

**BOARD OF HIGHER EDUCATION
REQUEST FOR BOARD ACTION**

NO.: BHE 26-64

BOARD DATE: May 19, 2026

**APPROVAL OF LETTER OF INTENT OF BUNKER HILL COMMUNITY COLLEGE TO AWARD THE
ASSOCIATE OF SCIENCE IN DIGITAL FILMMAKING FOR FAST TRACK REVIEW**

MOVED: The Board of Higher Education (BHE) has evaluated the Letter of Intent of **Bunker Hill Community College** to award the **Associate of Science in Digital Filmmaking** and has determined that the proposal aligns with BHE criteria. Accordingly, the BHE authorizes the Commissioner to review the program and to make a final determination on degree granting authority pursuant to the Fast-Track review protocol.

VOTED: Motion adopted by the BHE on 5/19/2026.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b); AAC 18-40

Contact: Richard Riccardi, Sc.D., Deputy Commissioner for Academic Affairs and Student Success

**BOARD OF HIGHER EDUCATION
2026
Bunker Hill Community College
Letter of Intent
Associate of Science in Digital Filmmaking**

DEGREE TITLE ABSTRACT ON INTENT AND MISSION OF PROGRAM

Intent: Focused on hands-on, real-world production tasks, students in the Associate of Science in Digital Filmmaking program at Bunker Hill Community College will learn the essential skills and career roles of Digital Filmmaking. Exploring cinematography, editing, and audio skills, they plan, write and direct two short thesis films aimed at film festivals, broadcast, or streaming. These films will be included in their professional portfolios. Learning the film crew positions, students develop skillsets appropriate for the roles of assistant editor, colorist, sound recordist, and camera operator. Building on this foundation, they will learn to lead a film crew.

Mission: Focusing on in-demand industry skills in postproduction and in the technical production roles, the mission of the proposed degree program is to help students prepare for creative careers or further education.

The proposed Associate of Science in Digital Filmmaking was approved by Bunker Hill's Board of Trustees on May 15, 2025. The LOI was circulated on March 17, 2026. No comments were received.

A. ALIGNMENT WITH MASSACHUSETTS GOALS FOR HIGHER EDUCATION

Address Gaps in Opportunity and Achievement in Alignment with Campus-Wide Goals

The proposed degree program addresses institutional gaps in opportunity and achievement by increasing access to career and academic pathways for currently and historically underserved students and for Bunker Hill communities that are currently underrepresented in the film and media workforce.

This includes first-generation college students, multilingual learners, and working adults. By offering low-cost or tuition-free education and emphasizing hands-on classroom experience, the proposed degree program removes financial and structural barriers that often prevent these students from pursuing careers in digital filmmaking and media.

The proposed degree program aligns with Bunker Hill's campus strategic goals. At <https://www.bhcc.edu/missionvisionandgoals/> it is made clear that Bunker Hill will "Strengthen Career, Transfer and Workforce Readiness" by preparing students for "fulfilling 21st century careers that meet Greater Boston's workforce needs."

The courses in the proposed degree program directly support that goal by preparing students for specific employment in a range of jobs related to film and video production.

Another key Bunker Hill goal is to "Develop the College's Infrastructure" by maximizing "college and community-based resources to ensure facilities well-suited to the needs of students, faculty and staff."

The proposed degree program supports that goal as well. Digital Filmmaking is the communication skillset of our era, and providing the high-tech / high-touch skills included in the proposed degree program supports a community of students able to fully engage at a higher level with video skills like communication and art.

The aims of producing or editing videos directly support Bunker Hill's Institutional Learning Outcomes. For example, the skills addressed in the proposed degree program courses (and film production skills in general) strongly mirror the "COMMUNICATE with purpose" Institutional Learning Outcome.

A student learning digital filmmaking will learn to:

- Listen actively.
- Express ideas and arguments with intention.
- Consider audience, situation and intercultural context.
- Engage diverse forms of media.
- Facilitate inclusive dialogue.

Program or Department Supports to Ensure Student Retention and Completion

Bunker Hill promotes student persistence and completion through a network of targeted programs and services, including TRIO Student Support Services, the SUCCESS initiative, tutoring centers, and basic needs support. These resources aim to help students, especially those from underserved backgrounds, stay on track academically and finish their credentials.

TRIO Student Support Services

- A federally funded program serving first-generation, income-eligible, and students with documented disabilities.
- Offers personalized academic advising, transfer guidance, leadership development, and skill-building workshops.
- Focuses on helping students graduate from Bunker Hill and transfer to four-year institutions.

SUCCESS Initiative (Community Connect)

- Funded by the Massachusetts SUCCESS Fund, this program empowers students from Bunker Hill's top sending neighborhoods.
- Provides mentorship, academic support, and community engagement to improve persistence and completion rates.

Tutoring and Academic Support Centers

- Located on both the Charlestown and Chelsea campuses.
- Offers tutoring in core subjects like math, English, biology, and social sciences.
- Hosts workshops on study skills, time management, test-taking strategies, and financial aid literacy.

Disability Support Services

- Ensures equal access for students with learning, sensory, psychological, or physical disabilities.
- Coordinates accommodations and collaborates with faculty to support inclusive learning environments.

Basic Needs and Wellness Support

- Bunker Hill recognizes that food and housing insecurity are significant barriers to persistence.
- Offers resources and referrals to address students' basic needs and promote overall well-being.

By integrating these supports into the proposed degree program's structure, through advising, mentoring, and field placement coordination, Bunker Hill ensures that students not only enroll but also persist and complete their degrees with confidence.

Alliances and Partnerships with PK-12, Other IHE's, Community Employers

The Visual and Media Arts department will work with Transfer Services to determine transfer equivalent courses. In preliminary reviews in each of the thirteen new courses designed for this program, however, transfer opportunities were evaluated with positive results. For example, the course **Editing 3: Narrative Cinema** is expected to be appropriate for transfer. A preliminary scan through the MassTransfer database shows potential transfer to:

Fitchburg State University as a Communication Media Elective

Westfield State University as COMM 0310 Digital Video Editing

An advisory group can be formed for the proposed degree program. Representatives from regional film festivals, local media production companies, Massachusetts broadcasters, and Boston-area filmmakers would advise on future refinement of the skills and professional practices taught in the proposed degree

program so that students would be working toward the needs of local cultural institutions and media employers.

Relationship to MassHire Regional Blueprints

In Alan Zilberman's article "So you want to be in pictures: jobs in video production," published by the U.S. Bureau of Labor Statistics, the jobs most directly connected to the proposed degree program are discussed:

Film and video editors and camera operators record and manipulate images that entertain or inform an audience. Camera operators capture a wide range of material. Editors take footage shot by camera operators and organize it into a final product. They collaborate with producers and directors to create the final production. Film and video editors' employment is projected to grow 17.0 percent, while camera operators' employment is projected to grow 7.0 percent.

Source:

Alan Zilberman, "So you want to be in pictures: jobs in video production," *Beyond the Numbers: Employment & Unemployment*, vol. 7, no. 4 (U.S. Bureau of Labor Statistics, April 2018), Accessed January 13, 2026. <https://www.bls.gov/opub/btn/volume-7/so-you-want-to-be-in-pictures.htm>

Specific pay levels for these positions are discussed in a review based on May 2022 data. The mean hourly wage is shown as \$38.94; the Mean annual wage is \$80,990, and the 50% (Median) Annual Wage is shown as \$63,520.

Source:

U.S. Bureau of Labor Statistics. (2023a, April 25). Film and video editors. U.S. Bureau of Labor Statistics. Accessed January 13, 2026. <https://www.bls.gov/oes/2022/may/oes274032.htm>

In 2024 statistics we see the Median Pay at \$70,570.

Zilberman's article showed a long-term trend of strong increase in film and video editor jobs (for example, employment change, 2016–26 was projected to increase 17%) but in 2026 predicting future demand for these jobs is extremely challenging in light of film studio consolidation, a shift from traditional distribution

toward streaming services, destructive fires in Hollywood, and a general economic restructuring. Despite these challenges, we now find the U.S. Bureau of Labor Statistics prediction for 2024-2034 at 3% growth, which is considered "as fast as average."

Source:

U.S. Bureau of Labor Statistics. (2025, August 28). Film and video editors and camera operators. U.S. Bureau of Labor Statistics. Accessed January 13, 2026. <https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm>

Regional economic factors and region-specific growth are likely to be key to the prospects of editors working in Massachusetts or the Boston metro area. The December 2024 article "**How Massachusetts Became a Booming Film Production Hub**" points out that 2006 tax credits resulted in major increases in film production in the region, with an increase "from zero to \$400 million [in projects] in a few years."

Source:

Gera, M. (2024, December 12). Hollywood northeast: How Massachusetts became a movie hub. Boston Magazine. Accessed January 14, 2026. <https://www.bostonmagazine.com/news/2024/12/10/massachusetts-film-tax-credit>

Beyond Hollywood-style production, recent job searches done in student advising sessions have revealed a significant need for editors, camera operators, and other video producers for Boston-based companies producing media in-house. This is not yet clearly measured in a U.S. Bureau of Labor Statistics report, but in-house production is obviously an expansion of relevant job opportunities. Digital Filmmaking skills are essential to the film, broadcast, and online media industries. The fields of entertainment, education, advertising, news, and even social media increasingly require filmmaking skills. These skills are at the heart of the creative and commercial industries of the global economy.

Duplication

The proposed degree program is a two-year Associate's degree program based in Bunker Hill. This makes it distinct in duration and focus from the four-year Bachelor's degree programs based in Emerson College (offering a Bachelor of Arts in Media Arts Production and Bachelor of Fine Arts in Media Arts Production); Boston University (offering a Bachelor of Science in Film & Television); Brandeis University (offering a

Bachelor of Arts in Film, Television and Interactive Media); and Fitchburg State University (offering a Film/Video Production Concentration, Communications Media, Bachelors of Science). Other bachelor's programs, like the Film Studies program at Smith College, do not offer film production skills as their primary focus.

The proposed degree program is also distinct from graduate degree offerings at Boston University (including Master of Science programs in television & media ventures, and Master of Fine Arts programs in screenwriting and film & television studies).

The proposed degree program is intended to provide, in a relatively quick timeframe, the skills essential for employment in industry positions and a basic portfolio demonstrating the ability to complete projects at the professional level. Obviously longer programs and programs at the graduate level offer students a chance to study the art of filmmaking further or to engage in an expanded contextual exploration of filmmaking as an art, but the design of the proposed degree program is intended to provide specific technical skills that match industry and workforce needs.

The program closest to the proposed degree program may be the Media Arts & Technology Video / Film Concentration under Communication and Media Arts at Mount Wachusett. The key distinction between the program at Mount Wachusett and the proposed degree program is that the proposed degree program is designed so that the most important workforce skills are presented as a series, an approach meant to focus on skill mastery rather than on general subject area growth.

While both growth and mastery are useful to students at the community college level, the initial conceptual basis of the proposed degree program was that mastering employable skills in areas like editing and lighting would help students enter the workforce. Specifically, the proposed degree program offers key workforce skills in a series of classes (for example the series Editing 1, Editing 2, and Editing 3 and the series Lighting 1 and Lighting 2) where the Mount Wachusett program offers a "Video Post-production" course but not a direct second-level course in editing. This is not a critique of the Mount Wachusett courses, but there are significant differences in approach, and the proposed degree program

was intended to allow students to specialize and then demonstrate their abilities in a professional portfolio aimed at employment.

A second key difference is that the proposed degree program is designed so that students complete the program with two thesis films (in Thesis Film: Documentary and Thesis Film: Narrative Short) creating a strong, competitive portfolio.

Innovative Approaches to Teaching and Learning

The proposed degree program teaches essential skills and career roles in editing, cinematography, and audio, focusing on in-demand industry skills in postproduction and technical production roles. It is designed to prepare students for career opportunities that are entryways into a rewarding career. Specifically, the proposed degree program is designed to prepare students for the roles of **assistant editor, colorist, sound recordist, and camera operator**.

With a focus on the position of Assistant Editor, the proposed degree program prepares students to enter the workplace and begin a professional career. In response to industry trends emphasizing knowledge of color correction, color grading, and color management in postproduction work, the proposed degree program also introduces these topics to give students an advantage in competing for jobs. Also, students in this course of study gain familiarity with broadcast standards, required professional knowledge for a career in the field.

Technological change has allowed projects that once required large production companies to now be achievable by small crews. A shift to online media has allowed fast and inexpensive distribution. These factors mean that trained students able to work independently are in demand by a range of employers with a commercial need to disseminate a message.

While film production remains a competitive field, students trained in the key skills have a direct path into rewarding careers.

B. ALIGNMENT WITH CAMPUS STRATEGIC PLAN AND MISSION

Goals and Objectives (Form B)

The proposed degree program is designed to engage with Bunker Hill's Strategic Goals, Strategies and Major College Initiatives, supporting key elements of Bunker Hill's strategic plan, detailed at:

https://www.bhcc.edu/media/01-collegepublications/strategicplans/BHCC_StrategicPlan.pdf

The proposed degree program connects to these goals in these ways:

Goal 1: Foster Student Success

A student engaging with the key skills and training in the proposed degree program will be prepared for successful next steps in a forward-thinking career or for academic advancement. With an emphasis on real-world work and ongoing portfolio-building tasks, a student can improve their ability to work with video, audio, and digital media in ways that can be applied to professional mastery or personal growth.

Goal 2: Strengthen Career, Transfer and Workforce Readiness

The proposed degree program has been designed to lead toward mastery of key skills that are in demand in professional work and to develop a portfolio demonstrating those skills. Also, the specifics of the courses applied fit well in preparation for four-year schools in filmmaking, audio, communications, marketing and public relations.

Goal 3: Advance Diversity, Inclusion and Equity

The proposed degree program is designed to increase access to career and academic pathways for currently and historically underserved students and to help all students gain low-cost or tuition-free education emphasizing hands-on classroom experience. The proposed degree program removes financial and structural barriers that often prevent students from pursuing careers in digital filmmaking and media.

Goal 4: Build Partnerships and Pathways

The proposed degree program orients students toward creating professional portfolios of audio and video work prepared for film festivals and broadcast. Students will have opportunities to connect to the

filmmaking community of the region, to make connections with employers, and to learn and understand contemporary practices for distributing their work on a local, national, or international level.

Goal 5: Develop the College's Infrastructure

Preparing students with a professional skill set and giving access to professional equipment used in video production, audio production, and future-oriented modes of communication supports a student body and faculty with the ability to create and understand contemporary practices in video, audio, and digital media.

Upon successful completion of the requirements for the proposed degree program, students will be able to:

1. plan, film, and edit short documentaries and narrative films meeting broadcast standards.
2. perform editing, lighting, cinematography and audio tasks as a member of a filmmaking crew.
3. apply professional techniques and strategies for single-camera and multi-camera production.
4. define and discuss the role of the professional assistant editor and professional colorist.
5. present a portfolio of organized videos demonstrating their skills and experience in filmmaking.

Preparing students in this approach, emphasizing skills mastery of professional video industry skills, connects with the goals of Bunker Hill's strategic plan. Specifically, the program was designed to emphasize these three goals:

Strengthen Career, Transfer and Workforce Readiness

The proposed degree program has been designed to lead toward mastery of key skills that are in demand in professional work and to develop a portfolio demonstrating those skills. Also, the specifics of the courses applied fit well in preparation for four-year schools in filmmaking, audio, communications, marketing and public relations.

Foster Student Success

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Build Partnerships and Pathways

The proposed degree program orients students toward creating professional portfolios of audio and video work prepared for film festivals and broadcast. Students will have opportunities to connect to the filmmaking community of the region, to make connections with employers, and to learn and understand contemporary practices for distributing their work on a local, national, or international level

C. ALIGNMENT WITH OPERATIONAL AND FINANCIAL OBJECTIVES OF INSTITUTION

Enrollment Projections (Form C)

Bunker Hill anticipates an initial enrollment of 28 students, 20 full-time and 8 part-time. Each subsequent year should yield improved numbers, increasing to 100 total students by year 5 of the proposed degree program. Bunker Hill expects minimal attrition from the proposed degree program with relatively high retention rates across the five years of enrollment projections.

Resources and Financial Statement of Estimated Net Impact on Institution (Form D, Appendices)

The proposed degree program is built on courses that fit well into the existing resources in the Visual and Media Arts department. Keeping the instruction, training, software, and hardware up-to-date will require some resources that are already available and funded through the existing department budget. The department is not hiring any additional full-time faculty. The college may hire additional adjunct faculty as the proposed degree program grows. In terms of academic support and student services, Bunker Hill has existing resources to support the proposed degree program.

STAFF REVIEW AND VALIDATION

Staff thoroughly reviewed the **LOI** proposing full degree granting authority for the **Associate of Science in Digital Filmmaking** program submitted by **Bunker Hill Community College**. Staff validate that the **LOI** includes all data required by the Massachusetts Board of Higher Education. Staff recommendation is for BHE authorization for the Commissioner to review the program pursuant to the Fast-Track review protocol.

Form A: Curriculum Outline

Required (Core) Courses in the Major (Total # courses required = 12)		
Course Number	Course Title	Credit Hours
FLM100	The Film Crew: A Learning Community	3
FLM110	Sound and Picture: The Languages of Cinema	3
FLM120	Editing 1: Techniques and Strategies	3
FLM121	Editing 2: Documentary and Postproduction	3
FLM130	Audio Production for Film	3
FLM140	Lighting 1: Lighting for Digital Filmmakers	3
FLM141	Lighting 2: Lighting Sets and Locations	3
FLM150	Writing and Planning Films	3
FLM210	Narrative Cinema Storytelling	3
FLM220	Editing 3: Narrative Cinema	3
FLM260	Thesis Film: Documentary	3
FLM270	Thesis Film: Narrative Short	3
	Sub Total Required Credits	36
Elective Courses (Total # courses required = 1) (attach list of choices if needed)		
FLM160	My Experimental Film or	3
VMA-299	Visual Media Arts Internship or	
INT-299AHC	Learn and Earn Arts, Humanities, Communication and Design Internship	
	Sub Total Elective Credits	3
General Education Courses (Total # courses required = 7)		
Mathematics and the Natural and Physical Sciences		3-4
<ul style="list-style-type: none"> GenEd-QPS Quantitative Problem Solving Credits:3-4 		
Students choose from this menu:		

	MAT-172	Contemporary Math I	3
	Gen Ed Quantitative Problem Solving (complete 1 out of 4 options)		3-4
	MAT-171	Finite Mathematics	3
	MAT-174	Quantitative Reasoning	3
	MAT-181	Statistics I	3
	MAT-194	College Algebra for STEM	4
Social Sciences			4
	<ul style="list-style-type: none"> GenEd-SR Scientific Reasoning Credits: 4 		
Students choose from this menu:			
	PSY-101	Principle of Psychology	3
	PSY-107	Group Dynamics	3
	PSY-224	Adolescent/Adult Dev	3
	HIS-111	History - Pre-Modern World	3
(GenEd Elective)			3
	<ul style="list-style-type: none"> GenEd-E General Education Elective Credits: 3 		
Sub Total General Education Credits			21-22
Curriculum Summary			
Total number of courses required for the degree		20	
Total credit hours required for degree		61-65	

Form B: LOI Goals and Objectives

Goal	Measurable Objective	Strategy for Achievement	Timetable
Strengthen Workforce Readiness	Ensure 90% of students complete training in audio and video production skills and demonstrate competency in classroom settings	<ul style="list-style-type: none"> • Embed professional portfolio requirements in curriculum • Partner with local industry for internships in relevant areas • Provide mentorship and supervision 	Year 1–2
Build Community Partnerships	Formalize partnerships with at least 5 schools appropriate for transfer; develop partnerships with local employers in broadcast and video / audio production.	<ul style="list-style-type: none"> • Establish articulation agreements with 4-year institutions • Invite partners to co-design curriculum • Create advisory board with community stakeholders 	Year 2–3
Support Academic and Career Advancement	Achieve 75% workforce placement within one year of graduation	<ul style="list-style-type: none"> • Establish articulation agreements with 4-year institutions • Host transfer fairs and career workshops 	Year 4–5

Form C: LOI Program Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
New Full-Time	20	25	30	35	40
Continuing Full-Time	0	18	22	26	34
New Part-Time	8	10	12	14	16
Continuing Part-Time	0	4	6	8	10
Enrollment Totals	28	57	70	83	100

Form D: LOI Program Budget

One Time/ Start Up Costs		Annual Expenses				
		Year 1	Year 2	Year 3	Year 4	Year 5
	Cost Categories					
	Full Time Faculty <i>(Salary & Fringe)</i>	\$90,000	\$95,000	\$100,000	\$105,000	\$110,000
	Part Time/Adjunct Faculty <i>(Salary & Fringe)</i>	\$10,000	\$10,000	\$20,000	\$20,000	\$20,000
	Staff	\$0	\$0	\$0	\$0	\$0
	General Administrative Costs	\$0	\$0	\$0	\$0	\$0
	Instructional Materials, Library Acquisitions	\$0	\$0	\$0	\$0	\$0
	Facilities/Space/Equipment	\$0	\$0	\$0	\$0	\$0
	Field & Clinical Resources	\$0	\$0	\$0	\$0	\$0
	Marketing	\$0	\$0	\$0	\$0	\$0
	Expenses Total	\$100,000	\$115,000	\$120,000	\$125,000	\$140,000

One Time/Start-Up Support		Annual Income				
		Year 1	Year 2	Year 3	Year 4	Year 5
	Revenue Sources					
	Grants	\$0	\$0	\$0	\$0	\$0
	Tuition	\$45,000	\$85,000	\$125,000	\$145,000	\$170,000
	Fees	\$10,000	\$15,000	\$20,000	\$25,000	\$30,000
	Departmental	\$0	\$0	\$0	\$0	\$0
	Reallocated Funds	\$0	\$0	\$0	\$0	\$0
	Other (specify)	\$0	\$0	\$0	\$0	\$0
	Income Total	\$55,000	\$100,000	\$145,000	\$170,000	\$200,000