



*Changing Lives,
Creating Futures*

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Mark D. Spears, Jr.
Craig Spohn
Vincent St. Blanc, III

Student Members:
Jeremy Gray
Raissa Oliveira Yantis

Louisiana
Community
& Technical
College System

265 South Foster Drive
Baton Rouge, LA 70806

Phone: 225-922-2800
Fax: 225-922-1185

www.lctcs.edu

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

TO: Dr. Monty Sullivan
LCTCS President

THROUGH: Dr. René Cintrón *RC*
Chief Academic Affairs Officer

FROM: Dr. Adrienne Fontenot *AR*
Director of Adult Learning and Educational Programs

SUBJECT: Program Requests at Baton Rouge Community College

DATE: 10/31/2018

APPROVED

Stk 11/14/18
LCTCS BOARD OF SUPERVISORS

FOR BOARD ACTION:

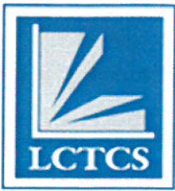
Recommendation: Staff recommends the Board approve the following program requests listed below.

Program Revisions

1. Associate of Applied Science (AAS) –Entertainment Technologies (CIP 50.0101)
- 4 STARS

Background: Baton Rouge Community College (BRCC) is requesting to modify the AAS in Entertainment Technologies to reflect changes to General Education courses. All proposed modifications improve program coherence and are designed to facilitate student enrollment and program completion. None of the proposed modifications impact the credit hours or instructional contact hours of the program, which will remain 60 and 900, respectively.

BRCC faculty and the Advisory Committee for the Entertainment Technologies program recognize the need for students to have additional information about the business of entertainment and have developed new coursework to address this need. These courses are among the Entertainment Technologies (ETEC) electives. Much of the entertainment industry today is associated with digital technologies, and the coursework developed for the program reflects this industry trend. It is expected that the proposed modifications will result in greater enrollment and increased completion rates, which benefit the College and the students, respectively.



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Fiscal Impact: The proposed actions will not affect administrative structure of the department, or allocation of department funds in terms of faculty, facilities, support, or any other resources.

History of Prior Actions: Modifications to the Entertainment Technologies AAS have been incremental since approval of the degree in 2007 and have primarily occurred in the last two years. The proposed modifications have reached the reporting threshold and thus require approval by the Board of Supervisors.

Benefits to the System: The proposed program modifications expand the opportunities for students interested in a variety of technical fields in the entertainment industry. The program has met the Board of Regents' annual requirement for numbers of completers; the modifications are expected to translate to an increase in the number of completers. Increased numbers of completers benefits the students, BRCC, the community, and LCTCS.



Approved for Recommendation to the Board
Dr. Monty Sullivan

11-14-18

Date



Baton Rouge Community College
201 Community College Dr.
Baton Rouge, LA 70806
(225) 216-8000
www.mybrcc.edu

October 22, 2018

Board of Supervisors
The Louisiana Community and Technical College System
265 South Foster Drive
Baton Rouge, Louisiana 70806

Attention: René Cintrón, Ph.D., Chief Academic Affairs Officer

Dear Dr. Cintrón:

Baton Rouge Community College (BRCC) requests authorization from the Board of Supervisors of the Louisiana Community and Technical College System (LCTCS) to implement the following **Program Modification**.

- I. Entertainment Technologies, Associate of Applied Science (AAS), CIP Code 50.0602. Briefly, the proposed modifications include:
 - changing the CIP code, from 50.0602 (Cinematography and Film/Video Production, 5 Stars) to 50.0102 (Digital Arts, 4 Stars);
 - reducing the total credit hours of General Education coursework from 21 to 15, with three credit hours in each of the five areas required for an AAS by the Board of Regents;
 - requiring six credit hours in related coursework (three credit hours each for BUSN 1003, Introduction to Business and ENGL 1023, English Composition II);
 - eliminating the requirement of completing CSCI 1923, Introduction to Computers: Programming and Logic Design (three credit hours);
 - creating three Core Areas – Digital Film Production; Interactive Digital Media; and Audio Recording and Engineering – each consisting of three courses (nine credit hours), and requiring all students to complete all courses in the Core Area of their choice;
 - requiring the completion of 12 credit hours (four courses) in Entertainment Technologies-related electives in the Entertainment Technologies discipline (ETEC courses) and/or film (FILM); and
 - requiring the completion of 12 credit hours (four courses) in General Electives related to Entertainment Technologies.

Justification: Modifications to the Entertainment Technologies A.A.S. have been incremental since approval of the degree in 2007 and have primarily occurred in the last two years. The program expansion will include coursework in areas beyond the traditional entertainment areas of cinematography and film/video production. Much of the entertainment industry today is associated with digital technologies, and the coursework developed for the program reflects this industry trend. Expertise of faculty has permitted expansion of course offerings that provide students with a variety of technical skills to meet changing needs of local industries.

LY:mmc

BRCC continues to be the only postsecondary institution in Louisiana to offer an associate degree in Entertainment Technologies, and the proposed program modifications expand the opportunities for students interested in a variety of technical fields in the entertainment industry.

The Entertainment Technologies AAS began at BRCC as a program primarily focused on meeting industry needs for individuals skilled in digital media (video games and animation) and sound recording. One of the modifications is to focus less on video game production and programming and expanding the program in core entertainment technologies areas. The Advisory Committee for the program has been instrumental in providing guidance and feedback to faculty on industry trends. Expertise of faculty has permitted expansion of course offerings that provide students with a variety of technical skills to meet changing needs of local industries.

The implementation of the Core Areas (Digital Film Production, Interactive Digital Media, and Audio Recording and Engineering) is expected to positive impact on recruitment at high schools, stimulate enrollment, and increase the number of completers.

The LCTCS Curriculum Form and supporting documents for the proposed action are attached; the proposed action has been entered in the LCTCS Curriculum Library as well. Please let me know if additional information is needed. Thank you for your consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read "Laura Younger", written in a cursive style.

Laura Younger, M.S.
Vice Chancellor for Academic and Student Affairs

Cc: Larissa Littleton-Steib, Ph.D., Chancellor
Margaret McMichael, Ph.D., Director of Curriculum and Articulation



**LOUISIANA'S COMMUNITY & TECHNICAL
COLLEGE SYSTEM**

Requests for Programs: New, Modification, and Adoption

Baton Rouge Community College

TYPE OF PROPOSED CHANGE		
<input type="checkbox"/> New Program	<input checked="" type="checkbox"/> Curriculum Modification	<input type="checkbox"/> Curriculum Adoption
Program Name: Entertainment Technologies		

AWARD LEVEL(S)	
For Board of Regents and LCTCS Review: <input checked="" type="checkbox"/> Associate of Applied Science (A.A.S.) <input type="checkbox"/> Associate of Science (A.S.) <input type="checkbox"/> Associate of Arts (A.A.) <input type="checkbox"/> Other Associate Degree Name: <input type="text"/> <input type="checkbox"/> Certificate of Applied Science (C.A.S.) <input type="checkbox"/> Certificate of General Studies (C.G.S.)	For LCTCS Review: <input type="checkbox"/> Technical Diploma (T.D.) <input type="checkbox"/> Career and Technical Certificate (C.T.C.) <input type="checkbox"/> Certificate of Technical Studies (C.T.S.)

Name: Entertainment Technologies			
CIP: Current: 500602 Proposed: 500102	Credit Hours: 60	Contact Hours: 900	Award Level: A.A.S.

IBC	Issuing Body	Course Title	Course Prefix	Course Number	Credits Awarded

PROPOSED CHANGE a) For New Programs, state the purpose and objective; b) For Curriculum Modifications, state previous credit and clock hours; c) For Program Termination, state program and all award levels; d) For Curriculum Adoption, state the college from which curriculum is being adopted and the date it was approved by LCTCS.

Modify the Classification of Instructional Programs (CIP) code and the program of study for the Entertainment Technologies A.A.S.

Modifications to the program of study reflect changes to General Education courses (while remaining in compliance with Board of Regents Academic Affairs Policy 2.16, Statewide General Education Requirements), requirement of completing required related courses, creation of three Core Areas within the program (one area to be completed by each student), and requirement of completion of coursework in Entertainment Technologies-related disciplines and in General Electives that complement the program.

All proposed modifications improve program coherence and are designed to facilitate student enrollment and program completion. None of the proposed modification impact the credit hours for or instructional contact hours of the program, which will remain 60 and 900, respectively.

IMPLEMENTATION DATE (Semester and Year)

Spring 2019

HISTORY OF PRIOR ACTIONS

Provide an overview of changes to this program.

Modifications to the Entertainment Technologies A.A.S. have been incremental since approval of the degree in 2007 and have primarily occurred in the last two years. The proposed modifications have reached the reporting threshold and thus require approval by the Board of Supervisors. The proposed modifications involve changes to the focus of the program and expansion of the electives available to students.

Overview of proposed modifications:

- Modify CIP code, from 50.0602 (Cinematography and Film/Video Production, 5 Stars) to 50.0102 (Digital Arts, 4 Stars).
- Modify the General Education requirements, reducing the total credit hours to 15, with three credit hours in each of the five areas required for an AAS by the Board of Regents: English Composition, Mathematics or Analytical Reasoning, Natural Sciences, Humanities, and Social/Behavioral Science.
- Modify the program of study to include six credit hours in required, related coursework: BUSN 1003, Introduction to Business (three credit hours), and ENGL 1023, English Composition II (three credit hours).
- Modify the program of study by eliminating the requirement of completing CSCI 1923, Introduction to Computers: Programming and Logic Design (3). The course may be taken as an elective for completion of the program.
- Modify the program of study by creating three Core Areas consisting of three courses (nine credit hours); all courses in one of the Core Areas must be completed by each student. The Core Areas are Digital Film Production; Interactive Digital Media; and Audio Recording and Engineering.

- Modify the program of study by requiring the completion of 12 credit hours (four courses) in Entertainment Technologies-related electives in the Entertainment Technologies discipline (ETEC courses) and/or film (FILM).
- Modify the program of study by requiring the completion of 12 credit hours (four courses) in General Electives related to Entertainment Technologies.

JUSTIFICATION FOR THE PROPOSED CHANGE

Include support such as four-year university agreements, industry demand, advisory board information, etc.

The proposed modification of the Classification of Instructional Programs (CIP) code reflects the expansion of the program to include coursework in areas beyond traditional cinematography and film/video production and reflect the trend in entertainment toward digital technologies. Much of the entertainment industry today is associated with digital technologies, and the coursework developed for the program reflects this industry trend. For example, new coursework in digital film production complements the existing course in digital postproduction; new coursework in digital literacy is expected to improve student success in the existing web development courses; additional coursework in interactive digital media has been developed to expand student options in this area; coursework in audio recording and engineering provides yet another avenue for students.

The College is aware that the CIP code change alters the Star-rating of the program according to the Louisiana Workforce Commission scale (employment projections from the LWC accompanies this proposal in Appendix A). To support this proposed change, information from the Bureau of Labor Statistics is also provided (Appendix B). In addition, it is expected that the proposed modifications will result in greater enrollment and increased completion rates, which benefit the College and the students, respectively.

BRCC faculty and the Advisory Committee for the Entertainment Technologies program recognize the need for students to have additional information about the business of entertainment and have developed new coursework to address this need. These courses are among the Entertainment Technologies (ETEC) electives.

To facilitate advising and guidance of students toward their areas of interest as well as degree completion, BRCC has developed three Core Areas within the degree that demonstrate coherence within the program and ensure that graduates have the needed background for entry-level employment in their area of interest. The Core Areas – Digital Film Production, Interactive Digital Media, and Audio Recording and Engineering – will be attractive to a greater variety of current and future students, and are expected to increase enrollment of traditional and non-traditional students alike. A fourth Core Area is planned that will focus on the business of entertainment technologies, for which BRCC has developed two courses to date: Music Business (ETEC 2043) and Music and the Entertainment Industry (ETEC 2083).

BRCC faculty plan to pursue an articulation agreement with the University of Louisiana in Lafayette (ULL) for students interested in pursuing the Music Media

Concentration within ULL's Bachelor of Music degree, an outcome of the proposed program expansion.

LOUISIANA WORKFORCE COMMISSION STAR LEVEL (<http://www.laworks.net/Stars/>)

5 Stars
 4 Stars
 3 Stars
 2 Stars
 1 Star
 0 Stars
 (Transfer)

SITE(S) OF NEW PROGRAM OR CURRICULUM MODIFICATION

Main Campus
 All Locations
 Sites (list below)
 Distance Education

QUALIFIED FACULTY (Check all that apply)

Use Existing Faculty
 2 full-time, 1 adjunct

Hire Adjunct Faculty
 #: _____

Hire Full-Time Faculty
 #: _____

MINIMUM CREDENTIALS REQUIRED FOR FACULTY

Education: _____
 Experience: _____
 Certification: _____

FISCAL IMPACT: ADMINISTRATION and IMPLEMENTATION COSTS

Department: Fine Arts and Communications

Describe how this change will affect the administrative structure and/or allocation of departmental funds in terms of faculty, facilities, support, and any other resources.

The proposed actions will not affect administrative structure of the department, or allocation of department funds in terms of faculty, facilities, support, or any other resources.

ANTICIPATED ENROLLMENT:					
Students	Year One	Year Two	Year Three	Year Four	Year Five
<u>DAY</u>					
<u>EVENING</u>					
<u>DISTANCE EDUCATION</u>					
Describe Process for Attaining & Estimating Enrollment:					

PROGRAM ACCREDITATION:	
Is Program Accreditation, Licensure or Certification Required?	<input type="checkbox"/> Yes
	<input checked="" type="checkbox"/> No
	If YES, please provide projected accreditation/licensure/certification date:
Type/Name of Program Accreditation, Licensure or Certification Required:	

PROGRAM CURRICULUM Appendix C contains a side-by-side comparison of the original program of study for Entertainment Technologies AAS and the proposed, revised degree. Details of the courses highlighted in Appendix C are summarized in Appendix D, Additional Courses for the Entertainment Technologies Associate of Applied Science.

Use the template below or insert separate attachment. All modifications should include the OLD and NEW curriculum with changes appropriately noted so that it is visually clear what has been added, deleted and/or changed. Note if any special requirements, such as internships, are part of the curriculum. List all embedded IBCs. **If you are adopting curriculum, you do not need to complete this section.**

BENEFITS TO THE SYSTEM

Discuss how this change will benefit your students, your community, and the LCTCS.

Baton Rouge Community College continues to be the only postsecondary institution in Louisiana to offer an associate degree in Entertainment Technologies, and the proposed program modifications expand the opportunities for students interested in a variety of technical fields in the entertainment industry.

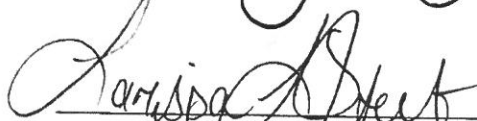
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The implementation of the Core Areas (Digital Film Production, Interactive Digital Media, and Audio Recording and Engineering) is expected to positive impact on recruitment at high schools and stimulate enrollment. The program has met the Board of Regents' annual requirement for numbers of completers; the modifications are expected to translate to an increase in the number of completers. Increased numbers of completers benefits the students, BRCC, the community, and LCTCS.

SIGNATURES:


College Chief Academic Officer

10/17/18
Date


College Chief Executive Officer

10/19/18
Date



**Baton Rouge - Capital - Regional Labor Market Area 2
Projections for All Occupations to 2026 - Associate Degree
(in order by occupational code)**

Regional Labor Market Area 2 : Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, Tangipahoa, Washington, West Baton Rouge, & West Feliciana

Star Rating ¹	Occ. Code ²	Occupational Title ³	2016 Estimate ⁴	2026 Projected ⁵	10 Year Growth ⁶	Annual New Growth ⁷	Annual Exits ⁸	Annual Transfers ⁹	Annual Total Openings ¹⁰	2017 Hourly Avg. Wage ¹¹	2017 Annual Avg. Wage - Lowest 10% ¹²	2017 Hourly Avg. Wage - Highest 10% ¹³	2017 Annual Avg. Wage - Highest 10% ¹⁴	2017 Annual Avg. Wage - Highest 10% ¹⁵	Most Significant Source of Education or Training ¹⁷	Work Experience	Job Training	Occupational License Required ¹⁶	
***	4	15-1134 Web Developers	110	160	40	0	0	0	10	\$20.98	\$43.63	\$7.91	\$16.459	\$39.30	\$81.735	Associate Degree	None	Occupational-specific training required	

¹ Stars represent occupational outlook and wages. Five star occupations have the best outlook and pay the highest wages.
² Unique code assigned to each occupation describing knowledge, skills and abilities necessary to perform a variety of activities and tasks.
<http://online.onetcenter.org/>

³ Title of the occupation.

⁴ Annual Average employment from employer payroll files, with estimates for self-employed workers.

⁵ Projected employment estimate includes new jobs and replacement needs of employees.

⁶ Projected growth in an occupation.

⁷ Number of jobs needed to fill those workers leaving an occupation.

⁸ Number of jobs needed to fill those workers retiring.

⁹ Annual job openings as a function of job separations (retirements + turnover) + new growth.

¹⁰ Average hourly wage for all workers in this occupation.

¹¹ Annual average wage for lowest 10 percent of workers in this occupation.

¹² Annual average wage for highest 10 percent of workers in this occupation.

¹³ Average hourly wage for lowest 10 percent of workers in this occupation.

¹⁴ Average hourly wage for highest 10 percent of workers in this occupation.

¹⁵ Annual average wage of highest 10 percent of workers in this occupation.

¹⁶ Most Significant Source of Education- Researched and designated by the Bureau of Labor Statistics (BLS) and enhanced by Louisiana Workforce Commission

Long-Term Trng. & Exp. = Long-Term training and experience (more than 12 months of on-the-job training)

Mod-term Trng. & Exp. = Moderate-term training and experience (1 to 12 months of combined on-the-job experience and informal training)

Short-term Trng. & Exp. = Short-term training and experience (up to 1 month of on-the-job experience)

¹⁷ Louisiana Licensing Guide reference describing those occupations regulated by state boards, commissions or agencies.
<http://www.laworks.net/Downloads/LM/licensingguide.pdf>

NA - Wages from the most recent Occupational Wage Survey, were not available because of confidentiality, or only annual wages are available for most of the education related occupations.



The Department of Labor

**Baton Rouge - Capital - Regional Labor Market Area 2
Long Term Projections for All Occupations to 2026
(in order by occupational code)**

**Regional Labor Market Area 2 : Ascension, East Baton Rouge, East Feliciana,
Iberville, Livingston, Pointe Coupee, St. Helena, Tangipahoa, Washington, West Baton
Rouge, & West Feliciana**

Star Rating ¹	Stars	Occ. Code ²	Occupational Title ³	2016 Estimate ⁴	2026 Projected ⁵	10 Year Growth ⁶	Annual New Growth ⁷	Annual Exits ⁸	Annual Transfers ⁹	Annual Total Openings ¹⁰	2017 RUMA 2 Annual Average Wage ¹¹	2017 RUMA 2 Hourly Avg. Lowest 10% ¹²	2017 RUMA 2 Hourly Avg. Highest 10% ¹³	2017 RUMA 2 Annual Wage - Highest 10% ¹⁴	2017 RUMA 2 Annual Wage - Highest 10% ¹⁵	2017 State Annual Average Wage ¹⁶	Most Significant Source of Education or Training ¹⁷	Work Experience	Job Training	Occupational License Required ¹⁷
***	4	27-1014	Multimedia Artists and Animators	120	140	10	0	0	0	10	\$91,182	\$20.96	\$43,604	\$46.01	\$178,904	\$75,996	Bachelors degree	Note	Moderate-term on-the-job training	

¹ Stars represent occupational outlook and wages. Five star occupations have the best outlook and pay the highest wages.
² Unique code assigned to each occupation describing knowledge, skills and abilities necessary to perform a variety of tasks/activities and tasks.

³ Title of the occupation

⁴ 2016 Annual Average employment from employer payroll files, with estimates for self-employed workers.

⁵ 2026 Proposed employment estimate includes new jobs and replacement needs of employers.

⁶ Projected 10 year growth in an occupation.

⁷ Number of projected new jobs for the occupation.

⁸ Number of jobs needed to fill those workers leaving an occupation.

⁹ Annual job openings as a function of job-separations (retirements + turnover) + new growth.

¹⁰ 2017 Annual average wage for all workers in this occupation.

¹¹ Average hourly wage for lowest 10 percent of workers in this occupation.

¹² Average annual wage for lowest 10 percent of workers in this occupation.

¹³ Average hourly wage for highest 10 percent of workers in this occupation.

¹⁴ Annual average wage of highest 10 percent of workers in this occupation.

¹⁵ Most Significant Source of Education- Researched and designated by the Bureau of Labor Statistics (BLS) and enhanced by Louisiana Workforce Commission

¹⁶ Long-Term Trng. & Exp. = Long-term training and experience (more than 12 months of on-the-job training)

Mod-term Trng. & Exp. = Moderate-term training and experience (1 to 12 months of combined on-the-job experience and informal training)

Short-term Trng. & Exp. = Short-term training and experience (up to 1 month of on-the-job experience)

¹⁷ Louisiana Licensing Guide reference describing those occupations regulated by state boards, commissions or agencies

NA = Wages from the 2016 Occupational Wage Survey were not available because of confidentiality, or early annual wages are available for most of the education related occupations.

Employment Projections

Detailed information about the variables displayed here are available in the [technical documentation](#). Files containing these data are available for download at https://www.bls.gov/emp/ep_data_occupational_data.htm.

Refine your results

- **Employment 2016 (thousands):** [\[show/hide\]](#)
- **Employment 2026 (thousands):** [\[show/hide\]](#)
- **Employment change, 2016-2026 (thousands):** [\[show/hide\]](#)
- **Employment change, 2016-2026 (percent):** [\[show/hide\]](#)
- **Occupational openings, 2016-2026 annual average (thousands):** [\[show/hide\]](#)
- **2017 median annual wage:** [\[show/hide\]](#)

- **Typical entry-level education** [\[show/hide\]](#)
- **Work experience in a related occupation** [\[show/hide\]](#)
- **Typical on-the-job training** [\[show/hide\]](#)



Show entries

Occupation Title	SOC Code	Employment 2016 (thousands)	Employment 2026 (thousands)	Employment change, 2016-2026 (thousands)	Employment change, 2016-2026 (percent)	Occupational openings, 2016-2026 annual average (thousands)	2017 median annual wage	Education, work experience, and training				
								Typical entry-level education	Work experience in a related occupation	Typical on-the-job training		
Search	27-1014											
Total, all occupations	00-0000	156,063.8	167,582.3	11,518.6	7.4	18,742.0	\$37,690	-	-	-	-	-
Multimedia artists and animators	27-1014	73.7	79.9	6.2	8.4	6.6	70,530	Bachelor's degree	None	None	None	None
Show/hide Example Job Titles												
* 3D Animator												
* Animator												
* Multimedia Artist												
* Special Effects Artist												

Showing 1 to 1 of 1 entries (filtered from 819 total entries)

Employment Projections



Detailed information about the variables displayed here are available in the [technical documentation](#). Files containing these data are available for download at https://www.bls.gov/emp/ep_data_occupational_data.htm.

Refine your results

- **Employment 2016 (thousands):** [\[show/hide\]](#)
- **Employment 2026 (thousands):** [\[show/hide\]](#)
- **Employment change, 2016-2026 (thousands):** [\[show/hide\]](#)
- **Employment change, 2016-2026 (percent):** [\[show/hide\]](#)
- **Occupational openings, 2016-2026 annual average (thousands):** [\[show/hide\]](#)
- **2017 median annual wage:** [\[show/hide\]](#)

- **Typical entry-level education** [\[show/hide\]](#)
- **Work experience in a related occupation** [\[show/hide\]](#)
- **Typical on-the-job training** [\[show/hide\]](#)

Show **All** ▼ entries

Occupation Title	SOC Code	Employment 2016 (thousands)	Employment 2026 (thousands)	Employment change, 2016-2026 (thousands)	Employment change, 2016-2026 (percent)	Occupational openings, 2016-2026 annual average (thousands)	2017 median annual wage	Education, work experience, and training			
								Typical entry-level education	Work experience in a related occupation	Typical on-the-job training	
web dev	Search										
Total, all occupations	00-0000	156,063.8	167,582.3	11,518.6	7.4	18,742.0	\$37,690	-	-	-	-
Web developers	15-1134	162.9	187.2	24.4	15.0	14.6	67,990	Associate's degree	None	None	None
Show/hide Example Job Titles											
* Internet Application Developer											
* Internet Developer											
* Intranet Developer											
* Web Content Developer											
* Web Designer											
* Web Developer											

MEETING: Entertainment Technologies: Interactive Design Track Advisory Panel DATE: 8/3/17		MEETING PLACE: HR Conference/ Governors Building
SUBMITTED BY: Ricky Tucker PRESENT: Lynsey Jordan Gwin, Stephen Bowling, Quinton Jason, Justin Obney, Tucker Roussel, Joe Cancienne, Richard Tucker, Rhett Poche, Brittney Baptiste-Williams, Lisa Hebner, Gail Suberbielle ABSENT: GUEST: RECORDER: Richard Tucker		
AGENDA ITEM		
	DISCUSSION	ACTION TAKEN/ NEXT STEP
Introduction of Board Members; Introduction to ETEC (Interactive Track)	Board members introduced themselves and their companies: <i>Lynsey Jordan Gwin – Freelance designer; Stephen Bowling – Rockitscience Agency; Quinton Jason – X Design; Justin Obney – Turner Industries; Tucker Roussel – Gatorworks; Joe Cancienne – Gatorworks; Rhett Poche – BRCC; Brittney Baptiste-Williams – BRCC; Lisa Hebner – BRCC; Gail Suberbielle</i> ETEC Interactive Track/ Degree is focused on front-end web development and design.	
Discussion of current ETEC (Interactive Track)	Panel is informed of the current ETEC degree and changes ETEC faculty would like to make. This primarily involves replacing the current game-focused track with one focused on web development. ETEC faculty introduced the idea of also creating a TCA in web development for non-matriculating and graphic design/ ART students. Panel was asked about the feasibility of a degree/ certificate. Both would suffice, though ability to perform work/ understanding of web technologies/ work portfolio are more important to getting a job.	
Board is asked about proposed removal of ETEC 1013 as a pre-req for certain ETEC courses. Discussion of breadth/ scope/ goal of the degree.	Unanimous agreement that ENGL 1013 pre-req isn't necessary, as long as ENGL 1013 and ENGL 1023 are part of the curriculum. Can be many things. "Web Development" is a large field and means many different things. – JC Hard to teach the specifics, so program needs to touch on fundamentals and teach students to self-teach themselves new technologies as they come into practice in industry. – SB Students need to know how to use documentation. – QJ Important to know patterns & components and how they break down into design patterns. – JC	Removal of ENGL 1013 as a pre-requisite for ETEC 1013 and other ETEC courses.
Discussion of the degree's "Core" courses and what needs to be included as a course.	ETEC 2513 & ETEC 2523 are good for fundamentals. – Board Decision was made to create a "Web Development Zero" course, ETEC 2503, that would teach "digital literacy." This would remove background information from 2513/2523, allowing for more coding content. "A Beginner's Guide to Toolkits, applications, and content." – JC	Development of a ETEC 2503; Digital Literacy and re-development of ETEC Web Core courses in ETEC degree.

<p>Discussion of other courses that should be included.</p>	<p>Course on leveraging APIs and mobile design; not just for mobile/ responsive design, but for controlling keeping information transfer at a minimum. – JO JavaScript needs to be a big part of program; should tie into base programming, but also basic templating for other JS-related libraries like React. – SB UI/ UX has to be included. Along with some sort of Copywriting/ Information Architecture course. – LG There should be some sort of Capstone project that can involve the ARTS graphic design students and industry reps. Would allow students to get experience working in a collaborative group environment. – Board Mobile Development - QJ</p>	<p>Investigation of development of a UX/UI, Copy Editing/ Information Architecture, and second JS course. Discuss possibility of Capstone course with ARTS faculty.</p>
<p>Discussion of Importance of Degrees/ Certifications</p>	<p>Industry is least requiring of 4-year degrees – Board Certifications aren't important, but can help. CIW Certifications and Microsoft HTML & CSS are useful, but not required and won't help with getting a job. – Board The Microsoft certification is the only one that can help, but only if the company is trying to keep it's Microsoft "Gold" status. – JO Board suggested to try and tie a credential to the program as "basic training." Internships are a great way to get hired and would be helpful once program is more established. All are paid and companies want interns as long as they know their stuff/ have a good portfolio. – Board</p>	<p>Ricky will look into obtaining the MS HTML certification in order to better understand the test and how to plan training for students to obtain the credential if they want it.</p>
<p>Discussion of Internships</p>		

Appendix C
BRCC Proposal for Modifications to the Entertainment Technologies AAS

New Program of Study, 2006-2007 CIP code: 50.0602	Proposed Program Modifications for Spring 2019 CIP code: 50.0102
General Education (21):	Gen Ed requirements (15):
ENGL 101, English Composition I (3)	ENGL 1013 (101), English Composition I (3)
MATH 101, 100, 111, 120, 130, 131, 200, 210, 211, or 212 (3)	Any GenEd Mathematics/Analytical Reasoning (3)
SOCL 200 or 205; PSYC 200 or 205; CJUS 211; ECON 201, 202, or 203; or GEOG 201 or 203; or POLI 110, 202, or 211 (3)	Any GenEd Soc Sci (3)
BIOL 101, 102, or 210; CHEM 101, 102, 130, or 131; PHSC 101 or 102; or PHYS 101 or 102 (3)	Any GenEd Natl Sci (3)
Any Humanities elective (3)	Humanities: Any GenEd English literature, HIST, HUMN, or PHIL (3)
SPCH 101, 120, or 220 (3)	
CSCI 192, Intro to Computers: Programming & Logic Design (3)	
Required, related courses (6):	Required, related courses (9):
ENGL 102, English Composition II (3)	ENGL 1023 (102), English Composition II (3)
ETEC 101, Introduction to Entertainment Technologies (3)	BUSN 1003 (110), Introduction to Business (3)
	Any GenEd SPCH (3)
ETEC CoreCurriculum courses (33):	Entertainment Tech courses (36):
ETEC 205, Introduction to Recording Technology (3)	ETEC 1013 (101), Introduction to Entertainment Technologies (3)
ETEC 210, Introduction to Video Game Studies (3)	ETEC Core Requirement (9)
ETEC 215, Introduction to Video Game Design (3)	ETEC Core Elective (12)
ETEC 220, Video Game Programming (3)	ETEC General Elective (12)
ETEC 223, Digital Post Production (3)	
ETEC 225, VidoGame Visual Design (3)	ETEC Core Requirements:
ETEC 230, Audio Engineering (3)	Core Area: Digital Film Production
ETEC 240, Audio for Digital Media (3)	FILM 2003 (200), Introduction to Cinema Studies (3)
ETEC 290, Entertainment Technology Internship (3)	ETEC 2213, Digital Film Production (3) (or FILM 2213, Film Production I)
FILM 221, Film Production I (3)	ETEC 2223, Digital Film Production II (3) (or FILM 2223, Film Production II)
FILM 222, Film Production II (3)	
	Core Area: Interactive Digital Media
	ETEC 2503, Digital Literacy (3)
	ETEC 2513 (251), Web Development I (3)
	ETEC 2523 (252), Web Development II (3)
	Core Area: Audio Recording & Engineering
	ETEC 2053 (205), Introduction to Recording Technology (3)
	ETEC 2303 (230), Audio Engineering (3)
	ETEC 2403 (240), Audio for Digital Media (3)
	ETEC Core Electives (12 credit hours):
	ETEC 2003 (200), Acoustic Theory: Physics of Sound (3)
	ETEC 2013 (201), Storyboard Development (3)
	ETEC 2023 (202), Production Management (3)
	ETEC 2043, Introduction to Music Business (3)
	ETEC 2053 (205), Introduction to Recording Technology (3)
	ETEC 2063 (206), Introduction to MIDI and Electronic Music (3)
	ETEC 2073 (207), Introduction to the Art of Foley (3)
	ETEC 2083, Music and the Entertainment Industry (3)
	ETEC 2103 (210), Game Theory and Design (3)
	ETEC 2153 (215), Game Production (3)
	ETEC 2203 (220), Game Programming (3)
	ETEC 2213, Digital Film Production I (3)
	ETEC 2223, Digital Film Production II (3)
	ETEC 2233 (223), Digital Post Production (3)
	ETEC 2253 (ETEC 225), 3D Modeling and Animation (3)
	ETEC 2303 (230), Audio Engineering (3)
	ETEC 2403 (240), Audio for Digital Media (3)
	ETEC 2503, Digital Literacy (3)
	ETEC 2513 (251), Web Development I (3)
	ETEC 2523 (252), Web Development II (3)
	FILM 2003 (200), Introduction to Cinema Studies (3)
	FILM 2013 (201), Cinema History through 1945 (3)
	FILM 2023 (202), Cinema History after 1945 (3)
	General Elective Courses (12 credit hours):
	Any MUSC course
	Any HUMN course
	Any ARTS course
	Any FILM course (not taken as Core Requirement of Core Elective)
	Any ETEC course*
	Any CSCI course
	Any THTR course
	BUSN 2403 (240), Business Communication (3)
	ENGL 2013 (201), Workforce Writing and Vocabulary Development (3)
	ENGL 2053 (205), Introduction to Writing Short Stories (3)
	ENGL 2093 (209), Introduction to Screenwriting (3)
	ENGL 2423 (231), Film as Literature (3)
	SPCH 2403 (240), Performance of Literature (3)
	* Not taken as a Core Requirement or ETEC 1013

ETEC 2043 Introduction to Music Business

CIP code: Lecture 3, Lab 0, Credit 3

Prerequisite: Eligibility for ENGL 1013 Co-requisite: None

Surveys the intersection of artistry, publishing, recording, and business in the music industry. The course covers the skills and methodologies used to manage the artistic, legal, financial, and ethical issues facing contemporary music industry professionals.

ETEC 2063 Introduction to MIDI and Electronic Music

CIP code: 50.0913 Lecture 3, Lab 0, Credit 3

Prerequisite: ETEC 2053 Co-requisite: None

Students will learn the basic process of mapping and sequencing Musical Instrument Digital Interface (MIDI) instruments in a project studio.

ETEC 2073 Introduction to the Art of Foley

CIP code: 50.0913 Lecture 3, Lab 0, Credit 3

Prerequisite: ETEC 2053 Co-requisite: None

Introduces students to audio recording techniques used on post-production work of motion pictures.

ETEC 2083 Music and the Entertainment Industry

CIP code: 50.1003 Lecture 3, Lab 0, Credit 3

Prerequisite: ETEC 2053 (ETEC 205) Co-requisite: None

Focuses on the strategies employed by music business professionals when analyzing and coordinating the financial aspects of songwriting, music publishing, touring, merchandising, and licensing within related entertainment industries such as live productions, television, motion pictures, interactive digital media, streaming services, and gaming.

ETEC 2213 Digital Film Production I

CIP code: 50.0602 Lecture 3, Lab 0, Credit 3

Prerequisite: None Co-requisite: None

Provides students with an introduction to the technical, artistic, and procedural aspects of digital film production. Students will learn how to write, shoot, and edit digital films as part of a production crew tasked with developing digital filmmaking projects.

ETEC 2223 Digital Film Production II

CIP code: 50.0602 Lecture 3, Lab 0, Credit 3

Prerequisite: None Co-requisite: None

Provides students with advanced study of the technical, artistic, and procedural aspects of digital film production. Students will write, shoot, and edit digital films that illustrate personal aesthetics grounded in the cinematic languages of recognized genres and styles.

ETEC 2503 Digital Literacy

CIP code: 09.0702

Lecture 3, Lab 0, Credit 3

Prerequisite: None

Co-requisite: None

Introduces the language and foundations of interactive digital media and provides a framework of knowledge essential to understanding we-based digital media from the perspectives of creator and consumer. Topics include the Internet and we-based technologies (hardware and software), digital projection management, and issues in online security and privacy. The course also provides insight into algorithmic solutions to common digital media-related problems.

ETEC 2513 Web Development I

CIP code: 50.0602

Lecture 3, Lab 0, Credit 3

Prerequisite: Eligibility for ENGL 1013

Co-requisite: None

Introduces students to Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS), emphasizing semantic use of elements and the benefits of using standards-based, valid code. The use of CSS is discussed to separate content from presentation in order to decrease maintenance time, speed up development, and improve design capabilities. Students will employ web standards concepts.

ETEC 2523 Web Development II

CIP code: 50.0602

Lecture 3, Lab 0, Credit 3

Prerequisite: ETEC 2513 (or ETEC 251)

Co-requisite: None

Introduces students to advanced Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) techniques to create sophisticated web page layouts that adhere to the World Wide Web Consortium's (W3C's) guidelines. Students will also learn basic programming concepts through the use of the European Computer Manufacturer's Association Script (ECMAScript, a subset of JavaScript) to create basic scripts to solve common interface problems.