



OFFICE OF THE PRESIDENT

September 10, 2021

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

Dear Dr. Fielder:

Montgomery College respectfully requests approval of the following academic program action:

**Creation of the media production associate of arts, HEGIS
5008.01, CIP 10.0105, effective spring 2022.**

Montgomery College is prepared to offer the new media production associate of arts. The media production curriculum, including video, film and audio, is planned to provide a fundamental course of study and training in basic skills for students who plan to continue study at a four-year institution, expect to enter a professional training program in the media production industry, or wish to seek professional employment in broadcast media or commercial, industrial, interactive, or educational production and distribution. Students develop technical skills, writing skills, aesthetic values, and professional attitudes, supported by highly committed faculty with practical experience in the field of production.

The new media production associate of arts replaces the following programs: radio area of concentration, broadcast media production associate of applied science and the television area of concentration, broadcast media production associate of applied science. Upon approval of the new associate of arts, the above programs will be suspended up to three years for students to complete the program or change their major to the new media production associate of arts, then deleted.

The associated fee of \$850 for a new academic program will be sent to the Maryland Higher Education Commission via U.S. mail.

Thank you in advance for your time and consideration of this request. Feel free to contact Dr. Carolyn Terry at carolyn.terry@montgomerycollege.edu or 240-567-4226 if you have questions.

Sincerely,

A handwritten signature in cursive script that reads "Charlene Dukes".

Charlene Dukes, Ed.D.
Interim President



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

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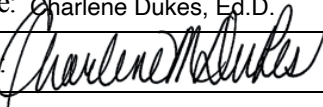
Each action below requires a separate proposal and cover sheet.

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

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment	\$850	Date	9/17/2021
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check #	Amount:		Submitted:	

Department Proposing Program	Academic Affairs		
Degree Level and Degree Type	Associate of Arts		
Title of Proposed Program	Media Production		
Total Number of Credits	60		
Suggested Codes	HEGIS: 5008.01		CIP: 10.0105
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>)		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer Year: 2022		
Provide Link to Most Recent Academic Catalog	URL: montgomerycollege.edu/catalog		

Preferred Contact for this Proposal	Name:	Ms. Betsy Leonard
	Title:	Planning and Support Specialist
	Phone:	(301) 807-7857
	Email:	betsy.leonard@montgomerycollege.edu

President/Chief Executive	Type Name:	Charlene Dukes, Ed.D.
	Signature:	 Date: 09/10/2021
	Date of Approval/Endorsement by Governing Board: 01/27/2021	

Revised 1/2021

Montgomery College
Media Production Associate of Arts

A. Centrality to Institutional Mission and Planning Priorities:

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

Montgomery College is prepared to offer the new media production associate of arts under the media arts and technologies discipline in visual, performing, and media arts area. The 60-credit curricula provide a fundamental course of study and training in basic skills for students who plan to continue study at a four-year institution, enter a professional video, audio or filmmaking training program, or seek professional employment in television, radio, film, or video/audio production for broadcast, corporate production, or internet streaming. This pathway exposes students to important coursework in the latest video and audio media content creation while incorporating key General Education courses needed for transfer.

The new media production associate of arts replaces the radio area of concentration, broadcast media production associate of applied science, and the television area of concentration, broadcast media production associate of applied science. Upon approval of the new associate of arts, the former associate of applied science programs will be suspended up to three years for students to complete the program or change their major to the new media production associate of arts, then deleted. The new media production associate replaces the broadcast media production associate of applied science.

This program supports Montgomery College's mission, which is to empower our students to change their lives, to enrich the life of the community, and to hold ourselves accountable. Media production students are empowered by developing competencies in the liberal arts, including critical thinking, strong communication skills and strategies, technical skills, creative problem solving, and discipline. They are further empowered by learning to be imaginative and innovative artists who develop competencies in a range of media content production techniques that lead to transfer opportunities or professional employment. Furthermore, the high-quality content including informational segments, programs, and podcasts created by students provide programming for the College television station and College radio station designed to enrich the life of our community. Finally, the media production program holds itself accountable through curriculum and workforce alignment, program assessment, student awards screenings, and feedback from our partners at MCTV and local media.

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

Student success is at the heart of all planning at Montgomery College. The [MC2025 Strategic Plan](#) is a five-year working document that includes strategic goals that shape the future of the College and objectives and outcomes to measure success. Every program at the College aligns to one or more goals in the strategic plan. The media production program is committed to supporting these goals and student success.

Following are examples showing how the new media production associate of arts aligns to the College's strategic plan:

Goal I: Empower Students to Start Smart and Succeed. The newly-developed associate of arts provides transferring students a pathway for completing the required coursework for successful transfer. This allows students more flexibility and course options, as well as the

flexibility to tailor their program to their area of interest or chosen transfer institution. Access to program coursework is available through in-person and online course offerings. Student success is enhanced through the availability of open educational resources, z-course options, on-campus career recruitment events, community partnerships to encourage internship opportunities, and individual advising for students. The goal of the new program is to provide students a seamless transition to a bachelor program while providing exposure to media production coursework and career opportunities early in the academic program.

Goal III: Fuel the Economy and Drive Economic Mobility. The best way to ensure economic mobility is to enable students to earn meaningful credentials that allow them to secure jobs after program completion. The new media production associate of arts prepares individuals for employment or advancement in the media production industry. A combination of academic and practical instruction using industry-standard equipment provides individuals with knowledge and skills that are necessary for success in this profession.

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

The new media production associate of arts will be implemented with existing institutional resources from two existing programs: the radio area of concentration, broadcast media production associate of applied science, and the television area of concentration, broadcast media production associate of applied science. Upon approval of the new associate of arts, the former associate of applied science programs will be suspended up to three years for students to complete the program or change their major to the new media production associate of arts, then deleted. No additional resources or faculty are needed.

4. Provide a description of the institution's commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

The proposed media production program is a priority at Montgomery College. Physical resources include video editing labs on three campuses, a television studio, and a radio broadcast center with eight supporting audio and video production edit suites. The program is supported by four full-time faculty positions, two expert staff positions, and numerous experienced part-time faculty dedicated to disciplines in the media production program. An aggressive production schedule and strong partnerships with the College television station, community non-profits, and the career/transfer advisory committee all exemplify the emphasis on high-quality media production education at Montgomery College.

This program proposal is proceeding with the full support of the department chair, dean, and provost under which this program was developed. The program also has the full support of the offices of the senior vice president for academic affairs and Montgomery College president, as well as the Board of Trustees.

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

Montgomery College is committed to providing all students an opportunity to complete their program of study. Students may elect to graduate from a program by meeting the curriculum requirements as outlined in any catalog in effect during their enrollment, provided they graduate within seven years of the chosen catalog. Since courses and programs may be discontinued at the discretion of the College, the College and administering academic department will provide all students affected by such decisions with assistance in choosing appropriate courses and programs for completion.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- a) The need for the advancement and evolution of knowledge**
- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

Because the 21st century is a digital streaming era, organizations must engage differently with their audiences and communicate their stories in more candid, personal, and genuine ways. This trend in visual communication—and the content creation required to support it—is prevalent in Washington, DC, Maryland, Virginia, and the surrounding region.

According to the United States Bureau of Labor Statistics [*Occupational Outlook Handbook*](#), employment in media and communication occupations is projected to grow four percent from 2019 to 2029, about as fast as the average for all occupations, and will result in about 46,200 new jobs. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, repurpose, and disseminate information through a variety of different platforms.

The median annual wage for media and communication occupations (such as announcers, interpreters and translators, and technical writers) was \$61,310 in May 2020, which was higher than the median annual wage for all occupations of \$41,950.

This region provides significant opportunities for employment, as well as artistic endeavors. Local and national productions created for news and public affairs, along with corporate, education and advertising, documentary, and the visual arts provide program graduates and students who complete four-year degrees with a variety of established career paths. Montgomery College's new media production program offers a cohesive, robust program that allows students to create an efficient and flexible course of study tailored to their goals and interests.

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

The [*2017–2021 Maryland State Plan for Postsecondary Education*](#) states several strategies to meet the goals of access, success, and innovation to support student success with less debt. Montgomery College and the media production program also support the plan with the following strategies:

Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements. The proposed media production associate of arts allows students to choose from skills-based electives that can be tailored to their career plans and/or requirements of their chosen transfer institution. Offering a range of electives also allows financial aid support for courses. Researching and providing open educational resources for most courses relieves students of the financial burden of buying textbooks. Offering blackboard-enhanced online and structured remote (blended) options can save students transportation time and cost, as well as provide scheduling flexibility for working students or students with essential personal commitments. Embedded advising and recruitment events and partnerships with community and professional organizations

encourage students to seek mentorships, internships, and potential part-time employment in the media production field as they work to complete their degree. This includes a production intern partnership with the College television station. These options improve the student experience at the College.

Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning. Combining the radio and television associate of applied science programs into the media production associate of arts supports a clear pathway that integrates career transfer, critical thinking skills, and technical education with program advising. The General Education courses, media studies, and writing and technical skills support various career paths, and the nine elective credits can be tailored to the student's interest and transfer plan. In-class advising and numerous opportunities to meet with a department advisor before enrolling in program electives shorten the time to completion and prevent unnecessary tuition. The flexible curriculum enables students to progress through program completion quickly and efficiently. Career advising and planning services are an important part of the media production program. Upper level courses in the program require direct contact with the College's employment services representative.

Strategy 8: Develop new partnerships between colleges and businesses to improve workforce development and improve workforce readiness. Several courses in the media production curriculum are co-listed, allowing students to enter the program through Montgomery College's [Workforce Development and Continuing Education](#) (non-credit) and potentially transition into the credit program. Students learn industry skills that qualify for industry certifications such as Adobe or Apple. [TVRA 234 Video Portfolio](#) requires at least one entry-level industry certification in the student's chosen specialty. Additionally, a partnership with the [SMPTE \(Society of Motion Picture & Television Engineers\)](#) provides the opportunity for students to participate in the student chapter of SMPTE and attend an annual career expo entitled "Media Forward" as well as mentorship and tours of professional facilities. These actions improve workforce readiness for our students.

These initiatives show how Montgomery College plays an essential role in helping students acquire fundamental skills and information that prepares them to complete a four-year degree or seek entry-level employment.

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

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

Whether a student's focus is on video or audio production, on-camera or behind the mic, writing or technical skills, the presence of media production facilities and presentation spaces throughout the region opens opportunities for numerous media production graduates. Producers, directors, writers, editors, lighting designers, and technicians skilled in audio, video, equipment, or sound engineering can begin as entry-level assistants and move upward in their career. With the cost of media production equipment lower than ever, students often choose to start small media production businesses. Of course, experience and talent are factors, but a solid education grounded in technical skills and communication strategies is essential.

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

The United States Bureau of Labor Statistics [Occupational Outlook Handbook](#) projects job growth in the Washington area from 2019 to 2029 in the following occupations:

Occupation	Projected Job Growth, 2019-2029
Film and Video Editors and Camera Operators	18 percent
Actors	3 percent
Producers and Directors	10 percent
Multimedia Designers and Animators	4 percent
Broadcast and Sound Engineering Technicians	9 percent

The Washington, DC- Maryland-Virginia area is ranked as the metropolitan area with the eighth highest employment level in audio and video technicians. Washington, DC, is ranked as the fourth top paying state for audio and video technicians, with an annual mean wage of \$60,180.

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

The Bureau of Labor Statistics provides the following outlook for jobs [in media, arts and communications](#):

Occupation	Projected Job Growth, 2019-2029	Median Annual Wage
Public Relations Specialist	19,700	\$61,150
Producers and Directors	16,000	\$74,420
Audio and Video Technicians	11,300	\$45,910
Film and Video Editors	8,300	\$63,780
Technical Writers	4,300	\$72,850

The number of Internet-only platforms, such as streaming services, is likely to increase, along with the number of shows produced for these platforms. This growth may lead to more work for editors and camera operators.

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

The table below reflects the projected number of graduates for the new media production associate of arts. The data are extrapolated from a three-year average of graduates in the two areas of concentration that are being eliminated (radio and television) and students who would potentially study film. This estimate is based on 15 percent growth per year.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Graduates	13	15	18	21	23

D. Reasonableness of Program Duplication:

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

2. Provide justification for the proposed program.

Numerous media production programs exist throughout the State of Maryland:

- Anne Arundel Community College offers a [media production and film studies associate of applied science](#) that prepares students to work in the video and film industry
- Frederick Community College offers a [film and video production area of concentration, associate of arts in arts and humanities](#) to prepare students for film and video production, including motion picture and television production, motion graphics, video marketing, web videos, and short- and long-form screenwriting
- Howard Community College offers an [audio video media production associate of arts](#) for students majoring in high-demand technological media programs
- College of Southern Maryland offers a [digital media production associate of arts](#) that prepares students to create accessible media content to be delivered on CD, DVD, broadband Internet, or other emerging distribution methods.

Although comparable programs exist at other community colleges in Maryland, none are close enough geographically for duplication to be a concern. Media arts programs, by nature, require significant contact hours in classrooms and studios. Studio courses are only viable if students can easily access campus facilities, and the expense of loaner field production equipment requires proximity to campus. For this reason, program duplication is reasonable for this program.

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

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

There will be no impact at Maryland's HBIs.

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

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

There will be no impact at Maryland's HBIs.

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

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

The new media production program will be established by streamlining two existing programs of study into one flexible, transferable associate of arts. The previous curricula (radio and television) are inflexible for students and difficult to complete. The new program allows students more flexibility and course options for timely and efficient program completion, as well as the flexibility to tailor their program to their area of interest or chosen transfer institution.

All faculty provide invaluable input to the program regarding relevant needs in the media production field and the expectations of professional employees. Four dedicated faculty positions, two expert staff positions, and numerous experienced part-time faculty currently support the radio and television areas. These positions will support the new associate of arts. The department chair and dean will oversee the new program.

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

Objectives and outcomes for the program are as follows:

	Upon completion of this program a student will be able to:	Course(s) That Support Program Outcomes
1	Successfully record video and audio in studio and on location with various professional cameras, microphones, lights, and recording devices.	FILM 210, FILM 220, TVRA 120, TVRA 125, TVRA 210, TVRA 220, TVRA 230, TVRA 234, TVRA 236, TVRA 260
2	Write content for broadcast, social media, and Internet conferences and webinars to engage, inform, or entertain.	COMM 108, COMM 250, FILM 210, FILM 220, MUSC 131, TVRA 100, TVRA 129, TVRA 134, TVRA 227, TVRA 220, TVRA 236, TVRA 260
3	Produce and edit segments and programs of various lengths for the media production industry, social media, and the Internet.	FILM 110, FILM 210, FILM 220, FILM 230, TVRA 100, TVRA 120, TVRA 125, TVRA 129, TVRA 134, TVRA 140, TVRA 210, TVRA 220, TVRA 230, TVRA 234, TVRA 236, TVRA 260
4	Demonstrate the ability to successfully meet production deadlines through leadership, an understanding of technical and logistic issues, and planning and preparation.	FILM 110, FILM 210, FILM 220, FILM 230, TVRA 100, TVRA 120, TVRA 125, TVRA 129, TVRA 134, TVRA 140, TVRA 210, TVRA 220, TVRA 230, TVRA 234, TVRA 236, TVRA 260
5	Create a portfolio that reflects the rapidly changing structure of the television and video production industry and its employment opportunities.	FILM 110, FILM 210, FILM 220, FILM 230, TVRA 100, TVRA 120, TVRA 125, TVRA 129, TVRA 140, TVRA 210, TVRA 220, TVRA 230, TVRA 234, TVRA 236, TVRA 260

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

In addition to traditional written exams and assessments, students will engage in regular and scheduled laboratory activities to demonstrate their skills and knowledge. A portfolio of student work will be completed and assessed in [TVRA 236](#) for video students, and [TVRA 260](#) for audio students, based on the program assessment plan and rubrics approved through the curriculum review process.

b) document student achievement of learning outcomes in the program

There are several comprehensive and multifaceted assessment processes for all disciplines across the College. Montgomery College's [Office of Assessment](#) supports the College's mission and vision by providing leadership in the area of assessment and evaluation. This is achieved by:

- Providing leadership, guidance, and data support for the College's assessment of administrative areas and student learning outcomes for programs and General Education.
- Coordinating a comprehensive system of program reviews for academic areas.
- Collecting, analyzing, and distributing reports and information to the College about assessment results.
- Consulting with administrative areas, disciplines, and academic programs on assessment and evaluation projects

Following is an overview of assessment processes at Montgomery College:

Assessment Type	Purpose	Cycle
General Education Outcomes Assessment	To examine student acquisition of General Education competencies.	Once every three years
Program Assessment	To assess student attainment of the program's student learning outcomes for the purpose of discovering what is working well and where improvements can be made to increase student learning.	Once every three years
Program Review (also referred to as the College Area Review)	To examine the current alignment and relevance of a program's curriculum and success with retaining and matriculating students.	Once every five years
Administrative Assessment	To review an administrative area's success with achieving outcomes and institutional priorities.	Once every five years

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

Program Title: Media Production Associate of Arts (New Curriculum)

The media production curriculum, including video, film and audio, is planned to provide a fundamental course of study and training in basic skills for students who plan to continue study at a four-year institution, expect to enter a professional training program in the media production industry, or wish to seek professional employment in broadcast media or commercial, industrial, interactive, or educational production and distribution. Students

develop technical skills, writing skills, aesthetic values, and professional attitudes, supported by highly committed faculty with practical experience in the field of production. The attainment of content production skills is demonstrated in a digital portfolio designed to support transfer application or a job search.

Completion of all curriculum requirements lead to the award of the associate of arts. All students should meet with an academic advisor in the Media Arts and Technologies Department to make an academic plan or discuss career or transfer goals.

Course Designator	Title	Credits
Semester One		
ENGL 101	Introduction to College Writing *	3
MATF	Mathematics Foundation (MATF)	3
COMM 108	Introduction to Human Communication (GEIR)	3
TVRA 120	Video Production I	4
Semester Two		
ENGF	English Foundation (ENGF)	3
NSLD	Natural Sciences Distribution with Lab (NSLD)	4
TVRA 125	Audio Production Techniques	4
TVRA 129	Concept and Story	3
TVRA 140 or TVRA 100	Video Editing or Introduction to New Media †	3
Semester Three		
TVRA 134	Media Appreciation (ARTD)	3
SOCY 100	Introduction to Sociology (BSSD, GCP)	3
NSND	Natural Sciences Distribution without Lab (NSND)	3
FILM 110 or THET 110	Introduction to Film (GEIR) or Fundamentals of Acting (GEIR)	3
Elective	Program Elective ††	3-4
Semester Four		
HUMD	Humanities Distribution (HUMD)	3
BSSD	Behavioral and Social Sciences Distribution (BSSD) **	3
Elective or COMM 250	Program Elective †† or Introduction to Communication Inquiry and Theory ‡‡	3
Elective	Program Elective ††	3-4
TVRA 236 or TVRA 260	Video Production Portfolio ‡ or Radio Station Operation	2-3
Elective	Program Elective ††	1
Total Credits		60

* [ENGL 101](#)/ENGL 101A, if needed for [ENGL 102/ENGL 103](#), or any program elective.

** Behavioral and Social Sciences Distribution ([BSSD](#)) courses must come from different disciplines.

† [TVRA 100](#) required for concentration in radio only

‡ [TVRA 236](#) required for concentration in video or film only

‡‡ Students should take [COMM 250](#) if it is required for transfer

†† Program Electives include: [TVRA 210](#), [TVRA 220](#), [TVRA 227](#), [TVRA 230](#), [TVRA 234](#), [TVRA 239](#), [TVRA 275](#), [TVRA 280](#), [FILM 210](#), [FILM 220](#), [FILM 230](#), and [FILM 240](#). The courses that are bolded are more likely to transfer.

Outcomes:

- Successfully record video and audio in studio and on location with various professional cameras, microphones, lights and recording devices.
- Write content for broadcast, social media and Internet conferences and webinars to engage, inform or entertain.
- Produce and edit segments and programs of various lengths for the media production industry, social media and the Internet.
- Demonstrate the ability to successfully meet production deadlines through leadership, an understanding of technical and logistic issues, and planning and preparation.
- Create a portfolio that reflects the rapidly changing structure of the media content production industry and its employment opportunities.

Program Title: Radio Area of Concentration, Broadcast Media Production Associate of Applied Science (Old Curriculum)

The radio area of concentration is a career-focused degree designed to teach audio production skills through hands-on, experience-based classes in radio, sound and podcast production. Students develop technical skills, writing skills, aesthetic values, and professional attitudes, supported by highly committed faculty with practical experience in the field of production. The attainment of these skills is demonstrated in a digital portfolio designed to support a job search.

Knowledge and skills learned through this program will be of value in commercial, industrial, interactive and educational media production and distribution.

A strong academic core combines specialized career courses with a liberal arts education. This offers the graduate the alternatives of entering the radio or audio production field or continuing in an institution of higher learning. The curriculum is designed for students pursuing careers in digital media production as well as those currently employed in the field. Completion of all curriculum requirements will lead to the award of the associate of applied science. All students should meet with an academic advisor in the Department of Media Arts & Technologies to make an academic plan or discuss career or transfer goals.

Course Designator	Title	Credits
Semester One		
ENGL 101	Introduction to College Writing *	3
MATF	Mathematics Foundation (MATF)	3
TVRA 100	Introduction to New Media	3
TVRA 125	Audio Production Techniques	4
TVRA 134	Media Appreciation (ARTD)	3

Course Designator	Title	Credits
Semester Two		
ENGF	English Foundation (ENGF)	3
TVRA 129	Concept and Story	3
TVRA 210	Audio and Video Podcasting	3
COMM 108	Foundations of Human Communication (GEIR)	3
Elective	Program Elective **, ***	3
Semester Three		
NSLD	Natural Sciences Distribution with Lab (NSLD)	4
TVRA 220	Radio Production	4
TVRA 227	Broadcast Journalism	3
COMM 109	Voice and Diction	3
BSSD	Behavioral and Social Sciences Distribution (BSSD)	3
Semester Four		
TVRA 239	Broadcast Management	3
TVRA 255	Advanced Broadcast Journalism	3
TVRA 260	Radio Station Operation	3
COMM 250	Introduction to Communication Inquiry and Theory	3
Total Credits		60

* [ENGL 101](#)/ENGL 101A, if needed for [ENGL 102/ENGL 103](#), or choose from the following options: [TVRA 120](#), [THET 110](#) or [POLI](#) (Political Science) elective.

** Select one of the following Program Electives: [MUSC 131](#), [TVRA 280](#), or [TVRA 140](#).

*** [TVRA 280](#) must be taken for a total of 3 semester hours for degree completion.

Outcomes:

- Successfully record video and audio in studio and on location with various professional cameras, microphones, lights, and recording devices.
- Write content for broadcast and new media to engage, inform, or entertain based on audience research.
- Produce and edit professional segments and programs of various lengths for the television and media production industry and demonstrate this proficiency through a professional portfolio.
- Solve technical and logistical problems through planning and preparation to successfully meet production deadlines.

Program Title: Television Area of Concentration, Broadcast Media Production Associate of Applied Science (Old Curriculum)

The television area of concentration is a career-focused degree designed to teach video and audio production skills through hands-on, experience-based classes in studio, field and post-production. Students develop technical skills, writing skills, aesthetic values, and professional attitudes, supported by highly committed faculty with practical experience in the field of production. The attainment of production skills is demonstrated in a digital portfolio designed

to support a job search. Knowledge and skills learned through this program will be of value in commercial, industrial, interactive, and educational media production and distribution.

A strong academic core combines specialized career courses with a liberal arts education. This offers the graduate the alternatives of entering the video production field or continuing in an institution of higher learning. The curriculum is designed for students pursuing careers in digital media production as well as those currently employed in the field. Completion of all curriculum requirements will lead to the award of the associate of applied science. All students should meet with an academic adviser in the Media Arts & Technologies Department to make an academic plan or discuss career or transfer goals.

Course Designator	Title	Credits
Semester One		
ENGL 101	Introduction to College Writing *	3
MATF	Mathematics Foundation (MATF)	3
TVRA 120	Video Production I	4
TVRA 125	Audio Production Techniques	4
TVRA 140	Video Editing	3
Semester Two		
ENGF	English Foundation (ENGF)	3
TVRA 129	Concept and Story	3
TVRA 134	Media Appreciation (ARTD)	3
TVRA 230	Video Production II	4
Semester Three		
NSLD	Natural Sciences Distribution with Lab (NSLD)	4
COMM 108	Foundations of Human Communication (GEEL)	3
TVRA 224	Electronic Field Production	3
TVRA 227	Broadcast Journalism	3
TVRA 234	Television Directing	3
Semester Four		
COMM 250	Introduction to Communication Inquiry and Theory	3
BSSD	Behavioral and Social Sciences Distribution (BSSD)	3
TVRA 236	Video Production Portfolio	2
TVRA 239	Broadcast Management	3
TVRA 255	Advanced Broadcast Journalism	3
Total Credits		60

* [ENGL 101](#)/ENGL 101A, if needed for [ENGL 102/ENGL 103](#), or choose from the following options: [TVRA 100](#), [TVRA 210](#), [GDES 140](#) or any [PHOT](#) elective.

Outcomes:

- Successfully record video and audio in studio and on location with various professional cameras, microphones, lights and recording devices.
- Write content for broadcast and new media to engage, inform or entertain based on audience research.
- Produce and edit professional segments and programs of various lengths for the television and media production industry and demonstrate this proficiency through a professional portfolio.
- Solve technical and logistical problems through planning and preparation to successfully meet production deadlines.
- Create a portfolio that reflects the rapidly changing structure of the television and video production industry and its employment opportunities.

Courses in the New Program with Title, Semester Credit Hours, and Course Descriptions:**Course Designators:**

- BSSD: Behavioral and Social Sciences Distribution
- ENGL: English Foundation
- GCP: Global and Cultural Perspectives Requirement
- GEIR: General Education Institutional Requirement
- HUMD: Humanities Distribution
- MATF: Mathematics Foundation
- NSND: Natural Sciences without Laboratory Distribution
- NSLD: Natural Sciences with Laboratory Distribution
- CE: Credit by Exam Option
- R only: Offered at the Rockville Campus Only
- TP/SS only: Offered at the Takoma Park/Silver Spring Campus Only

COMM 108 - Introduction to Human Communication (GEIR)

A survey course that covers communication theory and develops communication skills for personal and professional relationships in interpersonal, group, and public settings. Course content includes practice in the application of the principles of listening, verbal and nonverbal communication, group dynamics, and public speaking. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week.

COMM 250 - Introduction to Communication Inquiry and Theory

An introduction to the field of communication. Definitions, models, and contexts of communication are examined. Students are introduced to the research process in the field of communication and learn how the process relates to the development of communication theory. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week.

ENGL 101 - Introduction to College Writing (CE)

An introduction to college writing. The first of two sequential freshman composition courses, this course emphasizes the process of critical thinking, reading, and writing. Student writing progresses from a personal to an academic perspective. Students write for different audiences and purposes using a variety of rhetorical strategies. Students write in response to reading and are introduced to standard documentation procedures. Students are required to submit a final portfolio that meets department requirements. PREREQUISITE(S): Placement through assessment testing; or concurrent enrollment in [ENGL 011](#); or completion of [IERW 002](#) with a

grade of A; or completion of AELW 940/[ELAI 990](#) with a grade of C or better; or consent of the department. Assessment Level(s): [READ 120](#). Three hours each week.

ENGL 102 - Critical Reading, Writing, and Research

Studies in argumentation and research. A second of two sequential freshman composition courses, this course is designed to help students learn to identify, critically read, analyze and evaluate, and write arguments using logic and appropriate rhetorical techniques. Students construct thesis-driven academic essays, synthesizing and incorporating the words and ideas of others and using formal documentation. Students learn to identify audience as well as employ effective tone, word choice, and sentence patterns. To comply with Maryland state requirements for English Foundation (ENGF), [ENGL 102](#) must be completed with a final grade of C or better for a student to graduate with an associate's degree. PREREQUISITE(S): A grade of C or better in [ENGL 101/ENGL 011](#) or consent of department. Three hours each week.

ENGL 103 - Critical Reading, Writing, and Research in the Work Place

Studies in argumentation and research in the workplace. A second of two sequential freshman composition courses, this course is designed to help students understand the processes and products associated with writing used in technology and business. Emphasis will be on the writing process, including writing to different audiences and supporting claims persuasively with appropriate evidence and detail. Students will write a variety of reports, documentation, and proposals, employing a range of stylistic options. The course will include an introduction to the rules for integrating visual aids into technical documents and a major research project focusing on developing an appropriate research question, conducting scholarly research, and incorporating information into writing with the proper conventions of citation. To comply with Maryland state requirements for English Foundation (ENGF), [ENGL 103](#) must be completed with a final grade of C or better for a student to graduate with an associate's degree. PREREQUISITE(S): A grade of C or better in [ENGL 101/ENGL 011](#) or consent of department. Three hours each week.

FILM 110 - Introduction to Film (GEIR) (TP/SS only)

This course presents a basic introduction to the study of narrative film. Analysis of film structure and content will be developed through the use of genre analysis system. Basic film technique and language as it affects structure and content will also be examined. Students will view and discuss examples of both historic and contemporary film at the American Film Institute Theatre and in class, and will read and write about film structure and technique. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week.

FILM 210 - Screenwriting (TP/SS only)

This course will teach the techniques of narrative storytelling through the camera arts. The student will study writing dialogue and action for film and television through several small projects culminating in a final 10-minute script. Films will be screened at the American Film Institute Theatre and in class as examples of effective screenwriting. PREREQUISITE(S): [FILM 110](#) or consent of instructor. Two hours lecture, two hours laboratory each week.

FILM 220 - Basic Movie Production (TP/SS only)

This is a project course in which the student will learn the basics of filmmaking, including script preparation, shooting, and editing. The student will produce two short projects shot and edited on video: a silent short and a dialogue, sound, and music short. PREREQUISITE(S): [FILM 110](#) and [FILM 210](#), or consent of instructor. Two hours lecture, two hours laboratory each week.

FILM 230 - Movie Making Independent Study: Editing (TP/SS only)

This independent study course for the advanced film student requires mastery of professional-level digital editing software. Students write, direct, and edit a short video, at least five minutes long, with a public screening upon completion of the project. PREREQUISITE(S): A grade of A or B in [FILM 110](#), [FILM 210](#), [FILM 220](#); and consent of film curriculum coordinator. Hours to be assigned and arranged by coordinator. It is expected that students will spend approximately 150 hours to complete the work for the course.

FILM 240 - Movie Making Independent Study: Production (TP/SS only)

This independent study course for the advanced film student focuses on producing a longer film, at least 20 minutes long, with a public screening upon completion of the project. PREREQUISITE(S): A grade of A or B in [FILM 110](#), [FILM 210](#), [FILM 220](#), [FILM 230](#); and consent of film curriculum coordinator. Course may be taken up to three times. Hours to be assigned and arranged by coordinator. It is expected that students will spend approximately 150 hours to complete the work for the course.

SOCY 100 - Introduction to Sociology (BSSD, GCP)

An exploration of fundamental sociological concepts, methods, and theories used to interpret the patterns of human society. Emphasis is placed on the connection between theory and practice in examining social interaction, cultural diversity, social structure, and global issues. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week.

THET 110 - Fundamentals of Acting (GEIR) (R and TP/SS only)

An introduction to basic acting skills, including exercises in speech, movement, and imagination. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week.

TVRA 100 - Introduction to New Media (R only)

An introduction to the technical and marketing power of emerging social media platforms. Students will learn to become effective co-creators of social media content while working in a multimedia environment. Projects will incorporate sound and visual image production as a means of branding and communication. Three hours each week.

TVRA 120 - Video Production I (R only)

Introduction to the theory and practice of television studio production. Principles of picture composition, camera movement, lighting, and audio and control room operation are demonstrated and experienced in actual studio productions. The student will participate in laboratory exercises and be able to demonstrate proficiency in these exercises. Each student will produce programs using available studio resources. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Two hours lecture, four hours laboratory each week.

TVRA 125 - Audio Production Techniques (R only)

Basic theory, equipment, and procedures used in audio production for radio, television, film and new media. Hands-on projects allow students to learn the operation and application of digital and analog sound recording equipment and editing software common to all fields of communication. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours lecture, three hours laboratory each week.

TVRA 129 - Concept and Story

Introduction to concept development and storytelling methods through a variety of writing assignments. This course emphasizes the creation of engaging narratives for engaging media content. PREREQUISITE(S): A grade of C or better in [ENGL 101](#) or ENGL 101A. Three hours each week.

TVRA 134 - Media Appreciation (ARTD)

A survey course designed to introduce and discuss various strategic communication forms both aesthetically and economically and to analyze examples of the messaging delivered by major mass media outlets. Present day digital programming methods are analyzed to offer students the perspective of a media professional. Students discover how media is used as a powerful tool for information and social impact. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week.

TVRA 140 - Video Editing

An introduction to the equipment and workflow used to create dynamic and engaging videos using professional nonlinear editing software. Hands-on projects allow students to edit video, along with still images, animations and sounds into presentations suitable for visual arts, web, educational, and corporate use. Assessment Level(s): [ENGL 101/ ENGL 011](#), [READ 120](#). Two hours lecture, three hours laboratory each week.

TVRA 210 - Audio and Video Podcasting (R only)

The art of storytelling using research, professional audio techniques and in some cases video technology. Students in this course develop interviewing skills and advanced sound recording techniques to create a series of short-form podcasts for distribution on a podcast hosting site. Content creation includes qualitative methods of documenting an event or investigating an issue. PREREQUISITE(S): A grade of C or better in [TVRA 125](#) and [TVRA 129](#) or consent of department. Three hours each week.

TVRA 220 - Radio Production (R only)

Study in the techniques of production of radio programs, radio program logs, special types of audio productions, and advanced techniques of control room operations. The student will be required to demonstrate competencies through a series of laboratory exercises and will be required to produce radio programs of specific design. PREREQUISITE(S): A grade of C or better in [TVRA 125](#). Three hours lecture, three hours laboratory each week.

TVRA 227 - Broadcast Journalism

Further exploration of writing and reporting news and current events material for various forms of publication. Designed for practical application in producing audio or video news programs for broadcast or web outlets PREREQUISITE(S): A grade of C or better in [TVRA 129](#) and either [TVRA 120](#) or [TVRA 125](#). Three hours each week.

TVRA 230 - Video Production II (R only)

Advanced theory and practice of video production skills acquired through practical applications in challenging studio and field production formats. In addition to further developing basic skills of lighting, camera operation, audio design and control room functions, students will demonstrate the ability to work effectively in both pre-production and production as television producers and effective crew members in a professional setting. PREREQUISITE(S): A grade of C or better in [TVRA 120](#) and [TVRA 140](#). Two hours lecture, four hours laboratory each week.

TVRA 234 - Television Directing (R only)

An Introduction to television directing with an emphasis on planning, rehearsing, set design, lighting, and directing a variety of complex production situations. The objective is to accumulate techniques and best practices, as applied to the media production industry, social media, and the Internet. PREREQUISITE(S): A grade of C or better in [TVRA 230](#). Six hours each week.

TVRA 236 - Video Production Portfolio (CE, R only)

Advanced video projects selected and completed by students in consultation with the instructor, departmental faculty, or working professionals. Students develop a professional portfolio designed to convey their technical and aesthetic skills. To further enhance job readiness, students work to complete one or more video production industry certifications. PREREQUISITE(S): A grade of C or better in [TVRA 129](#) and [TVRA 140](#) or consent of department. One hour lecture, three hours laboratory each week. Two hours each week.

TVRA 239 - Broadcast Management

The combined study of television and radio broadcast management in the areas of station structure, personnel, promotion, programming, sales, engineering and legal requirements, audiences and fiscal structures, as well as personnel functions and responsibilities. Basic management skills are included to prepare students for a career in the broadcasting and mass media production industry. PREREQUISITE(S): A grade of C or better in [TVRA 134](#) and either [TVRA 120](#) or [TVRA 125](#). Three hours each week.

TVRA 260 - Radio Station Operation (R only)

Advanced radio students participate in daily operation of a campus-wide radio station. Students will function in the areas of production, engineering, performance, and management and create an online portfolio representing their best work. PREREQUISITE(S): A grade of C or better in [TVRA 220](#). One hour lecture, five hours laboratory each week.

TVRA 275 - Digital Media Special Internship (R only)

An opportunity for students to work for college credit in a professional broadcast station or media production organization. Typically, the internships are awarded during the last year of study at Montgomery College. PREREQUISITE(S): Television, radio, or audiovisual majors with advanced standing and consent of internship coordinator. One hour seminar per semester and a minimum of 20 hours supervised training each week.

TVRA 280 - Digital Media Special Assignment (R only)

Offered on an individual basis to Digital Media Production majors with consent of the department. Students may extend their studies or specialization within the curriculum. PREREQUISITE(S): Consent of curriculum coordinator and department chairperson. Hours to be assigned by the chairperson. Minimum of 30 hours work per semester hour credit.

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

Each two-year plan of study includes General Education requirements, program requirements, and program electives. General Education requirements are interspersed with program requirements for each program.

The following General Education courses are required for students to graduate with the media production associate of arts and meet the external standards set forth in COMAR and Montgomery College's institutional requirements.

Media Production Associate of Arts				
General Education Requirements	COMAR Credits	College Credits	Program Credits	Program Course
English Foundation (ENGF)	3	3	3	ENGL 102 or ENGL 103
Mathematics Foundation (MATF)	3	3	3	Elective
Arts Distribution (ARTD)	3	3	3	TVRA 134
Humanities Distribution (HUMD)	3	3	3	Elective
Communications, Health, or Arts or Humanities Distribution (GEIR)	3	6	6	COMM 108 and either FILM 110 or THET 110
Behavioral and Social Sciences Distribution (BSSD, GCP) *	6	6	6	SOCY 100 and Elective from another discipline
Natural Sciences Distribution with Lab (NSLD)	4	4	4	Elective
Natural Sciences Distribution without Lab (NSND)	3	3	3	Elective
Total	28	31	31	

* Behavioral and Social Sciences Distribution (BSSD) courses must come from different disciplines.

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

N/A

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

There are no written contracts with other institutions or non-collegiate organizations for this program.

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

Each course syllabus clearly states technology requirements for completion of exercises and projects and also the process for requesting support from the Montgomery College Foundation if the student's technology will not support success in media production coursework.

Montgomery College's online catalog helps students quickly locate and save details about the current schedule of classes and the College's programs. The catalog is dynamic, meaning a live

document that reflects changes in real time. The online catalog is located on the official policies page of the College's website at montgomerycollege.edu/catalog.

To determine program-specific information, students can view the program advising guide aligned with any program in the catalog. These guides directly link to the catalog so they reflect real-time information. They are meant to supplement the advising process and should be used in conjunction with the College catalog and other College resources.

Students may find general information such as availability of academic support services, financial aid resources, tuition rates, and payment policies by using the search function at montgomerycollege.edu.

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

If approved, the new media production associate of arts will be published in the College catalog. The Office of the Senior Vice President for Academic Affairs oversees publication and maintenance of the online catalog.

Advertising and recruitment for the program occurs at College events such as new student orientation, major-specific fairs, guest speaker series, symposia, college recruitment fairs, and networking opportunities from outside businesses and organizations. The Office of Communications oversees publication of electronic and hard copy marketing materials.

H. Adequacy of Articulation

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

While Montgomery College has established many formal partnerships with other institutions offering new, exciting, and student-friendly transfer agreements, the proposed media production program is flexible enough for students to choose electives that meet the course requirements of transfer schools. Communication has already been initiated for future articulation agreements and the curriculum was created based on input from the College's partners in the University System of Maryland.

At the program level, the Media Arts and Technologies Department supports partnerships with local and national organizations by encouraging graduates to pursue affiliation with bodies such as the National Academy of Television Arts and Sciences (NATAS-DC), the Society of Motion Picture and Television Engineers (SMPTE-MC Student Chapter), and the Television, Internet, Video Association (TIVA).

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

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

Montgomery College appoints faculty that are experienced educators and working professionals in the field of audio and video production. The current faculty continue to engage with the professional production community in the region while serving as faculty in the department. Furthermore, because of the College's close relationship with the professional media production community in Washington, DC, and Maryland, numerous part-time faculty serve as adjunct instructors as well as guest speakers and mentors.

Name	Terminal Degree and Field	Academic Title/Rank	Courses
Joanne Carl	M.Ed. in educational technology leadership	FT Professor	TVRA 120 , TVRA 129 , TVRA 134 , TVRA 230 , TVRA 234 , TVRA 236 , TVRA 239 , TVRA 275 , TVRA 280 , FILM 220
Dr. Tiffany Copeland	Ph.D. in communication, culture and media studies	FT Professor	TVRA 100 , TVRA 125 , TVRA 129 , TVRA 134 , TVRA 210 , TVRA 220 , TVRA 227 , TVRA 260
David Rothman	M.A in theatre and film	FT Professor	FILM 110 , FILM 210 , FILM 220 , FILM 230 , FILM 240
Sowbhaghyalakshmi Areke	M.F.A. in media production	PT Faculty	TVRA 140 , TVRA 134 , FILM 110
Elizabeth Feldman	M.S. in journalism	PT Faculty	TVRA 129 , TVRA 227
Nelson Ginebra-Azar	B.A. in communications	PT Faculty	TVRA 140 , FILM 220
LaDawn Manuel	B.F.A. in photography and integrated media	PT Faculty	FILM 110 , FILM 210 , TVRA 134
Biljana Milenkovic	M.A. in digital communication and media/multimedia	PT Faculty	TVRA 120 , TVRA 140 , TVRA 210
Bryan Reichhardt	M.A. in communication	PT Faculty	TVRA 140

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

a) Pedagogy that meets the needs of the students

Montgomery College offers numerous in-person and online professional development course offerings for best practices in pedagogy, content delivery, and course assessment. The College also offers an educational assistance program (EAP) that provides faculty funds to support graduate and doctoral coursework and professional conferences and workshops.

Media production faculty maintain active memberships in many professional organizations related to their field, such as the Society of Motion Picture and Television Engineers, National Academy of Television Arts and Sciences, and the Television, Internet and Video Association of Washington, DC. Faculty attend conferences and continuing education programs through these and other professional organizations.

b) The learning management system

Montgomery College's E-Learning, Innovation, and Teaching Excellence (ELITE) department offers many online and in-person training sessions for the College's learning management system (Blackboard), as well as Quality Matters training and semester-long training to prepare faculty for distance education courses. In summer 2020, all full and part-time faculty were instructed in the best practices for implementing structured remote instruction through the

learning management system. Two experienced media production faculty were mentors for this program. Faculty are also encouraged to use the learning management system to help support their in-person courses.

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

ELITE offers numerous training opportunities in distance education pedagogy and instructional technology. A team of instructional designers works closely with individual faculty, academic departments, and committees to design and deliver faculty professional development. In addition, all online instructional faculty are required to complete Blackboard training prior to teaching in the online setting.

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

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

Library resources are adequate to support the program and all proposed courses for the new media production associate of arts. Students have ready access to current and relevant books, journals, and reference materials needed to meet the requirements of the curriculum.

In addition to its robust online presence, the Montgomery College Library has three physical locations with comfortable facilities that are conducive to academic work. In-person library services are available 73 hours per week. The library supports the academic goals of the College's students and employees through group instruction sessions, personal research consultations, and online support. Technology available in the library includes computers, printers, charging stations, high-speed scanners, laptops, tablets, One Button Studios for easy video creation, and collaborative workstations for group projects. Web-delivered subscription databases cover many academic disciplines, including media production.

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

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The new media production associate of arts will be implemented with existing institutional resources from two existing programs: the radio associate of applied science and the television associate of applied science. Outstanding faculty, state-of-the-art facilities, equipment, and library resources are already in place as the courses are currently being offered. No additional resources are needed to support the new program.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system, and

b) A learning management system that provides the necessary technological support for distance education

Upon admission, every student receives a Montgomery College email account; this is the primary method for receiving correspondence and information from various College offices and departments. The College utilizes Blackboard as its learning management system. Additionally, Montgomery College promotes distance learning by providing access to online counseling, advising, library resources, tutoring, and more.

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

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

TABLE 1: PROGRAM RESOURCES

1. Reallocated Funds:

- Reallocated funds include faculty, administrative, and support salaries currently supporting the radio associate of applied science and the television associate of applied science. These positions will support the new media production associate of arts.

2. Tuition and Fee Revenue:

- Tuition rates are based on [2021-2022 in-county tuition](#) (89.5 percent of enrollment).
- The credit hour rate includes both tuition and fees with an estimated annual tuition increase. The first credit hour is \$201 (\$132 plus minimum \$50 consolidated fee and other fees); the rate is \$177.40 for two or more credit hours.
- Full-time enrollment is equivalent to 30 credit hours for the academic year; part-time enrollment is equivalent to 15 credit hours for the academic year.

3. Grants and Contracts:

- No grants or external funding are needed to implement this program.

4. Other Sources:

- No additional funds are needed to implement this program.

5. Total Year:

- Program resources reflect a conservative projection of full-time and part-time student enrollment over five years.

Table 1: Program Resources					
Resource Categories	Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)	Year 4 (2024-25)	Year 5 (2025-26)
1. Reallocated Funds	\$362,899	\$372,134	\$381,634	\$391,406	\$401,459
2. Tuition/Fee Revenue (c + g below)	\$423,099	\$560,265	\$687,225	\$776,790	\$884,700
a. Number of F/T Students	67	85	100	110	120
b. Annual Tuition/Fee Rate	\$5,322	\$5,466	\$5,610	\$5,754	\$5,898
c. Total F/T Revenue (a x b)	\$356,574	\$464,610	\$561,000	\$632,940	\$707,760
d. Number of P/T Students	25	35	45	50	60
e. Credit Hour Rate	\$177.40	\$182.20	\$187.00	\$191.80	\$196.60
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	\$66,525	\$95,655	\$126,225	\$143,850	\$176,940
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$785,998	\$932,399	\$1,068,859	\$1,168,196	\$1,286,159

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: PROGRAM EXPENDITURES**1. Faculty (# FTE, Salary, and Benefits):**

- The following faculty support the radio associate of applied science and the television associate of applied science. These positions will support the new media production associate of arts.
- Faculty salaries are based on an annual increase of 2.75 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Joanne Carl	Full-Time Faculty	50%
Dr. Tiffany Copeland	Full-Time Faculty	50%
David Rothman	Full-Time Faculty	20%
Sowbhagyalakshmi Areke	Part-Time Faculty	40%
Elizabeth Feldman	Part-Time Faculty	60%
Nelson Ginebra-Azar	Part-Time Faculty	20%
LaDawn Manuel	Part-Time Faculty	20%
Biljana Milenkovic	Part-Time Faculty	15%
Bryan Reichardt	Part-Time Faculty	20%

2. Administrative Staff (# FTE, Salary, and Benefits):

- Multiple administrative staff support the broadcast media program. All serve the department as a whole and are not exclusive to the media production program.
- Administrative staff salaries are based on an annual increase of 3 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Erik Swanson	Department Chair	20%
Frank Trezza	Dean	10%

3. Support Staff (# FTE, Salary, and Benefits):

- Multiple support staff support the broadcast media program. All serve the department as a whole and are not exclusive to the media production program.
- Support staff salaries are based on an annual increase of 3 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Sam Aung	Administrative Aide	25%
Brian Mason	Instructional Assistant	10%
Patrick Thorpe	Media Arts and Technologies Engineer	90%

4. Equipment:

- No additional equipment is needed to implement this program.

5. Library:

- No additional library resources are needed to implement this program.

6. New and/or Renovated Space:

- No additional facilities are needed to implement this program.

7. Other Expenses:

- No other expenses are anticipated to implement this program.

8. Total Year:

- The total expenditures include faculty, administrative, and staff salaries supporting the radio associate of applied science and the television associate of applied science. These positions will support the new media production associate of arts. The expenditure is a reallocated resource.

Table 2: Program Expenditures					
Expenditure Categories	Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)	Year 4 (2024-25)	Year 5 (2025-26)
1. Faculty (b + c below)	\$201,418	\$206,226	\$211,168	\$216,245	\$221,461
a. Number of FTE	2.95	2.95	2.95	2.95	2.95
b. Total Salary	\$162,441	\$166,908	\$171,498	\$176,214	\$181,060
c. Total Benefits	\$38,977	\$39,318	\$39,670	\$40,030	\$40,401
2. Admin. Staff (b + c below)	\$44,594	\$45,851	\$47,145	\$48,479	\$49,852
a. Number of FTE	0.30	0.30	0.30	0.30	0.30
b. Total Salary	\$38,917	\$40,084	\$41,287	\$42,525	\$43,801
c. Total Benefits	\$5,677	\$5,766	\$5,858	\$5,953	\$6,051
3. Support Staff (b + c below)	\$116,887	\$120,056	\$123,321	\$126,683	\$130,146
a. Number of FTE	1.25	1.25	1.25	1.25	1.25
b. Total Salary	\$98,130	\$101,074	\$104,107	\$107,230	\$110,447
c. Total Benefits	\$18,757	\$18,982	\$19,214	\$19,453	\$19,699
4. Technical Support and Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$362,899	\$372,134	\$381,634	\$391,406	\$401,459

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).**1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.**

Montgomery College assesses and reviews programs on a regular basis based on the information noted in section G.3. All courses and programs at Montgomery College have clearly stated learning outcomes. The program learning outcomes align with and support the student learning outcomes of the individual courses that form a program's curriculum. The program assessment process involves assessment planning, data collection, review of results, action plan development and implementation, and reassessment. The cyclical loop is closed by using the assessment results to improve teaching and learning experiences.

College faculty undergo an extensive and comprehensive evaluation process in compliance with the agreements between the College and the Montgomery College Chapter of American Association of University Professors (full-time faculty) and the Service Employees International Union (part-time faculty). This process includes student evaluations, self-evaluations, peer reviews, classroom observations, department chair reviews, and dean evaluation. The evaluation schedule varies from annually to every five years, depending on the faculty contract type and contract year. Evaluations determine if faculty members demonstrate high-quality performance in their teaching assignments, seek professional growth in their teaching area, are available to students, meet special objectives from preceding evaluations, and demonstrate substantial progress in service to their campus, College, and/or community. The purpose of a performance review is to promote the highest quality teaching techniques, to ensure knowledge of subject matter, to encourage professional growth and development of faculty, to assess strengths and weaknesses in faculty performance, and to assess service to the College community.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

All programs at Montgomery College go through an academic program review every five years to determine program viability. The academic program review ensures all programs support the College's mission, effectively use the College's instructional resources, and serve the needs of students and the College community. The media production associate of arts will go through the academic program review process as all other programs at Montgomery College.

Montgomery College is proud to be selected as an [Achieving the Dream \(ATD\)](#) institution. ATD is a nationwide network of higher education institutions committed to systemic change to increase student success and completion, especially among disadvantaged students. As an ATD institution, Montgomery College works to build a culture of evidence that uses data to make informed decisions for student success. One example of the College's use of data is the [Student Success Score Card](#), which is a summary of indicators used to track student achievement.

The academic program review process and the student success scorecard provide actionable information to help the College assess and improve its focus on achievement and the success of every student.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

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

Montgomery College is committed to creating a welcoming and inclusive environment for all students. As a whole, the Montgomery College community promotes an equity and inclusion focus where radical inclusion—or deeply rooted values of welcoming all individuals seeking higher education or continuing education—is an essential element of the College's fabric. The College's steadfast commitment to radical inclusion creates an inclusive, respectful learning environment that fosters critical thinking and civil discourse.

The media production program is committed to serving Montgomery College's diverse student body and promoting equity and inclusion by: (1) encouraging participation through performance and production opportunities that speak to diverse students, (2) providing a safe space for artistic growth, and (3) providing a solid, skills-based curriculum designed for student success, retention, and completion.

O. Relationship to Low Productivity Programs Identified by the Commission

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

Not applicable. This program is not related to low-productivity programs identified by the Maryland Higher Education Commission.

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

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

Montgomery College is eligible to provide distance education programs. The College currently offers numerous online programs and a variety of online and blended courses.

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

The Middle States Commission on Higher Education is the accrediting body for Montgomery College. The College received a positive outcome at the last reaccreditation in 2018.