality-based.

This document is intended as an overview. I have already produced a report during this past semester which details on a course by course basis the strengths and weaknesses of laboratory equipment available to the Television Production students. It was written as a response to a similar report written (by committee) in 1992, which is also included in this section of the Program Review. Having enumerated the rationale for the equipment which is already in use in the program, I would like to address the subject of HDTV, which will have a major impact on the facilities of every television operation in the United States and try to outline some possible plans for the future of the program, and of television in general at Ferris State University.

HDTV as mandated by the FCC is a revolutionary change in the broadcast television industry in the United States, and will require major changes in the equipment used to produce programming as even the size and shape of the display is going to change. The 10 largest markets in the country (including Detroit) are set to adopt the new format this fall, and it is being phased in elsewhere on a gradual basis, but is supposed to be completed by 2006. The Television Production Program stands to benefit in the short term as good condition NTSC (the existing standard) equipment is retired by major market operations; the program often receives in-kind donations from internship facilities. Since 1996, the program has been purchasing monitors that can be switched to the new aspect ratio. All future purchases are being considered with an eye to the coming change and the industry seems to be responding as well (cameras and camcorders can increasingly be switched from one standard to the other). As computing and television continue to converge, computer hardware and software offer scalability in image size and resolution. In any case, with ample planning and research, the program should be able to make a slow and graceful transition to HDTV without incurring any massive costs in any particular year (or years). The situation could be even better with an annual budget earmarked for equipment. Even a small annual amount would allow for more effective planning than the present case, where individual pieces are replaced on an emergency basis; or planned pieces are obtained and installed as "islands" of new technology. \$15K or \$20K each year would help keep the program in its current leadership role.

In comparison to the other universities in Michigan, the Television Production Program at FSU is in good shape, especially after the several years of turmoil. As Big Rapids is in such a small market, the technological changes forced by HDTV will not arrive here as rapidly as in Ann Arbor, East Lansing or even Mt.Pleasant. By not being on the bleeding edge, the program will realize cost savings and quality enhancements by purchasing second or third generation equipment. By having had scarce resources for a number of years, the program has invested wisely in the technology that it could purchase, and with student enrollment on the rise again, the future would seem to be bright. The program is housed in the IRC Building, which is in good structural condition, and the laboratories are in quite good condition due to minor capital improvements which have occurred over the last several summers. The building was designed with television and audio production in mind, so the rooms and floors lend themselves well to interconnection. The television studio is one of the largest facilities north of Grand Rapids with an adjacent prop shop and access to a 2 ton hoist, a 1500lb elevator and a loading dock at street level (where the remote production truck is housed). The building has good access to the fiber optic backbone and the broadband coaxial cable system and is centrally located on campus with plenty of parking for guests. All of these amenities make for a quite sufficient teleproduction facility, and one that would be very difficult (and costly) to create in another campus location.

The Television Production Program at Ferris State University has survived some very lean times in the past several years and has begun to thrive again. With the investment of relatively few dollars and a continued commitment to a well researched, forward looking program of technological improvements, the program can continue to grow into the new century as a recognized leader in its field, both in Michigan and nationwide.

As a preliminary approach to the problem of describing and quantifying these facilities, I thought it might be useful to review the last report of this nature (Winter 1992), exploring areas of some improvement, no improvement, and areas which may no longer may be useful to the program.

Photography

No significant changes have been made since 1992. There are still 9 cameras with the attendant support equipment although an assortment of adapter rings is to be purchased. The internal replacement schedule should continue to be satisfactory, as a number of students purchase their own cameras, which they can use long after they have left Ferris. Since cinematography and photography have been combined into one class, the sharing of studio space is no longer an issue.

TV Graphics

Graphics I and II have been combined into one class. Beginning projects using mechanical drawing tools have nearly been eliminated. The television studio and telecine area have both seen character generator upgrades in the last year and these units should continue to serve for many years. The computer graphics systems mentioned in the 1992 report are still in service (although they are now 9 years old) and have been supplemented by 3 - 486 based systems which run similar software. None of these systems are sufficient for higher level applications. A minor capital improvement request has been placed to convert a classroom (IRC 110) into a physical space for a computer lab, likewise requests have been made for a number of modern computers (PC's) to stock this lab. In the meantime, several software purchases were added to the Bishop Hall Pentium equipped computer lab (Adobe Photoshop and 3D Studio/Animator) and a station was set up in IRC to dump the digital projects to analog videotape .

Audio Production

The rooms in which the two analog audio studios reside have been significantly upgraded through minor capital improvements. None of the equipment has been changed, with the exception of a new mixer for one of the labs, which was obtained in 1994. The field recording equipment is old and analog in nature and the consensus is that it be replaced with DAT or DVD recorders in the near future. There are also plans to install sound cards and professional audio editing software into either the existing 486 computers, the Bishop Hall computers or the aforementioned new lab computers for IRC 110.

Video Production

The upgrades mentioned in the 1992 report have taken place, in fact, the 2nd generation of camcorders was introduced last fall. There are 3 new camcorders, 2 older models of the same format, and 3 editing systems available almost exclusively for this class. The editing equipment resides in a freshly renovated room.

Cinematography

The cine equipment situation has not changed at all since 1992. The program has just purchased 2 used, good condition Bolex 16mm cameras and a new source for parts and repairs has just been located near Los Angeles.

Studio Production

The studio and its equipment continue in reasonably good shape. The sync generator and time base correctors have been replaced in the last 2 years and 2 new monitors have been added in the most critical locations. The cameras continue to produce quality images, the lighting system is still sufficient and the studio itself has been freshly painted. The studio switcher is now 25 years old and requires frequent maintenance, but plans to replace it remain in the planning stage. The 3 VCRs still need to be replaced, but editing has essentially moved to a dedicated A/B roll system located in the telecine area, directly above the studio's master control room. The rolling chairs for the control room and telecine editing have all been replaced recently.

Multi - Image

This class has been dropped from the curriculum.

TV Operations

This class is still dependent on equipment used in the other classes, particularly the advanced (senior level) classes and as such, is reasonably well equipped.

Remote Production

Having completed 5 years of operating out of a standard size van, the program looks forward to taking delivery of a newer, larger truck which is scheduled to arrive in September 1998. The vehicle is being funded by FSU Telecommunications as part of the technical services relationship which it shares with Television Production.

Capstone Classes

Advanced Producing/Directing and Instructional Design are still last in the course sequence and continue to enjoy the bulk of equipment upgrades. By far the most significant capital improvement since the 1992 report has been the purchase and subsequent upgrade of the Avid non-linear editing system, which has become the cornerstone of APD. The portable equipment for these classes is beginning to show advanced age and should be scheduled for replacement in the coming years, however the nationwide change to HDTV is going to necessitate replacement of these systems (and a number of others) anyway.

CURRICULUM EVALUATION of TELEVISION PRODUCTION

Two tenured faculty members offer the Television Production Program at Ferris State University. Adjunct faculty hired from among the professional staff within the University assists this faculty. The faculty brings a variety of experiences to the classroom including experience working in broadcasting, cable, educational media, independent production, film production, design, and corporate television. The adjunct faculty brings expertise in remote multi-camera production, graphic design, audio production, and distance learning.

The tenured faculty is Clayton Rye and Fred Wyman. Professor Rye earned an MFA in Cinema with a Production Emphasis from the University of Southern California. Professor Wyman earned an MA in Mass Communications with an emphasis in Television from Emerson College.

The check sheet for the program is included along with catalog descriptions for the classes and course syllabi.

In April 1996 the Academic Senate approved a proposal to revise the Television Production program so that it would meet the requirements of the Board of Control revised Fiscal Restructuring Plan. The curriculum approved by the Senate was implemented with the first group of students in the fall of 1997. Those students were admitted at the junior level since the restructuring document required that Television Production be an upper division program. In May 1998, the Academic Senate approved a proposal that would permit students to be admitted at the freshman year.

As of yet, we have no experience with graduates of the new curriculum in the workplace. We anticipate that the revisions reflected in the April 1996 document and reinforced by the May 1998 change will better prepare graduates for employment in areas where digital technology is rapidly becoming required. Specifically, the addition of the Multimedia courses (packaged as a Multimedia Production Certificate) will increase the range of possible career options of our graduates.

The main area of concern is that the transition to digital in the broadcast and cable areas (scheduled for full implementation by 2006) will hasten a rapid change to digital production technologies in every facet of the industry. A gradual and planned transition to digital at Ferris State University is possible. It will require an annual investment in equipment replacement and software upgrades so that our

graduates of the next century can be working with the then to be universal digital equipment. The process has already begun in Television Production with the introduction of non-linear editing equipment and computer graphics. This transition will impact the University in other areas as well including the campus cable system, the Holiday Inn cable system, and distance learning equipment among others. Ferris is in a better position than many other Michigan universities because we will not have the huge expenses associated with converting broadcast operations to digital. Our changes can be gradual but a consistent source of funds must be available so that we can continue to invest in digital technology.

CATALOG DESCRIPTIONS

REQUIRED COURSES

TVPR 243 VIDEO PRODUCTION 3(2+2)

Introduces set-up and operation of cameras and portable VTRs, camera technique, terminology, directing single-system remotes, shot lists, staging and blocking the shots, production planning and organization, use of simple down-stream character generators, lighting for single system production, use of audio for pre-recorded sound tracks, voice-overs and sound-on-tape, basic video editing, basic composition, and basic lighting.

TVPR 326 TELEVISION PRODUCTION WRITING 3(3+0)

Designed to familiarize the student with a variety of writing styles and formats common to both broadcast and non-broadcast applications. This course meets General Education requirements: Writing Intensive.

TVPR 345 TV STUDIO PRODUCTION 4(2+4)

Basic studio production techniques including lighting, audio, camera, floor manager, switching, and directing. Students will produce fully scripted shows in a variety of formats.

TVPR 370 VIDEO GRAPHICS 4(2+4)

The student will understand and/or demonstrate the utilization of graphics for television applications including computer graphics, character generators, 2-D and 3-D modeling, and basic animation.

TVPR 377 FILM PRODUCTION 3(2+2)

Provides a working knowledge of 35 mm color slide photography, creative and technical aspects of 16mm film production including scripting, planning, shooting, budgeting, directing, and editing with sound track.

TVPR 380 TV COMMUNICATIONS 3(3+0)

History and overview of electronic media including pragmatics of broadcast, cable and other methods of distribution. Applications of new media technology will be discussed.

TVPR 389 TV OPERATIONS 3(2+2)

Refinement of skills needed for television production activities in the technical area, including the use of the remote camera package, waveform monitors and vectorscopes, character generators, and editing equipment.

TVPR 464 SEMINAR IN TV PRODUCTION 1(1+0)

In-depth consideration for corporate television internship practices, duties, and responsibilities. Review of job market and student placement preparation. Instruction in preparing an effective resume and cover letters for internship

TVPR 466 INSTRUCTIONAL DESIGN 3(3+0)

Provides experience in front-end analysis, instructional design, writing, producing, directing, editing and evaluating a training instructional videotape. Adult learning theories related to TV production format and production techniques are discussed and applied. Problem identification, audience analysis, task analysis, preparing instructional objectives, designing a learning strategy and evaluating instructional results are undertaken by each student who will work with an actual client in a local business. An informational videotape will also be produced.

TVPR 493 TELEVISION PRODUCTION INTERNSHIP 18

Full-time experience in television production. Relevant to student's academic pursuits, personal development, and professional preparation.

TVPR 499 ADVANCED PRODUCING/DIRECTING 6(2+4)

Practical experience in all aspects of television production and direction. Each student's skills in pre-production planning, scripting, videotaping, and post-production editing.

VISC 116 COMPUTERS IN VISUAL MEDIA 3(2+2)
An overview of computer terminology, hardware, software, tools, and techniques. Emphasis on communication applications of the computer as a design and typographic tool.

VISC 126 COMPUTER GRAPHICS 3(2+2)
An introduction to the computer as a multipurpose image making tool. Assignments consist of hands-on learning experiences utilizing draw and paint software application programs to create images. Image-scanning software and hard copy output options will be explored.

VISC 216 ELECTRONIC IMAGING 3(2+2)
A survey of electronic imaging technology including film scanning, computer generated animation, input and output resolution to film/video recorders, color spaces and color correction. Creative applications include masking, collage, and montage techniques.

VISC 226 MULTIMEDIA PRODUCTION 3(2+2)
The integration of sound, video, motion, and imagery as applied to effective presentations.

DIRECTED ELECTIVES

ADVG 222 Principles of Advertising 3

Scope and purpose of advertising; advertising cycles; writing copy and slogans; trademarks; methods of visualizing; advertising layout; printing, newspaper, magazine, radio, television, billboard, transportation, direct mail, specialty, point-of-sale, and other special forms of advertising, packaging and labeling; testing of ads, advertising agencies and campaigns; advertising laws.

BUSN 122 Introduction to Business 3

Surveys the field of business; builds a vocabulary of business terms; offers insight into the managerial decision-making process; provides a background for further business study; informs students about careers in business and other organizations.

COMM 336 Tech and Professional Presentations 3

Advanced techniques for clarifying and emphasizing ideas in oral presentations. Students prepare and deliver extemporaneous and manuscript speeches.

COMM 385 Broadcast Writing 3

Radio and television writing techniques; theory and practice in writing of major continuity types. Students write a program treatment and narrations for film, videotape, and slide presentations. Legal and ethical issues are stressed.

HUMN 240 Pop Culture 3

The cultural aspects of the twentieth century that have been or are the foundations for social changes. The impact of pop art, film, TV, radio, advertising, comics, literature, fashions and fads, and unique areas of the arts.

HUMN 253 American Movies 3

Various genres common to American films; historical and social impacts on society as a result of the film industry; films not merely as entertainment, but as a serious art form.

MGMT 301 Applied Management 3
Basic concepts of management, including planning, organizing, leading, and controlling; discusses related topics such as decision-making processes, organization structure and design and authority, integrates theory and application.

MKGT 321 Principles of Marketing 3
Marketing functions and policies; distribution costs, consumption patterns; channels of distribution; marketing of consumer, shopping, specialty, agriculture and industrial goods, service marketing, functional middlemen, speculation and hedging; wholesaling; shipping and warehousing; exporting and trade movements; standardization and grading; pricing, government regulation of competition; sales promotional activities; merchandising practices. (Prerequisite: ECON 221)

TVPR 236 Audio Production 3
Designed to give the student the ability to mix down a stereo soundtrack onto cassette utilizing industrial/professional recording equipment including a 12 channel stereo mixing console, two four track reel to reels, a stereo cart machine, CD-player, patch bay and portable recorders. Basic scripting, production techniques, physical and electronic editing, microphone placement, field recording, mixing and mastering, overdubbing and signal processing will be taught and demonstrated by students in projects and exams.

TVPR 414 Remote Production 3
Practical experience in all aspects of live remote television production. Students work together to produce and direct four hour-long programs and have the opportunity to produce and direct under real life conditions.

TVPR 497 Special Studies in TVPR 3
Individual projects designed to enhance specific skills for the experienced television production student.

Television Production - Bachelor of Science degree - 129 credits minimum

Graduation Requirements: A 2.50 major GPA and a 2.25 CHPA are required for graduation.

REQUIRED		COMMUNICATION COMPETENCE - 12 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1	3	
ENGL		Industrial and Career Writing (ENGL 211) OR English 2 (ENGL250)	3	
COMM		Interpersonal Communication (COMM 105), Fundamentals of Public Speaking (COMM 121), Small Group Decision Making (COMM 221) or Argumentation and Debate (COMM 251)	3	
		Select One: COMM 200 level or above. COMM 336 or 385 recommended	3	
SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required: Two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS				
			4	
			3-4	
QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher (i.e. MATH 117): This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
MATH	110	Fundamentals of Algebra or Elective should options 2 or 3 apply	4	
MATH			3-4	
CULTURAL ENRICHMENT - 9 Credit Hours Required: 3 courses from at least two of the following areas, including one at the 200 level or above: ARCH 244; ARTH; ARTS; COMM 231; ENGL 322; FREN; GERM; HIST; HUMN; LITR; MUSI; SPAN; THTR. No more than 5 hours of music activities courses or theater activities courses shall count toward fulfillment of this requirement. HUMN 240 & 253 recommended.				
			3	
			3	
			3	
SOCIAL AWARENESS - 9 Credit Hours Required: 3 courses from at least two of the following areas, including at least one "Foundations" course and one at the 300-400 level: ANTH; ECON; GEOG (except GEOG 111 and 121); PLSC; SOCY; SSCI (except SSCI 100). At least one of these courses must include a specific consideration of issues related to race, ethnicity, and/or gender.				
			3	
			3	
			3	
GLOBAL CONSCIOUSNESS: Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America or with contemporary Native American culture and civilization.				
			3	

FERRIS STATE UNIVERSITY - COLLEGE OF EDUCATION TELEVISION PRODUCTION MAJOR - 72 Semester Hours

Required Courses

Required		Course Title	S.H.	Grade
TVPR	243	Video Production	3	
TVPR	326	Television Production Writing	3	
TVPR	345	TV Studio Production	4	
TVPR	370	Video Graphics	4	
TVPR	377	Film Production	3	
TVPR	380	TV Communications	3	
TVPR	389	Television Operations	3	
TVPR	464	Seminar in TV Production	1	
TVPR	466	Instructional Design	3	
TVPR	493	TV Production Internship	18	
TVPR	499	Advanced Producing/Directing	6	
VISC	116	Computers in Visual Media	3	
VISC	126	Computer Graphics	3	
VISC	216	Electronic Imaging	3	
VISC	226	Multimedia Production	3	

A 2.50 GPA is required in the major courses (listed above) in order to complete the program.

Directed Electives

Select 9 credits from this group

		Course Title	S.H.	Grade
ADVG	222	Principles of Advertising	3	
BUSN	122	Introduction to Business	3	
COMM	336	Tech. & Prof. Presentations	3	
COMM	385	Broadcast Writing	3	
HUMN	240	Pop Culture	3	
HUMN	253	American Movies	3	
MGMT	301	Applied Management	3	
MKTG	321	Principles of Marketing (Pre-req: ECON 221)	3	
TVPR	236	Audio Production	3	
TVPR	414	Remote Television Production	3	
TVPR	497	Special Studies in TVPR	3	

RECOMMENDED SEQUENCE Television Production Transfer Students

JUNIOR YEAR			
Fall Semester			
TVPR	243	Video Production	3
TVPR	326	Television Production Writing	3
VISC	116	Computers in Visual Media	3
		Social Awareness Elective (300-400 level)	3
		Directed Elective	3
		(COMM 336 or 385 recommended)	15
Winter Semester			
TVPR	370	Video Graphics	4
TVPR	377	Film Production	3
VISC	126	Computer Graphics	3
		Directed Elective	3
		Directed Elective	3
			16
SENIOR YEAR			
Fall Semester			
TVPR	345	Television Studio Production	4
TVPR	389	Television Operations	3
TVPR	466	Instructional Design	3
VISC	216	Electronic Imaging	3
			13
Winter Semester			
TVPR	380	TV Communications	3
TVPR	464	Seminar in Video Production	1
TVPR	499	Advanced Producing/Directing	6
VISC	226	Multimedia Production	3
			13
Summer Semester			
TVPR	493	Television Production Internship	6
Fall/Winter Semester			
TVPR	493	Television Production Internship	12
		TOTAL	75

3/18/98

RECOMMENDED SEQUENCE Television Production

FRESHMAN YEAR			
Fall Semester			
TVPR	243	Video Production	3
ENGL	150	English 1	3
		Cultural Enrichment	3
MATH	110	Fundamentals of Algebra or Elective	4
			13
Winter Semester			
		Directed Elective	3
ENGL	211or250	Industrial and Career Writing or English 2	3
COMM	105or121	Interpersonal Comm. or Public Speaking	3
MATH	115or117	Inter. Algebra or Contemporary Mathematics	3or4
			12or13
SOPHOMORE YEAR			
Fall Semester			
TVPR	326	Television Production Writing	3
		Scientific Understanding	4
		Social Awareness	3
VISC	116	Computers in Visual Media	3
		Elective	3
			16
Winter Semester			
TVPR	377	Film Production	3
		Cultural Enrichment	3
		Social Awareness	3
VISC	126	Computer Graphics	3
		Elective	3
			15

RECOMMENDED SEQUENCE Television Production

JUNIOR YEAR			
Fall Semester			
TVPR	389	Television Operations	4
		Social Awareness Elective (300-400 level)	3
COMM		Communications (200 level or above)	3
VISC	216	Electronic Imaging	3
		Elective	3
			16
Winter Semester			
TVPR	370	Video Graphics	4
TVPR	380	TV Communications	3
		Scientific Understanding	3
VISC	226	Multimedia Production	3
			12
SENIOR YEAR			
Fall Semester			
TVPR	345	Television Studio Production	4
TVPR	466	Instructional Design	3
		Directed Elective	3
		Cultural Enrichment	3
			13
Winter Semester			
TVPR	464	Seminar in Video Production	1
TVPR	499	Advanced Producing/Directing	6
		Directed Elective	3
		Elective	3
			13
Summer Semester			
TVPR	493	Television Production Internship	6
Fall/Winter Semester			
TVPR	493	Television Production Internship	12
		minimum TOTAL	129

3/18/98

TVPR 236 - Audio Production

Fall Semester 1998

Steve Cox / IRC 204 / 592-2721

Office Hours by Appointment

Course Text: Audio in Media, Stanley R. Alten Fourth Edition

Course Materials: (1) NEW 1200 ft. Roll of Ampex Open Reel Recording Tape
(1) NEW Chromium Dioxide Type II 60 Audio Cassette
(1) PC formatted ZIP Disc
(1) Pair Stereo Headphones w/ mini stereo connector

Attendance: Mandatory. (1) absence=loss of 20 points (2+)absence=40 points

Course Description: The basics of sound production and control and relation to media. Sound theory, stereo recording techniques, microphone selection and placement, recording equipment, various levels of audio signals, cables and connector, editing electronically, cutting carts, mixing stereo sound, mastering a stereo soundtrack, overdubbing stereo on multi-track recorders, equalization and filtering, minor maintenance of equipment, analog and digital audio recording and playback systems, audio sweetening systems for video, computer based audio editing.

Course Objectives: Upon completion of the corresponding material and training, the student will be expected to:

- Write a clear explanation of sound and recording theory on quizzes and exams.
- Sketch a concise diagram of proper microphone placement for various recording situations on quizzes and exams.
- Produce clean recordings of various indoor and outdoor sounds under good and poor acoustical conditions for assignments.
- Patch equipment together and into a studio patch bay.
- Identify, explain, and use various audio connectors.
- Explain and demonstrate the difference between mono and stereo recordings.
- Explain the difference between mike, phono, line, and speaker level signals.
- Explain and demonstrate the techniques of over-dubbing or layering using a multi-track recorder.
- Be able to clean and demagnetize the tape path and heads of an audio recorder.
- Demonstrate and discuss basics of equalization.
- Be able to edit, layer, and mix down a stereo soundtrack from multi-track to cassette.
- Be able to electronically edit audio tape
- Have a sound working knowledge of digital audio editing

Course projects: Studio Techniques
Production Techniques
Digital Audio
Final Soundtrack

Exams: One Practical Exam
 Two Written Exams
 Final Exam

Course Grading:	Studio Techniques	100
	Production Techniques	150
	Digital Audio	150
	Practical	100
	Exams	100
	Final Exam	150
	<u>FINAL SOUNDTRACK 250</u>	
	TOTAL:	1000 Points

Course Schedule

DATE	LECTURE(Tuesday)	LAB(Thursday)
Week 1 September 01/03	Course Intro Read Chp. 1, 2(13-17, 22-31), 6	Sound Theory, Studio Equip. 1 st Project
Week 2 September 08/10	Studio A, Techniques, Project Demo Read Chp. 5(71-103), 7, 13(337-352)	Studio B, Techniques, Demo
Week 3 September 15/17	Microphones, Cables & Connectors Audio Tape/Read Chp. 15 (488-501)	Open Lab for 1 st Project
Week 4 September 22/24	Field Recording, Maintenance, Patching	1st Project Due 5:00pm
Week 5 October 29/01	EXAM 1 Read Chp. 16(504-517)	Multi-track Production Editing, practicals/2 nd project
Week 6 October 06/08	Studio A & Cleaning, Practical Demo Read Chp. 16(545-555)	Studio B & Cleaning
Week 7 October 13/15	Practicals	Practicals
Week 8 October 20/22	Practicals Read Chp. 8	Practicals 2nd Project Due 5:00pm
Week 9 October 27/29	Intro to Digital Audio (Bishop Hall 206) 3 rd Project	Digital Audio/Sound Forge

Week 10 November 03/05	Sound Forge	Sound Forge
Week 11 November 10/12	Sound Forge	3rd Project Due Read Chapter 3
Week 12 November 17/19	Acoustics/Working with Talent Scripting/Sound Effects & music Final Project	EXAM #2 Read Chapter 9
Week 13 November 24/26	Open Lab/Digital Audio	Thanksgiving
Week 14 December 01/03	Open Lab/Studio A&B	Open Lab
Week 15 December 08/10	Review for Final Final Project Due 5:00pm	Critique Soundtracks
Exam Week December 10	FINAL EXAM AT 12:00-1:40PM Thursday	

TVPR 243/VIDEO PRODUCTION/FALL 1998
Course Description

Instructor: Clayton Rye Office Hours: M 11:00-1:00
IRC-Office #202 (Upstairs) R 11:00-1:00
Ext. 2716, Home 796-1776

DESCRIPTION:

Through readings, lectures, discussions, labs and outside assignments, students will learn the basic technical and creative techniques for single system video production.

COURSE MATERIALS & TEXT:

Text: Small Format Television Production, Compesi & Sherriffs.
Second Edition. Buy it, read it and bring it to class **REQUIRED**

Materials: HI-8 video tape. Minimum of two tapes required.

Note: Any audio or videotape used must be of professional quality (cheap tapes clog machines).

GRADING:

Exams	40%
Techniques	10%
Music with Video	10%
Feature/News Interview	10%
Participation & Attendance	10%
Final Project	20%

100%

Late projects will be accepted up to one week late but will be marked down one full grade. Anyone who gets an "F" on the final project will fail the course. Grades may be lowered if equipment is abused or if Media Supply rules are not adhered to. You are financially responsible for the loss or damage of any FSU equipment that you misuse.

TVPR 243/Video Production - Course Schedule

WEEK	DATES	ASSIGNMENT	
1	08/31 09/02	Lecture: Read Chapter 1 Lab: Intro to equipment	
2	09/07 09/09	NO CLASS - LABOR DAY Lecture: Read Chapter 2	
3	09/14 09/16	Lecture: Read Chapter 3 Lab: Edit in class	
4	09/21 09/23	Lecture: Read Chapter 4 Lab: In class project (Plan)	
5	09/28 09/30	Lecture: Read Chapter 5 Lab: EXAM #1	
6	10/05 10/07	Lecture: Read Chapter 8 Lab: Techniques assignment DUE	
7	10/12 10/14	Lecture: Read Chapter 9 Lab: In class project (Shoot)	
8	10/19 10/21	Lecture: Read Chapter 6 Lab: Music with Video DUE	Film: Lighting for Television
9	10/26 10/28	Lecture: Read Chapter 7 Lab: In class project (Edit)	
10	11/02 11/04	Lecture: In class assignment (Due) Lab: EXAM #2	
11	11/09 11/11	Lecture: Read Chapter 10 Lab: In class assignment (Plan)	
12	11/16 11/18	Lecture: Read Chapter 11 Lab: Interview assignment DUE	
13	11/23 11/25	Lecture: Read Chapter 12 Lab: In class assignment (Shoot)	
14	11/30 12/02	Lecture: Special Techniques Lab: In class assignment (Shoot/Edit)	
15	12/07 12/09	Lecture: In class assignment Lab: FINAL PROJECT DUE	
16	EXAM WEEK	FINAL EXAM MONDAY, DECEMBER 14 8:00 - 9:40a.m.	

Changes in this schedule may be necessary

proposed

TVPR 290 – Distance Learning Production

Winter Semester 1999

Mary Jo Winter/ IRC 204 / 592-2743

Office Hours by Appointment

Course Text: Communication Technology Update, by August E Grant Fifth Edition

Attendance: Mandatory: Every unexcused absence = loss of 20 points

Course Description: Students will learn the basic set-up and operation for different types of Distance Learning and Video Conferencing rooms and how it is beneficial in today's world of telecommunications. We will also discuss how rooms are connected to other locations and the ways satellites, computers and the Web play their part in distance learning and video conferencing.

Course Objectives: Upon completion of the course materials and labs students will be expected to:

- Know the basic set-up of a teacher operated distance learning room, a distance learning control room & a video conferencing room.
- Demonstrate proficiency in the operation of a teacher operated classroom & a distance learning control room.
- Create several visual presentations that will demonstrate knowledge of how to run each classroom & conference room.
- Understand how rooms are connected with multiple sites.
- Have first hand knowledge of running an actual distance learning class.

Course Projects: 1) Single student presentation in teacher operated DL room.
2) Two student presentation in DL room with control room.
3) Group presentation using conference room.

Exams: One Practical
Three Written Exams
Final Exam

Evaluation: Students will be graded on there applied knowledge of the separate classrooms & the equipment within each facility. These grades are characterized by A for excellent; B for above average; C for average; D for below average; & F for failure to meet the stated objectives. The letter grade will be based on a percentage scale as listed:

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F < 60
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
	B- = 80-82	C- = 70-72	D- = 60-62	

Course Grading:	Project 1	100
	Project 2	100
	Project 3	150
	Practical	100
	3 Exams	150
	Final Exam	150
	<u>Participation</u>	<u>50</u>
	Total:	800

Course Schedule

Date	Lecture	Lab
Week 1 January 11/13	Intro to Course Read Chp 1, 2(7-8),4	Connect with distant sites (1 st project)
Week 2 January 20	Martin Luther King Day (No classes)	Set-up of IRC 102 Chp 20
Week 3 January 25/27	IRC 102 Demo (Teacher operated Room)	Set-up of IRC 200
Week 4 February 1/3	IRC 200 Demo (DL room w/ control room)	Demo with both rooms (Connecting both rooms)
Week 5 February 8/10	Project 1	Project 1 Review for Exam 1
Week 6 February 15/17	Exam 1	Room connections Chp 5, 6,19 (2 nd project)
Week 7 February 22/24	Video connections Chp 17, 18	Open Lab for project 2
Week 8 March 1/3	Computers & the Web Chp 9, 10	Open Lab for project 2
Week 9 March 15/17	Project 2	Project 2 Review for Exam 2
Week 10 March 22/24	Exam 2	Set-up of the Conference Rm (3 rd project)
Week 11 March 29/31	Video/Audio Conferencing Chp. 16 & 24	Practicals

Week 12
April 5/7

Future of Distance Learning **Practicals**
Chp.25 & 26

Week 13
April 12/14

Review for Exam 3

Open Lab for project 3

Week 14
April 19/21

Exam 3

Open Lab for project 3

Week 15
April 26/28

Project 3

Project 3
Review for Final Exam

Finals Week
May ?

Final Exam

TVPR 301 TELEVISION STUDIO TECHNIQUES - WINTER 1998

FRED WYMAN, Office IRC #108

Office Hours: Mondays & Tuesdays 1-3:00 PM

Phone: 592-2714 (office), 592-2750 (studio), 832-4473 (home, except between 9:30 PM and 5:30 am)

Text: Modern Video Production by Carl Hausman, 1993

Catalog Description: Introduction to studio television production techniques for non-television majors.
Students will use studio facilities to produce and direct productions.

Objectives: The student will:

- 1) Understand the general principles of a television system essential to producing a program.
- 2) Demonstrate the operation of television studio equipment including cameras, videotape recorders, character generators, switchers, and audio mixers.
- 3) Demonstrate an understanding of lighting equipment and lighting techniques.
- 4) Demonstrate an understanding of audio production techniques.
- 5) Demonstrate knowledge of shot composition, picturization, and the effective use of graphics.
- 6) Demonstrate an understanding of various functions performed by the members of the production team especially the producer and the director.
- 7) Understand and practice the role of the on-camera talent.

Method of Instruction: A combination of lecture, demonstration, and lab activities are utilized.

Lecture sessions will meet once a week for two hours. Material covered during the lectures will include basic equipment operation theory and principles, and aesthetic criteria for effective production of television programs.

Lab sessions will meet once a week for two hours. Students will participate in the production of formatted television programs. Students will rotate through all crew positions. The student is expected to strike and clean the studio after each lab session.

Understanding and performing your assigned task is essential for the efficient operation of the production team.

Attendance: Any student's absence will negatively impact on the entire class as will tardiness. Be there and be on time. Twenty points will be deducted for each absence.

Evaluation: Your grade will be based on 400 points which can be earned through:

two examinations	(100 points each)
spot production	(100 points)
final project	(100 points)

TVPR 301 Winter 1998

Date	Content	Reading Assignment
Week 1 Lab	Intro. to course, careers, tools, the production team Overview studio & equipment	Chapters 1 & 2
Week 2 Lab	The Camera and its Operations. Equipment demonstration and practice operation of camera	Chapters 3 & 8
Week 3 Lab	The Camera and its Operations. <i>Getting Personal</i> rehearsal	Chapters 3 & 8
Week 4 Lab	Lighting instruments and Techniques Lighting set-up and operation	Chapters 4 & 9
Week 5 Lab	Lighting instruments and Techniques <i>Getting Personal</i> Exercise	Chapters 4 & 9
Week 6 Lab	Audio Equipment & Techniques <i>Getting Personal</i> Exercise	Chapters 5 & 12
Week 7 Lab	Audio Equipment & Techniques PSA Production Assignment	Chapters 5 & 12
Week 8 Lab	MID-TERM EXAM PSA Production Script Evaluation	
SPRING BREAK - March 9 - 13, 1998		
Week 9 Lab	Videotape Recording PSA Production - 1 & 2	Chapter 6
Week 10 Lab	The Switcher PSA Production - 3 & 4	Chapters 7 & 10
Week 11 Lab	Editing PSA Production - 5 & 6	Chapter 11
Week 12	Scripting and Assign Class Project (No class Thursday because of religious Holiday)	Chapter 13
Week 13 Lab	Directing Editing Exercise & Class Project Planning	Chapter 15 & 18
Week 14 Lab	Graphics Class Project Rehearsal	Chapter 14
Week 15 Lab	Final Project Production Dubs and Evaluation	
Finals Week	8:00 AM on Tuesday, May 5	

TELEVISION PRODUCTION at Ferris State University

STUDIO RULES

1. No smoking, food, or drink is allowed in any production area (TV Studio, Audio Studio, TV Master Control, Post-production Suites, Computer Graphics Lab, or Telecine areas) unless it is an integral part of the production in progress and then only with the permission of the instructor.
2. Do not operate any piece of equipment without proper authority. Permission must be obtained from the instructor.
3. Report any equipment malfunctions **immediately**. Reports are made by calling the Ferris operator at 0 on a campus phone and report to her the specifics of the problem. Make absolutely no adjustments to the equipment, other than those you have been instructed to perform.
4. Students are expected to behave in a professional manner while in production areas.
5. At the end of each class period, the studio is to be cleaned up and all materials used returned to where they belong. Any material left in the studio may be discarded!

**TVPR 326/TELEVISION PRODUCTION WRITING/FALL 1998
COURSE DESCRIPTION**

Instructor: Clayton Rye
IRC-Office #202 (Upstairs)
Ext/ 2716, Home 796-1776

Office Hours: M 11-1:00
R 11-1:00

DESCRIPTION:

TVPR 326 is a three credit course designed to familiarize the student with a variety of writing styles and formats common to both commercial (broadcast) and non-commercial (non-broadcast) mediums. The student will upon completion of this class demonstrate an understanding of the use of documentaries, dramatizations, public affairs (public service) programming, news-style presentations, and educational/training (informational/instructional) productions in a manner consistent with media standards. Students will also be able to evaluate the strengths and weakness of such productions.

REQUIRED TEXT: *Writing Scripts for Television, Radio and Films*, 3rd Edition by Willis/D'Arienzo

OPTIONAL TEXT: *Corporate Scriptwriting A Professional's Guide*, by Dizazzo

NOTES ON GRADING:

ALL WRITING ASSIGNMENTS MUST BE TYPED OR WORDPROCESSED (except for work entirely completed during the class period).

There are penalties for spelling and grammar mistakes; you must write and proofread carefully. In order to communicate effectively, you must communicate clearly. If a student has a history of difficulty with basic writing skills, she/he should establish a regular schedule at the Writing Center. Plagiarism will not be tolerated and results in an F for the course and disciplinary action as determined by the policies of Ferris State University.

PSA/Commercial/Review/Conceptual	20%	(5%x4)
Mid Term	15%	
Drama/Instructional	20%	(10+10%)
Attendance and Participation	10%	
Final Project	15%	
Final Exam	<u>20%</u>	
	100%	

TVPR 326/TELEVISION PRODUCTION WRITING/COURSE SCHEDULE

WEEK	DATE	ASSIGNMENTS	
1	9/01& 9/03	Read Chapter 1	In class assignment
2	9/08& 9/10	Read Chapter 2	PSA DUE
3	9/15& 9/17	Read Chapter 3	COMMERCIAL DUE
4	9/22& 9/24	Read Chapter 4	IDEA FOR FINAL SCRIPT DUE
5	9/29&10/01	Read Chapter 5	Commentary/Review DUE
6	10/06&10/08	Read Chapter 6	In class Assignment
7	10/13&10/15	Read Chapter 7	MID TERM EXAM
8	10/20&10/22	Read Chapters 8 & 9	Conceptual Outline DUE
9	10/27&10/29	Read Chapter 10	In class assignment
10	11/03&11/05	Read Chapter 11	Informational/Instructional DUE
		REMEMBER TO VOTE!!!	
11	11/10&11/12	Read Chapters 12 & 13	In class Assignment
12	11/17&11/19	Read Chapter 14	In class Assignment
13	11/26&11/26	Read Chapter 15	DRAMA DUE HAPPY THANKS GIVING
14	12/01&12/03	Read Chapters 16 & 17	
15	12/08&12/10	Read Chapters 18 & 19	FINAL SCRIPT PROJECT DUE
16		FINAL EXAM THURSDAY, DECEMBER 17, 12:00-1:40p.m.	

TELEVISION ANNOUNCING, TVPR 333
Course Syllabus (3 Credits)

Instructor: Clayton Rye
IRC-Office #3
Extension 2716

Office Hours:
Mon. & Wed. 11 - 12:00
2 - 3:00

This course recognizes that even with the escalating "high-tech" nature of today's various media, the human voice will continue to play an important role in conveying the media message. Through a combination of reading, writing, lecture, discussion, field trips, lab activities and outside assignments, students will develop their announcing skills to learn to better inform, entertain, persuade and motivate an audience.

Grading:

Assignments	40 %
Attendance & Participation	10 %
Mid Term Exam	10 %
Final Exam	20 %
Final Project	20 %
	100 %

Grades may be lowered if equipment is abused or if Media Supply rules are not adhered to. Use good quality tape. Inexpensive but good audio tape is available through Media Supply. Projects are to be turned in on audio cassette. Assignments will be accepted up to one week late, with a reduction of one full grade. Attendance is mandatory, absences will adversely effect the students grade. Individual improvement will be an important criteria for grading.

Textbook: Announcing, Broadcast Communicating Today, Lewis B. O'Donnell, Wadsworth Publishing Company, 2nd Edition.

Reference Materials:

Audio In Media by Atten

Modern Radio Production by O'Donnell

Script Models by Lee and Misorowski

**TVPR 333, Television Announcing
Course Schedule - Fall 1993**

WEEK	DATES	ASSIGNMENT
1	8/30-9/3	Lecture: Read Chapter 1 Lab: Intro of students
2	9/6-9/10	Lecture: NO CLASSES - LABOR DAY Lab: William & His Friends
3	9/13-9/17	Lecture: Read Chapter 2 Lab: Teach the Class Assignment Due
4	9/20-9/24	Lecture: Read Chapter 3 Lab: Figures of Speech Assignment
5	9/27-10/1	Lecture: Read Chapter 4 Lab: Fiction Piece Due
6	10/4-10/8	Lecture: Read Chapter 5 Lab: Ad lib in class
7	10/11-10/15	Lecture: Read Chapter 6 Lab: Wire service reading
8	10/18-10/22	MID-TERM EXAM
9	10/25-10/29	Lecture: Read Chapter 7 Lab: Figures of Speech Due
10	11/1-11/5	Lecture: Read Chapter 8 Lab: In class interview
11	11/8-11/12	Lecture: Read Chapter 9 Lab: Interview Assignment Due
12	11/15-11/19	Lecture: Read Chapter 10 Lab: Announcer Critique Due
13	11/22-11/26	Lecture: Read Chapter 11 Lab: NO CLASSES - THANKSGIVING
14	11/29-12/3	Lecture: Read Chapter 12 Lab: *PSA's and/or Commercials Due
15	12/6-12/10	Lecture: Field Trip Lab: FINAL EXAM
16	12/13-12/17	*FINAL PROJECT DUE

CHANGES IN THIS SCHEDULE MAY BE NECESSARY

TVPR 345 TV STUDIO PRODUCTION - Fall 1998

Fred Wyman, office - IRC #108E; Office hours Tuesdays & Thursdays 9:00 - 11:00AM, or by appointment.
Phone - 592-2714 (office), 592-2750 (studio), 832-4473 (home)

TEXT: Television Production Handbook, 6th Edition, by Herbert Zettl, 1996.

CATALOG DESCRIPTION: 4 (2-4) Basic studio production techniques including lighting, audio, camera, floor manager, switching, and directing. Students will produce studio-based productions in a variety of formats. Pre-requisites: TVPR 243 and Junior standing.

OBJECTIVES: The student will be able to:

- 1) demonstrate operational competence in the operation of various components of television studio equipment, i.e., the camera, the video cassette recorder/editor, the audio mixer, the video switcher, microphones, the character generator, and lighting instruments.
- 2) demonstrate various production techniques and skills, i.e., camera operation, set lighting, sound recording, directing, graphic production and use, set designing and construction, and videotape editing.
- 3) demonstrate a beginning proficiency in the television production process from script writing to a completed program including a promotional/public service spot.
- 4) identify and discuss salient characteristics of different types of television applications.
- 5) make a more informed judgement about what specialty within the television production field that they might work for as an occupation and its possibilities for employment.
- 6) demonstrate their understanding on written tests.

METHOD OF INSTRUCTION: A combination of lectures, assigned readings, demonstrations, and intensive laboratory exercises will be used.

EVALUATION: The student's understanding and successful execution of the above-cited objectives will be assessed through

Quizzes	100 points
Mid-term Exam	100 points
Final Exam	100 points
Projects	300 points
Total	<hr/> 600 points

ATTENDANCE: Attendance is mandatory. Twenty-five (25) points will be deducted from the final grade for each unexcused absence. Tardiness will receive a Ten (10) point deduction.

WEEKLY SCHEDULE OF ACTIVITIES – TVPR 345 Fall 1998

Week of August 31

Lecture: Introduction to Course & The Production Process
Lab: Identifying the basic equipment
Read: chapters 1.1 & 2.1 & 2.2

Week of September 7

Lecture: **HOLIDAY** No Class
Lab: The camera and its operation
Read: chapter 3.1 & 3.2

Week of September 14

Lecture: Camera Operation - Lenses, Mounts, and Framing
Lab: Calling the Shots
Read: chapter 4, 5, & 6

Week of September 21

Lecture: Lighting
Lab: Basic Lighting Setup & Basic Audio Control
Read: chapter 7 & 8

Week of September 28

Lecture: Audio in Production
Lab: **EXERCISE 1**
Read: chapters 9 & 10

Week of October 5

Lecture: Switching and Visual Effects
Lab: Rehearsal for **Exercise 2 Project**
Read: chapters 13 & 14

Week of October 12

Lecture: **MID-TERM EXAM** and The Set
Lab: **Exercise 2**
Read: chapter 15

Week of October 19

Lecture: Television Talent and Producing
Lab: Working with talent and final plans for **Final Project**
Read: chapters 16 & 17

Week of October 26

Lecture: Producing & the Director
Lab: **Final Project - Person 1**
Read: chapters 18 & 19

Week of November 2

Lecture: Directing
Lab: **Final Project - Person 2 & 3**

WEEKLY SCHEDULE OF ACTIVITIES - TVPR 345 Fall 1998 page two

Week of November 9

Lecture: Production Analysis & Advanced Lighting
Lab: **Final Project - Person 4 & 5**

Week of November 16

Lecture: Production Analysis & Lighting Effects
Lab: **Final Project - Person 6 & 7**

Week of November 23

Lecture: Production Analysis & Audio Sweetening
Lab: **Final Project - Person 8 & 9**

Week of November 30

Lecture: Production Analysis & the Evaluation Process
Lab: **Final Project - Person 10 & 11**

Week of December 7

Lecture: Preparation for "Advanced Producing and Directing"
Lab: **Final Project Person 12 & 13**

Week of December 14

FINAL EXAM (Wednesday, December 16 from 12:00pm - 1:40am)

Production Management
TVPR 365/Fall 1994

Instructor:

Extension x2715
Office Hours -

Text: It's A Business First... and a Creative Outlet Second
published by the International Television Association, edited
by Donna M. Conner

There will also be additional course package and reading selections
on reserve in the library.

TVP-365 is a three credit lecture class designed to
introduce future media managers to the concepts and principles of
communications and media management. In this class, discussion
will include (but not be limited to) the following:

- *what media departments/companies do and present
comparative information about various types of media
centers;
- *the key functions managers perform: planning, organizing,
budgeting, and personnel motivation and management;
- *the major areas of management within the media
organization;
- *highlight key legal and ethical issues;
- *trends about the future of media.

WEEKLY SCHEDULE

Week 1

Introduce course. Review common management principles
Read: Text - Section 6
Outline #1
Library - **Managing Media Organizations**, Chapter 4
Outline #2

Notes:

Week 2

Why video professionals and video departments.
Read: Text -
Library - **Institutional Video**, Chapter 1

Notes:

Week 3

Freelance and Contract Jobs (or On My Own and Liking It)
Read: Text - Section 1
Article #1
Notes:

- Week 4
Responsibility of video professionals and video departments
Read: Text - Section 7
Library - **Institutional Video**, Chapter 3
Outline #3
Notes:
- Week 5
Organization and structure of video departments
Read: Library - **Managing Media Organizations**, Chapter 6
Outline #4
Institutional Video, Chapter 2
Notes:
- Week 6
QUIZ #1
Budgeting
Read: Text - Section 2
Course Package - **Electronic Media Management**
Chapter 2
Outline #5
Library - **Institutional Video**, Chapter 6
Notes:
- Week 7
More on Budgeting
Read: Text - Section 4
Library - **Managing Media Organizations**, Chapter 7
Notes:
- Week 8
More on Budgeting
Articles #2 and #3
Notes:
- Week 9
QUIZ #2
Personnel Management
Read: Course Package - **Personnel Management**
Outline #6
Notes:
- Week 10
More on Personnel Management
Read: Library - **Managing Media Organizations**, Chapter 8
Notes:
- Week 11
Media and the law
Read: Library - **Managing Media Organizations**, Chapter 16
and 17
Notes :

Week 12

More on Law
Read: Text - Section 3
Outline #7
Notes:

Week 13

QUIZ #3
Playing the Corporate Game - Sales and Marketing
Read: Text - Section 5
Notes:

Week 14

Media into the 21st Century.
Read: Library - **Institutional Video**, Chapters 11 and 12
Article #4
Notes:

Week 15

Continue Future of Media
Read: Library - **Institutional Video**, Chapters 13, 14, and
15
Notes:

Week 16

Final Week

Grading

7 Outlines	70
4 Articles (20 points each)	80
3 Quizzes (30 questions each)	90
6 Participation (see below)	60
Final (50 questions)	100

Total Points Possible	400

Participation:

An important part of any management style is the ability to successfully interact with others. Six times during the semester we will work in class on our interpersonal skills as they relate to management. Each assignment is worth 10 points. In class assignments can not be "made up." If you are absent, you did not participate and will be graded accordingly.

Outlines:

All outlines are due at the beginning of class the Monday after they are assigned, for example the outline on Chapter 4, "What Do Managers Do?" will be collected on _____ . All outlines should be typed or wordprocessed; I will not accept any handwritten work. The outlines may be either topic or sentence, but please be consistent within each outline.

Article Criteria:

Select a journal article relating to managing a production house, a media center, or television facility. Submit a **ONE** page typed report on the article selected including; a bibliographical citing, a summary of the article, its application to this course, and your reaction to or use for the information provided. Each paper is worth 20 points.

- | | |
|--|-----------|
| 1. The article was recent (since 1990). | 1 point |
| 2. The paper was professional in appearance. | 1 point |
| 3. The article was related to the course. | 1 point |
| 4. The summary was complete and kept to the essential facts. | 3 points |
| 5. The application was consistent and related to the summary. | 3 points |
| 6. The reaction paralleled the summary and the application. | 3 points |
| 7. The paper showed a logical and clear understanding of the meaning of the article. | 4 points |
| 8. The report was grammatically correct. | 4 points |
| | <hr/> |
| | 20 points |

TVPR 370

Television Graphics

<i>Instructor:</i>	Jeff Ek
<i>Office:</i>	IRC 204 H
<i>Phone:</i>	592-2722
<i>Email:</i>	Jeffrey_Ek@ferris.edu
<i>Home:</i>	796-6036

Office Hours: By Appointment

Course: TVPR 370 Catalog # 10795

Lecture -	Monday	6:00 – 7:50 p.m.
Lab -	Monday	8:00 – 8:50 p.m.
Lab -	Wednesday	6:00 – 8:50 p.m.

Course Description:

The Student will learn how to identify and create quality graphic design as applied to television. Through the creation of idea lists, thumbnails and storyboards the student will design quality graphics that can be created using current tools such as character generators, paint/photo editing software and 2D/3D animation packages. A working understanding of the design process and utilization of computer equipment, software and supporting equipment will be achieved.

Course Objectives:

Students will be expected to demonstrate the following skills upon completion of the course projects:

- Create a visual solution that communicates graphically and is integrated into television.
- Create idea lists, thumbnails and storyboards.
- Demonstrate proficiency in the production of titling and graphic production using the PowerScript character generators.
- Demonstrate proficiency in the use of PhotoShop as a paint and frame-editing tool to create graphics for television.
- Demonstrate proficiency in the creation of 3D modeling and Animation.
- Demonstrate a working knowledge of a personal computer and its operating system (DOS & Windows 95).

TVPR 370

Television Graphics

Catalog Description: 3(2+4)

The student will understand and/or demonstrate the utilization of graphics for television application including computer graphics, character generators, 2D and 3D modeling, and basic animation.

Objectives:

The student will be able to demonstrate:

- | | |
|--------|---|
| 10 hrs | 1. A working knowledge of computer operating systems including DOS commands appropriate in a computer graphics setting and the MAC Operating System. |
| 8 hrs | 2. An operational knowledge of computer input devices, digitizing systems, processors, and output devices including NTSC and 35mm-slide film. |
| 12 hrs | 3. Applications of computer graphics in desktop publishing business presentations, and in television production. |
| 18 hrs | 4. The principles of Aesthetics applicable to computer graphics as seen in his or her assigned projects. |
| 40 hrs | 5. Proficiency in the operation of titling programs, paint programs, and a 2D/3D presentation/animation program. |
| 4 hrs | 6. EXAMS (Mid-term and Final) |

Evaluation of Projects:

Projects are graded by how well the objectives outlined in the assignment are followed. Each project will be subject to a class evaluation. The student will present, explain, defend and accept constructive criticism from the rest of the class. Projects will be turned in on dates due and returned when graded. The instructor will assign a letter grade based on a percentage scale listed below.

A	93-100	<i>Excellent</i>
A-	90-92	
B+	87-89	
B	83-86	<i>Above Average</i>
B-	80-82	
C+	77-79	
C	73-76	<i>Average</i>
C-	70-72	
D+	67-69	
D	63-66	<i>Below Average</i>
D-	60-62	
F	< -60	<i>Failure</i>

Attendance:

Attendance is required. Twenty (20) points will be deducted for each unexcused absence. Ten (10) points will be deducted for each incident of tardiness.

Requirements:

- Students will be required to purchase at least one 100 meg Zip Disk.
(Two Zip Disks are recommended)
- Because there is not a required text, students will be responsible to obtain all materials and information given in class.
- Students will be required to check out equipment time in Media supply to complete projects.

TELEVISION COMMUNICATION/TVPR 380

Extension 2715

Office Hours:

TVPR 380/Television Communication is a three (3) credit course designed to introduce the student to the history of the television industry and to provide the student with an overview of concepts and trends present in the current communication arena. The information will be presented in a combination of lecture, class discussion, and group work.

The textbook for the class is The Broadcast Century by Robert Hillard and Michael Keith. This book is NOT available in the Ferris library and it is necessary for every student to have access to a copy of the book. In addition to the textbook, there will be recommended reading assignments in the form of reserve materials.

Since this class meets only once a week, it is important that the student be in class. If a student misses class, he/she must arrange to review the material and lecture notes with a classmate as soon as possible. The student is responsible for all information presented in class regardless of whether or not she/he was in attendance. In class assignments and work completed in group cannot be "made up."

Grading Scale

Grades will be determined based on a combination of individual and group scores.

8 quizzes (20 points each)	160
3 assigned group activities* (50 points each)	150
8 class discussion/group cooperation (5 points each)	40
Written Final	<u>50</u>
Total Possible Points	400

*Assigned group activities scores will be based on a percent of effort scale. Students will identify the percent of effort each team member contributed to the activity and give specific reasons for the evaluation. Each person can be awarded 100%; the lowest percent allowed without prior conference is 60%.

Weekly Schedule

Students are responsible for reading assigned material before class.

Jan 9	Week 1	Introduce course and group learning concepts. Complete student information sheets. Assign groups and review group functions.
Jan 16	Week 2	No class
Jan 23	Week 3	The 20's Text: pgs. 1-20 and pgs. 21-60
Jan 30	Week 4	The 30's Text: pgs. 61-90
Feb 6	Week 5	The 40's Text: pgs. 91-124
Feb 13	Week 6	Evaluation and discussion Review of trends and concepts
Feb 20	Week 7	The 50's Text: pgs. 124-162
Feb 27	Week 8	The 60's Text: pgs. 163-196
SPRING BREAK !		
Mar 13	Week 9	The 70's Text: pgs. 197-228
Mar 20	Week 10	Evaluation and discussion Review of trends and concepts
Mar 27	Week 11	The 80's Text: pgs. 229-258
Apr 3	Week 12	The 80's (cont.) Text: pgs. 229-258
Apr 10	Week 13	Evaluation and discussion Review of trends and concepts
Apr 17	Week 14	The 90's Text: pgs. 259-280
Apr 24	Week 15	The 90's (cont.) Text: pgs. 259-280
	Week 16	Written Final

Work Sheet #1
Chapter 1

- 1) Who has been credited with the first true radio broadcast?
- 2) What event of importance to the history of broadcasting took place on December 24, 1906?
- 3) What was the first legislation to deal with radio transmissions?
- 4) What is the connection between the Titanic and the growth of radio?
- 5) What topics did the Radio Act of 1912 deal with?
- 6) Who is credited with creating the business of radio?
- 7) What was the rationale behind the "Patent Wars?"
- 8) When was a human voice transmitted across the continental U.S. for the first time?
- 9) Why did musicians become involved with radio?
- 10) How did World War I influence the development of radio?

TVPR 389 TELEVISION OPERATIONS - Fall 1998

Fred Wyman, office - IRC #108E; Office hours Tuesdays & Thursdays 9:00 - 11:00AM, or by appointment.
Phone - 592-2714 (office), 592-2750 (studio); 832-4473 (home)

TEXT: Video Theory & Operations, by Marcus Weise, 1995.

CATALOG DESCRIPTION: Refinement of skills needed for television production 3 (2+2) activities in the technical area, including the use of the remote camera package, waveform monitors and vectorscopes, and editing equipment. Pre-requisites: TVPR 243 and Junior standing.

OBJECTIVES: The student will be able to:

- 1) Understand and explain the parameters of a television signal including the NTSC standard and the relationship between the video, sync, luminance, chrominance, sub-carrier, and audio portions of the signal.
- 2) Identify, select, and use proper cables and connectors for composite video, sync, and audio.
- 3) Demonstrate the correct operation of television test equipment including the waveform monitor, the vectorscope, and test signal generators.
- 4) Set-up television cameras including white balance, registration, back focus, shading, white level, black level, burst phase, and horizontal phase.
- 5) Set-up television monitors including proper color level, brightness, contrast, hue, and sync.
- 6) Set-up recorders including the use of time base correctors, advanced vertical sync, and heterodyned signals; to be able to record, playback, and A/B roll edit. The student will understand time code editing and the theory of component recording.
- 7) Understand and demonstrate the principles and operation of digital editing equipment.
- 8) Set-up multi-camera systems including distribution amplifiers, switchers, and mixers.
- 9) Perform basic operator level maintenance.
- 10) Demonstrate understanding on written tests

METHOD OF INSTRUCTION: A combination of lectures, assigned readings, demonstrations, and intensive laboratory exercises will be used.

EVALUATION: The student's understanding and successful execution of the above-cited objectives will be assessed through:

Quizzes	100 points	
Editing Assignments	200 points	(Late assignments will not be accepted.)
Mid-term Exam	100 points	
Final Exam	100 points	
Practical Exams	100 points	

Total 600 points

(10 Extra Credit points may be earned by being involved with setup of the Remote Van)

Note: Failure to pass the practical examinations with at least a 70% score will be scored as a failure for the course. Retakes of some quizzes may be necessary to checkout certain pieces of equipment. Only the original score will be recorded.

ATTENDANCE: Attendance is mandatory. Twenty-five (25) points will be deducted from the final grade for each unexcused absence. Tardiness will receive a Ten (10) point deduction.

WEEKLY SCHEDULE OF ACTIVITIES – TVPR 389 Fall 1998

Week of August 31

Lecture: Introduction to Course & Video Signal Overview
Lab: C-1 system (C-1, VO-8800, Tripod, AC Adapter)
Read: chapters 1 & 2

Week of September 7

Lecture: **HOLIDAY** No Class
Lab: C-1 Camera system (cont.)
Read: chapter 3

Week of September 14

Lecture: NTSC Scanning -
Lab: Test signal generators, waveform monitors & vectorscope
Read: chapter 4, 5, & 6

C-1 Quiz

Week of September 21

Lecture: Transmission & Color
Lab: Test signal generators, waveform monitors & vectorscope (cont.)
Read: chapter 7 & 8

Week of September 28

Lecture: System Timing
Lab: Timing
Read: chapters 20 & 21

Week of October 5

Lecture: Monitoring
Lab:
Read: chapters 9 & 23

**Waveform & Vectorscope Quiz
Waveform Monitor & Vectorscope Practical Exam**

Week of October 12

Lecture:
Lab: Multi-cam set-up and Test Charts
Read: chapters 10, 11, & 13

MID-TERM EXAM

Week of October 19

Lecture: Recording formats & Time Code
Lab: TBCs and recorder setup & operation
Read: chapters 15, 16, & 17

Week of October 26

Lecture: Recording formats & Time Code
Lab: Cuts only 3/4", Manual A/B roll
Read: CMX manual & chapters 18 & 19

Week of November 2

Lecture: Post-Production – Analog (CMX)
Lab: Online Editing (CMX)
Read: chapter 12

Recording/Editing & TBC Quiz

WEEKLY SCHEDULE OF ACTIVITIES - TVPR 389 Fall 1998 page two

Week of November 9

Lecture: Post-production - Online
Lab: CMX Time Code Editing
Read: chapter 14

Week of November 16

Lecture: Audio, Facility Design, & World-wide Standards
Lab:
Read: chapter 22 & 24

**CMX Written Quiz
CMX Practical Exam**

Week of November 23

Lecture: Digital Technology & Transmissions
Lab: Nonlinear Editing
Read: AVID & Premier handouts

CMX Edit due

Week of November 30

Lecture: Digital Technology & Transmissions (cont.)
Lab: AVID & Premier
Read: AVID & Premier handouts

Week of December 7

Lecture: AVID and Review for Final
Lab: AVID & Premier
Read: entire book & AVID & Premier handouts

AVID Edit due

Week of December 14

FINAL EXAM (Tuesday, December 15 from 10:00am - 11:40am)

Remote Production - TVPR 414

Fall 1998

Steve Cox / IRC 204 / 592-2721

Office hours are by appointment.

Purpose: This course offers practical experience in all aspects of remote television production. Students will work together to produce and direct seven remote productions. This course gives students the opportunity to direct and run various pieces of video and audio equipment under real life production conditions.

Objectives:

1. The student will demonstrate knowledge of all aspects of producing and directing a remote production, including pre- and post-production.
2. The student will demonstrate an understanding of the role of producer and director in television production.
3. The student will learn to work as part of a production team.
4. The student will demonstrate an ability to produce a program as leader of a production team.

Grading System:

Directing:	200
Crew positions:	300
<u>Exam:</u>	<u>100</u>
Total:	600

Attendance: All remotes that you are scheduled for are MANDATORY. Arriving late for a crew call will be an automatic 50% reduction of point for that event. Missing a crew call entirely will result in an automatic F (0 points) for that event. Absence from a lecture results in a reduction of 20 points from your final class grade.

**TVPR 414 Remote Video Production
Fall 1998 Class Schedule**

Week 1/September 4	Class introduction/Truck equipment
Week 2/September 11 12	Camera Set-up and Operation Football vs. Saginaw Valley 7:00
Week 3/September 18	Directing a Remote Production/Critique SVSU
Week 4/September 25	Remote Crew Positions (Replay/CG/Stage Mgr.)
Week 5/October 2 3	Remote Crew Positions (Switcher/Audio) Football vs. Northern Michigan 1:30
Week 6/October 9 10	Critique NMU remote Football vs. Wayne State 2:00
Week 7/October 16	Critique WSU remote
Week 8/October 23	Pre-production and site survey
Week 9/October 31	Football vs. Hillsdale 1:30
Week 10/November 6	Single Camera remote/Critique Hillsdale
Week 11/November 14	Football vs. Grand Valley
Week 12/November 20	Critique GVSU/Exam
Week 13/November 27	Thanksgiving
Week 14/December 5	Hockey vs. Western Michigan 7:00
Week 15/December 11	Truck clean-up

**FINAL EXAM WILL BE ON TUESDAY, DECEMBER 15
AT 11:00AM IN IRC 200.**

TVPR 464/SEMINAR IN TELEVISION PRODUCTION/Winter 1997
Course Description

Instructor: Clayton Rye Office Hours: M 9-11:00
 IRC-Office #202 (Upstairs) T 11-12:00
 Ext. 2716, Home 796-1776 R 11-12:00

DESCRIPTION:

In-depth consideration for corporate television and other internship practices, duties, and responsibilities will be conducted in this class. A review of the job market and student placement preparation.

This course gives students instruction in preparing an effective resume, cover letter and video portfolio. In addition, the course prepares students for their internship assignments.

OBJECTIVES:

1. The student will prepare an effective cover letter and resume that shows professional qualifications.
2. The student will have an awareness for the types of responsibilities they will encounter at cable TV stations, production houses, and corporate television facilities.
3. The student will prepare a video portfolio that shows professional qualifications.

No textbook will be required, but there will be required reading.

Attendance will be required. Absences and tardiness will result in lowered grade.

GRADING:

Resume & Portfolio	50%
Attendance & Participation	25%
Other Assignments	25%
	<hr/>
	100%

TVPR 464/Seminar in Television Production/Course Schedule

<u>WEEK</u>	<u>DATES</u>	<u>ASSIGNMENT</u>
1	01/13	Intro to TVPR 464
2	01/20	NO CLASS - MARTIN LUTHER KING DAY
3	01/27	GOALS ASSIGNMENT *DUE
4	02/03	RESUMES & CORRESPONDENCE
5	02/10	VIDEO PORTFOLIO EXAMPLES
6	02/17	INTERVIEW LECTURE
7	02/24	ROUGH RESUME *DUE
		SPRING BREAK MARCH 1-10
8	03/10	GUEST SPEAKER
9	03/17	INTERVIEW DISCUSSIONS
10	03/24	VIDEO ETHICS DISCUSSION
11	03/32	GUEST SPEAKER
12	04/07	GUEST SPEAKER
13	04/14	RESUMES & VIDEO PORTFOLIOS *DUE
14	04/21	ARTICLE REVIEW *DUE
15	04/28	REVIEW RESUMES & TAPES (CONT)
16	05/04-09	FINAL EXAM WEEK

CHANGES IN THIS SCHEDULE WILL PROBABLY BY NECESSARY

INSTRUCTIONAL DESIGN/TVPR 466/Fall 1997

Instructor: Clayton Rye
Office: IRC 202 (upstairs)
Phone: 592-2716
796-1776

Office Hours: T 11-1:00
R 11-1:00

Textbook: Script Writing for High-Impact Videos by John Morley

Course Description: This course is a writing intensive video production experience designed to provide the TVPR student exposure to the design process that is commonly used in creating informational and instructional video programming. Each student will apply the information gained to the researching, designing, planning, script writing and production of the two video projects.

Course Objectives: Upon successful completion of this course, the student will be expected to:

1. Demonstrate the steps and phases involved in creating an effective informational/instructional videotape in a design document and script.
2. Design and script a quality informational and instructional production which will accomplish set objectives.
3. Design and script a quality instructional production which will allow the target viewing audience to satisfactorily achieve the objectives stated in a design document.
4. Write clear objectives which state a performance.
5. Be able to list and discuss "interest-holding" production techniques.
6. Be able to list and discuss a variety of formats in which informational and instructional content can be presented.
7. Be able to list and discuss various adult learning theories.
8. Be able to utilize a production report as a production record.
9. Be able to utilize all pre-production planning, scripting, videotaping, and post-production editing elements into a quality videotape.

WEEK	DATE	READING ASSIGNMENT
11	11/03-11/07	Chapter 9 Project #2: Continue shooting and begin editing.
12	11/10-11/14	Chapter 10 Project #1: Evaluation and critique in class. Final design script due. Individual Production Reports due.
13	11/17-11/21	Project #2: Rough edits due.
14	11/24-11/28	Project #2: Continue Production and production reports.
15	12/01-12/05	Project #2: Evaluation and critique in class. Final design and script due. Individual Production Reports due.
16		FINAL EXAMS

Course Grading:	Midterm	10%
	Project #1	
	Research & Design	10%
	Script	10%
	Finished Production	20%
	Project #2	
	Research & Design	10%
	Script	10%
	Finished Production	20%
	Final	<u>10%</u>
		100%

Writing for Instructional Design and Beyond

Even though TVPR 466 is a television production experience, writing activities are actually more important than hands on video production for this class. Production will not begin until an approved script is developed and, of course, the script is the blue print for the production process.

FERRIS STATE UNIVERSITY
DEPARTMENT OF TELEVISION PRODUCTION
TVPR 493 - Television Production Internship

Description of Course: TVPR 493 - Television Production Internship

The Internship is a full-time work experience program for 26 weeks. The experience will differ depending upon the setting, but must be appropriate for the Television Production major. The Internship will allow the student to use previously learned skills in professional setting. The intern should have opportunities to meet the realities of budgeting and deadlines using professional equipment under real-world conditions.

Objectives:

During the Internship experience, the student should be able to practice the following competencies as they fit the Internship Station's needs.

1. Develop and write suitable scripts.
2. With supervision, produce and direct TV programs.
3. Perform pre-production activities such as planning and budgeting.
4. Produce TV graphics.
5. Plan and control staging and lighting.
6. Operate control room equipment.
7. Operate studio cameras, single system portable units, shoot 16mm film and still photos as needed.
8. Perform the duties of production assistant.
9. Participate in post production functions such as logging, editing and duplicating tapes.

Specific Assignments:

1. Fill out and mail to this office the enclosed Weekly Work Report.
Reports must be mailed weekly.
2. Fill out the enclosed Internship Final Evaluation Form and mail to this office one week prior to the end of your work experience. This is your self-evaluation. Your employer will also fill out a copy that will be sent to us.
3. Write an overview of your work experience, not limited to the following:
 - a) Briefly describe the organization and your role in its operation. Was it difficult to fit in?
 - b) Discuss the knowledge, understandings, and attitudes you developed while employed. Is there an important lesson that you learned?
 - c) Discuss any unusual or interesting experiences that occurred.
 - d) Discuss any knowledge or skill that you feel you should have received before Internship. Were you well prepared?

TVPR 499 ADVANCED PRODUCING AND DIRECTING

Winter 1998

Instructor: Fred Wyman. Office IRC #108E. Phone 592-2714 (office), 832-4473 (home, until 9:30 p.m.)

Student Phone: 592-2750 [Student Office (1ST RING), Studio (2nd RING), Graphics/Hi8 (3rd RING)]

Phone Mail: 592-2051 [Procedures will be overviewed in class]

Office hours: Mondays and Tuesdays from 1:00 to 3:00 PM.

Text: Television Directing, by Harold R. Hickman, 1991.

Prerequisites: Completion of all Television Production classes except TVPR 461, TVPR 464, & TVPR 493.

Course description: Practical experience in all aspects of television production and direction. Each student will produce and direct at least one magazine format videotape that demonstrates the student's skills in pre-production planning, scripting, organizational abilities, videotaping, and post-production editing.

Scheduled Meeting Times: Mondays - 9:00 - 10:50AM, Tuesdays - 5:00 - 8:00PM,
Wednesdays - 11:00AM - 12:50PM, Fridays from 9:00 - 11:50AM.

Course Objectives:

1. The student will demonstrate knowledge of all aspects of producing and directing a television program, from pre- production planning through post-production.
2. The student will demonstrate an understanding of the role of the producer/director in television production.
3. The student will produce one mini-documentary videotape that demonstrates the student's skills in pre-production planning, scripting, videotaping, editing, and preparing a soundtrack.
4. The student will produce one videotape that demonstrates the student's skills in pre-production planning, scripting, videotaping, editing, and preparing a soundtrack.
5. The student will work as part of a production team to produce and direct live half-hour programs.

Attendance: Attendance is required. Each absences without legitimate excuses will result in a 25 point grade reduction. More than 2 absences are grounds for dismissal from the class.

Equipment Check-out/check-in: Late return of equipment will result in a 25 point reduction for each occurrence.

Point Breakdown:

Projects	900 points
Exams	<u>100 points</u>
	1,000 points

Production Design Responsibilities (100 points)

Assigned responsibilities will be evaluated at a time appropriate with those responsibilities whether during pre-production, production, or post-production. Students will be notified of their progress at weekly evaluative sessions with the instructor.

Producer - Studio Show (150 points)

The studio show producer will be evaluated as a producer (conducting meetings, decision making ability, development of team, leadership, submission of budget, use of releases, credits, tape labeling, and use of other production forms as necessary) adherence to format, script development, research when appropriate, technical quality, talent and production directing (audio, framing, camera movement, timing of transitions, types of transitions, sequencing, following audio, commands, length of shots, creativity), on-time airing of show, and proper submission of a producer's evaluation.

Studio Crew (200 points)

Studio crew will be evaluated on a weekly basis as to their effectiveness at their assigned location.

Producer/Director - Ferris Focus (150 points)

The Ferris Focus producer will be evaluated as a producer (conducting meetings, decision making ability, development of team and assignments, leadership, submission of budget, use of releases, use of location scouting report, use of production tracking form, appropriate use of credits, tape labeling, use of other production forms as necessary and approval of show segments) check-out and labeling of master and dub tapes, adherence to format, script development, research when appropriate, production of open and credits, quality of writing (sentence structure, following good electronic journalistic principles, development of story) technical quality, talent and production directing (editing, meaningful B-roll, pacing, creativity, graphics, audio, framing, camera movement, timing of transitions, types of transitions, sequencing, shots following audio, length of shots, creativity), on-time airing of show, and proper submission of a producer's evaluation.

Ferris Focus Crew (250 points)

Edited production crew will be evaluated on their skill exhibition on their assigned duties on each production.

Attendance, Meeting Deadlines, and Attitude (50 points)

A professional attitude is expected at all times. This includes meeting all deadlines, full class participation, a non-confrontational demeanor, and the ability to work in a group setting.

Final Exam (100 points)

Week 1 Jan. 12 Introduction to course and discussion of assignments. Develop working relationships, forms, and procedures. Prepare formats, programming schedule, make initial contacts. Pick Academic Profile. Reading: chapter 1

******* Martin Luther King, Jr. Birthday Holiday - January 19 - No Classes *******

Week 2 Jan. 19 Begin shooting stock footage, create opens, shoot and edit commercials, and build sets. Reading: chapter 2

Week 3 Jan. 26 Continue shooting stock footage, create opens, shoot and edit commercials, and build sets. Rehearse Live show. Plan Live Show 1. Reading: chapter 3

Week 4 Feb. 2 Plan for & begin FF 1 shooting. Live show 1. Reading: chapter 4

Week 5 Feb. 9 FF 1 final shooting and editing. Plan for Live Show 2. Reading: chapter 5

Week 6 Feb. 16 Live Show 2. Air FF 1. Plan for FF 2 & begin shooting. Reading: chapter 6

Week 7 Feb. 23 FF 2 final shooting and editing. Plan for Live Show 3. *MAB Show in Lansing*. Reading: chapter 7

Week 8 March 2 Live Show 3. Plan for & begin FF 3 shooting. Air FF 2. Academic Warnings due. Reading: chapter 8 & 9

*******SPRING BREAK Week of March 9, 1998 *******

Week 9 March 16 FF 3 final shooting and editing. Plan for Live Show 4. Reading: chapter 10

Week 10 March 23 Live Show 4. Plan for & begin FF 4 shooting. Air FF 3. Reading: chapter 11

Week 11 March 30 FF 4 final shooting and editing. Plan for Live Show 5. Reading: chapter 12 & 13

Week 12 April 6 Live Show 5. Plan for & begin FF 5 shooting. Air FF 4. Reading: chapter 14 & 15
NO class Friday, April 10 because of Easter Holiday

Week 13 April 13 FF 5 final shooting and editing. Reading: chapter 16 & 17

Week 14 April 20 Air FF 5. Reading Chapters 1 - 9. Resume tape production & Internship interviews

Week 15 April 27 Chapters 10 - 17. Final evaluation of semester's work & Internship interviews

Finals Week - Final EXAM due Monday, May 4 at 8:00 AM

ENROLLMENT TRENDS FOR TELEVISION PRODUCTION

In an effort to explain enrollment trends in Television Production, one should be aware of the interesting history of the program over the last seven years. The following data shows fall semester enrollment for that period of time and suggests some campus events which one consider when examining those data.

TELEVISION PRODUCTION ENROLLMENT

Fall Semester	Enrollment	Significant Campus Factors
1992	115	*First year of 4-year TVP degree (previously 2+2 program merged into 4 year program)
1993	122	*Fiscal Restructuring Plan to Eliminate Program announced *Parents notified of impending closure by President Popovich. *College of Education scheduled for Elimination. *Court Injunction Secured by FFA. *First Year on Semesters. *TVP Program Coordinator (Robert Hunter) Resigns.
1994	99	*President Sederburg Hired *Final Reduction Plan Implemented (reduced by 4 faculty, 2 Clerical). *College of Education retained. *No new students admitted unless with advanced standing.
1995	77	*Courses Phased Out. *Dean Whitener Gets Sick.
1996	42	*Down sizing Continues. *Academic Senate Approves Revised Upper Division Program.
1997	38	*TVP Permitted to Enroll new Juniors (20 per class level) in Upper Division Program. *FFA Negotiates Contract after Striking. *College of Education Status Re-examined (TVP Courted by Arts & Sciences and Business).
1998	57	*TVP Permitted to Enroll Students at Freshmen Level. *Dean Hired for College of Education.

Of significance is the fact that before Fiscal Restructuring, Television Production had a ratio of approximately 20 students per faculty member. Now, the ratio approaches 30 students per faculty member.

Even with the shifts in enrollment as the result of program downsizing, the number of graduates on an annual basis has remained constant as is illustrated on the following chart.

TELEVISION PRODUCTION GRADUATES

AY 92-93	AY 93-94	AY 94-95	AY 95-96	AY 96-97	AY 97-98
23	17	21	18	18	19

One could reasonable assume that with continued recruiting efforts and some stability in the program, enrollments should remain stable for the near future.

PROGRAM PRODUCTIVITY / COST

Acting Dean Cory submitted the most recent Administrative Program Review in November 1997. It is attached for your use. Since that time some new information has become available.

Please note that the "Placement of Graduates" data for AY 96-97 should read 100%.

Although not all the information has been processed yet, Carol Maki has made Enrollment and Financial Expenditures available. Those data are:

Enrollment/Personnel

	Fall 1998
Tenure Track FTE	1.67
Overload/Supplemental FTEF	Not yet determined
Adjunct/Clinical FTEF (unpaid)	0
Enrollment on Campus total*	57
Freshman	23
Sophomore	4
Junior	13
Senior	17
To Be Determined	0
Masters	
Doctoral	
Enrollment off-campus*	

*Use official count (7-day count for semesters, 5-day count for quarters)

Financial

	FY98
Expenditures*	
Supply & Expenses	\$25,182
Equipment	\$6,480
Gifts & Grants	\$2,613

*Use end of fiscal year expenditures

The data that follow are taken from the Ferris State University, Office of Institutional Research, PRODUCTIVITY REPORT – Fall 1993 – Winter 1998.

Decreases in productivity are justified because of the small class size as the result of the closure of the old four-year program and the delay in admitting students into the upper division program. Now that students can be admitted at the freshman level, productivity will increase significantly.

STUDENT CREDIT HOUR PER FULL-TIME EQUIVALENT FACULTY

Prefix	Year	<u>SCH/FTEF</u>			
		Summer	Fall	Winter	F+W
TVPR	1993-94		176.67	153.73	330.10
TVPR	1994-95	150.31	171.37	162.79	334.17
TVPR	1995-96	180.23	159.16	135.78	294.36
TVPR	1996-97	173.58	113.60	96.16	208.84
TVPR	1997-98	113.68	112.01	119.43	231.45

ADMINISTRATIVE PROGRAM REVIEW

Program/Department: Television Production

Date Submitted: 11/12/97 Dean: Ed Cory – Acting Dean

Please provide the following information:

Enrollment/Personnel

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Tenure Track FTE	5.58	3.58	2.67	2.67	1.67
Overload/Supplemental FTEF	0	0	0	0	.33
Adjunct/Clinical FTEF (unpaid)	0	0	0	0	0
Enrollment on-campus total*	112	99	77	42	38
Freshman	44	14	8	0	0
Sophomore	24	23	12	3	0
Junior	18	18	20	9	12
Senior	36	39	36	30	21
To Be Determined	0	0	0	0	5
Masters	0	0	0	0	0
Doctoral	0	0	0	0	0
Enrollment off-campus*	0	0	0	0	0

*Use official count (7-day count for semesters, 5-day count for quarters).

Financial

Expenditures*	FY 93	FY94	FY95	FY96	FY 97
Supplv & Expense	\$43,678	\$23,049	\$21,617	\$22,216	\$25,749
Equipment	4,151	7,373	2,054	9,502	22,934
Gifts & Grants	26,582	23,647	14,909	3,078	4,135

*Use end of fiscal year expenditures

Other

	AY 92-93	AY 93-94	AY94-95	AY 95-96	AY96-97
Number of Graduates* - Total	23	17	21	18	18
- On campus	27	22	17	21	18
- Off campus	0	0	0	0	0
Placement of Graduates	82%	81%	95%	80%	1*
Average Salary	\$20,366	\$17,972	NA	NA	\$24,000 - \$31,000
Productivity – Academic Year Average	479	330	334	294	209
- Summer	222	NA	150	180	174
Summer Enrollment	53	65	40	35	26

*Use total for academic year (F,W,S)

1* Not available

TELEVISION PRODUCTION PROGRAM

Fall 1997

I. Strengths

- A. Faculty: Qualified, experienced, dedicated, and flexible faculty
- B. Students: Placement of graduates, quality of incoming students (new Fall 97 admissions procedures)
- C. Curriculum: Reputation of the program in the region and the nation
Match of the program to the mission of the University
- D. Facilities: College of Education's commitment to upgrade facilities
- E. Budget: Average cost for technologically oriented program

II. Concerns

- A. Faculty: Continued need for supplemental faculty, no female instructors because of restructuring
- B. Students: No clear curricular path for Freshmen students at Ferris who seek admission into program with its new entry point at the Junior level.
- C. Curriculum: With limited faculty, not all courses can be offered as previously was the case
- D. Facilities: Move to digital technology is inevitable as profession follows FCC mandated introduction of Advanced Television standards and digital signals from cable and satellite, digital equipment will have to be phased in
- E. Budget: Annual budget for equipment would assist in planning for transition to future recording and distribution formats

III. Future goals (including time frame)

- A. Faculty: Hire third tenure-track faculty member as enrollment warrants (Fall 1999)
- B. Students: Continue recruitment of better qualified students (for each Fall class)
- C. Curriculum: Consider post graduate training programs (Fall 1999)
- D. Facilities: Upgrade facilities to integrate digital technologies (1997 - 2001)
- E. Budget: Acquire corporate funds to help support technology upgrade (1997 - 2000)

IV. Recommendations

- A. Faculty: Maintain current level of faculty until enrollment demand indicates increase
- B. Students: Assist Enrollment Services in recruiting from community colleges
- C. Curriculum: Maintain current emphasis on television and multimedia
- D. Facilities: Establish plan for equipment replacement and upgrades
- E. Budget: Provide annual equipment replacement support and/or consider leasing

CONCLUSIONS

1. The Television Production program is consistent with the mission statement of Ferris State University and is a valuable asset to the University.
2. The Ferris State University Television Production program is a leader in the State in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.
3. The Television Production program graduates students who are gainfully employed in Michigan and around the country.
4. The enrollment trends are in an upward direction now that the Television Production program is free of the restraints of being an upper division program.
5. All surveyed parties have responded positively in reference to the program on matters of the quality of instruction, the demand for graduates, and placement rate and average salary of graduates.
6. Service to non-majors is limited to being the largest area of application for Applied Speech Communication majors and Audio Production course support for the Music Industry Management program.
7. An underlying theme in almost all of the research is the requirement that equipment and facilities be kept current with changes in the industry.
8. Library information resources are underutilized by the program yet are adequate.
9. The cost of the program cannot be fairly evaluated until the curriculum has more experience in its current form.
10. Faculty remains current with changes in the industry and are able to provide an effective learning environment for the learner.
11. Administrative effectiveness is satisfactory although there is a lack of success in keeping the equipment and facilities current.
12. A more diverse faculty could contribute toward an improved program when hiring of additional faculty FTE is justified based on demand.

RECOMMENDATIONS

1. It is recommended that the program be continued. It meets or exceeds all criteria except its equipment and facilities. Efforts should be made to acquire an annual equipment replacement budget so that the program can make the switch to becoming a digital facility over the next 6 years.
2. A more diverse faculty could contribute toward an improved program when hiring of additional faculty FTE is justified based on demand.

Appendix
I

PROGRAM REVIEW PANEL EVALUATION FORM

Program TELEVISION PRODUCTION

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score 4.6

5	4	3	2	1
---	---	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high

Currently enrolled students rate the instructional effectiveness as below average

2. Student Satisfaction with Program Average Score 4.0

5	4	3	2	1
---	---	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum

3. Advisory Committee Perceptions of Program Average Score 4.2

5	4	3	2	1
---	---	---	---	---

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement

4. Demand for Graduates Average Score 5.0

5	4	3	2	1
---	---	---	---	---

Graduates easily find employment in field

Graduates are sometimes forced to find positions of their field

5. Use of Information on Labor Market

Average Score 4.4

5	4	3	2	1
---	---	---	---	---

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program

The faculty and administrators do not use labor market data in planning or evaluating the program

6. Use of Profession/Industry Standards

Average Score 4.8

5	4	3	2	1
---	---	---	---	---

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program

7. Use of Student Follow-up Information

Average Score 4.6

5	4	3	2	1
---	---	---	---	---

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program

Student follow-up information has not been collected for use in evaluating this program

8. Relevance of Supportive Courses

Average Score 4.6

5	4	3	2	1
---	---	---	---	---

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students

Supportive course content reflects no planned approach to meeting needs of students in this program

9. Qualifications of Administrators and Supervisors Average Score 4.8

5	4	3	2	1
---	---	---	---	---

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability

Persons responsible for directing and coordinating this program have little administrative training and experience

10. Instructional Staffing Average Score 3.6

5	4	3	2	1
---	---	---	---	---

Instructional staffing for this program is sufficient to permit optimum program effectiveness

Staffing is inadequate to meet the needs of this program effectively

11. Facilities Average Score 3.2

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program

Present facilities are a major problem for program quality

12. Scheduling of Instructional Facilities Average Score 4.6

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction

Facilities and equipment for this program are significantly under-or-over-scheduled

13. Equipment Average Score 2.6

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program

Present equipment is not adequate and represents a threat to program quality

14. Adaption of Instruction

Average Score 4.6

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination)

Instructional approaches in this program do not consider individual student differences

15. Adequate and Availability of Instructional Materials and Supplies

Average Score 4.0

5	4	3	2	1
---	---	---	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs

Television Production

APRC 1998-1999

Extra pages: 10

Resume of
Clayton Rye

515 Ridgeview
Big Rapids, MI 49307

Phone: (616) 796-1776
(616) 592-2716

Education:

- 1974-1977 University of Southern California, Los Angeles, CA
MFA in Cinema, Production Emphasis. CBS Scholarship Award
- 1970-1973 Michigan State University, East Lansing, MI. BA in Advertising.
- 1966-1968 Macomb Community College, Warren, MI. AA in Business.
- 1980-1981 Idaho State University, Pocatello, ID. Fourteen (14) Credits in Art.

Experience:

- 1988-Present **Tenured Associate Professor**, Ferris State University, Big Rapids, MI.
Teaches a variety of Film and Television Production Classes. Freelance Film/Video Producer and Screen Writer.
- 1985-1988 **Video Supervisor**, St. Joseph Hospital, Phoenix, AZ
Created a wide variety of programs for patients, staff and general audiences. Supervised operation of closed circuit TV systems for patient education. Coordinated satellite teleconferences and distribution of AV equipment. Trained and supervised staff, interns, and volunteers.
- 1977-1985 **Producer/Director**, KISU PBS TV, Pocatello, ID
Shot and edited film and videotape. Worked on a variety of studio and remote productions, in sports, public affairs and cultural affairs. Produced magazine segments as well as full-length documentaries. Directed multi-camera as well as single-camera productions. Trained and supervised student interns and college work-study personnel.
- 1976-1977 **Freelance Film Technician**, Hollywood, CA
Worked as boom operator, editor, camera assistant or grip on documentaries and several feature films.
- 1975-1977 **Lead Graduate Assistant**, University of Southern California, Los Angeles, CA.
Taught Animation and Graphics for Cinema Department. Introduced students to animation stands and optical printer.
- 1968-1970 **Infantry Sergeant**, U. S. Army, Vietnam.
Worked in field radio communications for infantry company.

Feature Length Scripts by Clayton Rye

F.N.G., Written 1977, Vietnam War Drama, Optioned by Phil Lucas Productions, Inc., Seattle, WA

Abel Cue, Written 1982, Optioned by Phil Lucas Productions, Inc., Seattle, WA

Eye Teeth, Written for TV in 1990, Romantic Comedy. Winner of Women in Film Screenwriting Competition.

Drawing Flies, Written 1994 as a Faculty Research Grant project. Video is currently being produced by Clayton Rye. Shooting is 95% complete, editing is started—partially funded by Artserve Michigan.

Clayton Rye

Award Winning Work Samples – (Available upon Request)

1992. **“Frontiers.”** Rye Productions, 7 minutes.
Timelapse, 16 mm Music Video with Beta Fleck and the Flecktones. Partially funded by Center for New TV in Chicago and Ferris State University. Winner of Broadcast Education Award.
1990. **“Yard Sale, A How To Video.”** Rye Productions, 27 minutes. 16 mm/video
This instructional video is designed for libraries and the home rental market. Distributed by Chip Taylor Communications, Derry, NH. Currently selling nationwide.
1989. **“Taking Care of Business.”** Yates Dial-A-Ride, 14 minutes. Video
Educational/Public Relations piece promoting local transportation. Won two awards from Michigan Transportation Association. Best Audio Visual program and Best of Festival.
1987. **“My Child is Alive, What Now?”** St. Josephs Hospital, 15 minutes. Video
Educational/Public Relations piece for Barrows Neurological Institute. Co-produced, shot and edited by Clayton Rye. 1st place Cooper Quill Award from Arizona Public Relations Association. Award of Excellence from Phoenix Chapter ITVA. 3rd place AEMMY Award, Arizona State Health Department.
1983. **“Ten Vietnam Vets.”** KISU-TV. 1 hour Documentary. Video
Shot, edited, produced and directed by Clayton Rye. 1st place at the Northwest Film Studies Center Festival, Special Jury Award, San Francisco International Film Festival. Honorable Mention, American Film Festival, New York. Honorable Mention, Corporation for Public Broadcasting Local Program Awards. Idaho State Broadcasters Association Award for Best Public Affairs Program.
1982. **“Mustachioed Daffodils.”** KISU-TV and Idaho Falls School District. ½ hour Documentary/Promotional piece designed to define the District’s talented and gifted programs. Shot, directed and edited by Clayton Rye. 30-second PSA—Talented and Gifted, won Silver Rocky Award for the Idaho Advertising Federation.
1980. **“That Awesome Space.”** KBGL-TV. ½ hour Documentary, 16mm/Video
Shot and edited by Clayton Rye. Aired on many PBS stations. Nominated for two Rocky Mountain Emmy Awards. Best Documentary and Best Photography.
1979. **“Hurt on the Job.”** KBGL-TV. ½ hour Documentary about industrial accident victims, 16mm/Video
Produced entirely by Clayton Rye and funded by a grant from Western States Arts Foundation for video or film artists. The program aired nationally and was chosen to screen at INPUT 80, the International Public Television Conference.
1978. **“The Vanishing Flock.”** KBGL-TV. ½ hour Documentary, 16mm/Video.
Shot and edited by Clayton Rye. Received a Rocky Mountain Emmy Nomination and an Idaho State Broadcasters Association Award for “Best Documentary.”
1976. **“Boom.”** USC Cinema. 1-1/4 minutes. Animated Vietnam Cartoon. 16mm.
Filmed entirely by Clayton Rye. Distributed internationally with “The Best of the USC Student Films.”
1975. **“F.N.G.”** USC Cinema. 14 minute Vietnam War Drama. 16mm
Written and directed by Clayton Rye. Finalist in the Academy of Motion Picture Arts and Sciences, Student Film Awards. Winner of the Expose Yourself Festival, Washington, D.C. Also one of “The Best of the USC Student Films.”

Resume

Fred Wyman
418 W. Upton Avenue
Reed City, MI 49677

Fall 1998

(616) 592-2714 work
(616) 832-4473 home

Personal

Married with three children. Excellent Health. Hobbies include bicycle riding, walking, gardening, basketball fan, reading, and carpentry.

Military Experience

U.S. Army Corp of Engineers, Specialist 5.
Active Duty - June 1968 – June 1970.
Inactive Reserves – June 1970 – June 1974.
Honorable Discharge.

Education

AA, Liberal Arts, Quinsigamond Community College
BS, Geography, Art minor, Worcester State College
MA, in Mass Communications with an emphasis in Television, Emerson College.

Professional Experience

Instructor, Southeast Missouri State University in the Mass Communications program from 1984 through the end of Spring Semester 1988.

Assistant Professor, Ferris State University, 1988 – 1997.

Associate Professor, Ferris State University, 1997 – present.

Representative Accomplishments at Ferris State University

Curriculum

- A. Courses developed and taught for Television Production include:
 - TVP 185 AV Operations
 - TVPR 271 Television Graphics II
 - TVPR 345 TV Studio Production
 - TVPR 370 Video Graphics
- B. Courses substantially modified and taught for Television Production include:
 - TVPR 171 Television Graphics I
 - AVP 185 AV Utilization
 - AVP 287 Audio Visual Systems
 - TVPR 301 TV Studio Techniques
 - TVPR 389 Television Operations
 - TVPR 461 Advanced Production Techniques
 - TVPR 499 Advanced Producing and Directing
- C. Other courses taught for Television Production:
 - TVPR 297/497 Independent Studies in Television Production
 - TVPR 493 Internship in Television Production

Advising

I advise approximately 25 students per semester.

Professional Activities

July 1, 1992, appointed the Television Production Program Coordinator.

Responsible for all aspects of the Television Production Program administration including planning, course scheduling, budgeting, fund raising, staff management, facility management, and supply/equipment procurement.

Provided supportive data, collation, and assembly for the 1993 Television Production Academic Program Review which received an A rating from the Academic Senate and a C rating from the acting Vice President for Academic Affairs.

Represented the program on matters of assessment. Completed Outcomes Assessment Plan in 1994.

Represented program by providing information and reports for the North Central Association review. 1993.

Created an outline for a TVP student Recruitment Plan. 1993.

Represented the program during Fiscal Restructuring by presenting an alternative to program elimination/merger as specified in the original plan. The result was the preservation of the program with two tenured faculty positions retained. 1993

Created Course Completion Agreements for all four - year program students to facilitate the scheduling of courses, faculty, and to assure the fair treatment of the students in the program as resources were being withdrawn from the program.

Conducted assemblies for all Television Production majors since 1993 to guide students through the 4-year program elimination process, to orient them to the facilities and staff, and to solicit input.

Convinced the Vice President for Business Affairs to permit the sale of equipment still on the inventory so that new equipment could be purchased with proceeds.

Calculated the program specific GPA of all Television Production juniors after the Fall Semester, according to the curricular standards, to determine which students could continue in the program. Advised each student without the 2.50 GPA as to an alternative course of study or alternative course of action. Fall 1992 - present.

Created EEAs each semester including summers for all part-time faculty and staff and for overload work assignments. 1992 - present.

Scheduled courses, faculty, staff, and facilities. 1992 - present.

Maintained summer rotation list for faculty assignment.

Established policies for Television Production department.

Oversee the Television Production facilities and equipment valued at more than \$400,000.

Sought input on and developed the Television Production budget requests from FY 93 to the present and supervised the distribution of allocated resources from the General Fund and the Development Accounts.

Tenured. August 1993.

Advisor, International Television Association (ITVA), Ferris State University chapter. Under my advisement, the chapter move from being on probation for financial mismanagement when I took on those responsibilities to being the largest student chapter in the country and an active presence at international conferences. 1988 - 1992.

Executive Council representative, International Television Association. Represented the interests of the local chapter at the national governing level in Chicago, San Francisco, San Diego, and Boston. 1989 -91.

National Chair, International Television Association's Student Chapter Liaison Committee. Established new committee to oversee ITVA services to all student chapters. Two terms: 1991 - 92 and 1992 - 93.

Established Student Chapter of the Year Award, International Television Association. 1991.

Host and judge for preliminary panels of the ITVA Video Festivals, 1989 - present.

Hosted judging session for the Golden Cassette Video Awards Competition sponsored by the Detroit chapter of the ITVA. 1992.

Member, ITVA National Recognition Task Force, 1993 - 94.

Received Dean's Recognition Award, College of Education. 1994.

International Television Association. Attended more than fifty-five seminars during various ITVA International Conferences in May 1989 in San Francisco, in May 1991 in Boston, in May 1992 in Seattle, in June 1993 in Phoenix, and in June 1995 in Dallas, on topics ranging from Multimedia to lighting techniques to script writing.

International Television Association. Attended over thirty-five meetings of ITVA local chapters. 1988 - present.

International Television Association. Participated in Regional Leadership Conference. 1988 and 1990.

Judge, International Television Association annual Video Festival. Judged tapes submitted from around the nation to determine which tapes should be advanced to the Blue Ribbon Panel level. 1989 - 1996.

International Television Association Educational Special Interest Group member. 1988 - 1996.

Innovative Grant Program Recipient, College of Education. Grant funded research into the viability of CD-I as a delivery platform for interactive instruction. 1990.

SPSS-X Workshop attendee. Ferris State University. To acquire access to University mainframe for statistical analysis. 1989.

Completed courses at Ferris in Desktop Publishing (2.67 credits), Acting (3 credits), and Internet (1 credit) for a cumulative GPA of 4.00.

Received Timme Advanced Instructional Technology Grant which funded the design and production of a videodisk to assist with teaching in Television Operations. 1992 - 1996.

Innovative Grant Program Recipient, College of Education. To purchase 3-D modeling and animation software and paint software to enhance teaching/learning environment. 1993.

Timme Travel Grant recipient to attend Multimedia 94 sponsored by the Society for Advanced Learning Technologies. 1994.

Provide video and audio support for the annual conferences of the United Church of Christ denomination in Michigan during the summers of 1994 in Lansing and 1995 at Grand Valley State University.

Textbook reviewer for Modern Video Production published by Harper Collins. 1991.

Director, cameraperson, editor of "The Bicentennial Fund", a stewardship videotape produced for the Lake Michigan Presbytery. 1991.

Executive Producer, informational videotape for Lake County Habitat for Humanity, Inc. to inform potential volunteers and donors about their possible activities. 1991.

Television Production Workshop for Native American Youth, conducted in conjunction with Gerholz Institute at the Native American classroom of Westbridge Academy in Grand Rapids. Taught basic single camera production, script writing, and editing techniques to 20 young people who produced a PSA for airing in the Grand Rapids market and videotaped the graduation ceremony of the Academy. 1990.

Director, cameraperson, editor of "The Role of Religion in the Advancement of World Peace", a videotape aired on Cable 7 on February 21 and 24, 1991.

Director, cameraperson, editor of "WCGW News" a recruiting videotape for Camp Greenwood, a Christian summer camp. 1989.

Director, cameraperson, editor, writer, and graphics for "The Spirit in Woodland Indian Crafts", a 27 minute videotape funded by the Michigan Council for the Arts. The tape has been purchased by over 30 Michigan school systems and libraries. 1989.

Radio announcer, WBRN radio broadcasts of the worship service of the United Church of Big Rapids. 1988 - 1996.

Video coverage of "The Role of Religion in Combating Racism". January 26, 1992.

Video Producer/Director for Gala Christmas Concert at Williams Auditorium. 1993.

Michigan Occupational Competency Assessment Center examiner. 1990 - present.

Reviewed programs in College of Education (Recreation Leadership and Management and Criminal Justice) in 1990 and served on a conference committee to review the Academic Program Review of the Machine Tool program in 1992.

Represented Television Production at least one graduation ceremony each year since 1988.

Redesigned and rewrote the program brochure for Television Production in 1990 and in 1996.

Served on the Television Production Transition Committee to plan the four-year program. 1988 - 89.

Moderated every Television Production Advisory Committee meeting since 1990.

Coordinated the display and represented Television Production at the Career Expo in November 1996.

Coordinated the display and represented Television Production at Autumn Adventure during the Fall semesters of 1993, 94, 95, 96, 97, and 98.

Created Unit Action Plans for the Television Production program in 1995, 1996, 1997, and 1998.

Explored the creation of Certificates to include Television Production classes with faculty and administrators in the College of Arts and Sciences. 1996.

Helped Lana Ford create articulation agreements between Television Production and West Shore Community College, Mott Community College, Lansing Community College, and Grand Rapids Community College. 1996.

Represented Ferris at a meeting of community leaders in Fremont to explore the potential uses of an AM radio station possibly available to the Newaygo County Intermediate School District. October 1996.

Chaired a search committee to fill a two year temporary position in Television Production. 1995.

Member, search committee for the Associate Dean, College of Education. Fall 1996.

Served on various College committees:

1993-94	Tenure Committee
1994-95	Tenure Committee, Sabbatical Committee
1995-98	Sabbatical Committee
1998-99	Tenure Committee, Curriculum Committee, Promotions Committee

Represented the College of Education during the STAMATS visitation in March of 1994.

Served a three year term on the University Research Committee from 1989 until 1991. During that time \$30,000 was allocated for faculty research support. Additionally, while serving as the secretary for the group, helped create a publication titled "Research for a Different Purpose" by providing photographs and helped in the design work.

Assisted with the conceptualization of a grant application for a 1990-91 Computer Literacy & Educational Technology grant. 1990.

Advised the Gerholz Institute on the possibility of conducting a regional or national conference on voice, video and data telecommunications applications. 1991.

Have written numerous articles for the College of Education Alumni newsletter since 1990.

Presented the College of Education Alumni Recognition Award to the outstanding AVP graduate in 1990.

Presented the College of Education Alumni Recognition Award to the outstanding TVP graduate in 1992, 1993, 1994, 1995, 1996, 1997, and 1998.

Assisted with the School of Education Phono-A -Thon in October 1990.

Have served as a guest and a host on Impressions for the TVPR 347 class.

Donated personal subscription of Millimeter magazine to the library since July 1991.

Served as a facilitator at the Fall 1992 New Student Convocation.

Served a two year term on the University Historical/Archival Advisory Committee 1993 and 1994.

Served a three year term on the University Library Advisory Committee. 1995 to 1998. Secretary - 1997. Chairperson - 1998.

Served as a member of the College of Education Task Force Committee established to attempt to maintain the existence of the College of Education which was targeted for merger as part of Fiscal Restructuring. 1994 - 1995.

Served as a member of the College of Education Task Force established to attempt to maintain the existence of the College of Education and met with President Sederburg in that regard, 1997.

Represented Television Production on the Visual Communications/Technical Communications/ Television Production merger committee called the Multimedia Communications Curriculum Planning Committee mandated by Fiscal Restructuring. 1993 - 1994.

Served on the Media Distribution Review Committee. Winter 1993.

Served on the Program Development Task Force for the Office of the Vice President of Academic Affairs. Winter semester 1996.

Served on a committee to explore the use of distance Learning in the teaching of communication skills to Pharmacy students in Battle Creek. December 1995.

Conducted two Collegiate Skills Program Campus Open Houses with approximately 40 attendees. Fall 1996 and Fall 1997.

Served on the Search Committee for the Director for the Center for Teaching, Learning, and Faculty Development. March 1996.

Served as an expert examiner for MOCAC since 1990.

Promoted to Associate Professor, 1997.

Serve on the Advisory Committee of the Broadcasting-Radio-Telecommunications Program for Delta College, 1997 - present.

Guest lecturer, FSUS 100 Fall 1997.

Innovative Grant Program recipient, College of Education, for partial support of purchase of Digital Video Camera. Fall 1997.

Attended *Equity in the Classroom: Graduating Minority Students* Conference, March 1997.

Member, Associate Dean of Education Search Committee, winter semester 1997.

Participated in the Second Summer Faculty Institute at Ferris State University, May 13 -15, 1997.

Conducted a session at the July 1997 Management Development Retreat on new technology.

Awarded Professional Development Grant and Timme Grant to attend Syllabus 97 Conference summer 1997.

Met with various UNIV 102 Career and Educational Planning students Winter 1998.

Conducted Monday Night Technology sessions for Mecosta Osceola Intermediate School District during 1997 - 98.

Hosted and judged Detroit Chapter of the ITVA Golden Cassette panel, fall 1997.

Presented overview of Television Production Program to the Admission's Retreat, August 6, 1998.

Selected for WHO'S WHO AMONG AMERICA'S TEACHERS, 1998.

Banner Carrier, College of Education, winter graduation 1998.

Chair, Academic Program Review Panel, Television Production Program, 1998.

Community Activities

Ordained Elder, Presbyterian Church USA. 1991 - 1996.

Governing Board, The United Church of Big Rapids, helped govern the operations of the church in all matters. 1991 - 1994.

Chair, Campus Ministry Commission, The United Church of Big Rapids, chaired eight person commission assigned to address the spiritual needs of Presbyterian and United Church of Christ persons on campus. 1991 - 1994.

Conference representative, United Church of Christ West Michigan Association, represented the United Church of Big Rapids at the regional level within the United Church of Christ denomination. 1991 - 1994.

Triennial Visitation Committee, Lake Michigan Presbytery. Represented Presbytery on a triennial visit to the First Presbyterian Church of Cadillac. 1991.

Delegate to the Lake Michigan Presbytery of the Presbyterian Church USA. 1992 and 1993.

Elected to serve on the Higher Education Agency of the Lake Michigan Presbytery, 1994 - 1996.

Board member, Ethnic Cross Cultural Ministry, Wesley House, Big Rapids. 1991 - 1992.

Media Consultant, Board of Directors, Native American Arts and Crafts Council, 1990 - 1993. Advised native American group on matters of print and television media and productions. Helped oversee grants.

Sunday School teacher, The United Church of Big Rapids, 5th and 6th grades, 1995 - 1996.

Member of the Big Rapids Historic Preservation Commission from 1989 - 1993. Initially served as the Big Rapids Food Co-op representative to the group. I then continued to serve as a member of the committee in its building projects, conducting tours of the Old Jail, speaking on the radio on behalf of the group, and creating print materials for the Heritage Festival. Also, I served as the treasurer for the group in 1992 AND 1993.

Volunteered at Recycle of Mecosta County about once a month from 1990 until 1994.

Conducted a Music Video Production workshop for Junior High students of the Big Rapids Public School system in July 1990.

Conducted dozens of tours of the Television Production facilities for visitors including legislative assistants.
Ongoing.

Served as the United Way collections representative for the IRC from 1992 to present.

Wrote the retirement announcement for Jim Breault.

Served on the Board of the Native American Arts & Crafts Council. 1988 - 1992.

Member, West Central Michigan Humanities Council, 1998.