MARYLAND HIGHER EDUCATION COMMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

__X__ **NEW INSTRUCTIONAL PROGRAM**

_____ **SUBSTANTIAL EXPANSION/MAJOR MODIFICATION**

_____ **COOPERATIVE DEGREE PROGRAM**

_____ **WITHIN EXISTING RESOURCES or ____ REQUIRING NEW RESOURCES**

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Howard Community College
Institution Submitting Proposal

Fall 2016
Projected Implementation Date

Certificate
Award to be Offered

Entertainment Technology
Title of Proposed Program

_____
Suggested HEGIS Code

10.0299
Suggested CIP Code

Theatre & Dance
Department of Proposed Program

William Gillett
Name of Department Head

Dr. Sharon Pierce
Contact Name

SPierce@howardcc.edu
Contact E-Mail Address

443-518-4807
Contact Phone Number

Signature and Date
President/Chief Executive Approval

5/25/16
Date
Date Endorsed/Approved by Governing Board

Proposal for an Entertainment Technology
Associate of Applied Science (AAS) Degree and Lower Division Certificate (LDC)
Howard Community College

Entertainment Technology – AAS and LDC

A. Centrality to institutional mission statement and planning priorities:

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

Entertainment Technology (EN-TECH) specialists are needed to support the specialized communication needs for businesses and organizations. Howard Community College (HCC) has developed an innovative EN-TECH program to fulfill the unmet need with comprehensive and transformative training that is pedagogically engineered to prepare students for this exciting and growing field. Multimedia specialists require advanced training in industry-specific technology that supports a multitude of presenting venues that, in turn, support educational, conference, corporate, and entertainment events. EN-TECH specialists are employed at universities, school districts, science research centers, conference centers, hotels, and other venues with integrated, high-technology communication needs. EN-TECH will offer progressive programs that create professional pathways for technicians. This initiative includes a detailed schedule for implementing the programs and collecting measurable assessment data that is reviewed both internally and externally.

The Entertainment Technology AAS is a hands-on workforce training program. The program partners with local businesses and organizations to offer on-the-job training, as well as potential post-graduation employment. EN-TECH students will train in the application of electrical, lighting, and acoustical theories and designs. The programs will be led by faculty with substantial industry experience who have served the numerous presenting organizations within the mid-Atlantic region. The curriculum for this program meets multimedia communication needs and will provide advance-skilled specialists for this growing field.

Howard Community College's mission, vision, and values provide guidance on how HCC should operate and the priorities held most dear.

- *Mission: Providing pathways to success*
- *Vision: A place to discover greatness in yourself and others*
- *Values: **I**nnovation, **N**urturing, **S**ustainability, **P**artnerships, **I**ntegrity, **R**espect, **E**xcellence, **S**ervice (INSPIRES)*

The EN-TECH program's training outcomes support HCC's mission, vision, and values. Upon completion of the program these specialists will be able to enter the workforce. Through the program's internship and cooperative education opportunities students will be able to aid local businesses while gaining real-world experience. Students who wish to transfer to a four-year institution can continue and develop EN-TECH skills. The certificate option allows opportunities for professionals to gain certification, training for students who seek entry-level EN-TECH positions, and for organizations to offer programs for their employees.

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

This entertainment technology program will support HCC's 1st Strategic Initiative for FY 2016: I. Student Success, Completion, and Lifelong Learning.

1.1A	Develop, evaluate and revise program offerings (transfer and career) to meet the needs of students and the community, provide career opportunities (such as clinical placements, internships) for students and promote degree completion and transfer.

This program would attract students in the area who wish to earn a certificate and enter the workforce. The degree and certificate programs would prepare students to enter the workforce upon completion.

Entertainment Technology will add certificate and AAS options for HCC students. An advisory committee was convened with representatives from audio visual technician training programs, local professional theaters, presenting houses, conference centers, religious organizations, and representatives from the local union for stage hands (IATSE). A typical comment from one of the advisory committee members was offered by Bryan Ziegler, RCI Systems, which is an event support company within the Washington, DC area. He said, "The AAS in Entertainment Technology program being postulated and hopefully soon offered through Howard Community College is a brilliant, well-conceived, and much needed attempt at formalized training in applicable skills so heavily in demand and so underdeveloped in the Washington, DC and Baltimore areas." Mr. Ziegler went on to comment that the Washington, DC and Baltimore region has become a destination for hosting events and has enjoyed abundant growth for special events, corporate events, charity and fundraising events, lobby and political action events, executive meetings, and entertainment-based events. This, in turn, has resulted in an unprecedented growth of businesses that support presentation events, particularly businesses that support entertainment technology's integration with intelligent technology. As companies expand and new companies develop, a need for qualified and well-trained technicians and assistants has grown exponentially (Advisory Committee Meeting, 2015).

The University of Maryland is working towards ensuring that students finishing the Entertainment Technology program will be able to continue towards their bachelor's degree.

1.1B	Increase student participation in high impact (e.g., service learning) academic and specialized student engagement experiences that promote student success and completion.

This program offers a pathway for entertainment technology specialists to meet industry demand. When developing the needs assessment for this program, HCC investigated related degree programs, researched regional industry growth, surveyed local employers, researched employment opportunities for an expanded geographic region, and formed an advisory committee. The development of this program will meet the needs of our community. The cooperative education format will foster community partnerships with the local presenting, religious, and conference venues in the area. The curriculum for this program meets multimedia communication needs and will provide advance-skilled specialists for this growing field. In communications, surveys, and

advisory sessions with local businesses and industries, there is clear evidence that a need exists for audio visual systems specialists. This initiative to build an Entertainment Technology AAS program is enthusiastically welcomed and eagerly anticipated. Without this industry support, the program would not have been envisioned. With this support, it is expected that graduates from this program will be in demand by not only local businesses, but from organizations throughout the country.

Although these programs have not been offered yet, at this time we have 16 business partners eager to work with our students. Because of the numerous presenting organizations within this region, our goal is to have at least 30 partnerships with associated businesses by the time the first AAS students graduate. Businesses have indicated that they would immediately hire graduates from our programs.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation.10 of this chapter:

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

Entertainment Technology Associate of Applied Science Degree Plan			
Semester 1			
ENGL	121	College Composition	3
ENTE	101	Introduction to Entertainment Technology	3
MATH		Mathematics Core Course	3
THET	135	Stagecraft I	3
CMSY	110	Software Applications for Micros	3
		Semester Total	15
Semester 2			
CADD	101	Introduction to Computer-Aided Drafting and Design	3
ENTE	105	Entertainment Technology Lighting	3
ENTE	106	Entertainment Technology Audio	3
PHYS	101	Technical Physical Science	4
THET	110	Introduction to Theatre	3
THET	160	Theatre Practicum I	1
		Semester Total	17
Summer 1			
COOP	190	Internship I	2
Semester 3			
ENTE	107	Entertainment Technology Video	3
ENTE	215	Entertainment Technology Troubleshooting	3

SPCH	101 OR 110	Introduction to Human Communication Interpersonal Communication	3
THET	120	Stage Management	3
COOP	191	Internship II	2
		Semester Total	14
Semester 4			
COOP	201	Cooperative Education Work Experience I	3
ENTE	230	Entertainment Technology Capstone Project	3
		Social & Behavioral Science Core Course	3
THET	245	Production Management	3
		Semester Total	12
		Total Credits	60

Entertainment Technology Lower Division Certificate Plan			
Semester 1			
CADD	101	Introduction to Computer-Aided Drafting and Design	3
ENTE	101	Introduction to Entertainment Technology	3
SPCH	101 OR 110	Introduction to Human Communication Interpersonal Communication	3
THET	135	Stagecraft I	3
THET	120	Stage Management	3
		Semester Total	15
Semester 2			
ENTE	105	Entertainment Technology Lighting	3
ENTE	106	Entertainment Technology Audio	3
ENTE	107	Entertainment Technology Video	3
ENTE	215	Entertainment Technology Troubleshooting	3
THET	245	Production Management	3
		Semester Total	15
		Total Credits	30

SEMESER 1

ENGL-121 College Composition (3 credits)

This course guides students through the expository writing process and the rhetorical arts of argument and persuasion through critical thinking and research. Students will examine the relationship among writer, audience, and purpose, and practice writing through a recursive process. Students will develop an understanding of themselves as responsible readers and writers of global, contemporary critical discourse. Students completing this course successfully should be able to write persuasive, researched and documented essays (of at least 1,000 words) demonstrating the conventions of standard written English and manuscript presentation. ENGL-121 transfers as university-parallel freshman English. Prerequisite: Eligibility to enroll in ENGL-121 is based on English placement test scores or the successful completion of required developmental English course work. (3 hours weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of various writing invention strategies for generating ideas and gathering information for scholarly inquiry and research.
2. Demonstrate an understanding of the relationships among writer, audience, and purpose.
3. Formulate clear thesis statements.
4. Employ appropriate analysis, argument, summary, reflection, or description that includes relevant evidence, data, and examples to support well-defined claims.
5. Organize ideas logically and appropriately to support the thesis statement.
6. Plan, edit, revise, proofread, and work with feedback to achieve more effective communication of ideas.
7. Employ critical thinking skills as an effective reader and writer.
8. Identify and explain global perspectives.
9. Effectively determine, locate, evaluate, and use appropriate sources of information ethically.
10. Demonstrate advanced conceptual skills and knowledge of researched writing conventions and documentation (MLA or APA).

ENTE-101 Introduction to Entertainment Technology (3 credits)
This course surveys the field of Entertainment Technology, introducing the various events and venues that utilize entertainment technicians, such as conference centers, hotels, theaters, religious centers, sports arenas, and other venues with integrated, high-technology communication needs. Students will gain knowledge of industry practices and procedures. Prerequisite: ENGL-096 or ENGL-086. (3 hours weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Explain the historical, present, and future world of Entertainment Technology.
2. Illustrate the roles and responsibilities of entertainment technicians.
3. Classify the various types of presenting venues and their differing needs and characteristics.
4. Interpret a ground plan or blueprint.
5. Identify presenting equipment, including microphones, cables, speakers, projectors, and monitors.
6. Apply safety techniques while hanging and addressing lighting instruments.
7. Demonstrate competency in preparing, connecting, and programming basic lighting and

sound control equipment.
8. Utilize the requirements and collaboration necessary for a successful production.

MATHEMATICS CORE COURSE
EN-TECH students with appropriate math placement test scores, may complete any Mathematics Core Course offered by Howard Community College.

THET-135 Stagecraft I (3 credits)
This course will allow students to gain knowledge in the main disciplines of theatre, including scenery, lighting and projection, costume and makeup, sound, stage management, and properties. Safe operation of power tools and back stage machinery, lighting equipment, audio equipment are also covered. (4 hours weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Work within the hierarchy of a theatrical production.
2. Gain an understanding of how to read and create shop drawings for scenery construction.
3. Identify and use hand and power tools correctly and safely.
4. Gain an understanding of makeup techniques and costuming construction
5. Build flats, platforms, ramps and steps with wood using the correct joints for the materials and application.
6. Understand the basics of electricity and lighting fixtures.
7. Build and repair furniture and props.
8. Understand the basics of sound engineering.
9. Paint Scenery and use plastics, paints and glues correctly and safely.
10. Identify and describe major changes and innovations in technology with all aspects of theatre.

CMSY-110 Software Applications for Micros (3 credits)
This course provides the knowledge necessary to function as a fluent computer user in today's technological society. After successful completion of this course, the student will be able to use appropriate file management in addition to word processing, spreadsheet, database, and presentation graphic software. Keyboarding skills are strongly recommended. (2 hours lecture, 2 hours lab weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Demonstrate the ability to learn, communicate effectively, collaborate, and problem-solve computer technology related tasks and projects using appropriate technology and terminology to analyze, evaluate, access, process, and present information that communicates solutions in multiple formats to a diverse audience.
2. Differentiate computer terminology and concepts in major MS Office applications using appropriate symbols and vocabulary.
3. Evaluate, identify, and use system and application programs clearly and effectively to solve tasks and problems.
4. Evaluate data relevance and credibility and formulate the decision on using the database or

graphs and charts to illustrate quantitative and qualitative data.
5. Demonstrate skills that apply to a word processing package to create, edit, format, and distribute the documents.
6. Design, collaborate, and present to a diverse audience through most current and appropriate technology a presentation graphics package to enter and edit text, graphics, and pictures.
7. Integrate a database package to create simple forms, tables, queries, and reports.
8. Describe techniques to acquire and upgrade technology skills as computing evolves.

SEMESTER 2

CADD-101 Introduction to Computer-Aided Drafting and Design (3 credits)
This course introduces students to the Computer-Aided Design system. Students will learn how to adapt basic technical drafting and three-dimensional design techniques to computer-generated drawings of the various design disciplines. Students will receive hands-on training and will develop the techniques that are essential in today's job market. (2 hours lecture, 2 hours lab weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Identify the hardware and software requirements to maintain and operate a CAD system.
2. Create, modify, and publish 2D and 3D CAD drawing files.
3. Develop discipline-specific drawing environments.
4. Create a library of parts and symbols.
5. Identify and apply the appropriate technology to create Multiview drawings (sections, details, etc.) for architectural, electro-mechanical, and civil engineering applications.
6. Create scale-accurate hardcopy 2D prints and 3D printed models of CAD files using appropriate technology to accomplish project outcomes.

ENTE-105 Entertainment Technology Lighting (3 credits)
This course prepares students for implementing lighting designs for presentational events. Students will learn the practical use of lighting technologies, specifically installing and uninstalling equipment for various types of events. Topics will include installation troubleshooting, lighting documentation, communication skills, customer service skills, teamwork, time management, labor management, and safety codes. Prerequisite: ENTE-101. (3 hours weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Demonstrate understanding of basic electrical theory.
2. Demonstrate how to safely hang more sophisticated conventional and moving light fixtures.
3. Utilize lighting systems network communications, such as DMX512, ACN, ArtNET, and RDM.
4. Demonstrate competency in preparing, connecting, and programing lighting equipment.
5. Organize and manage a lighting design, including reading a light plot, inventory sheets, color cut lists, and lighting cue sheets.
6. Generate and interpret paperwork for event lighting.

7. Develop effective communication skills within the lighting team, while managing other electricians and communicating with clients.

ENTE-106 Entertainment Technology Audio (3 credits)
This course prepares students for supporting and facilitating audio needs for presentational events. Students will learn the practical use of audio technologies, specifically installing and uninstalling equipment for various types of events. Topics will include installation troubleshooting, communication skills, customer service skills, teamwork, time management, labor management, and safety codes. Prerequisite: ENTE-101. (3 hours weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Demonstrate principles of basic acoustics and audio engineering.
2. Utilize audio control and playback systems.
3. Demonstrate effective management of live audio support for an event, including adjusting to presenter needs.
4. Create and interpret appropriate paperwork for sound needs for presentational events.
5. Utilize effective communication skills within the sound installation team, while managing a team, and when communicating with clients.

PHYS-101 Technical Physical Science (3 credits)
This physical science course covers basic introductory physics and chemistry and is designed for Allied Health program majors (RadTech and Cardiovascular), technology majors (BMET, Computer Support, and Electronics) and other non-science majors. It consists of basic scientific mathematics and an integrated sequence of physical science and chemical principles. This course will enable students to become aware of, to identify, and to evaluate situations and/or problems in contemporary physical science which include: science measurement and dimensional plus statistical analysis techniques. Special emphasis is placed upon learning physics principles and solving mathematical problems in density/specific gravity, gas laws, solutions, pressure, fluids, basic electricity, magnetism, sound and light waves, and the atomic structure of matter. The laboratory program will allow the student to develop an understanding of the fundamental principles of the above mentioned areas, including problem solving, and their application to physical phenomenon observed. Prerequisite: Eligible to enroll in MATH-070. (3 hours lecture, 3 hours lab weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Communicate fundamental concepts in physical science and chemistry using appropriate vocabulary, units, symbols, and notations.
2. Apply scientific principles, scientific reasoning, and appropriate mathematical techniques to solve quantitative problems pertaining, but not limited, to measurement, unit conversion, chemical equations, gas laws, and atomic structure.
3. Evaluate and explain the reasonableness of a solution to problems related to unit conversion, measurement, chemical equations, gas laws, atomic structure, and related topics.
4. Interpret basic chemistry and physical science facts and principles.
5. Apply basic physical science and chemical principles to solve simple quantitative and qualitative problems.

6. Formulate responsible decisions concerning the applications of science technology to simple real-life problems.
7. Demonstrate an understanding of the basic terminology of physics and chemistry, including units, vocabulary, and names of common equipment.
8. Operate and utilize a microcomputer for elementary collection and analysis of lab data (microcomputer-based lab with probes) simulation and problem/concept drill.
9. Operate each piece of lab apparatus used to develop skills in performing basic science lab experiments to obtain satisfactory results and conclusions.

THET-110 Introduction to Theatre (3 credits)
This course will serve as an introduction to the aesthetics and craft of the theatrical experience. It encompasses all aspects of the theatrical arts and production, including the critical viewing of performances with written analysis, creative performance projects, vocabulary, analysis of texts, and the origins of drama and performance. (3 hours weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Identify and apply critical theories and concepts related to enduring and contemporary issues of aesthetics and creativity, and how the function and significance of theatre affects society and cultures.
2. Incorporate innovation, risk-taking, and creativity into analysis and problem-solving methods, by producing a creative project with visual, oral, and written components in collaboration with a team.
3. Pose and address questions related to the confluence of creative expression with social and cultural contexts, when reading and witnessing plays.
4. Assess, reflect on, and critically analyze the role of theatre and performance in illuminating the human condition.
5. Identify, understand, evaluate, and apply ethical reasoning as it applies to the field of theatre.

THET-160 Theatre Practicum I (1 credit)
Students will practice their knowledge and skills in designated areas of theatre production. Hands-on experience with different phases of production is the method of instruction. Students will concentrate their efforts in one of the following areas – lighting, sound, set construction, costuming, theatre management, stage management, direction, props, or acting. Acting is by audition only. Students may take theatre practicum four times for credit. Each registration should be for the next numbered course. (1 hour weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Develop practical knowledge of the creation of a live performance as an actor or technician.
2. Gain understanding of the application of fundamental principles used in contemporary theatre practices.
3. Develop theatrical critical thinking and problem solving abilities through experience.
4. Undergo a collaborative and committed theatre experience, so as to acquire a deeper understanding of how collaboration and commitment is essential to the success of theatrical production.
5. Develop a richer appreciation of the art and craft of live performance.

SUMMER 1

COOP-190 Internship I (2 credits)
Upon completion of this course, students will have enhanced skills by linking concepts and theories with application and understanding through experiential opportunities in a workplace setting. Students must receive prior approval to register for this work experience course.

OBECTIVES: Upon completion of this course, the student will be able to:
1. Experience job-related learning outcomes that encompass skills and behaviors learned in the classroom.
2. Utilize and improve interpersonal skills to work with others, including a work supervisor.
3. Work in teams to serve internal and external customers.
4. Improve organization and technological skills.
5. Develop new skills utilizing industry-standard equipment and tools provided at a particular job site.
6. Create a portfolio to demonstrate achievement of program outcomes.
7. Learn to manage time and materials within a professional setting.
8. Develop written skills and presentation skills through the documentation of work experience, and formally sharing the knowledge derived from the job site experience.

SEMESTER 3

ENTE-107 Entertainment Technology Video (3 credits)
This course prepares students for supporting and facilitating video needs for presentational events, both televised and projected. Students will learn the practical use of video technologies, specifically installing and uninstalling equipment for various types of events. Students will learn to create basic content for video presentations, as well as effective video equipment installation, use, and systems. Topics will also include installation troubleshooting, communication skills, customer service skills, teamwork, time management, labor management, and safety codes. Prerequisite: ENTE-101. (3 hours weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of video formats, standards, and technology for capturing, storing, editing, transmitting, and reproducing video.
2. Demonstrate the safe installation of video equipment.
3. Utilize video control and playback systems.
4. Utilize camera technologies for recording and presenting video.
5. Organize video needs for an event, including adjusting to presenter needs.
6. Generate and interpret appropriate paperwork for video needs for presentational events.
7. Create basic video content for presentations.
8. Demonstrate effective oral communication skills during the entire production process for live

events.

ENTE-215 Entertainment Technology Troubleshooting (3 credits)
This course prepares students for real-world challenges discovered when supporting presenting events. Students will integrate what they have learned in lighting, audio, and video technology to develop strategies and solutions to meet challenges with presenting technology and with industry production processes. Prerequisites: ENTE-105, ENTE-106, and ENTE-107. (3 hours weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Identify lighting, audio, or video challenges.
2. Analyze specific lighting, audio, or video challenges.
3. Solve lighting, audio, and video challenges.
4. Formulate a process for addressing lighting, audio, and video challenges.
5. Develop oral communication skills for facilitating the production process for live events.
6. Develop a personal process for addressing difficult situations for live events.

SPEECH COURSE
EN-TECH students will choose either SPCH-101 Introduction to Human Communication or SPCH-110 Interpersonal Communication.

SPCH-101 Introduction to Human Communication (3 credits)
This course is an introduction to the theory and practice of human communication, focusing on interpersonal, public, and group communication. Students will gain skill in using the basic elements of human communication in personal, professional, and computer-mediated contexts. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Identify, analyze, and demonstrate effective physical, vocal, and/or expressive delivery in public speaking, using spoken and symbolic forms of communication, through a variety of formats mediated with technology and/or other techniques, to convey concepts creatively.
2. Organize and articulate ideas by adapting topic, content, and delivery for diverse audiences in public speaking.
3. Identify and demonstrate appropriate skills in interpersonal, group, and public communication situations.
4. Understand and apply appropriate ethical standards to interpersonal, group, and public communication situations.
5. Recognize and apply effective group dynamics through collaborative analysis of current communication events, analyzing one's own communication style and choices, and those of others, through critique and revision.

SPCH-110 Interpersonal Communication (3 credits)
This course is an introduction to the theories and practices of interpersonal communication, focusing on the exchange of messages through verbal and non-verbal means. The course begins with an overview of the human use of communication, including perception (with emphasis on inter-gender and intercultural communication), listening, verbal and non-verbal language, and

sending and receiving feedback. Students will practice communication skills in pairs and write extensively about their experiences. When a student's curriculum requires HMDV-100, it should be completed before this course is taken. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Identify personal/cultural influences on identity and perception, and describe how they affect interpersonal interactions and one's own communication style and choices and those of others through collaborative critique and revision.
2. Analyze interpersonal contexts and, choosing the most appropriate communication skill to articulate ideas for that context for a specific audience, through a formal presentation, utilize a variety of formats mediated with technology and/or other techniques.
3. Demonstrate and reflect on the use of interpersonal skills in personal and professional relationships, using spoken and symbolic forms of communication to convey concepts creatively, through collaborative critique and revision.

THET-120 Stage Management (3 credits)
Students will learn and practice the basic principles of organizing a rehearsal process, managing appropriate procedures and regulations and running the performances of a theatrical production. (3 hours weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Identify the responsibilities of a theatrical stage manager.
2. Discuss proper stage management procedures for a variety of theatre organizations.
3. Develop interpersonal skills and problem-solving techniques required of stage managers.
4. Foster an appreciation for the role of the stage manager in the overall production process.
5. Apply theory learned in classroom to a simulated production or to a Theatre Department, Arts Collective or Rep Stage production.
6. Develop familiarity with Actors' Equity Association (AEA) rules versus non-union needs.

COOP-191 Internship II (2 credits)
Upon completion of this course, students will have enhanced skills by linking concepts and theories with application and understanding through experiential opportunities in a workplace setting. Students must receive prior approval to register for this work experience course.

OBECTIVES: Upon completion of this course, the student will be able to:
1. Experience job related learning outcomes that encompass skills and behaviors learned in the classroom.
2. Utilize and improve interpersonal skills to work with others, including a work supervisor.
3. Work in teams to serve internal and external customers.
4. Improve organization and technological skills.
5. Develop new skills utilizing industry-standard equipment and tools provided at a particular job site.
6. Create a portfolio to demonstrate achievement of program outcomes.
7. Learn to manage time and materials within a professional setting.

8. Develop written skills and presentation skills through the documentation of work experience, and formally sharing the knowledge derived from the job site experience.

SEMESTER 4

COOP-201 Cooperative Education Work Experience I (3 credits)
Cooperative Education is supervised work experience directly related to a student's major subject area and/or career goals and interests. Its basic purposes are to integrate classroom theory and work applications and to assist students in making the transition from school to work. New or current positions may qualify for co-op credits. Students may work between 10 and 40 hours a week for a 10- or 15-week period, attend seven 80-minute seminars during the semester, achieve specific learning objectives, and submit reports to a faculty co-op advisor. Prerequisite: Minimum of 12 credits with a 2.0 or better grade point average and demonstration of pre-employment skills. Student must receive prior approval to register for this work experience course.

OBECTIVES: Upon completion of this course, the student will be able to:
1. Achieve specific learning objectives as defined by the faculty co-op supervisor.
2. Develop professional skills for the students major subject area and/or career goals and interests.
3. Gain deeper understanding of classroom theory and work applications within a professional setting.

ENTE-230 Entertainment Technology Capstone Project (3 credits)
This course offers students the opportunity to take on a culminating experience that integrates students' learning within their entertainment technology degree. Students will take on a large project for an internal or external production that requires them to engage in the production process from the planning stages through to the execution of an event. Students will meet with the instructor two times a week. Prerequisites: ENTE-105, ENTE-106, ENTE-107, and THET-135. (3 hours weekly)

OBECTIVES: Upon completion of this course, the student will be able to:
1. Create a project plan that clearly illustrates production responsibilities from planning to execution.
2. Improve personal production skills by successfully executing a project plan.
3. Utilize clear communication within the production team.
4. Demonstrate adherence to all safety rules and practices within the production process.
5. Evaluate the production process for the purposes of evaluating performance.
6. Formulate personal goals for future production experiences.

SOCIAL & BEHAVIORAL SCIENCE CORE COURSE
EN-TECH students may complete any Social & Behavioral Science Core Course offered by Howard Community College.

THET-245 Production Management (3 credits)

This course familiarizes students with the techniques and skills required to be a production manager. Production managers provide direction and oversight in relation to objectives, organization, planning, personnel, and all other relevant elements that collaborate for presenting events. Topics will include management theory, initiating events, collaboration, communication, and budget management. Prerequisite: THET-120. (3 hours weekly).

OBECTIVES: Upon completion of this course, the student will be able to:
1. Explain the roles and responsibilities of a production manager.
2. Explain management theory in concept and in practice.
3. Utilize effective communication within the production team.
4. Evaluate risk management to support a safe production process.
5. Create a plan and detailed schedule for production needs for an event.
6. Execute a production budget.
7. Compare and contrast the differing roles of production manager for various types of events, such as conferences, public speaking, entertainment events, and theatre events.

2. Describe the educational objectives and intended student learning outcomes.

Educational Objectives
1. Identify, understand, evaluate, and apply ethical reasoning as it applies to entertainment technology.
2. Demonstrate self-confidence, motivation, intellectual curiosity, and open-mindedness.
3. Identify and utilize electrical, lighting, and acoustical theories and designs pertaining to live events.
4. Demonstrate the proficient use of industry standard audio, lighting, video, stage rigging, and set construction equipment.
5. Operate competently within the entire production process for live events by demonstrating technician best practices that support live events.
6. Create basic scenic, lighting, audio, and video designs.

Student Learning Outcomes
Program goals were vetted by the College's Entertainment Technology Advisory Council. Please see **Appendix A** for EN-TECH course outlines indicating student learning outcomes for each course within the EN-TECH degree, and how they will be used to assess program goals. The chart below in section 3 indicates the courses selected for assessing program goals.

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

Howard Community College has the following general education goals:
1. Creative Process & Humanistic Inquiry
   An HCC graduate understands how the creative process and aesthetic and humanistic values inform human experience and expression over time. An HCC graduate demonstrates understanding of creative process and humanistic inquiry by:

- Identifying and applying critical theories and concepts related to enduring and contemporary issues of aesthetics, creativity, humanism, meaning and/or invention.
- Incorporating innovation, risk-taking, and creativity into analysis and problem-solving methods.
- Posing and addressing questions related to the confluence of creative and/or humanistic expression with social and cultural contexts.
- Assessing, reflecting on, and critically analyzing the role of creative and aesthetic activities and products or humanistic expression, in illuminating the human condition and/or search for meaning.

2. Critical Thinking

   An HCC graduate analyzes, evaluates, and applies information using evidence to make a rational decision or solve a problem. An HCC graduate thinks critically by:
   - Summarizing issues or problems.
   - Considering perspectives, context and assumptions to establish one's own position on an issue or problem.
   - Identifying and evaluating the relevance and quality of supporting data/evidence.
   - Appling implications and/or conclusions to an analysis of an argument, or to reach a decision, or to solve a problem.

3. Global Competency

   An HCC graduate understands the interconnectedness of global communities and systems. An HCC graduate demonstrates global competency by:
   - Engaging in an exploration of various worldviews.
   - Describing worldwide cultures and their values, views on human nature, aesthetics and/or ethics of self and others.
   - Identifying and explaining multiple perspectives when exploring subjects within and across cultures.
   - Analyzing global events and issues and their interconnectedness from economic, political, environmental, aesthetic, social, or ethical perspectives.

4. Oral and Expressive Communication

   An HCC graduate effectively uses oral and expressive communication as a way of sharing ideas with others. An HCC graduate communicates effectively both orally and expressively by:
   - Organizing and articulating ideas for a range of audiences and purposes.
   - Communicating in group contexts, utilizing formal presentations or performances.
   - Using spoken and symbolic forms of communication, through a variety of formats mediated with technology and/or other techniques, to convey concepts creatively.
   - Analyzing one's own communication style and choices, and those of others, through collaborative critique and revision.

5. Scientific and Quantitative Reasoning

   An HCC graduate applies scientific and mathematical concepts and reasoning to solve real-world and computational problems utilizing, interpreting and evaluating data and information. An HCC graduate demonstrates Scientific and Quantitative Reasoning by:
   - Communicating mathematical and/or scientific concepts using appropriate symbols, notation and vocabulary.

- Applying scientific or mathematical processes to solve problems in a variety of contexts.
- Analyzing, evaluating, justifying, and interpreting the reasonableness of a solution.

6. Written Communication
   An HCC graduate writes clearly and effectively for a variety of audiences in order to learn, think, and communicate. An HCC graduate demonstrates written communication skills by:
   - Using stylistic options appropriately for audience and purpose.
   - Engaging in a writing process that includes planning, drafting, revising and editing as well as responding to and giving constructive feedback.
   - Formulating specific, unified and concise theses that demonstrate an understanding of the subject.
   - Employing appropriate support for well-defined claims.

The following chart indicates the core courses required by MHEC for an associate of applied science degree, and how the general education goals will be met within the EN-TECH degree program. The chart also indicates how program goals will be met with courses in the EN-TECH degree program. Please note that general education goals and program goals may be addressed in courses not indicated within the chart; however, the courses indicated have been selected for general education goal and program goal assessment.

MHEC Designation	Course Number	Course Title	Creative Process & Humanistic Inquiry	Critical Thinking	Global Competency	Oral & Expressive Communication	Scientific & Quantitative Reasoning	Written Communication	Information Literacy	Technological Competency	Program Goal(s)	Minimum Credits
Composition	ENGL-121	College Composition						X	X			3
Arts & Humanities Group B (OE)	SPCH-101 or SPCH-110	Introduction to Human Communication or Interpersonal Communication				X						3
Social Sciences Group A (CT) OR Group B (GC)		Social & Behavioral Core Group A		X								3
Science w/ Lab	PHYS-101	Technical Physical Science					X					4
Mathematics		Mathematics Core Course					X			X		3
Gen Ed Core Electives	CADD-101	Introduction to Computer-Aided Drafting and Design								X		3
Gen Ed Core Electives	CMSY-101	Software Applications for Micros								X		3
			General Education Total									**22**
Required Courses Related to Major												
	ENTE-101	Introduction to Entertainment Technology									1	3

	ENTE-105	Entertainment Technology Lighting									3	3
	ENTE-106	Entertainment Technology Audio									4	3
	ENTE-107	Entertainment Technology Video									6	3
	ENTE-215	Entertainment Technology Troubleshooting									5	3
	ENTE-220	Entertainment Technology Capstone Projects									2	3
	COOP-190	Internship I										2
	COOP-191	Internship II										2
	COOP-201	Cooperative Education Work Experience I										3
	THET-110	Introduction to Theatre										3
	THET-120	Stage Management										3
	THET-135	Stagecraft I										3
	THET-160	Theatre Practicum I										1
	THET-245	Production Management										3
										Courses Related to Major Total		**38**
										TOTAL CREDITS		**60**

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

There are no specialized accreditation or graduate certification requirements for this program.

Students who complete this program would receive an AAS in Entertainment Technology or a lower division certificate in Entertainment Technology from Howard Community College.

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

At this time we have non-binding agreements with applicable local businesses. These organizations have indicated interest in providing cooperative education opportunities. A copy of these letters can be found in **Appendix B**. In the letters, organizations indicate they are willing to collaborate with HCC to:

- Assist with curriculum development and program design by ensuring that the competencies and skills taught will adequately prepare students for success in their industry.
- Provide student internships.
- Participate in mentoring and coaching activities for students.
- Participate in activities that promote business transactions that will result in the creation of companies and jobs in the region.
- Allow use of appropriate equipment and facilities.
- Participate in job fairs for the purposes of interviewing and hiring graduates.

- Make information regarding applicable position openings available to the colleges and consider program participants for these open positions.

C. 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:

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

HCC's entertainment technology program has been envisioned to fulfill the specific industry needs for supporting live events. According to the Bureau of Labor Statistics, the mid-Atlantic region, specifically Maryland and Washington, DC, represents a growing market for entertainment technology specialists (2015). In a recent meeting of the Production Management Forum, an affiliated organization to the United States Institute of Theater Technology (USITT), the need for such trained entertainment specialists and technicians was of chief concern, with the general opinion being that current higher education curricula do not support the training of these specialists. HCC developed and will implement an AAS degree program and a certificate program. These AAS and certificate programs will offer pathways for entertainment technologists to meet industry demand. Centrally located in Maryland between Baltimore and Washington, DC, the AAS program would be ideally placed as the only academically-focused, non-profit AAS program for multimedia and presenting technology within the mid-Atlantic region.

HCC serves a large female population, representing 57% of HCC's credit student population. At HCC, minorities account for 59% of the student population. At HCC 26% of students are first-generation college students, with neither parent having attended college. HCC serves approximately 690 students with disabilities, making up 7% of credit student population (Maryland Higher Education Commission, 2015).

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

Quality and Effectiveness – HCC was listed as a Great College to Work For (2015, 2014, 2013, 2012, 2011, 2010, 2009) in *The Chronicle of Higher Education.* HCC's president received the CEO ward for 2014 by the Association of Community College Trustees (ACCT). In 2011, HCC was listed in the Top 50 Fastest Growing Public Two-Year College in *Community College Week.*

Access, Affordability, and Completion – HCC is a public, open admission, associate-degree-granting college serving Howard County with baccalaureate preparation programs, career education, workforce and business development, and personal and cultural enrichment opportunities. HCC is a vibrant, learner-centered community that actively engages students, preparing them for an increasingly diverse, changing, and often challenging world. Enrollment at

HCC is approximately 9,400 credit students and 15,800 non-credit students (MACC databook, 2015). Approximately 45% of Maryland undergraduate students within Howard County enroll at HCC (Maryland Higher Education Commission, 2015).

Diversity – The United States Institute for Theatre Technology (USITT) has identified the field of entertainment technology specifically as one that is lacking in diversity. USITT is currently seeking rising professionals for this field through their Gateway programs. HCC's EN-TECH program would shepherd students currently underrepresented in the field by providing additional opportunity and awareness. As previously stated, HCC serves a large female population, representing 57% of HCC's credit student population. At HCC, minorities account for 59% of the student population. At HCC 26% of students are first generation college students, with neither parent having attended college. HCC serves approximately 690 students with disabilities, making up 7% of credit student population (Maryland Higher Education Commission, 2015).

Innovation – Within the mid-Atlantic region, currently there are no accredited Associate of Applied Science degrees for Entertainment Technology programs. This program will not only fulfil unmet industry demand, it will also be the first of its kind within the region.

Economic Growth and Vitality – While still only in development, this program already benefits from tremendous industry support. The demand for trained Entertainment Technologists promise that graduates from this program will immediately find employment in a growing field; this growth evidenced in the following section.

Data Use and Distribution – Many Maryland community colleges have expressed interest in offering Entertainment Technology programs and if this AAS program is initiated at Howard Community College, other Maryland 2-year colleges would benefit from this effort. The four community colleges that have expressed interest are Carroll Community College, Montgomery College, Prince George's Community College, and the Community Colleges of Baltimore County (Essex, Catonsville, Dundalk).

D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

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

According to the Bureau of Labor Statistics, the mid-Atlantic region, specifically Maryland and Washington DC, represents a growing market for Entertainment Technology specialists (2015). In a recent meeting of the Production Management Forum, an affiliated organization to the United States Institute of Theater Technology (USITT), the need for such trained entertainment technology specialists and theater technicians was of chief concern, with general opinion being that current higher education curriculums do not support training of these specialists.

From the meeting, Dennis Blackledge, Production Manager for Olney Theatre Center in the Washington DC area, said that "We present nine professional productions a year, plus a variety of special events within our complex. The lack of skilled technicians in Maryland, and frankly across

the country, puts an enormous strain on our ability to deliver quality presentations. We have no choice but to invest a great deal of time and money in training individuals who come to us without a solid technical foundation to build upon. This proposition is costly, and many of these individuals move on to other opportunities because the demand in the field is so great."

Howard Community College investigated related degree programs, researched regional industry growth, surveyed local employers, researched employment opportunities for an expanded geographic region, and formed an advisory committee. The committee consists of representatives from other audio visual technician training programs, local professional theaters, presenting houses, conference centers, religious organizations, and representatives from the local union for stage hands (IATSE). Our advisory committee is committed to assisting us with the development, implementation and growth of the new program. A list of advisory committee membership can be found in **Appendix C**.

HCC is pursuing this degree to create an effective training program for entertainment technology specialists that will serve the industry within the entire Mid-Atlantic region.

According to Economic Modeling Specialists, Inc. Analyst software, which pulls data from various sources including the Bureau of Labor Statistics, the MD/DC region creates 90 jobs annually for audio video technicians, but only produced 45 graduates in this field for 2010. We are currently seeing a 10% increase in the need for audio visual technicians, with close to 2,500 jobs created in this area by 2020. Not currently documented within these statistics is the need for these technicians within theater companies, live entertainment venues, and religious organizations. Currently, this data is not a clearly defined subset with a standard occupational classification (SOC code).

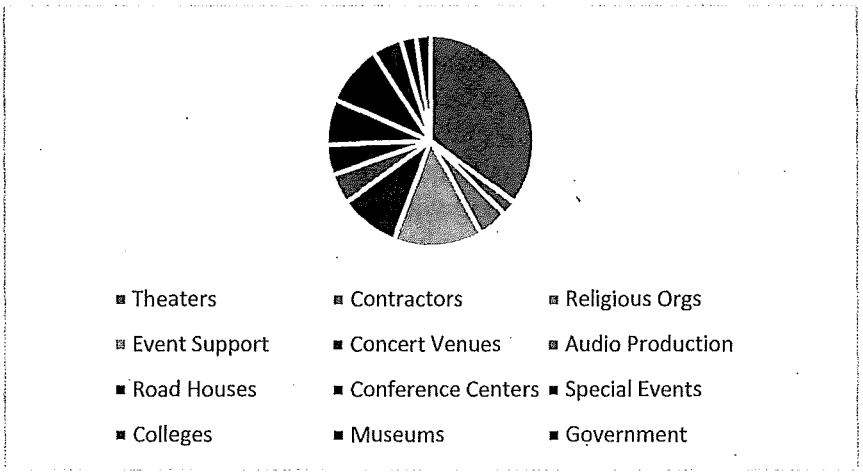
SOC	Description	Annual Openings	Regional Completions (2010)	2013 Jobs	2020 Jobs	2013 - 2020 Change	2013 - 2020 % Change
27-4011	AV Equipment Technicians	60	30	1,904	2,046	142	7%
27-4014	Sound Engineering Technicians	12	15	432	449	17	4%
		90		2,336	2,495	159	9%

To quantify the need of presenting organizations not clearly identified with an SOC code, HCC created and administered a survey through the previously mentioned Production Managers Forum (PMF). With only 27 responses collected thus far, respondents indicated they have a yearly need of 116 full-time entertainment technicians and 316 part-time technicians. Of these respondents, 16 collectively indicated that they could take up to 56 students each semester for internships.

Although these programs have not been offered yet, at this time we have 16 business partners eager to work with our students. Because of the numerous presenting organizations within this region, our goal is to have at least 30 partnerships with associated businesses by the time the first AAS students graduate. Businesses have indicated that they would immediately hire graduates from our

programs (see chart below). Letters of Collaboration for this project can be found in **Appendix B**.

Types of Presenting Business Indicating Need



2. 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.

Please refer to the section above for more information regarding evidence of market surveys. To help prepare for this program a market survey was created to justify the industry need as well as learn from industry program needs. The survey yielded results from 27 participating presenting organizations. Participation was varied and included responses from theatres, special event venues, equipment suppliers, labor unions, schools, and conference venues, among others.

Organizations were asked how many people they hire annually in this field. The need for full-time positions varied from 0-150 individuals; four organizations indicated 16-20, three organizations indicated 5-6, and five organizations indicated 2-3. The need for part-time positions ranged from 0-800 on an annual basis; five organizations indicated 40-50 part-time positions, four organizations indicated 16-20, and four organizations indicated 10-15.

Of the 27 organizations responding to the survey, 15 indicated they would consider graduates from a 2-year EN-TECH degree for full-time positions and 21 indicated they would consider graduates for part-time positions (seven were unsure). These organizations were also asked if they would be willing to work with students while they are in the program to help fulfill their cooperative education experiences. Of the 27 organizations surveyed, five indicated they would be willing to take one student each semester, nine indicated they would take two students per semester, and five indicated they would take three or more students per semester.

For survey results, see **Appendix D**.

3. Data showing the current and projected supply of prospective graduates.

At this time the degree is driven by market demand and it is believed there is a strong student interest. There is a successful program which we are modeling currently in Texas at Lone Star-Montgomery. There is a certificate program at Prince George's Community College in conjunction with the IATSE Union. As survey and research demonstrates, there are many job openings in this field in our region. At this time, it is estimated that the AAS degree will have at least ten students in the first year and consistently 15 students or more for the following four years. We also expect to see a steady rise in certificate students which could well exceed our numbers for AAS students. In communications with representatives of the successful program at Lone Star College – Montgomery, it was indicated that their certificate program has become more popular than their AAS program. Lone Star also indicated that there is a great demand for their individual EN-TECH courses as community members interested in learning within this field seek courses to help them immediately with their community needs (i.e. church audio and video). As stated above, according to the Bureau of Labor Statistics, the mid-Atlantic region, specifically Maryland and Washington DC, represents a growing market for Entertainment Technology specialists (2015).

The industry need along with our collected data will help attract perspective students to a viable career path.

E. Reasonableness of program duplication

1. 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.

No program duplication is foreseen with the EN-TECH degree program. As previously stated, within the Maryland region, which includes Pennsylvania, Washington DC, and Northern Virginia, there are no Entertainment Technology AAS programs.

The program running at Prince George's Community College (PGCC) is a Theatre and Entertainment Technology program. This program is a certificate only program and is a cooperative venture between the International Alliance of Theatrical Stage Employees (IATSE) and the school. This program is used to upgrade and enhance currently union members as well as train students in the skill set needed for the union employees.

IATSE workers support only union theatres. HCC's program is aligned to support any presenting organization including educational institutions, corporate business, conference centers, theatres, religious institutions or any other venue.

Sheffield Institute and Omega Studios offer recording-studio-based certificate courses. HCC's courses would prepare students for live entertainment venues. It could also provide students either an AAS degree or a certificate as well as transferable courses should they wish to continue their education in a 4-year college program.

2. Provide Justification for the proposed program.

Many Maryland community colleges have expressed interest in offering Entertainment Technology programs and if this AAS program is initiated at Howard Community College other Maryland 2-year colleges would benefit from this effort. The four other community colleges that have expressed interest are Carroll Community College, Montgomery College, Prince George's Community College, and the Community Colleges of Baltimore County (Essex, Catonsville, Dundalk).

For additional justification please reference above sections.

F. Relevance to Historically Black Institutions

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

This program should have no impact on the implementation or maintenance of high-demand programs at HBI's. No comparable program currently exists at any Maryland HBI.

2. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBI's

No foreseeable impact on HBI's should occur with the implementation of this two year degree program.

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice

There is no current effort to offer the program by distance learning at this time. Some general education components of the AAS program do have distance learning capabilities.

H. Adequacy of faculty resources

This program would be overseen and course assignments given out, by HCC's Chair of Theatre and Dance, Bill Gillett. The chair currently supervises curriculum and productions within the area of Entertainment Technology and Technical Theatre. Within the scope of responsibility, the chair also oversees personnel, budget, facilities, and production needs for theatre and dance presentations.

Appendix E includes resumes of individuals who have the skill set and experience to serve as adjuncts for these class offerings.

The supplementary budget materials illustrate the cost for all new college offerings to support the program. Below is a list of the program courses illustrating which courses are currently offered and new courses. New courses are in bold. All existing courses are in current operating budget.
EN-TECH Program Course Faculty Allocation (general education courses are not included):

Course	Faculty
Semester 1	
ENTE-101 Introduction to Entertainment Technology	Adjunct
THET-135 Stagecraft	Bill Gillett
Semester 2	
ENTE-105 Entertainment Technology Lighting	Adjunct
ENTE-106 Entertainment Technology Audio	Adjunct
THET-110 Introduction to Theatre	Bill Gillett
THET-160 Theater Practicum I	Bill Gillett
Summer 1	
COOP-190 Internship I	Bill Gillett
Semester 3	
ENTE-107 Video	**Adjunct**
ENTE-215 Troubleshooting	**Adjunct**
THET-120 Stage Management	Adjunct
Semester 4	
COOP-201 Cooperative Education Work Experience I	Bill Gillett
ENTE-230 Capstone Project	**Bill Gillett**
THET-245 Production Management	**Adjunct**

I. Adequacy of library resources

The college currently owns texts believed to be sufficient material to supplement courses.

J. Adequacy of physical facilities , infrastructure and instructional equipment

Howard Community College is an accessible campus that complies with the Americans with Disabilities Act.

Laboratory:

Lighting Laboratory – Howard Community College currently has room N010, which is outfitted as a TV studio space for our Television and Radio Program; however, plans are underway to convert this space so it can be shared with Entertainment Technology. The room is already outfitted with most of the electric circuitry necessary for the demands of an Entertainment Technology program. This studio space would be used for instructing students on the safe and competent way to install lighting and sound for a live event. This laboratory space is adequate to support the initial stages of the program. As the program matures and the student enrollment increases, there are plans to add an additional dedicated classroom which would be converted into a laboratory space. The program advisory committee would work with the project team to design this laboratory. The new classroom would become the primary location for instruction.

Smith Theatre – Additional laboratory space would be found in HCC's Smith Theatre in the Horowitz Center for the Visual and Performing Arts. The space is a 424-seat proscenium theatre. The Theatre is equipped with sound, video, and lighting capabilities. This equipment would be accessible to students.

Studio Theatre – Additional laboratory space would be found in HCC's Studio Theatre in the Horowitz Center for the Visual and Performing Arts. This 300-seat reconfigurable "black-box" theatre is also fully equipped with lighting, audio, and video for more intimate events.

Monteabaro Recital Hall – Additional laboratory space would be found in HCC's Monteabaro Recital Hall in the Horowitz Center for the Visual and Performing Arts. This 200-seat proscenium oriented recital hall is also fully equipped with lighting, audio, and video for music and speaking engagements.

Theatre Scene Shop – The scene shop is equipped with power and hand tools commonly used in the field of entertainment technology. Students would have a safe environment to learn the skills necessary for common construction elements of the field.

All HCC classrooms are "smart" classrooms that have a computer and projector. Entertainment Technology program instructors could prepare a lab for students in any classroom.

At this time no major equipment has been procured for this project. Existing laboratory spaces will support the courses.

Support:

Howard Community College has computers available for student, faculty and staff use in classrooms, computer labs, and the library. The college offers both Mac and PC platform computer labs. HCC has free wireless internet access in all buildings and common areas on campus. HCC's information technology department deals promptly and efficiently with faculty and staff computer needs.

College administration, faculty, and staff embrace this effort to develop and deliver this program.

HCC's student computer support department assists students with their technology needs. They maintain support for all classroom technology and computer labs.

The campus Test Center is available to administer assessments to students with special needs or to supplement the schedule for testing.

HCC has a child care center located on campus. Students may enroll their children in the center so that they can attend classes.

HCC has advising staff to assure that students meet academic progress standards and stay on task to graduate. A transfer coordinator assists students interested in pursuing a bachelor's degree.

HCC has a risk manager to provide oversight and support any agreements that are entered into related to the program.

Administrative services are available to this program through divisional staff assigned to the Arts and Humanities division.

The Horowitz Center for the Visual and Performing Arts has multiple storage facilities located within the building, behind the scene shop, and in a dedicated temporary building.

Offices:

The Chair of Theatre and Dance already has an office on campus. Adjunct faculty space is assigned within designated adjunct offices.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

1. Complete Table 1: Resources (pdf) and Table 2: Expenditure (pdf). Finance data (pdf) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

Please see Appendix F for TABLE 1 and TABLE 2

2. Provide a narrative rational for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

1. Reallocated Funds

At this time there are no funds being reallocated for this program.

2. Tuition/Fee Revenue

We expect a reasonable rate of growth in the program. In our first year, we expect to have as many as ten full-time degree-seeking students and two lower division certificate/part-time students. By year five, we expect to have as many as 15 full-time and six certificate/part-time students. This program's general education courses and preexisting program courses limits yearly FTE. The newly created courses will generate .3 FTE to .5 FTE annually. HCC has been providing a .01% cost of living adjustment, which has been included in the five-year projection calculations. This program would be able to run at a relatively low cost to the college. One full-time staff member and adjuncts would provide the staffing for the new courses with current college staff continuing to provide staffing for our general education and existing courses. By year five, it is anticipated that the program would be generating $83,229.30 in revenue with expenditures of $7,500 to $12,200. This program would earn a profit for the college.

3. Grants, Contracts & Other External Sources

At this time no grants, contracts, or other external sources have been acquired.

4. Other Sources

HCC has a foundation office to help support college growth. At this time, no specific needs have been identified for the implementation of the program. Should a need be identified, a request could be made to the foundation to aid in the success of the program.

Equipment:

Upon review of survey results and industry research, HCC has determined that the program could be successful with current equipment and resources.

K. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Howard Community College has transfer, career, and general education programs. A program is defined as an academic program listed in the college catalog. General education disciplines are also defined in the college catalog. In addition, because many students take courses at HCC to prepare for transfer, a program may also be a group of related courses.

As part of the quality improvement process, program reviews at HCC periodically and systematically examine each program/discipline/department within academic affairs to ensure:

1) the mission of the college and the needs of the community continue to be met.
2) student performance is sustained at a high level and if not, continues to improve.
3) transferability and/or workforce applicability continues to be its focus.
4) resources are appropriately identified to help support its efforts.

Once every five years, programs are scheduled for a comprehensive review. Once a comprehensive review has been completed, annual reports will update data and identify changes to the recommended plan of action. The Annual Report will assist in formulating annual unit plans and budget requests.

This process is coordinated by the office of Planning, Research, and Organizational Development (PROD). Program Review is a continuing assessment of academic and professional programs as requested by the Vice President of Academic Affairs and outside accrediting agencies. These cyclical and systematic reviews examine students' data on issues such as enrollment, retention, learning outcomes, course success, graduation and transfer. They evaluate the alignment between courses and their programs, general education and college goals.

Program reviews are a means of ensuring the high quality of degree, certificate and transfer programs offered by HCC. They provide information which drives strategic planning and budgeting for the college. Program reviews also demonstrate how HCC matches Middle States accreditation standards.

Because program reviews must be tailored to assess knowledge, skills and abilities of students from diverse areas of HCC, it is important to carefully implement measures that track the individual characteristics of each program. Program directors are urged to contact Dr. Danielle D. Brown at Dbrown3@howardcc.edu early in the planning process to extract the maximum benefits from the assessment.

Each program will design elements within the program review that specifically meets its needs. The majority of data necessary to complete the program review will be provided by the Assessment and Program Analyst, in cooperation with the Planning, Marketing, and Assessment Office. Faculty development sessions are offered in January of each year to provide guidance for those completing a program review. It is expected that all full time faculty in a program will participate in the review, and all part-time faculty are encouraged to participate as well.

As defined by Howard Community College's PROD, below is the template for an effective program review:

ACADEMIC PROGRAM REVIEW
Program Review Report
[Enter program code and title here]

[Enter fiscal year, e.g., FY2014]

Prepared by:
[Enter names of report authors]

Date Completed:
[Enter Month, Day, Year].

Mission and Function
Describe the mission and primary function of the program (certificate, degree, transfer). Include degree requirements and credit hours. If possible, give a brief statement of scope, breadth and demand in the community, as well as its relation to the college mission.

Program Quality
Describe any indicators you have of program quality, such as consistency with national, state or local standards, and external agency/higher education validations, etc.

Program Goals & Assessment Plan
List program goals identified for this program in the Program Assessment Table.
Briefly describe relevant program assessments and summarize the findings, indicate whether there is a need for improvement, and list who will lead program improvements. Instructions for completing each column are detailed below:

- Program Goals – Briefly state the program goals that are addressed by completion of this program.
- Assessment Tools – Briefly describe when, how, or what is used to measure students' mastery of program goals. Such assessments of students' mastery can span multiple program goals (e.g., standardized exit exam that addresses all program goals).
- D/I – Indicate whether the assessment of students' mastery is a direct measure (D) or an indirect measure (I). Examples of direct measures at the program level include scores on licensure exams, capstone courses and projects, and internship supervisors' ratings of student performance.

Examples of indirect measures at the program level include course grades, focus groups, and job placement statistics.

Summary of Assessment Results – Provide a brief summary of the results from direct or indirect measures of students' learning. Examples include summaries of findings from promotion projects and learning outcomes assessments.

Improvements Needed – Indicate briefly what needs improvement based on the assessment of students' mastery of a particular program goal.

Action Plan – Indicate with yes (Y) or no (N) whether an action plan has been developed based on assessments of students' mastery of a particular program goal.

Lead Person – List who will lead the indicated program improvements.

Program Curriculum Map

Complete a Program Curriculum Map that represents in which courses students master the program goals (including the general education goals).

Required Courses – Identify and list all courses – both general education and program-specific – required for the program (see program outline). Courses should be listed by prefix and number; exclude course names/titles.

General Education Goals – Mark "X" next to general education courses and under their specific general education goal (see program outline).

CP = Creative Process and Humanistic Inquiry
CT = Critical Thinking
GC = Global Competency
OE = Oral and Expressive Communication
SQ = Scientific and Quantitative Reasoning
WC = Written Communication
IL = Information Literacy
TC = Technological Competency

Program Goals – Mark "X" to indicate the course for which a particular goal was mastered.

Required Courses*	General Education Goals*								Other Program Goals				
	CP	CT	GC	OE	SQ	WC	IL	TC	1	2	3	4	5

*Required courses and corresponding general education goals are listed in the program outline approved by the Curriculum and Instruction Committee.

Faculty

Describe the strengths, including qualifications and accomplishments of faculty and staff teaching major courses in the past 5 years. Are there weaknesses that need to be addressed? Are faculty and staff levels and qualifications sufficient to achieve program outcomes?
Which of these persons discussed the assessment results and on what date(s)?

Program Data (HCC Infoview)
A table should be completed by the lead faulty with assistance from the Learning Outcomes Assessment office.

1. Fall Student Enrollment at Census over 5 years (e.g., 2010-2014)
2. Student HCC Degree Completion over 5 years (e.g., 2010-2014)
3. Student Graduation (4 yr) and Transfer for Fall Cohorts over 6 years (e.g., 2007-2012)

Student Advising
Include recruitment, advising, and retention procedures as appropriate.

Student Organizations
Include any organizations sponsored by your program as appropriate.

Student Input
Include any methods you employ to gather student input regarding program objectives, pedagogy, quality, or other commentary.

Library
Provide an assessment of the adequacy of the library holdings for the program.

Specialized Physical Facilities
Provide a brief summary of the physical facilities and describe their effect on program outcomes. Include any pertinent equipment needs.

Action Plan(s)
Based on students' mastery of program goals that need improvement as indicated in the Program Assessment Table, describe actions planned for improving the program (e.g., Teaching Improvement Projects, grants). Include a person responsible for carrying out each step of the action plan and when each step is expected to be completed.

Action Step (Ex: Students in the course will participate in face-to-face review sessions.)	**Program Goal #**	**Completion Date**	**Faculty Lead**

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

As mentioned above in Section C-2, The United States Institute for Theatre Technology has identified this field specifically as one that is lacking in diversity. USITT is currently seeking rising professionals for this field through their Gateway programs. At HCC, minorities account for 59% of the total student population. HCC's program would help shepherd students currently underrepresented in the field by providing additional opportunism and awareness otherwise not available or only found at four-year institutions.

N. Relationship to low productivity programs identified by the Commission:

The EN-TECH degree and certificate programs are not related to any low productivity programs identified by the Maryland Higher Education Commission.

Appendix A. Entertainment Technology program goals and course assessments.

General Education Goals

Creative Process and Humanistic Inquiry
An HCC graduate understands how the creative process and aesthetic and humanistic values inform human experience and expression over time.

An HCC graduate demonstrates understanding of creative process and humanistic inquiry by:
1. Identifying and applying critical theories and concepts related to enduring and contemporary issues of aesthetics, creativity, humanism, meaning and/or invention.
2. Incorporating innovation, risk-taking, and creativity into analysis and problem-solving methods.
3. Posing and addressing questions related to the confluence of creative and/or humanistic expression with social and cultural contexts.
4. Assessing, reflecting on, and critically analyzing the role of creative and aesthetic activities and products or humanistic expression, in illuminating the human condition and/or search for meaning.

Critical Thinking
An HCC graduate analyzes, evaluates, and applies information using evidence to make a rational decision or solve a problem.

An HCC graduate thinks critically by:
1. Summarizing issues or problems.
2. Considering perspectives, context and assumptions to establish one's own position on an issue or problem.
3. Identifying and evaluating the relevance and quality of supporting data/evidence.
4. Appling implications and/or conclusions to an analysis of an argument, or to reach a decision, or to solve a problem.

Global Competency
An HCC graduate understands the interconnectedness of global communities and systems.

An HCC graduate demonstrates global competency by:
1. Engaging in an exploration of various worldviews.
2. Describing worldwide cultures and their values, views on human nature, aesthetics and/or ethics of self and others.
3. Identifying and explaining multiple perspectives when exploring subjects within and across cultures.
4. Analyzing global events and issues and their interconnectedness from economic, political, environmental, aesthetic, social or ethical perspectives.

Oral and Expressive Communication
An HCC graduate effectively uses oral and expressive communication as a way of sharing ideas with others.

An HCC graduate communicates effectively both orally and expressively by:
1. Organizing and articulating ideas for a range of audiences and purposes.
2. Communicating in group contexts, utilizing formal presentations or performances.
3. Using spoken and symbolic forms of communication, through a variety of formats mediated with technology and/or other techniques, to convey concepts creatively.
4. Analyzing one's own communication style and choices, and those of others, through collaborative critique and revision.

Scientific and Quantitative Reasoning
An HCC graduate applies scientific and mathematical concepts and reasoning to solve real-world and computational problems utilizing, interpreting and evaluating data and information.

An HCC graduate demonstrates Scientific and Quantitative Reasoning by:
1. Communicating mathematical and/or scientific concepts using appropriate symbols, notation and vocabulary.
2. Applies appropriate process to solve the given problem.
3. Analyzing, evaluating, justifying, and interpreting the reasonableness of a solution.

Written Communication
An HCC graduate writes clearly and effectively for a variety of audiences in order to learn, think, and communicate.

An HCC graduate demonstrates effective written communication skills by:
1. Using stylistic options appropriately for audience and purpose.
2. Engaging in a writing process that includes planning, drafting, revising and editing as well as responding to and giving constructive feedback.
3. Formulating specific, unified and concise theses that demonstrate an understanding of the subject.
4. Employing appropriate support for well-defined claims.

Information Literacy
An HCC graduate knows when there is a need for information and effectively finds, evaluates and uses information ethically for academic success.

An HCC graduate employs information literacy by:
1. Determining the nature and extent of the information needed.
2. Finding needed information effectively and efficiently.
3. Evaluating sources of information critically.
4. Accessing and using information ethically and legally for a specific purpose.

Technological Competency
An HCC graduate selects and applies technology to investigate, create, communicate and complete tasks.

An HCC graduate selects and applies appropriate technology by:
1. Identifying appropriate technologies to efficiently complete tasks, solve problems, create new works or improve processes across a variety of disciplines.
2. Using, adapting or designing technologies to achieve the best results for research, communication, or task-related objectives.

Entertainment Technology Program Description and Goals

The Entertainment Technology AAS degree prepares students to obtain audio, lighting, video, and live event crew positions that support presenting and entertainment events for organizations of all types and sizes. This degree is a hands-on workforce training program, which ensures that graduates are well-prepared to enter into needed technical positions. The program partners with local organizations to offer on-the-job training, as well as potential post-graduation employment. Students are also well-prepared to transfer to four-year schools for technical theatre or for entry into other science, technology, engineering, or mathematics degrees.

The curriculum developed for this program includes two awards: an associate of applied science degree, and a lower division certificate. This plan provides the opportunity for students who are already working within the field to earn educational credentials as well as providing a pathway for students who are preparing for entry-level positions in this field. The degree pathway will also seamlessly transfer to articulated four-year universities, providing students the option of pursuing other STEM-related fields. The Entertainment Technology courses can also be modified to provide customized training for employers.

1. Students will understand and utilize electrical, lighting, and acoustical theories and designs pertaining to live events.
2. Students will be able to identify and understand the types and purposes of all audio, lighting, video, stage rigging, and set construction equipment used for live events.
3. Students will demonstrate the proficient use of industry standard audio, lighting, video, stage rigging, and set construction equipment.
4. Students will understand and engage in the entire production process for live events, including scheduling, financing, and communicating as part of a production team.
5. Through hands-on experience, the student will understand all technician rules that support live events.
6. Students will visualize and create scenic, lighting, and audio designs.

Entertainment Technology AAS Course Objectives and Learning Outcome Assessments

Course Number	ENGL-121
Course Title	College Composition
Number of Credits	3 Credits
Number of Instructional Hours Weekly	3 hours weekly
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 20 hours of assigned reading and 55 hours of research and writing per 15-week semester.
Prerequisites	Eligibility to enroll in ENGL-121 is based on English placement test scores or the successful completion of required developmental English course work.
Corequisites	N/A

Course Description

This course guides students through the expository writing process and the rhetorical arts of argument and persuasion through critical thinking and research. Students will examine the relationship among writer, audience, and purpose, and practice writing through a recursive process. Students will develop an understanding of themselves as responsible readers and writers of global, contemporary critical discourse. Students completing this course successfully should be able to write persuasive, researched and documented essays (of at least 1,000 words) demonstrating the conventions of standard written English and manuscript presentation. ENGL-121 transfers as university-parallel freshman English. Prerequisite: Eligibility to enroll in ENGL-121 is based on English placement test scores or the successful completion of required developmental English course work. (3 hours weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Demonstrate an understanding of various writing invention strategies for generating ideas and gathering information for scholarly inquiry and research.				X		
2. Demonstrate an understanding of the relationships among writer, audience, and purpose.	WC 1				Writing Assignments	Written Communication Rubric
3. Formulate clear thesis statements.	WC 3				Writing Assignments	Written Communication Rubric
4. Employ appropriate analysis, argument, summary, reflection, or description that includes relevant evidence, data, and examples to support well-defined claims.	WC 4				Writing Assignments	Written Communication Rubric
5. Organize ideas logically and appropriately to support the thesis statement.				X		
6. Plan, edit, revise, proofread, and work with feedback to achieve more effective communication of ideas.	WC 2				Peer Review; Drafts	Written Communication Rubric
7. Employ critical thinking skills as an effective reader and writer.				X		
8. Identify and explain global perspectives.				X		
9. Effectively determine, locate, evaluate, and use appropriate sources of information ethically.		IL1 IL2 IL3 IL4			Researched Writing Assignments	Information Literacy Rubric
10. Demonstrate advanced conceptual skills and knowledge of researched writing conventions and documentation (MLA or APA).				X		

Course Number	ENTE-101
Course Title	Introduction to Entertainment Technology
Number of Credits	3

Number of Instructional Hours Weekly	3
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 10 hours of assigned reading, 8 hours of research, 7 hours of writing, 10 hours of studying, 20 hours of assigned projects, and 20 hours of practice/rehearsal per 15-week semester.
Prerequisites	ENGL-096 or ENGL-086
Corequisites	

Course Description

Introduction to Entertainment Technology surveys the field of Entertainment Technology, introducing the various events and venues that utilize entertainment technicians, such as conference centers, hotels, theaters, religious centers, sports arenas, and other venues with integrated, high-technology communication needs. Students will gain knowledge of industry practices and procedures. (3 hours weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Explain the historical, present, and future world of Entertainment Technology.			1		Ethics assignment	Assignment rubric
2. Illustrate the roles and responsibilities of entertainment technicians.				X		
3. Classify the various types of presenting venues and their differing needs and characteristics.			3		Embedded test questions	Answer results
4. Interpret a ground plan or blueprint.				X		
5. Identify presenting equipment, including microphones, cables, speakers, projectors, and monitors			4		Embedded test questions	Answer results
6. Apply safety techniques while hanging and addressing lighting instruments.				X		
7. Demonstrate competency in preparing, connecting, and programming basic lighting and sound control equipment.			4		Class assignment	Assignment rubric

8. Utilize the requirements and collaboration necessary for a successful production.				X		

Course Number	MATH-122
Course Title	Ideas in Mathematics
Number of Credits	3 Credits
Number of Instructional Hours Weekly	3 hours weekly
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 12 hours of assigned reading, 30 hours of practice, 21 hours of studying, and 12 hours of assigned projects per 15-week semester.
Prerequisites	MATH-070 or appropriate score on the placement exam
Corequisites	None

Course Description

Students will develop the ability to reason with quantitative information through the study of the principles of reasoning, number sense, probability and statistical reasoning, mathematical modeling, and exponential and logarithmic functions. Students will acquire the specific background and critical thinking skills they need to understand the major issues they will face in life, both on a personal level and as citizens in a modern democracy. There is an emphasis upon the contemporary applications to various real-life problems. This course is intended for students who are not majoring in mathematics or science. Prerequisite: MATH-070 or appropriate score on the placement exam. (3 hours weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Communicate mathematical concepts and terminology using appropriate symbols and vocabulary.	SQ1				Unit Exams and Projects	SQR Rubric
2. Apply mathematical processes to solve problems involving exponential and logarithmic functions.	SQ2				Unit Exam	SQR Rubric
3. Analyze, evaluate, and interpret information through graphs and mathematical processes to determine and justify the reasonableness of solutions to contextual problems.	SQ3				Unit Exams, Project 2	SQR Rubric
4. Summarize issues regarding the FICO score and identity theft.	CT1				Project 1	Critical Thinking Rubric

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
5. Analyze the context of statistical data (correlation coefficients and scatterplots) to potentially solve a problem for a company or business.	CT2				Project 1	Critical Thinking Rubric
6. Evaluate the sources of data and possible biases used in determining relationships between two quantitative variables.	CT3				Project 1	Critical Thinking Rubric
7. Determine how to manage debt to maximize your FICO score.	CT4				Project 1	Critical Thinking Rubric
8. Identify and implement appropriate technologies to efficiently complete tasks that involve the solving of cross-discipline, mathematically appropriate problems and creating new works to communicate the processes used and solution.		TC1 TC2			Projects	Technological Competency Rubric

Course Number	THET-135
Course Title	Stagecraft I
Number of Credits	3 Credits
Number of Instructional Hours Weekly	3 hours weekly
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 12 hours of assigned reading, 30 hours of practice, 21 hours of studying, and 12 hours of assigned projects per 15-week semester.
Prerequisites	None
Corequisites	None

Course Description

This course will allow the student to gain knowledge in the main disciplines of theatre, including scenery, lighting and projection, costume and makeup, sound, stage management and properties. Safe operation of power tools and back stage machinery, lighting equipment, audio equipment are also covered. (4 hours weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Work within the hierarchy of a theatrical production.			4		Embedded test questions	Answer results
2. Gain an understanding of how to read and create shop drawings for scenery construction.				X		
3. Identify and use hand and power tools correctly and safely.			2		Class assignment	Assignment rubric
4. Gain an understanding of makeup techniques and costuming construction.				X		
5. Build flats, platforms, ramps and steps with wood using the correct joints for the materials and application.			3		Class assignment	Assignment rubric
6. Understand the basics of electricity and lighting fixtures.			1		Embedded test questions	Answer results
7. Build and repair furniture and props.			3		Class assignment	Assignment rubric
8. Understand the basics of sound engineering.			1		Embedded test questions	Answer results
9. Paint scenery and use plastics, paints and glues correctly and safely.			3		Class assignment	Assignment rubric
10. Identify and describe major changes and innovations in technology with all aspects of theatre.				X		

Course Number	CMSY-110
Course Title	Software Applications for Micros
Number of Credits	3 Credits
Number of Instructional Hours Weekly	2 hours lecture, 2 hours lab weekly
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 15 hours of assigned reading, 5 hours of research, 5 hours of writing, 10 hours of studying, 20 hours of assigned projects, and 20 hours of practice/rehearsal per 15-week semester.
Prerequisites	None
Corequisites	None

Course Description

This course provides the knowledge necessary to function as a fluent computer user in today's technological society. After successful completion of this course, the student will be able to use appropriate file management in addition to word processing, spreadsheet, database, and presentation graphic software. Keyboarding skills are strongly recommended. (2 hours lecture, 2 hours lab weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Demonstrate the ability to learn, communicate effectively, collaborate, and problem-solve computer technology related tasks and projects using appropriate technology and terminology to analyze, evaluate, access, process, and present information that communicates solutions in multiple formats to a diverse audience.	TC1 TC2			Capstone Project (Requires integration of all major MS Office applications)	TC Rubric
2. Differentiate computer terminology and concepts in major MS Office applications using appropriate symbols and vocabulary.			X		
3. Evaluate, identify, and use system and application programs clearly and effectively to solve tasks and problems.			X		
4. Evaluate data relevance and credibility and formulate the decision on using the database or graphs and charts to illustrate quantitative and qualitative data.			X		
5. Demonstrate skills that apply to a word processing package to create, edit, format, and distribute the documents.			X		
6. Design, collaborate, and present to a diverse audience through most current and appropriate technology a presentation graphics package to enter and edit text, graphics, and pictures.			X		
7. Integrate a database package to create simple forms, tables, queries, and reports.			X		
8. Describe techniques to acquire and upgrade technology skills as computing evolves.			X		

Course Number	CADD-101
Course Title	Introduction to Computer-Aided Drafting and Design
Number of Credits	3 Credits
Number of Instructional Hours Weekly	2 hours lecture, 2 hours lab weekly
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 10 hours of assigned reading, 10 hours of research, 2 hours of writing, 15 hours of studying, 30 hours of assigned projects, and 5 hours of practice/rehearsal per 15-week semester.
Prerequisites	None
Corequisites	None

Course Description

This course introduces students to the Computer-Aided Design system. Students will learn how to adapt basic technical drafting and three-dimensional design techniques to computer-generated drawings of the various design disciplines. Students will receive hands-on training and will develop the techniques that are essential in today's job market. (2 hours lecture, 2 hours lab weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Identify the hardware and software requirements to maintain and operate a CAD system.			X		
2. Create, modify, and publish 2D and 3D CAD drawing files.			X		
3. Develop discipline-specific drawing environments.			X		
4. Create a library of parts and symbols.			X		
5. Identify and apply the appropriate technology to create multiview drawings (sections, details, etc.) for architectural, electro-mechanical, and civil engineering applications.	TC1			Project	Technological Competency Rubric
6. Create scale-accurate hardcopy 2D prints and 3D printed models of CAD files using appropriate technology to accomplish project outcomes.	TC2			Project	Technological Competency Rubric

Course Number	ENTE-105
Course Title	Entertainment Technology Lighting

Number of Credits	3
Number of Instructional Hours Weekly	3
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 10 hours of assigned reading, 8 hours of research, 7 hours of writing, 10 hours of studying, 20 hours of assigned projects, and 20 hours of practice/rehearsal per 15-week semester.
Prerequisites	ENTE-101
Corequisites	

Course Description

Entertainment Technology Lighting prepares students for implementing lighting designs for presentational events. Students will learn the practical use of lighting technologies, specifically installing and uninstalling equipment for various types of events. Topics will include installation troubleshooting, lighting documentation, communication skills, customer service skills, teamwork, time management, labor management, and safety codes. Prerequisite: ENTE-101. (3 hours weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Demonstrate understanding of basic electrical theory.		3		Embedded test questions	Answer results
2. Demonstrate how to safely hang more sophisticated conventional and moving light fixtures.		5		Class assignment	Assignment rubric
3. Utilize lighting systems network communications, such as DMX512, ACN, ArtNET, and RDM.		4		Class assignment	Assignment rubric
4. Demonstrate competency in preparing, connecting, and programing lighting		5		Class assignment	Assignment rubric
5. Organize and manage a lighting design, including reading a light plot, inventory sheets, color cut lists, and lighting cue sheets.			X		
6. Generate and interpret paperwork for event lighting.			X		

7. Develop effective communication skills within the lighting team, while managing other electricians and communicating with clients.			X		

Course Number	ENTE-106
Course Title	Entertainment Technology Audio
Number of Credits	3
Number of Instructional Hours Weekly	3
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 10 hours of assigned reading, 8 hours of research, 7 hours of writing, 10 hours of studying, 20 hours of assigned projects, and 20 hours of practice/rehearsal per 15-week semester.
Prerequisites	ENTE-101
Corequisites	

Course Description

Entertainment Technology Audio prepares students for supporting and facilitating audio needs for presentational events. Students will learn the practical use of audio technologies, specifically installing and uninstalling equipment for various types of events. Topics will include installation troubleshooting, communication skills, customer service skills, teamwork, time management, labor management, and safety codes. Prerequisite: ENTE-101. (3 hours weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Demonstrate principles of basic acoustics and audio engineering.		3		Embedded test questions	Answer results
2. Utilize audio control and playback systems.		4		Class assignment	Assignment rubric
3. Demonstrate effective management of live audio support for an event, including adjusting to presenter needs.		5		Embedded test questions	Answer results
4. Create and interpret appropriate paperwork for sound needs for presentational events.			X		

5. Utilize effective communication skills within the sound installation team, while managing a team, and when communicating with			X		

Course Number	PHYS-101
Course Title	Technical Physical Science
Number of Credits	4 Credits
Number of Instructional Hours Weekly	3 hours lecture, 3 hours lab weekly
Credit Hour Information	This course requires 75 hours of classroom or direct faculty instruction plus a minimum of 100 hours of out-of-class student work to include 40 hours of assigned reading, 5 hours of research, 30 hours of studying, 10 hours of assigned projects, and 15 hours of problem-solving per 15-week semester.
Prerequisites	Eligible to enroll in MATH-070
Corequisites	None

Course Description

This physical science course covers basic introductory physics and chemistry and is designed for Allied Health program majors (RadTech and Cardiovascular), technology majors (BMET, Computer Support, and Electronics) and other non-science majors. It consists of basic scientific mathematics and an integrated sequence of physical science and chemical principles. This course will enable students to become aware of, to identify, and to evaluate situations and/or problems in contemporary physical science which include: science measurement and dimensional plus statistical analysis techniques. Special emphasis is placed upon learning physics principles and solving mathematical problems in density/specific gravity, gas laws, solutions, pressure, fluids, basic electricity, magnetism, sound and light waves, and the atomic structure of matter. The laboratory program will allow the student to develop an understanding of the fundamental principles of the above mentioned areas, including problem solving, and their application to physical phenomenon observed. Prerequisite: Eligible to enroll in MATH-070. (3 hours lecture, 3 hours lab weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	Program Goal	Course Goal Only	Learning Activity/ Artifact	Procedure for Assessing Student Learning
1. Communicate fundamental concepts in physical science and chemistry using appropriate vocabulary, units, symbols, and notations.	SQ1			Exam problems	SQR Rubric

2. Apply scientific principles, scientific reasoning, and appropriate mathematical techniques to solve quantitative problems pertaining, but not limited, to measurement, unit conversion, chemical equations, gas laws, and atomic structure.	SQ2			Exam problems	SQR Rubric
3. Evaluate and explain the reasonableness of a solution to problems related to unit conversion, measurement, chemical equations, gas laws, atomic structure, and related topics.	SQ3			Exam problems	SQR Rubric
4. Interpret basic chemistry and physical science facts and principles.			X		
5. Apply basic physical science and chemical principles to solve simple quantitative and qualitative problems.			X		
6. Formulate responsible decisions concerning the applications of science technology to simple real-life problems.			X		
7. Demonstrate an understanding of the basic terminology of physics and chemistry, including units, vocabulary, and names of common equipment.			X		
8. Operate and utilize a microcomputer for elementary collection and analysis of lab data (microcomputer-based lab with probes) simulation and problem/concept drill.			X		
9. Operate each piece of lab apparatus used to develop skills in performing basic science lab experiments to obtain satisfactory results and conclusions.			X		

Course Number	THET 110
Course Title	Introduction to Theatre
Number of Credits	3
Number of Instructional Hours Weekly	3 hours weekly

Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 10 hours of assigned reading, 8 hours of research, 7 hours of writing, 10 hours of studying, 20 hours of assigned projects, and 20 hours of practice/rehearsal per 15-week semester.
Prerequisites	none
Corequisites	none

Course Description

This course will serve as an introduction to the aesthetics and craft of the theatrical experience. It encompasses all aspects of the theatrical arts and production, including the critical viewing of performances with written analysis, creative performance projects, vocabulary, analysis of texts, and the origins of drama and performance. (3 hours weekly)

Course Objectives

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Identifying and applying critical theories and concepts related to enduring and contemporary issues of aesthetics and creativity, and how the function and significance of theatre affects society and cultures.	CP 1				Exam	CP Rubric
2. Incorporating innovation, risk-taking, and creativity into analysis and problem-solving methods, by producing a creative project with visual, oral, and written components in collaboration with a team.	CP 2				Written proposal for presentation with thesis for project, presentation and performance	CP Rubric
3. Posing and addressing questions related to the confluence of creative expression with social and cultural contexts, when reading and witnessing plays.	CP 3				Text analysis	CP Rubric
4. Analyzing and reflecting on a theatrical production through a critical lens, assessing, reflecting on, and critically analyzing the role of theatre and performance in illuminating the human condition.	CP 4				Production analysis paper on an HCC or Rep Stage performance	CP Rubric

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
5. Identifying, understanding, evaluating and applying ethical reasoning as it applies to the field of theatre.			X			

Course Number	THET-160
Course Title	Theatre Practicum 1
Number of Credits	1 Credits
Number of Instructional Hours Weekly	1 hours weekly
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 12 hours of assigned reading, 30 hours of practice, 21 hours of studying, and 12 hours of assigned projects per 15-week semester.
Prerequisites	None
Corequisites	None

Course Description

Students will practice their knowledge and skills in designated areas of theatre production. Hands-on experience with different phases of production is the method of instruction. Students will concentrate their efforts in one of the following areas – lighting, sound, set construction, costuming, theatre management, stage management, direction, pros, or acting. Acting is by audition only. Students may take theatre practicum four times for credit. Each registration should be for the next numbered course. (1 hour weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Develop practical knowledge of the creation of a live performance as an actor or technician.				X		
2. Gain understanding of the application of fundamental principles used in contemporary theatre practices.			1		Acquired skills assessment	Supervisor survey/rubric.
3. Develop theatrical critical thinking and problem solving abilities through experience.				X		
4. Undergo a collaborative and committed theatre experience, so as to acquire a deeper understanding of how			4		Acquired skills assessment	Supervisor survey/rubric.

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
collaboration and commitment is essential to the success of theatrical production.						
5. Develop a richer appreciation of the art and craft of live performance.				X		

Course Number	COOP-190
Course Title	Internship I
Number of Credits	2 credits
Number of Instructional Hours Weekly	2 hours weekly
Credit Hour Information	This course requires 25 hours of laboratory or direct faculty instruction plus a minimum of 25 hours of out-of-class student work to include 5 hours of assigned reading, 5 hours of research, 2 hours of writing, 3 hours of assigned projects, and 10 hours of practice/rehearsal per 15-week semester.
Prerequisites	None
Corequisites	None

Course Description

Upon completion of this course, students will have enhanced skills by linking concepts and theories with application and understanding through experiential opportunities in a workplace setting. Students must receive prior approval to register for this work experience course.

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Experience job related learning outcomes that encompass skills and behaviors learned in the classroom.				X		
2. Utilize and improve interpersonal skills to work with others, including a work supervisor.				X		
3. Work in teams to serve internal and external customers.				X		
4. Improve organization and technological skills.				X		
5. Develop new skills utilizing industry-standard equipment and				X		

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
tools provided at a particular job site.						
6. Create a portfolio to demonstrate achievement of program outcomes.				X		
7. Learn to manage time and materials within a professional setting.				X		
8. Develop written skills and presentation skills through the documentation of work experience, and formally sharing the knowledge derived from the job site experience.				X		

Course Number	ENTE-107
Course Title	Entertainment Technology Video
Number of Credits	3
Number of Instructional Hours Weekly	3
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 10 hours of assigned reading, 8 hours of research, 7 hours of writing, 10 hours of studying, 20 hours of assigned projects, and 20 hours of practice/rehearsal per 15-week semester.
Prerequisites	ENTE-101
Corequisites	

Course Description

Entertainment Technology Video prepares students for supporting and facilitating video needs for presentational events, both televised and projected. Students will learn the practical use of video technologies, specifically installing and uninstalling equipment for various types of events. Students will learn to create basic content for video presentations, as well as effective video equipment installation, use, and systems. Topics will also include installation troubleshooting, communication skills, customer service skills, teamwork, time management, labor management, and safety codes. Prerequisite: ENTE-101. (3 hours weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Demonstrate an understanding of video formats, standards, and technology for capturing, storing, editing, transmitting, and reproducing video.		4		Embedded test questions	Answer results
2. Demonstrate the safe installation of video equipment.		4		Class assignment	Assignment rubric
3. Utilize video control and playback systems.		4		Class assignment	Assignment rubric
4. Utilize camera technologies for recording and presenting video.		4		Class assignment	Assignment rubric
5. Organize video needs for an event, including adjusting to presenter needs.		5		Embedded test questions	Answer results
6. Generate and interpret appropriate paperwork for video needs for presentational events.			X		
7. Create basic video content for presentations.		6		Design project	Assignment rubric
8. Demonstrate effective oral communication skills during the entire production process for live events.			X		

Course Number	ENTE-215
Course Title	Entertainment Technology Troubleshooting
Number of Credits	3
Number of Instructional Hours Weekly	3
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 2 hours of assigned reading, 10 hours of research, 5 hours of writing, 13 hours of studying, 25 hours of assigned projects, and 20 hours of practice/rehearsal per 15-week semester.
Prerequisites	ENTE-105, ENTE-106, and ENTE-107
Corequisites	

Course Description

Entertainment Technology Troubleshooting prepares students for real-world challenges discovered when supporting presenting events. Students will integrate what they have learned in lighting, audio, and video

technology to develop strategies and solutions to meet challenges with presenting technology and with industry production processes. Prerequisites: ENTE-105, ENTE-106, and ENTE-107. (3 hours weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Identify lighting, audio, or video challenges.		4		Class assignment	Assignment rubric
2. Analyze specific lighting, audio, or video challenges.		3		Class assignment	Assignment rubric
3. Solve lighting, audio, and video challenges.		4		Class assignment	Assignment rubric
4. Formulate a process for addressing lighting, audio, and video challenges.		5		Class assignment	Assignment rubric
5. Develop oral communication skills for facilitating the production process for live			X		
6. Develop a personal process for addressing difficult situations for live events.			X		

Course Number	SPCH-101
Course Title	Introduction to Human Communication
Number of Credits	3 Credits
Number of Instructional Hours Weekly	3 hours weekly
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 20 hours of assigned reading, 10 hours of studying, 30 hours of assigned projects, and 15 hours of practice/rehearsal per 15-week semester.
Prerequisites	Eligible to enroll in ENGL-121.
Corequisites	None

Course Description

This course is an introduction to the theory and practice of human communication, focusing on interpersonal, public, and group communication. Students will gain skill in using the basic elements of human communication in personal, professional, and computer-mediated contexts. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Identify, analyze, and demonstrate effective physical, vocal, and/or expressive delivery in public speaking, using spoken and symbolic forms of communication, through a variety of formats mediated with technology and/or other techniques, to convey concepts creatively.	OE3			Individual Informative Speech	Oral Communication Rubric
2. Organize and articulate ideas by adapting topic, content, and delivery for diverse audiences in public speaking.	OE1			Individual Informative Speech	Oral Communication Rubric
3. Identify and demonstrate appropriate skills in interpersonal, group, and public communication situations.			X		
4. Understand and apply appropriate ethical standards to interpersonal, group, and public communication situations.			X		
5. Recognize and apply effective group dynamics through collaborative analysis of current communication events, analyzing one's own communication style and choices, and those of others, through critique and revision.	OE2 OE4			Group Presentation	Oral Communication Rubric

Course Number	THET-120
Course Title	Stage Management
Number of Credits	3 credits
Number of Instructional Hours Weekly	3 hours weekly
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 20 hours of assigned reading, 10 hours of studying, 30 hours of assigned projects, and 15 hours of practice/rehearsal per 15-week semester.
Prerequisites	None
Corequisites	None

Course Description

Students will learn and practice the basic principles of organizing a rehearsal process, managing appropriate procedures and regulations and running the performances of a theatrical production. (3 hours weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Identify the responsibilities of a theatrical stage manager.			4		Embedded test questions	Answer results
2. Discuss proper stage management procedures for a variety of theatre organizations.			4		Embedded test questions	Answer results
3. Develop interpersonal skills and problem-solving techniques required of stage managers.				X		
4. Foster an appreciation for the role of the stage manager in the overall production process.				X		
5. Apply theory learned in classroom to a simulated production of to a Theatre Department, Arts Collective or Rep Stage production.				X		
6. Develop familiarity with Actors' Equity Association (AEA) rules versus non-union needs.				X		

Course Number	COOP-191
Course Title	Internship II
Number of Credits	2 credits
Number of Instructional Hours Weekly	2 hours weekly
Credit Hour Information	This course requires 25 hours of laboratory or direct faculty instruction plus a minimum of 25 hours of out-of-class student work to include 5 hours of assigned reading, 5 hours of research, 2 hours of writing, 3 hours of assigned projects, and 10 hours of practice/rehearsal per 15-week semester.
Prerequisites	None
Corequisites	None

Course Description

Upon completion of this course, students will have enhanced skills by linking concepts and theories with application and understanding through experiential opportunities in a workplace setting. Students must receive prior approval to register for this work experience course.

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Experience job related learning outcomes that encompass skills and behaviors learned in the classroom.				X		
2. Utilize and improve interpersonal skills to work with others, including a work supervisor.				X		
3. Work in teams to serve internal and external customers.				X		
4. Improve organization and technological skills.				X		
5. Develop new skills utilizing industry-standard equipment and tools provided at a particular job site.				X		
6. Create a portfolio to demonstrate achievement of program outcomes.				X		
7. Learn to manage time and materials within a professional setting.				X		
8. Develop written skills and presentation skills through the documentation of work experience, and formally sharing the knowledge derived from the job site experience.				X		

Course Number	COOP-201
Course Title	Cooperative Education Work Experience I
Number of Credits	3 credits
Number of Instructional Hours Weekly	3 hours weekly
Credit Hour Information	This course requires 37.5 hours of laboratory or direct faculty instruction plus a minimum of 25 hours of out-of-class student work to include 5 hours of assigned reading, 5 hours of research, 2 hours of writing, 3 hours of assigned projects, and 10 hours of practice/rehearsal per 15-week semester.
Prerequisites	None
Corequisites	None

Course Description

Cooperative Education is supervised work experience directly related to a student's major subject area and/or career goals and interest. Its basic purposes are to integrate classroom theory and work applications and to assist students in making the transition from school to work. New or current positions may qualify for co-op credits. Students may work between 10 and 40 hours a week for 10- or 15-week period, attend seven 80-minute seminars during the semester, achieve specific learning objectives, and submit reports to a faculty co-op advisor. Prerequisite: Minimum of 12 credits with a 2.0 or better grade point average and demonstration of pre-employment skills. Students must receive prior approval to register for this work experience course. (3 credits)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	College Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Achieve specific learning objectives as defined by the faculty co-op supervisor.				X		
2. Develop professional skills for the students major subject area and/or career goals and interests.				X		
3. Gain deeper understanding of classroom theory and work applications within a professional setting.				X		

Course Number	ENTE-230
Course Title	Entertainment Technology Capstone Projects
Number of Credits	3
Number of Instructional Hours Weekly	3
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 1 hours of assigned reading, 15 hours of research, 9 hours of writing, 10 hours of studying, 30 hours of assigned projects, and 10 hours of practice/rehearsal per 15-week semester.
Prerequisites	ENTE-105, ENTE-106, ENTE-107, and THET-135
Corequisites	

Course Description

Entertainment Technology Capstone Projects offers students the opportunity to take on a culminating experience that integrates students' learning within their entertainment technology degree. Students will take on a large project for an internal or external production that requires them to engage in the production process from the planning stages through the execution of an event. Students will meet with the instructor two times

a week. Prerequisites: ENTE-105, ENTE-106, ENTE-107, and THET-135. (3 hours weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Create a project plan that clearly illustrates production responsibilities from planning to execution.			X	Written assignment	Assignment rubric
2. Improve personal production skills by successfully executing a project plan.			X	Class assignment	Assignment rubric
3. Utilize clear communication within the production team.			X	Class assignment	Assignment rubric
4. Demonstrate adherence to all safety rules and practices within the production process.		5		Capstone project	Best practices rubric
5. Evaluate the production process for the purposes of evaluating performance.			X	Written assignment	Assignment rubric
6. Formulate personal goals for future production experiences.		2		Project response paper	Assignment rubric

Course Number	SOCI-101
Course Title	Introduction to Sociology
Number of Credits	3
Number of Instructional Hours Weekly	3
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 15 hours of assigned reading, 5 hours of research, 5 hours of writing, 10 hours of studying, 20 hours of assigned projects, and 20 hours of practice/rehearsal per 15-week semester.
Prerequisites	Eligible to enroll in ENGL-121
Corequisites	N/A

Course Description

Through this introduction to Sociology, the student will develop an understanding of the basic concepts of Sociology including culture, socialization, social stratification, and social change and be able to apply these concepts to social problems and everyday life experiences. Students will be exposed to sociological information and ideas which will help them understand and clarify their own norms, values, and attitudes. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Apply the sociological imagination to the identification, summary, and analysis of private concerns and public issues.	CT1 CT4			Application Paper/Assignment	Critical Thinking Rubric
2. Identify the major analytical frameworks and theoretical perspectives in sociology, describe their differences in levels of analysis and explanatory assumptions, and determine one's own theoretical orientation toward a variety of social problems or issues.	CT2			Application Paper/Assignment	Critical Thinking Rubric
3. Differentiate the major sociological research methods and correctly identify key components of the scientific model as it is used by sociologists to reason and evaluate with scientific evidence.	CT3			Application Paper/Assignment	Critical Thinking Rubric
4. Examine the essential components of the concept "culture" through cross-cultural and global comparisons, and sociologically analyze the increasingly multi-cultural character of American society.			x		
5. Identify the components of social structure, especially the concepts of status and role, and explain how social structure shapes human belief and behavior.			x		
6. Identify key structural agents of socialization, and analyze the process by which humans become socialized by these agents throughout the life cycle.			x		
7. Explain human consciousness and behavior as a product of social interaction in the socially structured contexts of peoples lived experiences.			x		
8. Identify and/or describe the major dimensions of social stratification—including social			x		

Objective	Gen Ed Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
class, racial and ethnic, as well as gender inequalities—and be able to critically evaluate structured inequalities on peoples life chances in American society.					
9. Examine key social institutions (i.e. economy, polity, family, religion, etc.) from a sociological perspective.			x		
10. Explain social change from both micro and macro theoretical perspectives.			x		
11. Formulate specific, unified and concise theses through writing that demonstrate an understanding of sociological thinking.			x		

Course Number	THET-245
Course Title	Production Management
Number of Credits	3
Number of Instructional Hours Weekly	3
Credit Hour Information	This course requires 37.5 hours of classroom or direct faculty instruction plus a minimum of 75 hours of out-of-class student work to include 15 hours of assigned reading, 10 hours of research, 10 hours of writing, 20 hours of studying, 20 hours of assigned projects, and 0 hours of practice/rehearsal per 15-week semester.
Prerequisites	THET-120
Corequisites	

Course Description

Production Management familiarizes students with the techniques and skills required to be a production manager. Production managers provide direction and oversight in relation to objectives, organization, planning, personnel, and all other relevant elements that collaborate for presenting events. Topics will include management theory, initiating events, collaboration, communication, and budget management. Prerequisite: THET-120. (3 hours weekly)

Course Objectives (Refer to General Education and Program Goals above)

Objective	Gen Ed Goal	Program Goal	Course Goal Only	Learning Activity/Artifact	Procedure for Assessing Student Learning
1. Explain the roles and responsibilities of a production manager.			X		
2. Explain management theory in concept and in practice.			X		
3. Utilize effective communication within the production team.			X		
4. Evaluate risk management to support a safe production process.			X		
5. Create a plan and detailed schedule for production needs for an event.			X		
6. Execute a production budget.			X		
7. Compare and contrast the differing roles of production manager for various types of events, such as conferences, public speaking, entertainment events, and theatre events.			X		

Appendix B. Letters of Collaboration.

15/16 SEASON

Feb. 25, 2016

To Whom It May Concern,

This letter expresses my intention of collaborating with Howard Community College on their Associate of Applied Arts and Sciences Degree (AAS) and lower Division Certificate (L.D.C.) in Entertainment Technology.

This letter documents the understanding and non-binding commitment of Howard Community College, and Center Stage to collaborate on mutually agreed upon activities in Maryland region with the intention of providing advanced training, internships and jobs in audio visual systems and Entertainment Technology, in pursuit of filling needed industry demand, and promoting science, technology, engineering, and mathematics fields as they influence and merge with presenting technology.

Center Stage agrees to collaborate with Howard Community College on some or all of the following:

- Assist with curriculum development and program design by ensuring that the competencies and skills taught will adequately prepare students for success in their industry.
- Provide student internships.
- Participate in mentoring and coaching activities for students.
- Participate in activities that promote business transactions that will result in the creation of companies and jobs in the region.
- Allow use of appropriate equipment and facilities.
- Participate in job fairs for the purposes of interviewing and hiring graduates.
- Make information regarding applicable position openings available to the Colleges and consider program participants for these open positions.

Center Stage looks forward to working with Howard Community College on this opportunity to build and expand educational programs to prepare the critically needed Entertainment Technology workforce.

Sincerely,

Rick Noble
Director of Production

CENTERSTAGE

SHAKESPEARE
THEATRE COMPANY

February 23, 2016

To Whom It May Concern,

This letter expresses my intention of collaborating with Howard Community College on their Associate of Applied Arts and Sciences Degree (AAS) and lower Division Certificate (L.D.C.) in Entertainment Technology.

This letter documents the understanding and non-binding commitment of Howard Community College, and Shakespeare Theatre Company to collaborate on mutually agreed upon activities in Maryland region with the intention of providing advanced training, internships and jobs in audio visual systems and Entertainment Technology, in pursuit of filling needed industry demand, and promoting science, technology, engineering, and mathematics fields as they influence and merge with presenting technology.

Shakespeare Theatre Company agrees to collaborate with Howard Community College on some or all of the following:

- Assist with curriculum development and program design by ensuring that the competencies and skills taught will adequately prepare students for success in their industry.
- Provide student internships.
- Participate in mentoring and coaching activities for students.
- Participate in activities that promote business transactions that will result in the creation of companies and jobs in the region.
- Allow use of appropriate equipment and facilities.
- Participate in job fairs for the purposes of interviewing and hiring graduates.
- Make information regarding applicable position openings available to the Colleges and consider program participants for these open positions.

Shakespeare Theatre Company looks forward to working with Howard Community College on this opportunity to build and expand educational programs to prepare the critically needed Entertainment Technology workforce.

Sincerely,

Tom Haygood
Director of Production
Shakespeare Theatre Company

[illegible] ShakespeareTheatre.org
[illegible]

2/25/2016

To Whom It May Concern,

This letter expresses my intention of collaborating with Howard Community College on their Associate of Applied Arts and Sciences Degree (AAS) and lower Division Certificate (L.D.C.) in Entertainment Technology.

This letter documents the understanding and non-binding commitment of Howard Community College, and **WOOLLY MAMMOTH THEATRE COMPANY** to collaborate on mutually agreed upon activities in Maryland region with the intention of providing advanced training, internships and jobs in audio visual systems and Entertainment Technology, in pursuit of filling needed industry demand, and promoting science, technology, engineering, and mathematics fields as they influence and merge with presenting technology.

WOOLLY MAMMOTH THEATRE COMPANY agrees to collaborate with Howard Community College on some or all of the following:

- Assist with curriculum development and program design by ensuring that the competencies and skills taught will adequately prepare students for success in their industry.
- Provide student internships.
- Participate in mentoring and coaching activities for students.
- Participate in activities that promote business transactions that will result in the creation of companies and jobs in the region.
- Allow use of appropriate equipment and facilities.
- Participate in job fairs for the purposes of interviewing and hiring graduates.
- Make information regarding applicable position openings available to the Colleges and consider program participants for these open positions.

WOOLLY MAMMOTH THEATRE COMPANY looks forward to working with Howard Community College on this opportunity to build and expand educational programs to prepare the critically needed Entertainment Technology workforce.

Sincerely,

Jenn Harris
Production Manager
Woolly Mammoth Theatre Company

2/24/16

To Whom It May Concern,

This letter expresses my intention of collaborating with Howard Community College on their Associate of Applied Arts and Sciences Degree (AAS) and lower Division Certificate (L.D.C.) in Entertainment Technology.

This letter documents the understanding and non-binding commitment of Howard Community College, and **Other Voices Theatre** to collaborate on mutually agreed upon activities in Maryland region with the intention of providing advanced training, internships and jobs in audio visual systems and Entertainment Technology, in pursuit of filling needed industry demand, and promoting science, technology, engineering, and mathematics fields as they influence and merge with presenting technology.

Other Voices Theatre agrees to collaborate with Howard Community College on some or all of the following:

- Assist with curriculum development and program design by ensuring that the competencies and skills taught will adequately prepare students for success in their industry.
- Provide student internships.
- Participate in mentoring and coaching activities for students.
- Participate in activities that promote business transactions that will result in the creation of companies and jobs in the region.
- Allow use of appropriate equipment and facilities.
- Participate in job fairs for the purposes of interviewing and hiring graduates.
- Make information regarding applicable position openings available to the Colleges and consider program participants for these open positions.

Other Voices Theatre looks forward to working with Howard Community College on this opportunity to build and expand educational programs to prepare the critically needed Entertainment Technology workforce.

Sincerely,

Susan Thornton Artistic Director Other Voices Theatre

OtherVoicesTheatre@hotmail.com

Creativity Today
Innovation Tomorrow

March 3, 2016

To Whom It May Concern,

This letter expresses my intention of collaborating with Howard Community College on their Associate of Applied Arts and Sciences Degree (AAS) and lower Division Certificate (LDC) in Entertainment Technology.

This letter documents the understanding and non-binding commitment of Howard Community College, and Imagination Stage to collaborate on mutually agreed upon activities in Maryland region with the intention of providing advanced training, internships and jobs in audio visual systems and Entertainment Technology, in pursuit of filling needed industry demand, and promoting science, technology, engineering, and mathematics fields as they influence and merge with presenting technology.

Imagination Stage agrees to collaborate with Howard Community College on some or all of the following:

- Assist with curriculum development and program design by ensuring that the competencies and skills taught will adequately prepare students for success in their industry.
- Provide student internships.
- Participate in mentoring and coaching activities for students.
- Participate in activities that promote business transactions that will result in the creation of companies and jobs in the region.
- Allow use of appropriate equipment and facilities.
- Participate in job fairs for the purposes of interviewing and hiring graduates.
- Make information regarding applicable position openings available to the Colleges and consider program participants for these open positions.

Finding employees to work with any full time staff at Imagination Stage is incredibly difficult. Finding employees who understand equipment, and can work independently is almost impossible. A program like this would produce employees into the workforce who truly are technicians that can troubleshoot on their own, set things up on their own. It would mean being able to hire an employee to work an event or load in with minimal supervision. The graduates of this program would fill a huge gap in the DC theater community, and hold skills I would find invaluable. This is only part of the reason why Imagination Stage looks forward to working with Howard Community College on this opportunity to build and expand educational programs to prepare the critically needed Entertainment Technology workforce.

Sincerely,

Jennifer Schwartz
Production Manager
Imagination Stage

Imagination Stage | 4908 Auburn Avenue, Bethesda, MD 20814 | 301-961-6060

3/4/16

To Whom It May Concern,

This letter expresses my intention of collaborating with Howard Community College on their Associate of Applied Arts and Sciences Degree (AAS) and lower Division Certificate (L.D.C.) in Entertainment Technology.

This letter documents the understanding and non-binding commitment of Howard Community College, and RCI Systems to collaborate on mutually agreed upon activities in Maryland region with the intention of providing advanced training, internships and jobs in audio visual systems and Entertainment Technology, in pursuit of filling needed industry demand, and promoting science, technology, engineering, and mathematics fields as they influence and merge with presenting technology.

RCI Systems agrees to collaborate with Howard Community College on some or all of the following:

- Assist with curriculum development and program design by ensuring that the competencies and skills taught will adequately prepare students for success in their industry.
- Provide student internships.
- Participate in mentoring and coaching activities for students.
- Participate in activities that promote business transactions that will result in the creation of companies and jobs in the region.
- Allow use of appropriate equipment and facilities.
- Participate in job fairs for the purposes of interviewing and hiring graduates.
- Make information regarding applicable position openings available to the Colleges and consider program participants for these open positions.

RCI Systems looks forward to working with Howard Community College on this opportunity to build and expand educational programs to prepare the critically needed Entertainment Technology workforce.

Sincerely,

Bryan Ziegler
Accounts Executive
RCI Systems

March 2, 2016

To Whom It May Concern,

Round House Theatre is excited to collaborate with Howard Community College on their Associate of Applied Arts and Sciences Degree (AAS) and lower Division Certificate (L.D.C.) in Entertainment Technology.

At Round House, we find that we are consistently in search of applicants with training and at least some experience in this field. This type of collaboration between colleges and professional organizations can, in our experience, provide students who are uniquely qualified to enter the field.

With that in mind, this letter documents the understanding and non-binding commitment of Howard Community College, and **Round House Theatre** to collaborate on mutually agreed upon activities in Maryland region with the intention of providing advanced training, internships and jobs in audio visual systems and Entertainment Technology, in pursuit of filling needed industry demand, and promoting science, technology, engineering, and mathematics fields as they influence and merge with presenting technology.

Round House Theatre agrees to collaborate with Carroll Community College and Howard Community College on some or all of the following:

- Assist with curriculum development and program design by ensuring that the competencies and skills taught will adequately prepare students for success in their industry.
- Provide student internships.
- Participate in mentoring and coaching activities for students.
- Participate in activities that promote business transactions that will result in the creation of companies and jobs in the region.
- Allow use of appropriate equipment and facilities.
- Participate in job fairs for the purposes of interviewing and hiring graduates.
- Make information regarding applicable position openings available to the Colleges and consider program participants for these open positions.

Round House Theatre looks forward to working with Howard Community College on this opportunity to build and expand educational programs to prepare the critically needed Entertainment Technology workforce.

Sincerely,

Danisha Crosby
Associate Producer

BETHESDA
4545 East West Highway
Bethesda, MD 20814-3305

EDUCATION CENTER
7235 Wayne Avenue
Silver Spring, MD 20910-4615

ADMINISTRATIVE OFFICE
Silver Spring Civic Building
One Veterans Place
Silver Spring, MD 20910-4681

THE CLARICE

March 8, 2016

To Whom It May Concern,

This letter expresses my intention of collaborating with Howard Community College on their Associate of Applied Arts and Sciences Degree (AAS) and lower Division Certificate (L.D.C.) in Entertainment Technology.

This letter documents the understanding and non-binding commitment of Howard Community College, and The Clarice Smith Performing Arts Center to collaborate on mutually agreed upon activities in Maryland region with the intention of providing advanced training and jobs in audio visual systems and Entertainment Technology, in pursuit of filling needed industry demand, and promoting science, technology, engineering, and mathematics fields as they influence and merge with presenting technology.

The Clarice Smith Performing Arts Center agrees to collaborate with Howard Community College on some or all of the following:

- Participate in mentoring and coaching activities for students.
- Provide opportunities for students to tour and engage in the production process at The Clarice.
- Participate in activities that promote business transactions that will result in the creation of companies and jobs in the region.
- Participate in the creation and execution of field training opportunities for students.
- Participate in job fairs for the purposes of interviewing and hiring graduates.
- Make information regarding applicable position

The Clarice Smith Performing Arts Center looks forward to working with Howard Community College on this opportunity to build and expand educational programs to prepare the critically needed Entertainment Technology workforce.

Sincerely,

Ryan N. Knapp
Associate Director of Production and Instruction
The Clarice Smith Performing Arts Center

The Dinner Theatre of Columbia

March 8, 2016

To Whom It May Concern,

This letter expresses my intention of collaborating with Howard Community College on their Associate of Applied Arts and Sciences Degree (AAS) and lower Division Certificate (LDC) in Entertainment Technology.

This letter documents the understanding and non-binding commitment of Howard Community College and Toby's Dinner Theatre to collaborate on mutually agreed upon activities in Maryland region with the intention of providing advanced training, internships and jobs in audio visual systems and Entertainment Technology, in pursuit of filling needed industry demand, and promoting science, technology, engineering, and mathematics fields as they influence and merge with presenting technology.

Toby's Dinner Theatre agrees to collaborate with Howard Community College on some or all of the following:

- Assist with curriculum development and program design by ensuring that the competencies and skills taught will adequately prepare students for success in their industry.
- Provide student internships.
- Participate in mentoring and coaching activities for students.
- Participate in activities that promote business transactions that will result in the creation of companies and jobs in the region.
- Allow use of appropriate equipment and facilities.
- Participate in job fairs for the purposes of interviewing and hiring graduates.
- Make information regarding applicable position openings available to the Colleges and consider program participants for these open positions.

Toby's Dinner Theatre looks forward to working with Howard Community College on this opportunity to build and expand educational programs to prepare the critically needed Entertainment Technology workforce.

Sincerely,

Toby Orenstein

5900 Symphony Woods Road • P.O. Box 1003 • Columbia, MD 21044
Columbia: 410-730-8311 • Baltimore: 410-995-1939 • DC Metro: 301-596-6161 • All others: 800-888-8697
www.tobysdinnertheatre.com

Appendix C. Entertainment Technology Advisory Board

Entertainment Technology Advisory Board

A group of representatives from organizations specializing in and requiring Entertainment Technologists was convened. The following representatives participated:

Bill Gillett – Chair, Theatre & Dance – Howard Community College

Seth Schwartz – Director of Production and Theatre Management – Carroll Community College

David Leon – Technical Director – Life Point Church

Daniel Mori – Theatre Production Specialist – City of Rockville

Mark Rapach –Technical Director – University of Maryland College Park

Bruce Holtman Jr. – Business Agent – I.A.TS.E. #19

Dennis Blackledge – Production Manager – Olney Theatre Center

Fred T. Paul – Company Manager – Olney Theatre Center

Bryan Ziegler – Accounts Manager – RCI Systems

Appendix D. Entertainment Technology Survey Results.

Howard Community College

Entertainment Technology Degree Survey 2015

Number of responses: 27

Organizations Participating
Adventure Theatre MTC, Bethesda, MD
Artistic Concepts Group, Chantilly, VA
Bethesda North Marriott, Bethesda, MD
Carroll Arts Center, Westminster, MD
Center Stage, Baltimore, MD
Chicago Children's Theatre, Chicago, IL
Clarice Smith Performing Arts Center – University of Maryland, College Park
Jewish Community Center of Greater Washington, Rockville, MD
Flying V Theatre, Silver Spring, MD
Folger Theatre, Washington, DC
Imagination Stage, Bethesda, MD
International Alliance of Theatrical Stage Employees Local #19, Baltimore, MD
James Lee Community Center Theatre, Falls Church, VA
LifePoint Church, Reistertown, MD
Montgomery College, Rockville, MD
NextStop Theatre Co, Herndon, VA
Olney Theatre Center, Olney, MD
RCI Systems, Beltsville, MD
Round House Theatre, Bethesda, MD
Shakespeare Theatre Company, Washington, DC
Smithsonian Discovery Theatre, Washington, DC
University of Maryland Baltimore County, Baltimore, MD
Washington National Opera, Washington, DC
Woolly Mammoth Theatre Company, Washington, DC
Yale Reparatory Theatre, New Haven, CT

Question: What are you looking for in a student with a degree in Entertainment Technology:

Responses:

- A commitment to working in Technical Production and an appreciation for Live Entertainment.
- I am looking for a student who is knowledgeable, easy to work with, and a self-starter. Someone who is always striving to learn and always trying to make the "production" better. Students need to know how to be creative and come up with safe solutions to any challenge.
- Production People: understanding of temporary lighting setups, dmx addressing, portable power setup. Install people: ladder safety, basic electrical knowledge, low voltage terminations, basic rigging knowledge.
- Diligence, Interest, Etiquette
- Hard, eager worker. Not looking for someone who wants to be a leader but someone who understands and wants to grow into a leadership position. Have the knowledge first, become a leader later.
- Holistic knowledge of entertainment tech (understanding of all aspects in addition to area of specialization); Personal management skills; Strong interpersonal skills;
- The ability to work in many different production fields (lighting, sound, and video), with the vocabulary and tools to be effective in all three areas. Looking for a team player with good listening skills who can work independently or with a group.
- The ability to speak a common technical theatrical language, team mindset, ability to see big picture, willingness to recognize that the industry accommodates many different approaches.
- Able to operate alone or as part of a team, highly motivated and able to multi-task on an absurd level. Able and

willing to work at the proper "level" for everything from internationally known stars to community theatres.

- I look for a person that can work with a variety of different types of theatrical equipment. People skills are very important.
- Most technicians will need to work with renters/ users with limited theatrical experience, knowledge and a wide variety of personality types.
- Eagerness to learn new techniques, take direction well and commit to a task to fruition
- besides adequate training in their respective discipline, strong interpersonal communication and work ethic
- Hospitality skills
- Hard working, good attitude and customer service skills, broad stage knowledge, A/V and Audio skills are especially valuable
- Well rounded knowledge of the special events side of the industry and how it differs from concert or theatre sound, with a heavy emphasis on corporate events; attentiveness to detail and strong knowledge of video presentations.
- I think I speak for all of the Baltimore area theatres when I say there is a shortage of good utility overhire that can come in and work in different areas as the staff expands and contracts for each show.
- Hands on experience with the equipment and software. Perhaps relationships or at the very least interactions with various designers.
- Understanding of the parts of a system (Rigging, staging, lighting, sound, video, etc.), ability to learn new skills and consoles, willingness to work not manage. Show up on-time and ready to work.
- Eager to learn, problem solving abilities
- Someone who can walk into a work space and be useful with minimal oversight/direction. Jack of all trades who can fill in at any department in a pinch, who can follow directions and knows when to ask for clarification.

Question: Please provide any further specific or general comments that will assist with this new program:

Responses:

- The most challenging positions to fill are in scenery construction, costume construction and properties construction.
- This sounds like a great program, I am happy to assist!
- I did not see it in the list of prior working knowledge section, able to use Mac OS X as well as Windows 7 or Windows 8
- We would be interested in students that were interested in either live event production or permanent installations. We are a full service production company as well as an ETC dealer installing permanent theatrical systems.
- Management training (specifically Stage Management or Event Management) would also be good to have... always great to develop that global mindset of a producing a show or event.
- We are a 6 venue performing arts center with over 600 events per year. We would love to speak to you further about your program
- There are way too few entertainment technicians in town - this is great!
- As we are part of a County Government system, hiring and use of volunteers/ interns can be complicated, but not impossible. Also while we do have a relatively busy schedule it varies greatly and might not be conducive to a student's schedule.
- I think being exposed to many different work environments would be extremely helpful to the students. Every organization works so differently and keeping an open mind when working with different organizations is the key to being adaptable and reliable and someone that will be rehired again in the future.
- I look forward to remaining involved during this planning process and thank you for the opportunity to provide some insight. I strongly support this program and believe this is a very necessary and useful curriculum toward preparing students for a much needed career in special events technical production.
- Both from the perspective of putting on shows, and for student experience of seeing projects through beginning to end, it can eat up a lot of hours in the week to integrate someone into the organization. Happy to talk more on the phone about this. Also, for the students' sake, it would be good if they got at least some life advice on taxes and other things that become an issue when you're freelancing since that's the likely early career path.
- I don't think the survey questions apply to us as we don't hire students to work with us. I would be happy to talk to you about your students transferring to UMBC to complete their 4 year degree in Design & Production.

Question: Please share other suggested student knowledge before employment:

Responses:

- scene painting, projection hookup, projection console, costume construction, properties construction
- All of those things would be great, but we can train on our specific equipment
- Basic understanding of Art-net protocol. DSLR Workflow. Basic trouble shooting techniques.
- Really would be based on what job they would do for us- contact me for more info
- Loading and unloading a truck.
- Knowing beforehand what they would like to learn will help us create a specific learning experience
- We are open to working with any skill set. We often work with new students as part of a labor pool.
- other knowledge is more than welcome - I just included the basics that we would really require
- General Event Management, Contracts and Advances, Video mixing, recording, and projection
- One off event communication and facilitation
- problem solving- thinking outside of the box
- Hospitality skills
- A/V skills, PowerPoint, setting up and operating video projectors
- Loading/packing and unloading a truck, CDL Certification, basic electrical understanding
- Really all of them, I've just checked the biggest needs.
- Video system setup, trouble shooting, Run Crew,
- Google Drive

Question: What is the make and model of your primary lighting console:

Responses:

- ETC Ion - 4
- ETC Element - 2
- ETC EOS
- ETC Eos and Ion
- ETC eos system Ion/Gio console
- ETC Express
- ETC Express 48/96
- ETC Expression
- ETC Expression 3
- ETC Expression
- ETC ION 4000
- ETC. Eos (Gio, Ion, Element)
- ETC; Gio, Ion, and express. ETC Congo JR
- Expression 3
- High End Systems Hog 4 PC V 3.0
- PM5D
- Road Hog Full Boar, Lightronics TL-5024, ETC Express 1224, ETC Smartfade 1248, Hog 1000
- Strand 300
- various

Question: What is the make and model of your sound console:

Responses:

- Allen & Heath GL2400 - 2
- DiGiCo and Yamaha
- Mackie 1604
- Mackie SR series 24.4.2 4-Bus mixing console
- Midas M32
- Yamaha

(Continued): What is the make and model of your sound console:

- Yamaha (Ls9, M7)
- Yamaha DM2000, DigiDesign Venue Profile, Midas PRO1,
- Yamaha LD3
- Yamaha LS9
- Yamaha LS-9 (32 &16)
- Yamaha LS-9 and M-7
- Yamaha LS9-16
- Yamaha LS9-16 Digital Console
- Yamaha LS-9's 16 and 32 Ch., Yamaha PM5D, Yamaha M7CL, and Yamaha CL5
- Yamaha M7CL 48 Channel
- Yamaha O2R96 (likely to be replaced)
- Yamaha PM5D
- Basically a 6-channel mixer. We don't do much live sound support, almost everything is QLab.
- several models used for in-house and touring productions
- various

Question: What computer software or apps would a student benefit from having experience with prior to working at your organization:

Responses:

- AutoCAD and Vectorworks
- AutoCAD, VectorWorks, Spike Mark, LightWright, QLab, Isadora
- AutoCAD, VectorWorks, Light Wright, QLab, Isadora
- AutoCAD, Watch Out, and many more
- Control, Quicktime, iTunes, iDVD, PowerPoint, Vectorworks.
- Google Drive; Excel; QLab
- Isadora, Qlab
- Isadora, Qlab, VectorWorks, AutoCAD, LightWright
- Microsoft office, windows OS,
- Playback Pro, Power Point, Prezi
- Power point, Windows Media player
- PowerPoint
- PowerPoint, Excel, Word
- Pro Presenter 5, PowerPoint, Adobe Production Suite, Pro Tools,
- Q Lab, Google Drive, MS Office Suite
- QLab - 3
- QLab Pro, Audacity, Peak Studio, ETC Offline editor, Yamaha StageMix, ETC RFR remote for iOS, Barco Projection
- Vectorworks, AutoCAD, Sketchup
- Vectorworks, Lightwright, Qlab, Isadora
- Vectorworks, lite write, CAD, Q Lab
- Vectorworks/Lightwright
- Watchout, Qlab
- We use Stage Cue Systems to operate sound cues during shows

Question: Which, if any unions does your organization work with on a regular basis:

Responses:

- AEA
- AEA, SDC
- AEA, USA - 2
- AEA, SDC, USA - 5
- ASFCME
- I.A.T.S.E. # 19

- Local 19, Local 22 - 2
- United Scenic Artists- Lighting Designers
- Equity and USA Artist
- UMBC Theatre
- Shakespeare Theatre Company
- We are a non-union house.
- N.A. - 4
- None – 3

Appendix E. Qualified Candidates for Entertainment Technology Instructors.

Bryan Petersen Ziegler
1111 Park Ave. #1610
Baltimore, MD 21201
240-848-0905
Bryanziegler13@gmail.com

OBJECTIVE

- To expand on skills and experience in strategic management, team leadership, project management, and customer relationship management (CRM), through collaboration with a creative marketing team.
- To obtain challenging employment with a competitive, forward-focused organization concentrated on developing strong core competencies and motivating a workforce through innovation.

EDUCATION

- UMUC, Shady Grove, MD Bachelor of Science, Management Studies (2013-2015)
- Montgomery College, Germantown, MD Associate of Arts, Psychology (1995-1998)

PROFESSIONAL EXPERIENCE

RCI Systems, Beltsville, MD
Accounts Executive/Project Manager/Marketing Director – 8/2013-Present

- Qualify, call on and close sales leads for medium to large event productions resulting in direct annual revenue totaling approximately
- $450,000 within two years of employment ($300,000 in first year).
- Design AV setup for special events to include audio, video, lighting, staging, and décor and also manage AV projects by staffing and overseeing teams of 3-15 technicians and AV specialists.
- Manage economics on various accounts by increasing gross margins through the minimization of costs and maximization of revenue.
- Manage active accounts by interacting directly with clients both leading up to and during the day(s) of special events (account and project management).
- Manage long term relationships with clients including follow up after the event, collection of receivables, timely management of deliverables, and continued marketing efforts which further maximize customer retention.
- Lead a team of sales executives, IT managers, and directors of operations toward initiating and implementing a full scope online marketing presence including website redesign, full social media promotions, and quarterly newsletter marketing.
- Maintain and manage CRM Systems to include utilization and optimization of cloud based systems and SaaS contact management solutions.

Team Lead/Lead Audio Engineer (A1, A2 and Crew) – 8/2011-8/2013

- Oversee load-in and setup of small, mid and large format AV systems to support events drawing thousands of spectators.
- Manage teams in the execution of corporate events, meetings, conferences, branding events and other special events.
- Interact with producers, event planners and corporate managers to ensure high level customer satisfaction.
- Operate in secure government facilities, military installations, and secured corporate environments ensuring increased professionalism in top clearance scenarios alongside c-level executives, politicians, and high profile celebrities.

Innovative Audio and Sound, Charlottesville, VA
Lead Audio Engineer (A1) – 3/2010-8/2013

- Customer interaction and project management to ensure client satisfaction in fast paced, high-demand event scenarios.
- High-level focus on branding and product/service promotions toward the growth of a medium sized events company.
- Manage expansion of company from local to regional presence through lead generation, qualification, and aggressive sales growth.
- Interact with ownership and employees toward expansion from a concert based business model to a corporate, special events business model.

SKILLS

I am experienced in event planning from account inception, design, and event completion to follow up and invoicing. I have extensive experience in strategic management of teams and projects. I am highly proficient in a variety of utility based software packages and multi-media platforms including, but not limited to, MS Office Suite, OneNote, Quicken home finances, Intuit QuickBooks, HireTrack Inventory IS, Power Point and Prezi presentation software, and a wide variety of cloud based scheduling platforms. I am familiar with web 2.0 and Google Hummingbird search algorithms as well as techniques of SEO (Search Engine Optimization). I am also experienced in a variety of cloud based and SaaS based Enterprise Systems. I am practiced in online social network promotions through various network platforms. I am highly skilled in interpersonal communication and focused on customer retention and CRM. Finally, I am educated and experienced in a comprehensive marketing mix to include product and price development, innovative service/product promotions, and a creative regional, national, and international marketing reach. I am highly interested in active customer engagement for the purpose of brand advocacy and the development of brand ambassadors through networking and personalized, direct-to-consumer marketing efforts.

Jos. B. Musumeci, Jr.
Entertainment Management, Consultation and Design
519 Magnolia Avenue,
Frederick MD,
21701 202.277.2159
jmusumeci@adelphia.net

1987 – Present – ProScenia Design, - Owner and Principal. Freelance Design, Management and Consultation.

- Skilled at maintaining multiple projects.
- Equally comfortable in the role of the artist as of the engineer.
- Intimately familiar with the guidelines and code languages of Actors' Equity Association, United Scenic Artists, USITT, OISTAT, and IATSE for design and construction of live performance, event, and support spaces.
- Familiar with IBC and ADA requirements for access and egress in public gathering spaces. Familiar with NECA 2000 as applies to event, task safety and temporary lighting.
- Provide a full range of graphic and digital imaging services, including large format printing.
- Have produced graphic identities for productions and seasons for MetroStage, The Shakespeare Project, Boston Court Theatre of Pasadena, CA and the Round House Theatre, Jewish Community Center of Greater Washington, Washington Irish Arts Festival

February, 2007 – Present - Jewish Community Center of Greater Washington – Facility Manager. – Michael Feinstein, Chief Executive Officer

November 2003 –January, 2007 - Jewish Community Center of Greater Washington - Theatre Manager, Kreeger Auditorium. Toni Goodman, Chief Operating Officer

The Kreeger is a 290-seat theater with 21 linesets and fully computerized lighting and sound systems, formerly the home of the Washington Jewish Theatre. Recently, the space has been finding its feet as a multi-purpose presentation and rental space. As the Theatre Manager for the last 40 months, I have:

- Dramatically increased income from rentals, and raised awareness of the availability of the space for the use of community groups – from community theatres to classical Indian dance troupes.
- Instituted a safety awareness program for program directors presenting in facility.
- Inventoried all equipment and begun automation of the control facility utilizing Apple computers to bring the functional focus more in line with a multi-purpose facility.
- Produced and oversaw over 200 events each year, from full-scale dance concerts with an overhire production staff of 4-6 and full tech process, to the highly regarded music and lecture programs which I ran myself, with volunteer front of house and one other volunteer from the staff of the Center. Also serve as the Production Manager and Tech Director of the Sports hall of Fame Dinner of Champions, which is the largest single event in the JCCGW Calendar.

1994-1998 – Round House Theatre – Production Manager. Jerry Whiddon, Producing Artistic Director. (Emeritus)
The Round House Theatre is known both regionally and nationally, both for the quality of its work, and for its meteoric growth over the last decade and a half. As the Production Manager and a member of the management team from 1994-98, I was an integral part of the energy behind both. I began with the Theatre as a part time carpenter before embarking on my graduate education, and returned to join the full-time staff in 1987. I remain a member of the artistic company there, visit regularly as a guest artist.

- Served as part of five-member management team, responsible for executive steering of organization
- Served as point man for extensive new facilities projects on multiple sites.
- Managed all aspects of a five to seven show season, including full-time production staff and overhire totaling 75-100/season.
- Managed all hiring, budgeting and scheduling aspects of production.
- Primary casting contact for theatre.

1991-1995 – Round House Theatre – Technical Director and Resident Designer. Jerry Whiddon, Artistic Director.

- Led four-person shop plus overhire through four to six play season, through all technical aspects of production.
- Managed all technical budgets and schedules.
- Coordinated with production manager to maintain equipment and facilities of theatre
- Instituted capital planning and budgeting for equipment maintenance and replacement.
- Co-Founded the Washington Area Open Call for Technicians (Techie Cattle Call).
- Designed Production Graphic Images for 1991-92 Season.

1987 – 1991 – Round House Theatre – Assistant Technical Director. Jane Flank, Technical Director.

- Assisted technical director with all technical aspects of 5 show season
- Served as Paint Charge
- Served as Master Carpenter

Teaching Experience:
Hood College, Frederick MD 2005 - 2008
Adjunct Faculty: Theatre survey, Stagecraft 201, Independent Study in Stagecraft, Design mentor
University of Maryland, College Park, MD 1999
Adjunct Faculty. Scenography 273, Design Mentor
Montgomery College, Rockville MD 1998
Adjunct Faculty, Summer Dinner Theatre: Technical Director
St. Mary's College of MD, St. Mary's City MD 1991-2000
Visiting instructor: scenography, design, Temporary Faculty: Stagecraft, design mentor.

Awards:
Recipient, Gilby Award for outstanding Set Design, Catholic University, 2004
Nominee, Helen Hayes Award for Outstanding Set Design, 1993, 2003
Recipient, Mary Goldwater Award for outstanding Set Design, 1992.
Recipient, Midwestern States Journalism Association Special Award for Design, 1984

Memberships
United Scenic Artists, Local 829 (on hiatus); United States Institute of Theatre Technology; Theatre Communications Group; American Association of Community Theatres; Eastern States Theatre Association.

Special Skills and Qualifications
Graphic and fine art skills, mechanical drawing and CADD, Mac and PC friendly and equipped, modeling, plastics, sculpture, motorcycle license. Stage electrics, sound, stage carpentry and welding (light stick and wire-feed) Software: Photoshop, Illustrator, Peak 4.0/SoundSoap 2.0, Corel Graphics Suite, VectorWorks 10-12 (Spotlight), Office XP and Mac, as well as good old fashioned graphic paste up skills from when "cut-and-paste" was not a euphemism. Budgeting genius. Mensa qualified, good at chess, fun to be with.

Education:

Certificate in Advanced VectorWorks Techniques, Nemetschek, USA, Columbia, MD. May, 2003

North Carolina School of the Arts, Winston-Salem, North Carolina 27117. MFA Candidate, Scene Design, 1986-87. Leave of absence due to family obligations, Degree incomplete.

Certificate in Advanced Layout and Design, Knight Ridder Newspapers, February 1983.

University of Notre Dame, South Bend, Indiana, 46556
B.A. : Theatre, with concentrations in Design and Performance. Producer, Student Players, 83-84. Features Editor, Observer, 82-83. Dean's list 83. 120 credit hours. Graduate, Bachelor of Arts, 1984.

Seth Schwartz
Sschwartz@carrollcc.edu (410) 386-8348

EXPERIENCE

Director of Production and Theatre Management, 2007- Present
Carroll Community College

- Acts as Production/Events Manager for all Scott Center Theatre, Rotary Amphitheatre and Black Box Theatre productions and events within the theatre and corresponding spaces
- Coordinates and collaborates all event and technical needs with a variety of groups ranging from community theatres, guest speakers, conferences, dance troupes, and touring productions to name a few.
- Coordinates and collaborates all event and technical needs with college and county administration, risk management, environmental services and security on special events within the space
- Serves as Production Manager for fine and performing arts main stage productions consisting of 2 shows in the fall, 2 in the spring, 2 in the summer.
- Hires guest designers for Performing Arts main stage productions.
- Executes all necessary paperwork including contracts, technical riders, and lease agreements
- Schedules all outside groups, and maintaining calendars for multiple spaces
- Day of event duties include working with clients from set up through execution of event to strike
- Aides in communication and collaboration between directors, designers and college staff for all productions
- Design lights, sound and projections as needed for events
- Creates contracts for all outside artist involved in theatre events including directors, designers, and other performers
- Tracks expenses and income for all Performance Arts productions.
- Supplies and trains students to serve as run crew for all PA productions and events.
- Hires all hourly employees and tracks labor budget
- Maintains OSHA Construction and General Industry guidelines for day to day operations of scene shop and performance spaces
- Maintains and purchases equipment for the Scott Center Theatre
- Directly supervises full time Technical Director of Scott Center Theatre, Hourly Theatre Technicians and Run Crew.
- Sound and projection design for Scott Center Theatre productions
- Teaches stagecraft and stage management; oversees internships and practicums in stage operations

Adjunct Instructor 2013- Present
Howard Community College

- Teaches Stagecraft
- Instruct students in safe stage operations and building practices

Stage Manager, 2003- Present
Freelance

- Handled communication to actors for scheduling, conflict resolution, and artistic needs
- Organized auditions
- Facilitated communication between the production staff and administrative staff during events, rehearsals and performances
- Kept rehearsal records for blocking/stage movement, costume tracking and stage properties tracking.

- Kept accurate rehearsal reports, performance reports, and other form paperwork (i.e. workman's compensation, ticket requests, payment requisitions).
- Supervised maintenance of stage combat rehearsals
- Managed the artistic and technical direction of the production by calling the technical cues, managing the backstage crew, supervising rehearsals, and maintaining the schedules

Producing Director, Summer Theatre Arts for Youth 2001- 2005
Jewish Community Center of Greater Washington

- Produced a 6 week program for students in grades 6-12 which culminated in a full scale production of a Broadway Musical
- Maintained effective communication between camp staff and the JCC administration.
- Interacted with parents and resolve any concerns they may have
- Assisted with hiring, including creating contracts
- Supervised and train a staff of 16
- Supervised a cast of up to 30 students
- Maintained schedule for all camp activities
- Organized auditions
- Kept production schedules up to date and make sure deadlines are met
- Oversaw the production process, including the building of sets, props, and costumes, and the implementation of lights and sounds
- Supervised all the artistic and technical aspects of running of the show
- Planned and organized field trips, social events, and daily activities

Group Leader, 2004
Project: 1.866.MYVOTE1

- Assisted with facilitation of a first of its kind national voter alert line project run in conjunction with NBC National News and broadcast live all day on Election Day 2004 from the National Constitution Center.
- Oversaw 150 students and volunteers in the data processing center while live on national TV
- Managed flow of students and volunteers in and out of the constitution center and to and from their computer stations all day while on live national TV
- Supervised compliance with safety precautions and security restrictions
- Answered questions and troubleshot problems with the participants as necessary to maintain a calm and organized environment
- Worked effectively with others to anticipate and delegate responsibilities as necessary

EDUCATION
Bachelor of Fine Arts, Applied Theatre Arts, University of the Arts

SPECIAL SKILLS
Proficient in R25 Room Scheduler
Currently learning 25 Live Room Scheduler
Proficient in Microsoft software Word, Excel, Power Point and Mac software pages, Keynote and Numbers
Proficient in various production software Qlab, ETC lighting consoles, multiplay, final cut pro, Strand lighting consoles, Camtasia, iMovie and some experience with Adobe suites.
Proficient in stage operation related apps for iPod touch and iPad.
Proficient in stage equipment and power tools
30-Hour OSHA General Industry Certification

30-Hour OSHA Construction Certification
Aerial Work Platform Operation Certified
Bloodborne pathogen training certificated
CPR/FIRST AID/AED Certificated

Appendix F. Table 1: Resources and Table 2: Expenditure

TABLE 1: RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds					
2. Tuition/Fee Revenue (c + g below)	$50,859.60	$78,602.70	$83,229.30	$83,229.30	$83,229.30
a. Number of F/T Students	10	15	15	15	15
b. Annual Tuition/Fee Rate	$4,623.30	$4,623.30	$4,623.30	$4,623.30	$4,623.30
c. Total F/T Revenue (a x b)	$46,233.00	$69,349.50	$69,349.50	$69,349.50	$69,349.50
d. Number of P/T Students	2	4	6	6	6
e. Credit Hour Rate	$154.22	$154.22	$154.22	$154.22	$154.22
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	$4626.60	$9,253.20	$13,879.80	$13,879.80	$13,879.80
3. Grants, Contracts & Other External Sources					
4. Other Sources					
TOTAL (Add 1-4)	$50,859.60	$78,602.70	$83,229.30	$83,229.30	$83,229.30

TABLE 2: EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)					
a. # FTE	.3	.6	.6	.6	.6
b. Total Salary	$6,480.00	$13,219.20	$13,478.40	$13,737.60	$13,996.80
c. Total Benefits					
2. Admin. Staff (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
TOTAL (Add 1-7)	$6,480.00	$13,219.20	$13,478.40	$13,737.60	$13,996.80