2011 Mississippi Curriculum Framework

Postsecondary Media Technology

(Program CIP: 10.0202 – Radio and Television Broadcasting Technology/Technician)

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Standards in this document are based on information from the following organizations:

Audio and Video Technology and Film Knowledge and Skill Statements	National Association of State Directors of Career Technical Education Consortium; *Career Cluster Resources for Arts, A/V Technology and Communications*; www.careerclusters.org
Related Academic Standards	CTB/McGraw-Hill LLC. (2005). *Tests of adult basic education, Forms 9 and 10.* Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 2005 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.
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Preface

Media Technology Research Synopsis

Camera operators use television, video, or motion picture cameras to shoot a wide range of material, including television series, studio programs, news and sporting events, music videos, motion pictures, documentaries, and training sessions. This material is constructed from many different shots by film and video editors. With the increase in digital technology, the editing work is now done on a computer (U.S. Bureau of Labor Statistics, 2010). Media technologists must be familiar with and competent in these areas in order to be successful.

Articles, books, Web sites, and other materials listed at the end of each course or unit were considered during the revision process. Specific journals, articles, and sources were especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Instructors from colleges throughout the state were also asked to give input on changes to be made to the curriculum framework. Specific comments related to this program included statements from Advisory Committee members including the need for state-of-the-art equipment for adequate training and for keeping up with ever-changing technology. Changes suggested for the curriculum included added emphasis on broadcast engineering, digital radio automation, stage lighting, audio setup, and scenery design.

Needs of the Future Workforce

Competition for jobs is expected due to the large number of people who wish to enter the broadcasting and motion picture industries, in which many camera operators and editors are employed. Job opportunities are expected to grow about as fast as the average for all occupations (U.S. Bureau of Labor Statistics, 2010).

Description	2010 Jobs	2019 Jobs	Change	% Change	2010 EPW	2010 Establishments
Regional Total	3,138	3,652	514	16%	$32,091	196
National Total	659,947	705,865	45,918	7%	$68,022	33,347

Source: EMSI Complete Employment - 4th Quarter 2010

Curriculum

The following national standards were referenced in each course of the curriculum:

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, Forms 9 and 10* Academic Standards *OR* Mississippi Department of Education Subject Area Testing Program Academic Standards
- 21st Century Skills
- National Association of State Directors of Career Technical Education Consortium; Career Cluster Resources for Arts, A/V Technology and Communications

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process; and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the November 2010 revision meeting included:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- Competencies and objectives related to the revised standards were added or changed.
- The references list was updated.
- The Recommended Tools and Equipment list was updated.
- Industry standards were updated and assigned to each competency.
- Webb's Depth of Knowledge Levels 1-4 were assigned to each competency and objective.
- Changes were made to the scheduled, lecture, and/or laboratory hours in the following courses: MDT 1214, MDT 1244, MDT 1413, MDT 1423, MDT 2114, MDT 2213, and MDT 2324.

Assessment

Students will be assessed using the Media Technology MS-CPAS2 test. The MS-CPAS2 blueprint can be found at http://www.rcu.msstate.edu/. All students will test after year one of their program. A second test covering the second year material will be administered to AAS track students upon completion of their program. If there are questions regarding assessment of this program, please contact the STEM Instructional Design Specialist at the Research and Curriculum Unit at 662.325.2510.

There is no alternate assessment at this time.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- New topics in curriculum and new standards
- Topics where instructors need help
- How to use the program Blackboard site
- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html and click on Differentiated Instruction. Work through this online course and review the additional resources.

Program Exceptions

There are no program exceptions at this time.

Articulation

Statewide articulations are subject to change as secondary and postsecondary curriculum revisions occur. All articulations listed in this document are effective as of July 1, 2008, unless otherwise noted.

SEC Program	PS Program	PS Courses
S Audio & Television Broadcasting (CIP 10.0202)	PS Media Technology (CIP 10.0202) PS Digital Arts and Design Technology • (CIP 50.0409) Graphic Design Technology (CIP 11.0801) Web Development Technology	MDT 1314 - Fundamentals of Television Production

Statewide Guidelines on Articulated Credit

Eligibility

- To be eligible for articulated credit, a student must:
  - Complete the articulated Secondary Career Program
  - Score 80 percent or higher on the Mississippi Career Planning and Assessment System (MS CPAS) in their secondary program of study
- To be awarded articulated credit, a student must:
  - Complete application for articulated credit at the community or junior college
  - Enroll in the community or junior college within 18 months of graduation
  - Successfully complete 12 non-developmental career/technical or academic credit hours in the corresponding articulated postsecondary Career-Technical program of study

How MS CPAS will be documented

- The Research and Curriculum Unit of Mississippi State University will provide the SBCJC a list of all secondary CTE students scoring at or above the 80 percentile for the articulated programs
- The SBCJC will forward the list of students eligible for articulated credit to the Colleges

Transcripting of Articulated Credit

- Students must complete twelve (12) non-developmental career/technical or academic credit hours in the articulated postsecondary Career-Technical program of study before the articulated credit is transcripted.
- No grade will be given on the transcript for articulated courses, only hours granted will be transcripted (thus resulting in no change in quality points)

Time Limit

- MS CPAS scores will be accepted to demonstrate competencies for up to 18 months after high school graduation

Cost

- No costs will be assessed on hours earned through articulated credit

Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Career–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact local career–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and career skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide career and technical educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. Another important aspect of learning and working in the 21st century involves technology skills. The International Society for Technology in Education, developer of the National Educational Technology Standards (NETS), was a strategic partner in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. The MS-CPAS2 blueprints are based upon the suggested course sequences to allow for year 1 and year 2 assessments for all exit options. Please refer to the blueprint online. Each career–technical course in this sequence has been written using a common format, which includes the following components:

- Course Name – A common name that will be used by all community and junior colleges in reporting students

- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students

- Classification – Courses may be classified as the following:
    - Career–technical core – A required career–technical course for all students
    - Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
    - Career–technical elective – An elective career–technical course
    - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area

  - Academic core – An academic course that is required as part of the requirements for an associate's degree

- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester

- Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course

- Corequisites – A listing of courses that may be taken while enrolled in the course

- Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
  - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
  - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
  - Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs
  - Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas

- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

- Programs that offer an Associate of Applied Science degree must include a minimum 15-semester-credit-hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
  - 3 semester credit hours (sch) Math/Science Elective
  - 3 semester credit hours Written Communications Elective
  - 3 semester credit hours Oral Communications Elective
  - 3 semester credit hours Humanities/Fine Arts Elective

- 3 semester credit hours Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program, so that students complete some academic and career–technical courses each semester. Each community or junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- Career–technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives
- Revising or extending the suggested objectives for individual competencies
- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)

In addition, the curriculum framework as a whole may be customized by doing the following:

- Resequencing courses within the suggested course sequence reflecting the new assessment format
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with MCCB approval)
- Utilizing the career technical elective options in many of the curricula to customize programs

Table of Contents

Program Description

Media Technology is a postsecondary instructional program that prepares individuals to work in various broadcasting media as announcing, broadcasting control room, editing, and other various technician positions. The content includes communication skills, leadership skills, human relations, employability skills, safe and efficient work practices, announcing and moderating programs, preparing copy, programming, and operation of radio/television broadcasting equipment to support broadcast managers in the production of materials and production and broadcasting of materials or programs in radio/television format.

Industry standards referenced are from the *Audio and Video Technology and Film Knowledge and Skill Statements* published by the National Association of State Directors of Career Technical Education Consortium. Additional research data used in the development of this publication were collected from a review of related literature and from surveys of local experts in business, industry, and education.

Suggested Course Sequence*
Media Technology
Associate of Applied Science Degree

FIRST YEAR

3 sch	Fundamentals of Microcomputer Applications (CPT 1113)	4 sch	Fundamentals of Television Production (MDT 1314)
4 sch	Principles of Mass Communication (MDT 1244)	4 sch	Broadcast Writing (MDT 1214)
3 sch	Principles of Audio Production (MDT 1413)	3 sch	Advanced Audio Production (MDT 1423)
3 sch	Humanities/Fine Arts Elective	3 sch	Oral Communications Elective
3 sch	Written Communications Elective	3 sch	Math/Science Elective
16 sch		17 sch	

SECOND YEAR

4 sch	Intermediate Television Production (MDT 2314)	4 sch	Advanced Television Production (MDT 2324)
4 sch	Broadcast Announcing (MDT 2114)	4 sch	Advanced Editing (MDT 2424)
3 sch	Social/Behavioral Science Elective	8 sch	Technical Electives
4 sch	Basic Editing (MDT 2414)		
15 sch		16 sch	

* Students who lack entry level skills in math, English, science, etc. will be provided related studies.

TECHNICAL ELECTIVES

Basic Photography (MDT 2513)
Work-Based Learning I, II, III, IV, V, and VI [(WBL 191(1-3), WBL 192(1-3), WBL 193(1-3), WBL 291(1-3), WBL 292(1-3), WBL 293(1-3)]
Special Project in Media Technology [MDT 291(1-3)]
Station Administration (MDT 2213)

Media Technology Courses

Course Name: Broadcast Writing

Course Abbreviation: MDT 1214

Classification: Career-Technical Core

Description: Principles of broadcast writing to include scripts for television and radio news, commercials, and programs. (4 sch: 3 hr. lecture, 2 hr. lab)

Prerequisite: Written Communications Elective

Competencies and Suggested Objectives
1. Create broadcast news scripts. (DOK4, AV1, AV2, AV3) a. Identify terms associated with broadcast news scripts. (DOK1) b. Discuss the procedures (steps) in developing scripts. (DOK1) c. Research the elements that constitute news materials and evaluate them. (DOK2) d. Write news stories in broadcast style. (DOK4)
2. Create commercial scripts. (DOK4, AV1, AV2, AV3) a. Identify terms associated with commercial scripts. (DOK1) b. Discuss the job of a copy writer. (DOK1) c. Develop commercial continuity in various forms. (DOK4) d. Select and utilize music and sound effects. (DOK4)
3. Create program scripts. (DOK4, AV6) a. Identify terms associated with program scripts. (DOK1) b. Formulate the procedures for clearing copyright. (DOK2) c. Research the formats for developing a program script. (DOK2) d. Create a partial scripted program. (DOK4) e. Create a full scripted program. (DOK4)

STANDARDS

Audio and Video Technology and Film Standards

AV1 Examine and summarize career opportunities in audio and video technology and film to build an understanding of opportunities in the pathway.

AV2 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.

AV3 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.

AV6 Design a production for audio- video presentation to acquire an understanding of the entire production process.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS7 Critical Thinking and Problem Solving
CS9 Information Literacy
CS13 Initiative and Self-Direction

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Course Name: Principles of Mass Communication

Course Abbreviation: MDT 1244

Classification: Career-Technical Core

Description: Introduction to the field of radio/television broadcasting and the history of mass media. Emphasis is placed on the role of communication systems in our society. Job characteristics and opportunities are also emphasized. (4 sch: 4 hr. lecture)

Prerequisite: None

Competencies and Suggested Objectives
1. Demonstrate the ability to identify/discuss the rules and regulations governing radio/television broadcasts and mass media. (DOK2, AV1) a. Research terms associated with rules and regulations. (DOK1) b. Discuss the rules and regulations governing licenses, measurement and records, political broadcasts, and lottery laws. (DOK1) c. Explore the legal aspects of radio/television station operations. (DOK2) d. Research the historical aspects of mass media. (DOK2)
2. Demonstrate the ability to explain the procedures of radio/television production, structure, and safety procedures. (DOK2, AV1) a. Explain the structure of the broadcast industry, the radio/television station, and the various roles in the operation. (DOK2) b. State and apply general safety rules for operation of equipment and activities in the lab. (DOK2) c. Research the trade terminology in the radio/television lab. (DOK2) d. Identify the trade abbreviations and acronyms used in the radio/television industry. (DOK1) e. Explain the safety of transporting and storing equipment. (DOK2)
3. Demonstrate the ability to identify/discuss employability skills and opportunities in the radio/television and mass media industries. (DOK2, AV1) a. Create documents which may be required when applying for a job interview. (DOK3) b. Complete a job application form. (DOK2) c. Appraise responses to criticism from employer, supervisor, or other employees. (DOK3) d. Identify acceptable work habits. (DOK1) e. Explain the procedures of making job changes. (DOK2)

STANDARDS

Standards and Guidelines for Media Broadcasting Programs

AV1 Examine and summarize career opportunities in audio and video technology and film to build an understanding of opportunities in the pathway.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)
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M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
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A5 Measurement (money, time, temperature, length, area, volume)
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L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
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S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

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CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS7 Critical Thinking and Problem Solving
CS9 Information Literacy
CS13 Initiative and Self-Direction

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Course Name: Fundamentals of Television Production

Course Abbreviation: MDT 1314

Classification: Career-Technical Core

Description: Introduction to the operation of a television studio. (4 sch: 3 hr. lecture, 2 hr. lab)

Prerequisite: None

Competencies and Suggested Objectives
1. Develop a plan for the studio set of a television production. (DOK4, AV2, AV3, AV5) a. Research terms associated with television production. (DOK1) b. Draw and design a basic set plan. (DOK4) c. Select and arrange stage props. (DOK3) d. Construct scene components with hand tools. (DOK4)
2. Compare layout lighting activities for a planned production. (DOK2, AV2, AV3, AV5) a. Research terms associated with lighting for a TV production. (DOK1) b. Compare special-effects lighting. (DOK2) c. Set up the lighting for a production. (DOK3) d. Investigate functions of the master lighting panel and dimmer board. (DOK2) e. Operate master lighting panel and dimmer board. (DOK2)
3. Demonstrate the ability to operate the studio color camera. (DOK2, AV2, AV3, AV5) a. Research parts of the studio color camera. (DOK1) b. Align the camera for a studio production. (DOK2) c. Demonstrate appropriate camera movements. (DOK2) d. Compare the operation of the camera for commercial and studio productions. (DOK2) e. Perform floor director's functions. (DOK2)

STANDARDS

Standards and Guidelines for Media Broadcasting Programs

AV2 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.
AV3 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.
AV5 Demonstrate technical production support for audio, video, and film presentations to enhance the operation of various production systems.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)

R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS7 Critical Thinking and Problem Solving
CS9 Information Literacy
CS13 Initiative and Self-Direction

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Course Name: Principles of Audio Production

Course Abbreviation: MDT 1413

Classification: Career-Technical Core

Description: Operations of audio taping as well as actual production. A discussion of the different types of equipment used in audio production will also be emphasized. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisite: None

Competencies and Suggested Objectives
1. Identify various components of an audio control/production system. (DOK1, AV2, AV4, AV5) a. Research terms associated with the audio control/production system. (DOK1) b. Identify and select microphones for production. (DOK1) c. Describe parts of the digital cassette recorder. (DOK1) d. Describe parts of the reel-to-reel tape machine. (DOK1) e. Describe the operation of an audio mixing console. (DOK1) f. Compare and contrast analog and digital sound recordings. (DOK2)
2. Operate the various components of an audio control/production system. (DOK3, AV2, AV4, AV5) a. Arrange microphones for maximum effects. (DOK2) b. Operate the digital cassette recorder during recording and playback. (DOK2) c. Set up and operate the reel-to-reel tape and cassette tape machines. (DOK2) d. Operate an audio mixing console. (DOK2) e. Edit, dub, overlap sound, or otherwise utilize various production techniques. (DOK3) f. Operate compact disc sound source during production. (DOK3)

STANDARDS

Standards and Guidelines for Media Broadcasting Programs

AV2 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.
AV4 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.
AV5 Demonstrate technical production support for audio, video, and film presentations to enhance the operation of various production systems.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)

R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS7 Critical Thinking and Problem Solving
CS9 Information Literacy
CS13 Initiative and Self-Direction

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Course Name: Advanced Audio Production

Course Abbreviation: MDT 1423

Classification: Career-Technical Core

Description: Continuation of Principles of Audio Production with further study in the development of and the use of equipment in audio production with emphasis placed on actual projects. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisite: Principles of Audio Production (MDT 1413)

Competencies and Suggested Objectives
1. Operate control room equipment. (DOK3, AV2, AV4) a. Research the functions of a control console. (DOK1) b. Discuss the use and placement of various microphones. (DOK1) c. Perform operations of the tape recorders and digital cassette recorders/playbacks. (DOK2) d. Perform various functions of the audio console. (DOK2) e. Create the audio production of various live shows. (DOK3) f. Perform the duties of an audio control operator during various functions. (DOK3)
2. Incorporate advanced techniques of control room operations. (DOK3, AV5, AV6) a. Define the responsibilities of the control room operator during various broadcasts. (DOK1) b. Identify and explain the various cables and plugs used in the audio control room. (DOK1) c. Develop a project which requires the use of audio equipment. (DOK3) d. Determine which equipment will meet the requirements of the project. (DOK3) e. Perform the requirements of the project. (DOK3)

STANDARDS

Standards and Guidelines for Media Broadcasting Programs

AV2 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.
AV4 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.
AV5 Demonstrate technical production support for audio, video, and film presentations to enhance the operation of various production systems.
AV6 Design a production for audio- video presentation to acquire an understanding of the entire production process.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)

R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS7 Critical Thinking and Problem Solving
CS9 Information Literacy
CS13 Initiative and Self-Direction

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Course Name: Broadcast Announcing

Course Abbreviation: MDT 2114

Classification: Career-Technical Core

Description: Introduction to the basic principles of broadcast announcing. (4 sch: 3 hr. lecture, 2 hr. lab)

Prerequisite: Broadcast Writing (MDT 1214) and Oral Communications/Public Speaking Elective

Competencies and Suggested Objectives
1. Develop the ability to apply basic communication skills. (DOK2, AV1, AV2) a. Identify and read graphs, charts, diagrams, and tables commonly used in broadcasting. (DOK1) b. Interpret and follow written and oral instructions. (DOK1) c. Ask questions coherently and concisely. (DOK2) d. Read critically by recognizing assumptions and implications and by evaluating ideas. (DOK2) e. Apply communication skills. (DOK2)
2. Demonstrate the ability to apply broadcast speaking manner. (DOK2, AV2, AV6) a. Identify and correct vocal deficiencies. (DOK1) b. Apply principles of breathing; projecting and controlling loudness; resonating the voice; and varying the tone, pitch, and pace. (DOK2) c. Read in the accepted broadcasting manner. (DOK2) d. Write and announce using various broadcast scripts. (DOK2) e. Explain employee health habits. (DOK2)

STANDARDS

Standards and Guidelines for Media Broadcasting Programs

AV1 Examine and summarize career opportunities in audio and video technology and film to build an understanding of opportunities in the pathway.
AV2 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.
AV6 Design a production for audio- video presentation to acquire an understanding of the entire production process.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)

R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)
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M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS7 Critical Thinking and Problem Solving
CS9 Information Literacy
CS13 Initiative and Self-Direction

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Course Name: Station Administration

Course Abbreviation: MDT 2213

Classification: Career-Technical Elective

Description: Study of radio, television, and cable stations which include: organization, operations, regulations, and the duties/responsibilities of station personnel. (3 sch:3 hr. lecture)

Prerequisite: Principles of Mass Communication (MDT 1244)

Competencies and Suggested Objectives
1. Analyze the business aspects of broadcasting. (DOK2, AV1, AV6) a. Research terms associated with the business operation of broadcasting. (DOK1) b. Explain the determination of cost and expense involved in station operation. (DOK2) c. Discuss the procedures and techniques of broadcast sales including rate cards contracts in accordance with industry standards. (DOK2) d. Explain the requirements and regulations of station ownership. (DOK2) e. Discuss the development of media advertising and the various forms utilized in the industry. (DOK2)
2. Formulate an entrepreneurship project. (DOK4, AV1, AV6) a. Research terms associated with entrepreneurship. (DOK1) b. Appraise the importance of entrepreneurship to the American economy. (DOK3) c. Examine the advantages and disadvantages of a broadcasting business. (DOK2) d. Identify the risks involved in ownership. (DOK1) e. Identify the business skills needed to operate a broadcast station. (DOK1) f. Develop a business plan for a broadcast station. (DOK4)

STANDARDS

Standards and Guidelines for Media Broadcasting Programs

AV1 Examine and summarize career opportunities in audio and video technology and film to build an understanding of opportunities in the pathway.
AV6 Design a production for audio- video presentation to acquire an understanding of the entire production process.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)

M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS7 Critical Thinking and Problem Solving
CS9 Information Literacy
CS13 Initiative and Self-Direction

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Course Name: Intermediate Television Production

Course Abbreviation: MDT 2314

Classification: Career-Technical Core

Description: Operations of a television control room. (4 sch: 2 hr. lecture, 4 hr. lab)

Prerequisite: Fundamentals of Television Production (MDT 1314)

Competencies and Suggested Objectives
1. Demonstrate the ability to perform a television production. (DOK2, AV2, AV3, AV4, AV6) a. Identify terms associated with a television production. (DOK1) b. Operate the video switcher and edit control unit for switching/instantaneous editing. (DOK2) c. Operate the routing switcher for production and tape dubs. (DOK2) d. Set up the equipment according to technical standards for in-house playback. (DOK2)
2. Demonstrate the ability to perform television programming activities. (DOK4, AV2, AV5, AV6) a. Identify terms associated with programming activities. (DOK1) b. Develop a script for a program. (DOK4) c. Draw a storyboard for a planned production. (DOK4) d. Direct participants in the production of a program. (DOK3) e. Perform on camera. (DOK4) f. Perform the duties of a programmer to get a program from idea to air. (DOK3) g. Operate and set up teleprompter system. (DOK2)

STANDARDS

Standards and Guidelines for Media Broadcasting Programs

AV2 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.
AV3 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.
AV4 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.
AV5 Demonstrate technical production support for audio, video, and film presentations to enhance the operation of various production systems.
AV6 Design a production for audio- video presentation to acquire an understanding of the entire production process.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)

R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS7 Critical Thinking and Problem Solving
CS9 Information Literacy
CS13 Initiative and Self-Direction

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Watkinson, J. (2001). *The art of digital audio*. Woburn, MA: Focal Press.

Zettl, H. (2005). *Television production handbook.* New York: Thomson.

Course Name: Advanced Television Production

Course Abbreviation: MDT 2324

Classification: Career-Technical Core

Description: Operations of original television productions. Directions, productions, layouts, and organization will be stressed. (4 sch: 2 hr. lecture, 4 hr. lab)

Prerequisite: Intermediate Television Production (MDT 2314)

Competencies and Suggested Objectives
1. Demonstrate the ability to produce a television production. (DOK4, AV2, AV3, AV5, AV6) a. Identify terms associated with advanced television productions. (DOK1) b. Formulate a field production shoot. (DOK3) c. Develop a script for a field production shoot. (DOK4) d. Draw a storyboard for the production. (DOK4) e. Direct participants in the production of a field shoot. (DOK3) f. Perform on camera. (DOK4) g. Evaluate the production procedures. (DOK3) h. Write a critique of the production procedures. (DOK3)
2. Demonstrate the ability to direct a television program. (DOK4, AV2, AV3, AV5, AV6) a. Identify terms associated with directing a television program. (DOK1) b. Direct the production using field and/or remote site equipment. (DOK4) c. Analyze and mark the script. (DOK3) d. Plan the program to meet the time constraints. (DOK4) e. Direct blocking and camera rehearsals. (DOK4) f. Perform on camera. (DOK4) g. Direct recording and/or transmission of a program. (DOK4) h. Conduct an evaluation of the final program. (DOK3) i. Write a critique of the program. (DOK3)

STANDARDS

Standards and Guidelines for Media Broadcasting Programs

AV2 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.

AV3 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.

AV5 Demonstrate technical production support for audio, video, and film presentations to enhance the operation of various production systems.

AV6 Design a production for audio- video presentation to acquire an understanding of the entire production process.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS7 Critical Thinking and Problem Solving
CS9 Information Literacy
CS13 Initiative and Self-Direction

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Course Name: Basic Editing

Course Abbreviation: MDT 2414

Classification: Career-Technical Core

Description: Student's basic projects are emphasized and include basic principles, procedures, and techniques of audio and video editing. (4 sch: 2 hr. lecture, 4 hr. lab)

Prerequisite: Fundamentals of Television Production (MDT 1314) and Principles of Audio Production (MDT 1413)

Competencies and Suggested Objectives
1. Demonstrate the ability to identify/discuss audio and video editing procedures. (DOK1, AV2, AV3, AV4, AV5) a. Identify terms associated with linear and nonlinear editing. (DOK1) b. Identify the various editing equipment. (DOK1) c. Explain the basic procedures for editing. (DOK1)
2. Demonstrate the ability to perform editing operations. (DOK2, AV2, AV3, AV4, AV5) a. Identify terms associated with the editing operations. (DOK1) b. Perform assemble edits. (DOK2) c. Perform insert edits. (DOK2) d. Edit for time slot. (DOK2) e. Set up edit suite for production. (DOK2) f. Identify various videotape and tapeless formats. (DOK1)

STANDARDS

Standards and Guidelines for Media Broadcasting Programs

AV2 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.
AV3 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.
AV4 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.
AV5 Demonstrate technical production support for audio, video, and film presentations to enhance the operation of various production systems.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)

R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS7 Critical Thinking and Problem Solving
CS9 Information Literacy
CS13 Initiative and Self-Direction

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Zettl, H. (2005). *Television production handbook.* New York: Thomson.

Course Name: Advanced Editing

Course Abbreviation: MDT 2424

Classification: Career-Technical Core

Description: Student's continuation of Basic Editing with emphasis placed on the development and use of the broadcasting industry editing standards. Student's projects are emphasized and include advanced principles, procedures, and techniques of audio and video editing. (4 sch: 2 hr. lecture, 4 hr. lab)

Prerequisite: Basic Editing (MDT 2414)

Competencies and Suggested Objectives
1. Develop postproduction editing skills. (DOK2, AV2, AV3, AV4, AV5, AV6) a. Define terms associated with postproduction editing. (DOK1) b. Identify and utilize the equipment needed for postproduction editing. (DOK2) c. Explain control track, time code editing, and editing modes. (DOK2)
2. Develop nonlinear editing skills. (DOK2, AV2, AV3, AV4, AV5, AV6) a. Define terms associated with nonlinear editing. (DOK1) b. Identify and utilize the equipment needed for nonlinear editing. (DOK2)
3. Demonstrate the ability to conduct visual effects editing. (DOK2, AV3, AV4) a. Define terms associated with visual effects editing. (DOK1) b. Following accepted industry standards, edit various programs. (DOK2)

STANDARDS

Standards and Guidelines for Media Broadcasting Programs

AV2 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.
AV3 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.
AV4 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.
AV5 Demonstrate technical production support for audio, video, and film presentations to enhance the operation of various production systems.
AV6 Design a production for audio- video presentation to acquire an understanding of the entire production process.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)

R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS7 Critical Thinking and Problem Solving
CS9 Information Literacy
CS13 Initiative and Self-Direction

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Course Name: Basic Photography

Course Abbreviation: MDT 2513

Classification: Career-Technical Elective

Description: Use of photography as a communication medium. Principles of picture taking and darkroom techniques are emphasized. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisite: None

Competencies and Suggested Objectives
1. Demonstrate the ability to discuss a brief history of photography. (DOK1, AV1, AV5) a. Define terms associated with photography. (DOK1) b. Discuss the invention of photography and its early development. (DOK1) c. Discuss the various techniques of early photography. (DOK1) d. Discuss time and motion in early photographs. (DOK1) e. Discuss the photograph as an art in the 19th century. (DOK1) f. Discuss the use of photography in the broadcasting industry. (DOK1)
2. Develop the ability to utilize the camera. (DOK2, AV5) a. Describe the anatomy of a camera. (DOK2) b. Identify and explain the major types of cameras including the view camera, the range finder camera, and the reflex camera. (DOK1) c. Identify and explain the camera's controls. (DOK1) d. Explain how to keep the camera steady. (DOK1) e. Select an object and photograph it. (DOK2)
3. Demonstrate the ability to identify and utilize the various lenses. (DOK2, AV5) a. Describe why various lenses are needed. (DOK2) b. Identify the types of lenses. (DOK1) c. Describe the impact of the depth of field. (DOK2) d. Describe the methods of getting the most from a lens. (DOK2) e. Describe the procedures for the choosing of lenses. (DOK2) f. Select the lens and photograph a subject. (DOK2)
4. Develop the ability to identify and select the film. (DOK2, AV5) a. Identify the procedures to follow in selecting the film. (DOK1) b. Identify the characteristics of the different types of film. (DOK1) c. Select the film for a given situation. (DOK2)
5. Demonstrate the ability to utilize the principles of lighting. (DOK2, AV5) a. Discuss the importance of lighting in photography. (DOK1) b. Identify the various types of lighting used in photography. (DOK1) c. Discuss the use of outdoor and indoor lights. (DOK1) d. Discuss lighting for various objects. (DOK1) e. Identify the various ways of using a flash. (DOK1) f. Set up a subject and apply required lighting. (DOK2)
6. Demonstrate the ability to safely utilize darkroom techniques. (DOK2, AV5) a. Identify the required safety procedures of film and print development. (DOK1)

b. Define terms associated with film development. (DOK1)
c. Describe the procedures for developing the negative. (DOK2)
d. Describe the procedures for printing the positive. (DOK2)
e. Explain the various chemicals used in the development of film. (DOK2)
f. Explain the various chemicals used in the printing of the positive. (DOK2)
g. Safely process film and prints. (DOK2)

STANDARDS

Standards and Guidelines for Media Broadcasting Programs

AV1 Examine and summarize career opportunities in audio and video technology and film to build an understanding of opportunities in the pathway.
AV5 Demonstrate technical production support for audio, video, and film presentations to enhance the operation of various production systems.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)

L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS7 Critical Thinking and Problem Solving
CS9 Information Literacy
CS13 Initiative and Self-Direction

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Watkinson, J. (2001). *The art of digital audio*. Woburn, MA: Focal Press.

Zettl, H. (2005). *Television production handbook.* New York: Thomson.

Course Name: Special Project in Media Technology

Course Abbreviation: MDT 291(1-3)

Classification: Career-Technical Elective

Description: A course designed to provide the student with practical application of skills and knowledge gained in the courses. The instructor works closely with the student to insure that the selection of a project will enhance the student's learning experience. (1-3 sch: 2-6 hr. lab)

Prerequisite: Consent of Instructor

Competencies and Suggested Objectives
1. Develop a written plan which details the activities and projects to be completed. a. Utilize a written plan which details the activities and projects to be done. b. Perform written occupational objectives.
2. Assess accomplishment of objectives. a. Prepare daily written assessment of accomplishment of objectives. b. Present weekly written report to instructor on activities done.
3. Utilize a set of written guidelines for the special project. a. Develop and follow a set of written guidelines.

STANDARDS

Specific standards for this course will depend upon the nature of the problem under investigation.

SUGGESTED REFERENCES

Specific references for this course will depend upon the nature of the problem under investigation.

Course Name: Work-Based Learning I, II, III, IV, V, and VI

Course Abbreviation: WBL 191(1-3), WBL 192(1-3), WBL 193(1-3), WBL 291(1-3), WBL 292(1-3), and WBL 293(1-3)

Classification: Free Elective

Description: A structured work-site learning experience in which the student, program area teacher, Work-Based Learning Coordinator, and worksite supervisor/mentor develop and implement an educational training agreement. Designed to integrate the student's academic and technical skills into a work environment. May include regular meetings and seminars with school personnel and employers for supplemental instruction and progress reviews. (1-3 sch: 3-9 hours externship)

Prerequisite: Consent of WBL Instructor and concurrent enrollment in career-technical program area courses

Competencies and Suggested Objectives
1. Apply technical skills and related academic knowledge needed to be a viable member of the workforce. a. Demonstrate technical skills necessary to complete job requirements. b. Demonstrate academic skills necessary to complete job requirements. c. Perform tasks detailed in an educational training agreement at the work setting.
2. Apply general workplace skills to include positive work habits necessary for successful employment. a. Demonstrate appropriate human relationship skills in the work setting to include conflict resolution, team participation, leadership, negotiation, and customer/client service. b. Utilize time, materials, and resource management skills. c. Use critical thinking skills such as problem solving, decision making, and reasoning. d. Acquire, evaluate, organize, maintain, interpret, and communicate information.

STANDARDS

Specific standards for this course will depend upon the nature of the problem under investigation.

SUGGESTED REFERENCES

Specific references for this course will depend upon the nature of the problem under investigation.

Recommended Tools and Equipment

CAPITALIZED ITEMS

1. 12-channel video switcher/special effects generator (1)
2. Character generator computer control (1)
3. IBM compatible computer with printer (2)
4. Dual cassette stereo deck: Play/Record (1)
5. Analog (linear) editing system for video post production to include: (2)
    a. Controller - DV
    b. Video player unit - DV
    c. Edit record video unit - DV
6. Nonlinear editing system, (computerized) (1 per two students)
7. 24-channel audio/video routing switcher (1)
8. Waveform monitor (1)
9. Vectorscope (1)
10. Audio Waveform monitor (1)
11. Color sync and test signal generator (1)
12. 8-channel audio mixing board with amplifier (1)
13. Color TV camera (SD and HD)studio package to include: (1)
    a. Camera
    b. Viewfinder
    c. Lens with 13:1 zoom or better
    d. Manual focus control
    e. Manual zoom control
14. Camera tripod with fluid head, dolly, and handles (2)
15. Color camera, remote control unit, rack mountable (2)
16. Studio intercom system complete with headsets (1)
17. Lighting package for studio to include 7 lights, adapters, and stands (2)
18. Compact disc player (1)
19. DV cassette recorder (1)
20. Industrial DV cassette recorder (1)
21. Computer controlled teleprompter for camera to include an IBM compatible computer with super VGA monitor (1)
22. Field DV camera (SD and HD) (2)
23. HD Monitor
24. 8-channel stereo audio console (1)
25. Portable cassette recorder/player complete with battery, carrying case, and AC power cord (1)
26. Dual deck stereo cassette player/recorder (1)
27. Compact disc stereo player (2)
28. Stereo cart machine record/playback unit (1)
29. 4-channel microphone mixer (1)
30. Microphone mixer amplifier (1)
31. Cameras, 35mm (2)
32. DVD player/recorder (1)

33. DAT recorder (1)
34. DAT player (1)
35. Specialized configured computer for sound editing with software (1)
36. Mini-disc player/recorder (1)
37. A-DAT recorder/player (1)
38. Radio Scheduling Software (1)
39. Radio Automation Software (1)

NON-CAPITALIZED ITEMS

1. Audio monitor/speaker with wall mount (2)
2. Color video monitor rack mountable (8)
3. Video/audio equipment rack mountable console (1)
4. 25 ft. camera cable (2)
5. Color video monitor stand mountable (2)
6. Miniature lapel microphone (4)
7. Hand-held microphone (40
8. Wireless hand-held microphone (1)
9. Wireless lapel microphone (1)
10. Table microphone stand (4)
11. Floor microphone stand (4)
12. Portable tripod with dolly (2)
13. Portable DV camera power supply (2)
14. Portable DV camera battery (2)
15. Portable DV camera light with battery (1)
16. Portable DV camera condenser microphone (2)
17. Sound effects library (1)
18. Studio clock with second hand (5)
19. Digital Cart system
20. Audio monitor/speaker with wall mount (2)
21. Stereo headphones (2)
22. 20-space cassette rack (1)
23. 60-space CD turntable rack (1)
24. 40-space cart rack turntable (1)
25. Directional microphone with windscreen (2)
26. Boom arm with adaptor for uni-directional microphone (2)
27. Light, photographic (1)

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Scientific calculator (1)
2. Cart, AV (for overhead projector) (1)
3. Cart, AV (for TV-VCR) (1)
4. Computer with operating software with multimedia kit (1)

5. Projector, overhead (1)
6. TV-VCR (1)
7. Video out (microcomputer to TV monitor) (1)
8. Video/audio data projector (1)
9. Laptop Computer (1)
10. DVD player (1)
11. Smart board (1)
12. Digital camera (1)

Assessment

Students will be assessed using the Media Technology MS-CPAS2 test. The MS-CPAS2 blueprint can be found at http://info.rcu.msstate.edu/services/curriculum.asp. If there are questions regarding assessment of this program, please contact the STEM instructional design specialist at the Research and Curriculum Unit at 662.325.2510.

Appendix A: Audio and Video Technology and Film Standards[1]

AV1 Examine and summarize career opportunities in audio and video technology and film to build an understanding of opportunities in the pathway.

AV2 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.

AV3 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.

AV4 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.

AV5 Demonstrate technical production support for audio, video, and film presentations to enhance the operation of various production systems.

AV6 Design a production for audio- video presentation to acquire an understanding of the entire production process.

[1] National Association of State Directors of Career Technical Education Consortium. (2008). *Career cluster resources for arts, a/v technology and communications.* Stillwater, OK: Author.

Appendix B: Related Academic Standards[2]

Reading

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

Mathematics Computation

M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations

Applied Mathematics

A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)

Language

L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

Spelling

S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

[2] CTB/McGraw-Hill LLC. (2005). *Tests of adult basic education, Forms 7 and 8.* Monterey, CA: Author.

Appendix C: 21st Century Skills[3]

CSS1-21st Century Themes

CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national and global levels
3. Understanding the local and global implications of civic decisions

CS4 Health Literacy

1. Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5 Environmental Literacy

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

CS7 Critical Thinking and Problem Solving

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

CS8 Communication and Collaboration

1. Communicate Clearly
2. Collaborate with Others

[3] *21st century skills.* (n.d.). Washington, DC: Partnership for 21st Century Skills.

CSS3-Information, Media and Technology Skills

CS9 Information Literacy
1. Access and Evaluate Information
2. Use and Manage Information

CS10 Media Literacy
1. Analyze Media
2. Create Media Products

CS11 ICT Literacy
1. Apply Technology Effectively

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability
1. Adapt to change
2. Be Flexible

CS13 Initiative and Self-Direction
1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

CS14 Social and Cross-Cultural Skills
1. Interact Effectively with others
2. Work Effectively in Diverse Teams

CS15 Productivity and Accountability
1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility
1. Guide and Lead Others
2. Be Responsible to Others