TECHNICAL-OCCUPATIONAL
DEGREE AND CERTIFICATE PROGRAMS
SELF-STUDY FILM AND VIDEO PRODUCTION (129)

TECHNICAL-OCCUPATIONAL
DEGREE AND CERTIFICATE PROGRAMS
Film and Video Production

1. **Degree Requirements**. **To award associate degree and certificate programs in technical-occupational areas, an institution must adhere to the minimum requirements for the associate in applied science technical-occupational degree and certificate programs as defined in section I.B. of the *Policy Statement on Undergraduate Degree Requirements and Articulation*. *(Suggested documentation: college catalog, degree plan, transcripts.)***

Oklahoma City Community College
EDUCATIONAL PROGRAM FORM

Degree or Certificate conferred: <u>Associate in Applied Sciences (AAS)</u>

Semester Hours General Education -- <u>18-19</u>

Semester Hours in Major -- <u>30</u>

Semester Hours Support – <u>11-12</u>

Semester Hours Life Skills -- <u>1</u>

Semester Hours Total -- <u>61</u>

Freshman Year First Semester			
Prefix	Number	Course Title	Credit Hours
SCL	1001	Success in College and Life	
ENGL	1113	English Composition I	3
POLSC	1113	American Federal Government	3
PHYS PHYS	1013 1014	Physical Science--OR Physical Science (with Lab)	3-4
BUS	1323	Mathematics for Business Careers	3
(C)FVP	1103	Technology and Equipment Overview	3
		TOTAL	15-16

Prefix	Number	Course Title	Credit Hours
Freshman Year **Second Semester**			
ENGL	1203	Business English—OR	3
ENGL	1213	English Composition II—OR	
ENGL	1233	Report Writing—OR	
COM	2213	Intro to Public Speaking	
HIST	1483	U.S. History to the Civil War –OR	3
HIST	1493	U.S. History since the Civil War	
(C)FVP	1123	Film Production and Business I	3
(C)FVP	1133	Production Design	3
(C)FVP	2243	Film Lighting I	3
		TOTAL	15

Prefix	Number	Course Title	Credit Hours
Sophomore Year **First Semester**			
(C)FVP	2123	Film Production and Business II	3
(C)FVP	2323	Film Editing and Digital Effects I	3
(C)FVP	2233	Camera Techniques I	3
(C)FVP	2253	Film Sound	3
		**Approved Support Course	3
		TOTAL	15

Sophomore Year Second Semester			
Prefix	Number	Course Title	Credit Hours
(C)FVP	2453	Film Sound Editing	3
(C)FVP	2713	Capstone Project (summer enrollment possible)	3
HUM		*Approved Humanities Elective	3
FVP		**Approved Support Courses	5-6
		TOTAL	14-15

CURRICULUM LISTING

GENERAL EDUCATION COURSES	CREDIT HOURS
ENGL 1113 English Composition I	3
ENGL 1203 Business English—OR ENGL 1213 English Composition II—OR ENGL 1233 Report Writing—OR COM 2213 Intro to Public Speaking	3
POLSC 1113 American Federal Government	3
PHYS 1013 Physical Science—OR PHYS 1014 Physical Science (with Lab)	3-4
HIST 1483 U.S. History to the Civil War—OR HIST 1493 U.S. History since the Civil War	3
*Approved Humanities Elective	3
TOTAL CREDIT HOURS:	18-19

MAJOR COURSES	CREDIT HOURS
(C)FVP 1103 Technology and Equipment Overview	3
(C)FVP 1123 Film Production and Business I	3
(c)FVP 1133 Production Design	3
(C)FVP 2123 Film Production and Business II	3
(C)FVP 2233 Camera Techniques I	3
(C)FVP 2243 Film Lighting I	3
(C)FVP 2253 Film Sound	3
(C)FVP 2323 Film Editing and Digital Effects I	3
(C)FVP 2453 Film Sound Editing	3
(C)FVP 2713 Capstone Project	3
TOTAL CREDIT HOURS:	30

*APPROVED HUMANITIES ELECTIVE COURSES	CREDIT HOURS
HUM 1113 Music Appreciation	3
HUM 2233 European Film Classics	3
HUM 2243 Film Studies	3
HUM 2253 Documentary Films	3
HUM 2263 American Cinema	3
HUM 2273 Introduction to World Music	3
ART 1013 Art History Survey I	3
ART 1023 Art History Survey II	3
ART 1053 Art Appreciation	3
TA 1103 Introduction to Theater	3
TOTAL CREDIT HOURS 3	

Life Skills	
SCL 1001 Success in College and Life	1
TOTAL CREDIT HOURS:	**1**

Note: ALL Support Courses must be approved by Faculty Advisor.

**APPROVED SUPPORT Course	CREDIT HOURS
Required Support Course	
BUS 1323 Mathematics for Business Careers	3
Choose 8-9 Hours from the Following Courses	
FVP 1000 Special Topics in Film Technology	3
FVP 2000 Special Topics in Film Technology (Advanced)	3
FVP 2153 Screenplay Interpretation	3
FVP 2343 Film Lighting II	3
FVP 2353 Camera Techniques II	3
FVP 2423 Film Editing and Digital Effects II	3
FVP 2613 Film or Video Internship	3

OCSC Oklahoma Cinema Studies Consortium Courses	3 each
CS 1103 Introduction to Computers and Applications—OR GCOM 1133 Introduction to Macintosh	3
GCOM 2583 Digital Video and Sound Editing I	3
JB 2643 Video Production	3
ART 1213 Foundations I: Design and Color	3
TA 1223 Make-up for Stage	3
TA 2113 Introduction to Technical Theater	3
TOTAL CREDIT HOURS	**11-12**

Oklahoma City Community College
EDUCATIONAL PROGRAM FORM

Degree or Certificate conferred: <u>Certificate Of Mastery</u>

Semester Hours General Education   0

Semester Hours in Major   <u>30</u>

Semester Hours Support   0

Semester Hours Electives   0

Semester Hours Total   <u>30</u>

Freshman Year **First Semester**			
Prefix	Number	Course Title	Credit Hours
(C)FVP	1103	Technology and Equipment Overview	3
(C)FVP	1123	Film Production and Business I	3
(C)FVP	1133	Production Design	3
(C)FVP	2323	Film Editing and Digital Effects I	3
		TOTAL	12

Freshman Year Second Semester			
Prefix	Number	Course Title	Credit Hours
(C)FVP	2123	Film Production and Business II	3
(C)FVP	2233	Camera Techniques I	3
(C)FVP	2243	Film Lighting I	3
(C)FVP	2613	Film or Video Internship	3
(c)FVP	2253	Film Sound	3
		TOTAL	15

Freshman Year Summer			
Prefix	Number	Course Title	Credit Hours
(C)FVP	2713	Capstone Project	3
		TOTAL	3

2. **Graduates. The crucial criterion for judging technical-occupational degree and certificate program(s) is whether it produces competent graduates who enter the occupation and perform effectively. A program committed to preparation for employment shall engage in systematic efforts to evaluate the occupational competence and success of its students and former students; to improve the efficiency of instruction; and to keep instruction relevant to occupational requirements and student interests and abilities.** *(Suggested documentation: graduate surveys and data that includes the number of graduates; evidence of student interactions with employers, such as seminars, workshops, and internship experiences; industry job descriptions related to the program.)*

THE FILM AND VIDEO PROGRAM

The Film and Video Program had 16 graduates in 2006. 50% of the graduates responding to the survey are employed full time, 37.5% are employed part-time, and another 12.5% are unemployed but seeking. See the survey results for further details.

Here are some of the areas in which FVP graduates excelled.

UCO FEATURE

Several graduates and current students of the OCCC Film and Video Production Program were involved in a feature film produced at the University of Central Oklahoma this year. The producer, director of photography, and key grip were graduates of the program; the camera crew included a

graduate and a current student. This first feature at UCO is a testament to the camera and lighting skills of our students and graduates. They were hired to work on this feature because they had learned professional and marketable skills in the FVP program.

IVORY

Another independent feature was also shot here in Oklahoma City this summer titled *Ivory*. Two program graduates and two current students were hired to work on it based on the skill levels they acquired here in our program.

24-HOUR FILM FESTIVAL

Several program graduates participated in this festival here in Oklahoma City where an entire film is made in one day. Thanks to their technical skills in camera and lighting, they not only completed the film, but the film won the competition at the local level.

LOS ANGELES/OKLAHOMA

Ten FVP students with whom Artist in Residence and Adjunct Professor Gray Fredericksen keeps in contact are working in professional productions in Los Angeles, California, as camera and lighting technicians--ranging from the TV-show "24" to reality film shows to independent features.

FVP graduate and current camera and lighting professor, David Greene, has shot a season of a CMT TV-show called "Cowboy University" and is scheduled to shoot another. He was also contracted by the Tourism Commission, through Ackerman-McQueen, to shoot this year's Oklahoma State Fair. This is an affirmation and testament to his camera, lighting and filmmaking skills, acquired in the courses here before he graduated.

INTERNSHIP EXPERIENCES

FVP graduates and students have had many opportunities for professional internship experiences in our program. They have been able to work on and intern on five feature films produced by Graymark Entertainment. These films were *Cloud Nine, The Hunt, Surveillance, Soul's Midnight* and *Fingerprints*.

Graduates and students have also received professional work experience in internships at Garman Sound, The Oklahoma Film Commission, and our public television station OETA.

Here are our internship guidelines.

FILM AND VIDEO STUDIES INTERNSHIP
FVP 2123

<u>COURSE DESCRIPTION</u>

In this course the student will work 10 hours per week for an employer at an on-site location. Work will reinforce the following skills:

1. Basic film and/or video craft skills

2. Media skills (production/technical/talent if necessary)
3. Communication skills and task methodologies
4. Professional skills (deadlines, professional standards, workload assignments, responsibility)
5. Total planning of film/video productions (if possible, inclusion of student in all levels of project work)

The course will last sixteen weeks. Work will be actual film and or video work with instruction given by the employer. Work will also be monitored by the college instructor. This course may be repeated to a maximum of 6 credit hours with the permission of the instructor. Instructor permission required for enrollment in this course.

COURSE CRITERIA

Attendance - Ten hours per week will be arranged between the student and the employer. Since the student is in a real work situation, consistent attendance at work should be a minimum expectation. Should unavoidable circumstances arise where the student must be absent, the student must notify the employer in advance and, any time lost should be made up by arrangement with the employer.

Assignments - All assignments are given by the Internship employer and are expected to be executed promptly in a professional manner. Emphasis is on quality however, rather that quantity. Speed will come with experience. Participation in completed production or company contracted projects, or portions thereof, when available, are to be made available to and reviewed by the college instructor.

Grading - Grades will be determined, after consultation with the employer, the students' performance on the job and by the college instructor. Grades will be based on attendance and quality of completed assignments.

Require Journal of job assignments and interaction.

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Workshops and Job Fairs –
Regular workshops are held to aid students in acquiring the skills necessary to successfully seek and maintain employment. Students may access a current listing of such workshops at http://www.occc.edu/es/events.html. See Appendix A and B for examples of the flyers also used to advertise these workshops to students. During fiscal year 2007, the following workshops were held:
Career Power in 25 Minutes! (Fall 2006)

Careers	09/13/06
DISCOVER	09/20/06
Job openings	09/27/06
Cover letter	10/11/06
Resume	10/18/06
Interviewing	10/25/06
Thank you letter	11/01/06
Work ethics	11/08/06
Balancing life	11/15/06

Work after college	11/29/06

Career & Employment Power in 25 Minutes! (Spring 2007)

Self-Directed Search	01/29/07
Career Search	02/12/07
DISCOVER	02/19/07
Job applications	02/26/07
Success at a Job Fair	02/27/07
Job search	03/12/07
Cover letter	03/26/07
Resume	04/09/07
Ethics in the 21st	
century workplace	04/23/07
Work, school balance	04/30/07

In addition, two general and one health profession related job fairs are held annually. A total of 185 employers attended these opportunities.

Brochures
Services to students regarding career and employment are advertised in hard copy brochures throughout campus. Access to these materials is also available at http://www.occc.edu/es/Brochures.html.

Online Information
Students may access a variety of information regarding career and employment services at http://www.occc.edu/es/links.html.

College Central Network Service
Students are given access, at no cost, to current job listings specifically targeting Oklahoma City Community College students and alumni. During fiscal year 2007, over 1,500 jobs were posted. The College Central Network can be accessed at http://www.collegecentral.com/occc/ .

3. **Program Objectives. The objectives of the technical-occupational degree and certificate program(s) must be well defined, clearly stated, and achieved. Specifically, the program objectives must include attracting people in need of occupational skills, graduating students who are occupationally competent, and maintaining satisfactory job placement rates.** *(Suggested documentation: program goals and objectives; explanation of how goals and objectives are achieved; summary account of advisory committee input into the goals and objectives; progress reports on meeting goals and objectives.)*

PROGRAM GOALS AND OBJECTIVES

The AAS degree provides students the opportunity to become trained in the technical aspects of film and video production, providing the community with a trained workforce of technicians able to handle lights, cameras, props, sound and set design for film and video projects.

The Certificate of Mastery program allows an individual to work toward an attainable goal without taking the general education courses required for an associate degree. College credits earned may apply toward an Associate in Applied Science degree or Associate of Arts degree in Film and Video Production. This certificate provides students the opportunity to become trained in the

technical aspects of film and video production, providing the community with a trained workforce of technicians able to handle lights, cameras, props, sound, and set design for film and video projects.

ADVISORY COMMITTEE INPUT
The FVP Advisory Board/Committee is composed of local and statewide professionals, as well as Gray Fredericksen, producer of *The Godfather Trilogy* and *Apocalypse Now* and many other Hollywood feature films. He has extensive ties to Hollywood and other entertainment centers outside Oklahoma. Gray is also the co-owner of Graymark Entertainment, which has produced five feature films here in Oklahoma City.

Other board members include Bill Thrash, head of OETA, and Jill Thompson from the Oklahoma Film Commission.

There is an excellent balance between local and national film professionals on the Advisory Board, which in turn gives an excellent breadth of experience and networks/contacts to help our graduates find employment in the community as well as entertainment centers outside the state. The Advisory Board keeps us apprised of what employers are looking for and we train our students to meet their needs.

The primary focus of the FVP program is on retention of our students and graduates within the community. The quality of the program has created opportunities for the FVP faculty and students to do films locally for several organizations, including a campaign video for Allied Arts; a documentary about arts education and a concert film for the Kirkpatrick Foundation; and a documentary on Robert S. Kerr for the Centennial Commission, Chesapeake Oil Company, and the family of Robert S. Kerr. These projects have brought acclaim to the program and the College as well as grant funding from the Kirkpatrick Foundation. In addition, students have participated in smaller film projects that have been recognized for excellence..

4. <u>**Institutional Ethics**</u>. **The institution will demonstrate through institutional and program practices that it adheres to clear standards of ethics as it relates to recruiting, advertising, transcripts, fair and equitable student tuition refunds, and student placement services. Ethical practices are demonstrated in ways that include, but are not limited to:**

    a.   **Publishing and widely disseminating materials that are factual, clear, accurate, and reflect the needs of its clientele. Published materials must include the following items:**
    (1) Admission policies and requirements for technical-occupational education programs;
    (2) Licensing regulations and other factors that may affect employability;
    (3) Expenses associated with the programs; and
    (4) Disclosure of the institution's complete accreditation status in a manner that draws the attention of the reader.
    (Suggested documentation: all published materials including college catalog, brochures, policies and procedures, and student handbooks.)

Accreditation
Oklahoma City Community College is accredited by the Higher Learning Commission, a

Commission of the North Central Association of Colleges and Schools, which is located at 30 North La Salle Street, Suite 2400, Chicago, Illinois 60602-2504, Telephone (800) 621-7440, http://www.ncahlc.org. The College is a member of the American Association of Community Colleges and is also recognized by the federal government to offer education under the veterans and social security laws. Oklahoma City Community College is authorized by the Oklahoma State Regents for Higher Education located at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma 73104-3603, Telephone (405) 225-9100, to offer certificate, associate in arts, associate in science, and associate in applied science programs.

Oklahoma City Community College provides educational opportunities for a diverse student population. To this end, the College has an open door admissions policy that makes its programs available to as many students as possible.

Recruitment and Admissions
Prospective students may access information about the college and its programs through the Office of Recruitment and Admissions. Services provided by this office include campus tours, community and high school outreach, information sessions, scholarship programs and corporate recruiting. For more information, please visit our web site at www.occc.edu/Admissions. To receive more information by mail, or to arrange a campus tour, please call (405) 682-OCCC (6222) or e-mail psst@occc.edu.

Recent High School Graduates or GED Recipients Graduates from an Accredited School
Applicants who (a) are graduates of an accredited high school or have achieved a high school equivalency certificate based on the GED test (GED recipient's high school class must have graduated), (b) have participated in the American College Testing Program (ACT), the Scholastic Aptitude Testing Program (SAT) or a similar acceptable battery of tests, and (c) meet high school curricular requirements, are eligible for admission to Oklahoma City Community College. High school curricular requirements: 4 units English (grammar, composition, literature), 2 units Lab Science (from biology, chemistry or physics), Effective Fall 2010, three lab science courses will be required, 3 units Mathematics (from algebra, geometry, trigonometry, math analysis, calculus, or advanced placement statistics) 3 units History and Citizenship Skills (including one unit of American History and two additional from economics, geography, government or non-western culture) and 3 additional units from subjects previously listed or from computer science, foreign language, or any advanced placement course except applied courses in fine arts.

Effective Fall 2010, the number of additional units will be reduced to two. 15 Total Required Units In addition to the above requirements, the following subjects are recommended for college preparation:
2 additional units: Fine Arts—music, art, drama; Speech
1 additional unit: Lab Science (as described above)
1 additional unit: Mathematics (as described above)
4 Total Recommended Units

Recent high school graduates (or GED recipients) who are admitted into an AA or AS degree program without having met high school curricular requirements must remediate any basic academic skill deficiencies within their first 24 credit hours of college level work. If deficiencies have not been remediated, by that time all subsequent enrollments will be restricted to deficiency removal courses until the deficiencies are met. ALL students must remove curricular deficiencies in a discipline area before taking college level work in that discipline. Students may remediate

deficiencies through prescribed coursework or testing. Courses used to remediate a deficiency may not be used toward meeting degree requirements. Further information is available in the Office of Academic Advising.

Associate in Applied Science Graduate Educational Guarantee Technical Education Guarantee
If an Associate in Applied Science (A.A.S.) graduate is judged by the initial employer to be lacking in either academic or technical job skills identified as exit competencies by Oklahoma City Community College for the specific degree program, the graduate will be provided up to nine credit hours of additional education at and by Oklahoma City Community College.

Special conditions that apply to the guarantee are as follows:
1. The graduate must have earned the A.A.S. degree from Oklahoma City Community College after Fall 1995 in a technical program identified in the current College catalog.
2. The graduate must have completed the A.A.S. degree from Oklahoma City Community College with a majority of the credits for the degree being earned at Oklahoma City Community College. The graduate must have completed the degree within a four-year time span from the date the first coursework applicable to the degree earned was completed through the date degree requirements were completed.
3. The graduate must be employed full-time in an area directly related to the program of concentration as certified by Oklahoma City Community College.
4. Employment must commence within twelve months of graduation.
5. The employer must identify deficiencies and certify in writing, within 90 days of the graduate's initial employment that the employee is lacking specific entry-level skills guaranteed by Oklahoma City Community College as part of the degree program.
6. The employer, graduate, dean, and the appropriate faculty will develop a written educational development plan for the needed education.
7. Education provided will be limited to nine credit hours related to the identified skill deficiency and to those classes regularly scheduled during the period covered by the educational plan.
8. All education must be completed within three semesters from the time the educational plan is agreed upon.
9. The graduate and/or employer is responsible for the cost of books, insurance, uniforms, fees, room and board, tools, and other course related expenses other than the enrollment fee.
10. The guarantee does not imply that the graduate will pass any licensing or qualifying examination for a particular career.
11. Oklahoma City Community College's sole responsibility for skill deficiencies shall be limited to nine credit hours of education under the conditions described above.
12. The guarantee process can be initiated by written notification from the employer to Oklahoma City Community College, Vice President for Academic Affairs, 7777 South May Avenue, Oklahoma City, OK 73159.

b. **Administering fair and equitable refund policies for all students. Confirmation that institutions administer fair and equitable refunds includes providing information to consumers regarding refund policies and procedures and complying with state and federal policies as described below:**

(1) **Consumer information. The institution will publish refund policies and procedures for all current and prospective students. The policies and procedures must include details and examples of how refunds will be**

calculated and distributed. Communication of the policies may be in the form of the college catalog, semester class schedule, or included in a schedule of fees. Additionally, institutions must advise current and prospective students of changes in the refund policies or procedures.

(2) State Policy. Changes in schedules and complete withdrawals from the institution during the defined add/drop period will result in full charges for courses added and full credit for courses dropped. The add/drop period will be printed in the college catalog, semester class schedule, or in a schedule of fees. No refunds will be made after the add/drop period for that session.

(3) Federal Policy. Students receiving federal financial aid assistance who withdraw from all classes will be subject to the Return of Title IV fund calculations as specified in federal regulations.

(Suggested documentation: policies and procedures manual; description of how/when the refund is disclosed; copy of the disclosure; list of publications where refund policy appears.)

Course Withdrawal/Schedule Adjustment

Students adjusting their schedules or completely withdrawing from all classes during the first two weeks of a sixteen-week class or the first week of a four-, five-, six-, or eight-week class will be charged 100% fees for any classes added and will receive a 100% refund for any courses dropped. To withdraw from a class, a student must complete and submit an add/drop form in the Office of Records and Graduation Services or withdraw on the college web site at mineonline.occc.edu. NO REFUNDS WILL BE MADE AFTER THIS PERIOD EXCEPT AS STIPULATED FOR ENROLLMENT OF TITLE IV RECIPIENTS. See academic calendar for exact withdraw dates.

Students may still withdraw from classes after the add/drop period but will receive no refund and will be billed for any outstanding payment due. Students may withdraw without refund any time prior to the fourth quarter of a semester (through the twelfth week of a sixteen-week semester or the sixth week of an eight-week semester). Officially withdrawing from a course will not negatively affect academic standing with respect to the College's Academic Retention Policy. However, withdrawals processed after the add/drop period may adversely affect financial aid status. NO REFUNDS WILL BE AWARDED FOR WITHDRAWALS AFTER THE ADD/DROP PERIOD.

EMERGENCY DROP/LATE WITHDRAWAL

Students may petition to withdraw after the add/drop or withdrawal deadline if an emergency situation exists.. An emergency is defined as an extraordinary and unforeseen event (such as an illness requiring hospitalization, work transfer to another state) that occurred after the add/drop or withdrawal deadline and /or prevented the student from withdrawing by the deadline. To be considered for an Emergency Drop/Late Withdrawal the student must submit a written appeal (forms available in the Office of Records and Graduation Services) along with support documentation to the Office of Records and Graduation Services. The appeal will be reviewed by a committee and the committee's decision will be final. The appeal must be filed within 90 days of the end of the semester in question.

Schedule Changes / Withdrawals

Students adjusting their schedules or completely withdrawing from all classes during the first two weeks of a 16-week class or the first week of a four-, five-, six- or eight-week class will be charged 100% fees for any courses added and will receive a 100% refund of tuition and fees for any courses dropped. Finance and Late Charges accrued will not be reduced. See academic calendar for dates. No refunds will be made after this period except as stipulated for enrollment of Title IV recipients. See academic calendar for exact withdrawal dates.

Complete Withdrawal of Students Who Are Title IV Recipients
Recipients of Federal Title IV student financial assistance funds (Pell Grants, Academic Competiveness Grants, SEOG, Stafford and Plus Loans) who completely withdraw from the College during a semester may be required to repay a portion of the funds that are determined to be unearned. The calculation of earned vs. unearned funds is based directly on the portion of the semester the student attended before totally withdrawing. This calculation is not related to the College's tuition refund policy. It is in addition to the College's Refund policy and is required by Federal Title IV regulations.

> c. **Following federal Student-Right-To-Know and the American Disabilities Act regulations (***suggested documentation: all published materials including the college catalog, brochures, and student handbooks; student services strategy plan, plan of study, individual career plan, or accommodation***);**

ADA
Students who have disabilities, including those with mobility limitations, speech, hearing or sight impairment, learning, or other disabilities covered by the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, may receive reasonable educational accommodations. To request accommodations, students with disabilities must go directly to the Office of Student Support Services where all disabilities must be verified with supporting documentation.

> d. **Complying with the Federal Right to Privacy Act of 1974 and any other state or local policies concerning the confidentiality of** *records (suggested documentation: all published materials including college catalog, brochures, policies and procedures, and student handbooks);*

Notification of Student Rights under FERPA
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include: • The right to inspect and review education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriated official, a written request that identifies the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. The right to request the amendment of education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Students may ask the College to amend a record that they believe is inaccurate or misleading. A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly indentify the part of the record the student wants changed, and

specify why it should be changed. If the college decides not to amend the record as requested, the College will notify the student in writing of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. • The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is the disclosure to school officials with legitimate educational interests. A school is defined as a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College. Upon request, the College may also disclose education records without consent to officials of another school in which a student seek or intends to enroll. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

        e. **Maintaining a cumulative educational record for each student that contains such information as student identification, grades, prerequisites for admission, course of study, and graduation and withdrawal date** *(suggested documentation: transcripts; degree plan; student service strategy plan, plan of study, individual career plan, or accommodation plan);*

Students decide upon a program or major when they are first admitted to the college. After an initial meeting with an advisement professional to clarify their degree selection, the student will be assigned a faculty advisor. The faculty advisor will work in conjunction with the Office of Academic Advising to guide the student through program curriculum and toward degree completion. Students wishing to change their program/major should contact a counselor in

Office of Academic Advising.
All degree or certificate-seeking students are encouraged to request a degree check when they have completed 20 credit hours of work in a declared major (including any intended transfer credit hours). Upon completing 45 credit hours in a declared major, students should apply for graduation by completing a graduation application, which is available in the Office of Records and Graduation Services and on the College's web site at mineonline.occc.edu. Applications must be received by the end of the third week of a student's graduating semester.

Academic information for each student is on file in the Office of Records and Graduation Services. It will be released to third parties only upon the written request of the student or in compliance with the Family Educational Rights and Privacy Act. Official transcripts may be obtained on

request at no charge. Students may also request and receive letters of good standing, verification of enrollment and other academic documentation. For further information, contact the Office of Records and Graduation Services.

f. **Protecting student records against use by unauthorized persons and against loss from improper handling, fire, and vandalism** *(suggested documentation: policies and procedures manual; student handbook);*

The following is a list of types of records that the college maintains, their locations, and their custodians:

ADA Accommodation Records	Student Support Services Office	Director of Student Support Services
Admission Records	Records and Graduation Services	Dean of Enrollment Management/Registrar
Cumulative Academic Transcripts & Academic Histories	Records and Graduation Services	Dean of Enrollment Management/Registrar
Disciplinary Records	Vice President for Enrollment and Student Services	Vice President for Enrollment and Student Services Office
Financial Aid Records	Student Financial Support Services	Dean of Student Financial
Finance Records	Finance Office	Director of Finance
Placement Records Services	Advising and Career Services	Coordinator of Advising and Career Services
Vocational and Skills Testing Records	Advising and Career Services	Director of Testing and Assessment Services

g. **Issuing transcripts for a reasonable fee upon student request** *(suggested documentation: college catalog, policies and procedures manual; student handbook);*

Academic information for each student is on file in the Office of Records and Graduation Services. It will be released to third parties only upon the written request of the student or in compliance with the Family Educational Rights and Privacy Act. Official transcripts may be obtained on request at no charge. Students may also request and receive letters of good standing, verification of enrollment and other academic documentation. For further information, contact the Office of Records and Graduation Services.

h. **Ensuring that each technical-occupational education student has a career objective and the school identifies the potential for employment in various occupational fields** *(suggested documentation: placement report; counseling and guidance procedures; program advisory committee; employer job descriptions);*

Career & Major Assistance
Career and Employment Services strives to help students obtain information
about various majors so they may know what careers are associated with those majors. Students may access a website http://www.occc.edu/es/jobs.html that connects the majors with careers.

Job Opportunities
Career and Employment Services also connects students with jobs that meet the degree they have acquired. See Appendix C for an Employment Services job description example.

i. **Providing counselors/advisors who are active in placement efforts** *(suggested documentation: policies and procedures manual; student handbook);* **and**

Student Handbook
Oklahoma City Community College offers students a Student Handbook to provide them with vital information on policies and services offered. This handbook is offered in hardcopy form and online at http://www.occc.edu/handbook.html

j. **Ensuring that the student knows the full cost of the program, licensing regulations, and other factors that may affect employability** *(suggested documentation: fee booklet; state/occupational job licensing information; employer surveys);*

EDUCATIONAL PROGRAM FEES

Oklahoma Residents:

Resident Tuition $60.55 per credit hour
This is the cost of tuition set forth by the Oklahoma State Regents for Higher Education.

Student Activity Fee   5.15 per credit hour
This fee covers the costs associated with Commencement, diplomas, student I.D. cards, parking permits, parking lots, intramural sports, recreation equipment, and the student newspaper. In addition, various student activities are available through the Office of Student Life. The student activity fee funds these activities and all students are encouraged to participate. Activities include musical entertainment, a film series, family events and lecture series. Monthly activity calendars are available in the Office of Student Life, located in the Main Building.

Facility Use Fee $10.30 per credit hour
The funds generated by this fee go toward paying the debt on the Wellness Center, College Union, Aquatic Center and the SEM Center. It also supports the maintenance and upkeep of those facilities, in addition to supplementing the budgets for security staff and parking lots.

Student Technology Fee $5.00 per credit hour
Maintenance and system upgrade of the College computers along with current software programs are provided with this fee. All of the various labs and classrooms are being equipped with the necessary technology to assist students in the learning process.

Assessment Fee $1.00 per credit hour
The Oklahoma State Regents for Higher Education requires entry level, midlevel, satisfaction and outcomes assessments for students. In addition, this fee supports the cost of the placement tests for entering students.

Library Fee $2.00 per credit hour
This fee covers the cost of maintaining current editions of needed books, along with an up-to-date

video and audio section to assist students in their learning process.

Total $84.00 per credit hour

Non-Residents of Oklahoma:
Resident Tuition $60.55 per credit hour
Non-Resident Tuition $140.00 per credit hour
Student Activity Fee $5.15 per credit hour
Facility Use Fee $10.30 per credit hour
Student Technology Fee $5.00 per credit hour
Assessment Fee $1.00 per credit hour
Library Fee $2.00 per credit hour
Total $224.00 per credit hour

Additional Fees and Special Fees
Many services are included in the enrollment fee, the student activity fee and the
facility use fee. Exceptions are:

On-campus Exam/Advanced Standing Fee $5.00 per credit hour

Applied Music Lessons Fee $50.00 per credit hour
Private music lessons for credit are designed for degree-seeking students; these degree-seeking
students must pay tuition, educational program fees, and this applied music lessons fee.

Non-Credit Music Lessons Fee $180.00 per course
Non-credit private music lessons are designed for students who are seeking self-enrichment.

American College Testing (Local/Residual) $35.00

CLEP Examinations $70.00

New Student Application/Records Processing Fee $25.00

International Student Status Maintenance Fee
Fall/Spring $15.00 per semester
Summer $10.00 per semester
This fee will be charged to international students to cover costs of processing immigration
documents and monitoring student enrollments in compliance with Citizenship and Immigration
Services (CIS) regulations.

Electronic Media Fee $12.00 per credit hour
This fee is charged to online, web-enhanced and telecourse students to offset the cost of offering
this type of instruction.

Cooperative Alliance Administrative Fee $8.00 per credit hour
This fee covers recording and transcription costs for Cooperative Alliance Credit. Students eligible
to receive Cooperative Alliance Credit are those who are attending Francis Tuttle Technology
Center, Moore Norman Technology Center, Mid America Technology Center and Metro
Technology Center in a Cooperative Alliance Program. Eligibility is determined by the Guidelines

for Approval of Cooperative Agreements Vocational-Technical Schools and Colleges established by the Oklahoma State Regents for Higher Education.

Science Lab Fee	$15.00 per course

Child Development Lab Fee	$5.00 per credit hour

Supplemental Fees
Authorization has been given by the Oklahoma State Regents for Higher Education to charge supplemental fees in addition to the educational program fees for courses in two programs:

Remedial (Zero-Level) Courses $13.00 per credit hour
The Oklahoma State Regents for Higher Education have endorsed an additional fee per credit hour for the developmental educational courses at all Oklahoma colleges and universities.

Off-campus Courses $18.50 per credit hour

Fees for Auditing a Course
Students taking credit courses for no grade will pay the same enrollment fees and tuition as regular credit students. Students age 65 and older who audit a course may request to have the enrollment fee waived.

Fees Are Subject to Change
In the event that the Oklahoma State Regents For Higher Education authorize a fee change, students will be assessed accordingly.

Fee Payment
Students at Oklahoma City Community College will be charged tuition and fees for all classes in which they are enrolled as of the fee due date for the semester. Fee due dates are listed in the College Class Schedule and the College Catalog. Students who pay on their date of enrollment or by the fee due date for the semester will pay tuition and fees only. Students who choose to make monthly payments will be assessed a finance charge. Students enrolling after the initial due date must pay in full at the time of enrollment or go to the Bursar's Office to find out the minimum payment due.

STUDENTS WILL NOT BE CANCELLED FROM CLASSES DUE TO NON-PAYMENT OF FEES BY THE FEE DUE DATE. Instead, students will be automatically billed on a monthly basis for all tuition and fees due (see below). Students should withdraw from any classes in which they do not wish to be enrolled prior to the due date in order to avoid finance charges. Students will receive a refund only for classes from which they withdraw prior to or during the official refund period. See the academic calendar for exact withdrawal dates.

Fee Payment options
Students may choose to pay their tuition and fees prior to the beginning of the semester or by making monthly payments.

OPTION 1: Pay Fees by Due Date
Students may pay their tuition and fees prior to the beginning of the semester (see published fee due date) by the published fee due date, or on their date of enrollment, and incur no finance

charges. Students enrolling after the beginning of the semester may pay their tuition and fees on their date of enrollment or prior to the next monthly payment date and incur no finance charges.

OPTION 2: Make Monthly Payments*
Students may choose to pay their fees on a monthly basis. Monthly payments will include a 2% finance charge on the outstanding balance. A Late Payment Charge of $20 will be applied to any payment not received by the 5th of each month.
Payment in full will be required by the last monthly billing date for the semester.
Students choosing to pay tuition and fees on a monthly basis are required to comply with the payment schedule in order to enroll, or remain enrolled, in any future semesters.

Books and Supplies
Most courses have required books and supplies. As an estimate, budget $150 per course for books and supplies.

5. **Advisory Committee. An advisory committee composed of faculty, staff, employers, and practitioners assists in developing curriculum content, in keeping the curriculum current, and in maintaining contact with the occupational community** *(suggested documentation: list of committee members; minutes of meetings; examples of keeping the curriculum current; membership solicitation materials; copies of reports and recommendations)***;**

The FVP Advisory Board/Committee is composed of faculty, employers and practitioners who assist in developing our program's curriculum content, in keeping the curriculum current, and in maintaining contacts with the occupational community.

The members of our Advisory Board, who were chosen to give a wide range of professional filmmaking expertise, experiences and networking contacts are:

1. Gray Fredericksen: Producer of the *The Godfather Trilogy*, *Apocalypse Now,* and many other Hollywood feature films, who is also our artist-in-residence at OCCC and co-owner of the film company Graymark Entertainment located in Oklahoma City. He has extensive professional filmmaking contacts both here and across the country.

2. Bill Thrash: The head of public television in Oklahoma City, OETA, who has extensive contacts here in Oklahoma City and across the state.

3. Jill Thompson: Head of the Oklahoma Film Commission. She has extensive networks of contacts throughout the state and with entertainment centers outside the state.

4. Rick Walker: Local filmmaker and DJ. Rick has professional experience in filmmaking and contacts both in Oklahoma City and Los Angeles.

5. Amy Briede: Producer for Graymark Entertainment. She has worked as a producer on three features shot in Oklahoma City and has numerous contacts both here and in Los Angeles.

6. Jonathan Talley: Production coordinator on numerous productions shot in Oklahoma City.

7. Greg Mellott: Professor and Program Director of the Film and Video Production program at OCCC.

8. Ruth Charnay: Acting Dean, Arts and Humanities Division at OCCC. Ruth has years of experience in acting and theatre, and is a wise advisor in terms of the professional worlds of entertainment and education.

9. Bud Elder: Former member of the Oklahoma Film Commission, adjunct professor at OCCC. Bud has extensive professional contacts throughout Oklahoma City and the state.

10. Clay Randolph: Professor of English, OCCC. Clay ran the film program at OCCC for one year, and has years of experience teaching film. He is a valued and trusted advisor, with decades of teaching experience.

In terms of community ties and occupational contacts and the filmmaking experiences the program has had and continues to have with Allied Arts, and the filmmaking experiences with the Kirkpatrick Foundation, Oklahoma City Public School System, and the Centennial Commission and Chesapeake Oil Company on the Kerr documentary.

Internship opportunities have been provided with Graymark Entertainment, Garman Sound and OETA. These internships also maintain contact with our occupational community.

****

THE MINUTES FROM OUR LAST ADVISORY BOARD MEETING.

Advisory Board – meeting 10 MAY 07

Present:

       Ruth Charnay

       Gray Frederickson

       Greg Mellott

       Amy Briede

       Bill Thrash

       Rick Walker

       Bud Elder

       Jonny Talley

       Clay Randolph

       Jill Thompson

◊ **Introduction**
  - Board members greeted each other.
  - Ruth set out the goal and ground rules of the Advisory Board.

- o Explanation on what classes are currently offered at OCCC.
- o A handout with the classes outlined was given out.
- o The question was put forth – what classes need to be added or changed?
- o Amy suggested two key items in the "to be added" classes:
  - Script Supervisor (teacher suggested – Michael Rains)
    - Discussed adding new class for script supervision
    - Or - adding to editing class
    - Or - making it a 2 wk course
    - Or – adding as a survey course
  - Production Designer
    - Discussed the importance of having a real Production Designer rather than just a stand in or teacher explaining what a book says.
    - There are not any real professionals in the area to draw from. Ideas included
    - 2 wk course
    - Adding a Survey course
    - Adding to theatre classes in set design

_____

* NOTE : Would former Oklahoma residents be willing to teach classes based on their love for the State because of low pay for teaching - ($1845 for semester, $615 per credit hour)?

- o Other classes suggested by Amy -
  - Hair/Makeup/ SFX - Another class really needed. (teacher suggested – Darin Moore)
  - Production Accountant
    - Need people to be able to do this properly. Everyone so far has been from California or trained on the spot.
  - Production Coordinator
    - Need someone able to talk on the phone, juggle a lot of things, and generally handle lots of small problems that arise continually.

* Discussion returned to Production Designer : we should take designers from theatre or architecture and have them work as assistants to LA designers to learn the real business. This should give them skills to get them in the door.

* It was also noted that it is more important that people have experience and personality than a piece or paper. A certificate can only add to the desirability proving that they had formal training with the hands on experience.

* Discussed a tiered internship system

◊ Jill brought up the need, use, and purpose of the Expatriate Database.
- o Must have been born here, live here, or own property
- o Must train someone that lives here if not a primary resident

◊ It was decided that OCCC will put together and maintain a list of students that are able/capable of working on films. The list should be comprised of name, number, email, skills, i.e. a mini resume.

◊ Bill Thrash discussed OETA's documentary series, "what music means …" This could be a real opportunity for students to get experience on small sets. Kirkpatrick Foundation might be willing to fund this documentary series.

◊ Discussed the construction of the OCCC studio sound stage and what that will mean for films and for OCCC.

◊ Discussed possible teachers for some of the directing – Harry Basil, Steve Carver

◊ Discussed possible survey course for Script Supervisor, Production Accountant, Production Coordinator, Production Designer, etc…
- ▪ 16 week course with 2 week sections for each discipline
- ▪ One idea that Rick suggested for the survey course is, "Script to Screen."

◊   Reiterated that Greg is the Film Advisor. All students that explain they want to work in film are sent his direction.

    * QUESTION – should acting be required for film degree? How about for specific sections?

◊   It was questioned who else might have helped with this Board? Suggested:
- o Lael Erickson
- o Alison Naifeh

Amy reminded everyone that even if you have great knowledge and experience, you   still must get along with people. She said she would rather hire someone she can work with than someone that knows their stuff and is a jerk!

◊   Meeting adjourned.

RESULTS so far of Advisory Board meeting, others yet to be determined:

1. We have now put in place a two-tier internship with OETA, where a student can take a first internship in production, and then take a second internship in producing, where the student actually gets to help produce shows at OETA.

2. Gray Fredericksen now will bring in a script supervisor, and make-up and special effects artist into his Film Business II course, for special lectures to our students.

6.   **Staffing.** **The program must be staffed, administered, supplied, and conducted to meet the objectives of the program, develop the occupational competence of students, and contribute to the development of the student's citizenship and social conscience** *(suggested documentation: organizational chart; credentials/certificate documents; job descriptions and resumes of administrative staff; student handbook)***;**

The Film and Video Program at OCCC is staffed, administered, supplied and conducted to meet the objectives of our program, and develop the occupational competence of our students, while at the same time contributing to the development of their citizenship and social conscience.

This is done by a staff of dedicated professionals, who are able to share their professional insights,

skills and experiences with our students to maximize student success. The members of our staff are:

MATT FOWLER: Matt is a graduate of our program and a double-major currently enrolled in theatre courses at OCCC. He's the FVP Equipment Manager, and brings extensive field filmmaking experience with David Greene and Professor Greg Mellott in helping shoot and edit the arts-in-education Kirkpatrick documentary, as well as the documentary on the Arts Spectacular concert. He's dependable, knowledgeable, and has an excellent and helpful attitude toward other students. He's used the equipment in the field, and has a professional level of competence.

CATHY BOWMAN: Cathy is the Macintosh/Computer Technician, who helps both the FVP program and the Graphic Communications program. She is a very skilled computer communications technician, and is always ready to assist anyone who needs help. She's been invaluable in resolving Avid editing software issues.

Arts And Humanities Division Office Staff

Lyndsie Stremlow: Lyndsie does a wonderful job in keeping us supplied with everything we need to run our classrooms and programs.

ROCHELLE MOSBY: Rochelle does a fantastic job in helping us arrange our schedule of classes, class enrollment issues, and graduation issues.

7. **Media and Materials. Instructional media and materials must be current, appropriate, useful, and sufficiently comprehensive to serve the needs of students in the program** *(suggested documentation: library resource inventory that includes program related material; evidence of computer labs and access media materials)***;**

OKC Community College Library Resources
Fall 2007
Rachel Butler, Librarian.

Most of the Library's book, video and DVD resources supporting the Film program are in these areas:

PN 1993-1999 Motion pictures, including film history, analysis, scriptwriting, directors (844 titles)

TR 1-1050   Photography, incl. lighting, cinematography, cameras, processing, etc. (542 titles)

TR 845-899   Cinematography (108 titles)

Many items, especially in cinematography, were added to the circulating collection as a result of the previous program review. At this point the collection needs further updating and some weeding. Updating will include items on lighting, sound, camera techniques, editing, and production duties. The photography section is substantial, as is the collection of material on films, analysis, scriptwriting, etc.

Students are now shooting in high definition. Faculty plans to recommed some program changes, including required documentary and screenplay interpretation courses. Library acquisitions will include material to support those changes.

Faculty use DVDs and videos from the Library, including instructional items on acting and writing. They also put things on Reserve for students.

The Library has a strong collection of relevant print subscriptions:
>   *Afterimage: The Journal of Media Arts and Cultural Criticism*
>   *American Cinematographer*
>   *Cineaste*
>   *Film Comment*
>   *Film Quarterly*
>   *Videography*

American Cinematographer and *Film Quarterly* were added since the last review. A possible new title, not yet discussed but possibly useful, is *Filmmaker: The Magazine of Independent Film* (q, $40, for filmmakers outside the Hollywood tradition). Articles from additional relevant periodicals may be accessed through the Library's online databases.

As this is a technical program, librarians will keep that focus in mind while purchasing widely to support both film student needs and general interest. Historically the Library has been able to purchase all items recommended by faculty for the film and video program. Professor Mellott will recommend additional videos and books, as well as websites for screenwriting and sound effects. We will continue to build the Library collection.

The library provides us with an excellent inventory of feature films, documentary films, and instructional films on acting, theatre and filmmaking. They also maintain a wide selection of books. Students are able to check out films and textbooks that are on reserve, and view or read

them there in the library to further their filmic education. Their inventory of DVDs and VHS tapes can also be used for classroom instruction.

Computer Labs

There were no editing lab facilities for FVP students when the current Professor of FVP and Program Director arrived. There was only an editing classroom. The eight Avid units that were in the GCOM lab in room 1C2 were so old that technical experts and the adjunct professor of Film Editing said that they should not be upgraded. This year there will be one last review for usable components by an Avid technical expert before sending the units to surplus.

We currently have editing lab space for Film and Video Program students in two lab areas. One is in the Student Computer Center, where we have four Avid editing units/computers with dual screen monitors, equipped with Avid Xpress Pro editing software, the same software that is in twenty units plus an instructor's console in our editing teaching classroom in the Library, room 208.

We also have editing space in the Journalism/Broadcast lab, where we have ten computer editing units with the latest Avid Media Composer editing software on them.

8. **Supplies and Equipment. There must be adequate and appropriate supplies and equipment to enable the program to achieve its stated objectives** *(suggested documentation: list a description of program supplies and equipment; software or integrated learning system used)*;

Since Fall of 2006, and in consultation with technical experts we have ordered equipment that has enabled our program to achieve truly professional standards in the technical training of our students.

By making repairs we have brought the number of working cameras up from one to four, but they were JVC cameras and several years old and not up to current professional standards.

With almost $40,000 of student tech-fee funds we have upgraded our camera equipment, purchasing four PANASONIC HVX 200 cameras that shoot in both standard-def and, through the use of P-2 cards, shoot in hi-def. Hi-def is the standard for professional productions now, and our students for the first time ever are being trained now to shoot in high-def.

Along with those four cameras, we also upgraded with four new tripods, new handholding equipment and devices, and upgraded our editing software as well to ten units of the latest version of Avid MediaComposer.

A grant from the Kirkpatrick Foundation provided $60,000 for equipment.
We are using this grant to further upgrade our camera equipment, as well as to do a sweeping upgrade in our sound courses which entails retiring our DAT recorders. All the DAT recorders have been replaced with state-of-the-art flash-drive sound recorders that have become the professional standard.

Also from this grant we ordered 3 more Panasonic HVX 200 cameras, more P-2 cards, more camera batteries, and seven boom mikes and boom poles, so that now we have 7 Panasonic cameras and sound packages to go out with them that will no longer impact the sound courses –

sound now will have its own mikes and new flash-drive recorders.

Specifically, we also ordered four Fosdex flash-drive recorders and the flash-cards that power their memory functions, as well as four boom mikes and boom poles for those units. We also have four wireless mikes to use for classroom instruction and for our advanced Capstone Projects.

We are also in the process of acquiring laptop computers that will enable students to download their P-2 cards in the field, and the Genie software needed to transfer their hi-def footage from their laptops to their editing software.

We have also ordered a number of new lighting packages to give our students training on the world-class professional lighting equipment they will be using out in the real world of filmmaking.

We ordered ten units of the most advanced form of Avid editing software, Avid MediaComposer last year, and an additional ten units of Avid MediaComposer for this coming year.

We encountered a problem with our editing lab spaces last semester, when students of other programs erased some of our students' projects to increase room for themselves on the harddrives. We purchased ten external harddrives with Kirkpatrick grant money, and five will go to the Student Computer Center, and five will go to the journalism/broadcast lab. Our students will check out the harddrives and put and keep their projects only on these harddrives. That will solve this problem until we get our own editing facility in our new Visual and Performing Arts Center in the fall of 2008.

All this constitutes almost $100,000 worth of equipment upgrade in just the past year.

9. **Instructional Space and Facilities.** **There must be adequate instructional space and facilities to allow the program to achieve its stated objectives** *(suggested documentation: program equipment inventory that includes a description and year purchased; description of facilities assigned to the program)***;**

We have adequate instructional space and facilities now to achieve our program's stated objectives. We have multi-media equipped classrooms that are essential to teaching filmmaking courses. We have a good editing teaching classroom that we're being allowed to use in the library, which is equipped with twenty units of dual-screen monitors and an instructor's console.

Our editing space is limited to existing labs in two other departments, who are cooperating with us – the computer science lab and the journalism/broadcast lab.

The future looks very exciting to us now in terms of instructional space and facilities. The construction is being completed on a $17,000,000 arts education facility. In this facility our program will have a studio that we'll use for classroom and equipment training, student projects, and to draw in other independent producers, which will provide new hands-on internship experiences for our students.

We will also use this studio to help broaden our contacts with our community and draw in community projects, such as the ones we're currently involved in with Allied Arts and the Kirkpatrick Foundation.

Finally we'll have our own editing classroom in this new facility, and new classrooms and new offices. It's very exciting for both students and faculty to contemplate what the future has in store for us in our wonderful new home.

10. **Faculty.** **There must be adequate and qualified faculty for the program, given the institution's mission and the character of the program. The number of faculty will meet external standards where appropriate. The qualifications of faculty must support the objectives and curriculum of the program. Faculty qualifications such as educational background, non-collegiate and collegiate experience, and research and service interests and contributions which relate to the proposed program will be summarized. The institution must demonstrate that core program faculty possess the appropriate credentials to support the program** *(suggested documentation: credentials, certificates, or special training documentation; resumes; professional development plan; examples of research papers or reports in the program area)***;**

The Film and Video Program at OCCC has faculty that support the objectives of the program and curriculum, and possess all the appropriate credentials to support our program.

GRAY FREDERICKSEN: Our artist-in-residence, producer of *The Godfather Trilogy*, *Apocalypse Now* and many other feature films. Gray is also adjunct professor of film business at OCCC, and co-owner of Graymark Entertainment, which has produced five features here in Oklahoma City, as well as the Kerr Documentary that screened to an audience of 2500 on Nov. 6, 2007.

GREG MELLOTT: FVP Program Director. Bachelor of Arts degree from the University of California at Los Angeles and Master's degree from the University of Southern California, now called the School of Cinematic Arts. He also worked there as a teaching assistant for several years.

Screenwriter of numerous feature films as well as a producer, Greg also worked with the director Sidney J. Furie for over a dozen years on a variety of features. He also worked with Jackie Chan, Dolph Lundgren,Al Ruddy another producer of *The Godfather Trilogy*, Tom Cruise's company, A&E productions and many other production companies.

Since coming to OCCC Greg has directed student crews on the campaign video for Allied Arts, and the arts in education documentary for Kirkpatrick Foundation. They are also in the process of editing the Arts Spectacular Concert for the Kirkpatrick Foundation, at which our documentary was screened.

Greg is also the writer and director of the Kerr documentary for the Centennial Commission, Chesapeake Oil Company, and the surviving family of Robert S. Kerr. It premiered at the Civic Center on Nov. 6th, 2007 as part of the Centennial Celebrations, and then played on OETA.

DAVID GREENE: David has an AAS degree from OCCC, and is a graduate of our program. He is also our adjunct professor for our camera and lighting courses, as well as our technology and equipment overview course. He has had extensive professional experience working for independent features shooting here in Oklahoma, working for Garman Sound shooting commercials, working for CMT in shooting their show "Cowboy University" and working for the Oklahoma Film Commission. He shot the State Fair for them the fall of 2007.

David was also the Director of Photography on UCO's first feature film, shot this past May and

June. He brings tremendous technical and professional expertise to our students, to help them succeed in their careers. His wonderful love of filmmaking and can-do attitude that made him adjunct of the year for our Arts and Humanities Division.

David was also the Director of Photography and co-producer for our Allied Arts campaign video, and our arts in education documentary for the Kirkpatrick Foundation. He also shot part of the Kerr documentary.

HARRY FOGARTY: Harry is our adjunct professor for electronic editing, and the in-house editor for Garman Sound, the best professional sound, picture and editing facility in Oklahoma City. Harry has worked there for a number of years, editing everything from commercials to independent film projects. He is an inspiring teacher and a skilled professional. He was also the editor on our very successful Allied Arts campaign video.

KINI KAY: Kini is our adjunct professor for sound and sound editing. Kini has worked as a soundman and sound editor on numerous feature films and independent productions, and brings professional experience and technical expertise, as well as an engaging teaching style to our students, to help them learn what they need to know out in the real world of professional filmmaking.

STEPHANIE CLAXTON: Stephanie has a Bachelor of Arts degree from OU, and both an MED and an MBA from OU, with an emphasis in marketing.
A longtime film professional, she has worked on a wide variety of feature films. Stephanie brings special insights as well as her extensive experience into the classroom for her course on Production Design.

11. **Internal Program Evaluation** **The institution must set forth program evaluation procedures for the program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Plans to implement program review and program outcomes-level student assessment requirements as established by State Regents' policies must be detailed. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and be consistent with the institutional mission** *(suggested documentation: a copy of the student assessment plan that includes measures, indicators, tools, outcomes, and standards; a copy of the program objectives and outcomes plan; copies of program evaluation results; student, faculty, administrators, and departmental personnel survey instruments and reports)***;**

What has changed as a result of this evaluation?

1**. Camera And Lighting Rubrics**

Thirty-five out of thirty-six students met or exceeded the course competency requirements. That's a good start but this next year we can get the percentage of students who exceed the course competency requirements up – by inspiring and motivating them to the extra effort needed to do this.

Part of this motivation process includes expanding our filmmaking courses here, getting our students working on projects out in the field, where they can synthesize what they learn in class –

and get the inspiration and motivation that comes from working on and completing a finished film.

2. Exit Survey

Exit surveys were sent to all the graduates of our program from last year. Only three out of twelve have responded as of yet.

In the future we will use the model used in the Graphic Communications program for their exit surveys. Students will now receive these exit surveys and must complete them as part of their final project -- their Capstone Film.

Providing the curriculum committee approves the proposed curriculum changes, every student graduating from our program will be required to make a Capstone Film, as they should be required to do, and this will solve the issue of our graduates not responding to exit surveys.

In terms of the students who did respond, they reflect problems with program before Fall of 2006. Staff changes have resolved most of the problems.

There was great dissatisfaction in the Fall of 2006 with the state of our equipment and program. Students felt no one was in charge, and indeed the program had been without a director for a couple of semesters.

Advising was also an issue to the students. There was also dissatisfaction with course content in some courses. Professor Greg Mellott did a number of things to address these student concerns immediately and has worked to address their concerns during the year. He visited every class in the program, explained the new direction to our program to every student in our program, providing contact information for both on campus and off campus so that students have access to assistance and can have their questions answered in a timely manner.

To address course content concerns, we have made sure that working professionals taught the courses here.

To address student concerns about equipment, we have upgraded our camera equipment to high-def, which is the professional standard, using student tech fee funds. We also received a grant for $60,000 from the Kirkpatrick Foundation, to further upgrade our camera, lighting and sound equipment.

This has had a huge uplifting impact on our students and program.

We have also worked hard to boost the collaborative atmosphere here by getting our students working with each other in classes -- getting our students working with other departments, like the drama and music departments -- and by getting our students working together as a team out in the field, on the projects for Allied Arts, Kirkpatrick Foundation, UCO, Graymark, and others mentioned in this review.

One of the comments written by one of the exit survey responders is encouraging: He urged this program to push our students, give them more challenges with higher expectations and motivation. This shows in the excellence of the work our students have been able to achieve over the last year.

Our students, given proper supervision, are doing very well in demonstrating mastery of camera and lighting skills, editing skills, and overall filmmaking skills.

These skills will grow and be enhanced in the coming year by them learning in depth the camera and lighting techniques applied to shooting in the professional standards of High Definition, Hi-def as it's called.

While there are improvements to our curriculum that need to be made, we are very proud of the hands-on learning experiences in the field that Greg Mellott was able to bring our students during the past year.

We am also extremely proud of what our students achieved this past year in completing the Allied Arts campaign video, the Kirkpatrick documentary, their work on the Kerr documentary, the independent feature "Ivory", the 24-hour film festival and the first feature at OCU. We are also extremely proud of a student, who shot a documentary in Rwanda this summer, and another student who won the Bare Bones Script-to-Screen Film Festival for best student film in Tulsa on Oct 4, 2007.

We really are expanding our connections out into our community, and helping to form the networks that lead to student success and the recognition for OCCC that can help boost enrollment. We look forward to what our students can achieve together in the coming years.

12. **Recruitment and Admission**. **Policies and practices must contribute to fulfilling the institution's technical-occupational education purpose and objectives and to making technical-occupational degree and certificate program education available to qualified applicants. Qualified students are admitted regardless of sex, race, ethnic background, handicap, or any disadvantage** *(suggested documentation: recruitment policies and procedures; college catalog; program marketing materials; brochures and any other publications/materials used for recruiting);*

Recruitment and Admissions
Prospective students may access information about the college and its programs through the Office of Recruitment and Admissions. Services provided by this office include campus tours, community and high school outreach, information sessions, scholarship programs and corporate recruiting. For more information, please visit our web site at www.occc.edu/Admissions. To receive more information by mail, or to arrange a campus tour, please call (405) 682-OCCC (6222) or e-mail psst@occc.edu.

Recent High School Graduates or GED Recipients Graduates from an Accredited School
Applicants who (a) are graduates of an accredited high school or have achieved a high school equivalency certificate based on the GED test (GED recipient's high school class must have graduated), (b) have participated in the American College Testing Program (ACT), the Scholastic Aptitude Testing Program (SAT) or a similar acceptable battery of tests, and (c) meet high school curricular requirements, are eligible for admission to Oklahoma City Community College. High school curricular requirements: 4 units English (grammar, composition, literature), 2 units Lab Science (from biology, chemistry or physics), Effective Fall 2010, three lab science courses will be required, 3 units Mathematics (from algebra, geometry, trigonometry, math analysis, calculus, or advanced placement statistics) 3 units History and Citizenship Skills (including one unit of American History and two additional from economics, geography, government or non-western

culture) and 3 additional units from subjects previously listed or from computer science, foreign language, or any advanced placement course except applied courses in fine arts. Effective Fall 2010, the number of additional units will be reduced to two. 15 Total Required Units

In addition to the above requirements, the following subjects are recommended for college preparation:
2 additional units: Fine Arts—music, art, drama; Speech
1 additional unit: Lab Science (as described above)
1 additional unit: Mathematics (as described above)
4 Total Recommended Units

Recent high school graduates (or GED recipients) who are admitted into an AA or AS degree program without having met high school curricular requirements must remediate any basic academic skill deficiencies within their first 24 credit hours of college level work. If deficiencies have not been remediated, by that time all subsequent enrollments will be restricted to deficiency removal courses until the deficiencies are met. ALL students must remove curricular deficiencies in a discipline area before taking college level work in that discipline. Students may remediate deficiencies through prescribed coursework or testing. Courses used to remediate a deficiency may not be used toward meeting degree requirements. Further information is available in the Office of Academic Advising.

13. **Research and Evaluation**. **These activities must be conducted on a continuing systematic basis as integral parts of technical-occupational degree and certificate programs. All aspects of technical-occupational education must be evaluated and the results used to improve services to the clientele** (*suggested documentation: employer, student, faculty, and administrator survey instruments and results; evaluation or program evaluation plan; reports on internal retention, remediation, and assessment; examples of ways clientele services were improved*)**;**

Overall Assessment

As a result of the assessment evaluation, the exit survey, and observation of students during in the-field filmmaking experiences, we will propose several curriculum changes to maximize student success. These changes are:

1. Combine the Technology and Equipment Overview course with the camera and lighting courses to create Cinematography courses.
By combining training in these subjects we give our students a more professional experience, because camera, lighting and equipment are intertwined areas of expertise on a film set.

We also will be able to condense their training from three courses to two courses, which then will allow them to choose further training in an optional Cinematography 3 course, and synthesize what they have learned in a new required course, Documentary Filmmaking.

2. Documentary Filmmaking. In this course students will apply what they have learned in their cinematography courses as they become the director of photography, as well as the editor and director, on two documentary films.

The best way to learn how to make films is to make films, and documentaries are a great way to

network our students and graduates into the filmmaking community in OKC, as the Allied Arts campaign video, the arts-in-education documentary for the Kirkpatrick Foundation, the Arts Spectacular Concert, and the Kerr documentary all show.

It's also a great way to collaborate with other programs in the College. We are in discussions with Professors Sue Hinton, Gwin Faulconer-Lippert, and Rick Lippert about the possibility of one day combining documentary film crews with reporters from the Journalism and Broadcasting program for joint courses and projects. We have also used documentary filming as a way to collaborate with the Music and Theatre programs in filming recitals and shows.

3. We will reduce our two Film Business courses to one Film Business course, which will cover all the subject material our students need covered.

This will allow another required course to be added to our core courses, Screenplay Interpretation, which will be a filmmaking course that focuses on interpreting theatrical films--as opposed to documentary films, through use of camera, lighting and editing skills.

These new required filmmaking courses will greatly increase our students' in-the-field filmmaking expertise, which will maximize their success once they enter a professional filmmaking career.

4. We will ask that the Capstone Project, a film project which pulls together all the student's filmmaking skills, be required not just for the AAS degree and Certificate of Mastery, but also for the AA degree.

5. As things stand now, students can take support courses in programs outside our department, which means that existing courses in the FVP program that could really help deepen students' filmic skill sets and help them succeed are not being offered, because of fears they won't have sufficient students, since students don't have to take these courses to graduate. It will benefit our students far more in the real world of filmmaking to have additional cinematography, editing, sound and filmmaking courses.

To maximize student success, we will narrow all degree support electives to film courses, so that our students receive all the technical training that they need to prepare them for success in their professional careers and so that we as a program can meet our responsibility to our students and college to fill our FVP courses.

6. Crucial to our success is this sixth recommendation: to accommodate all the community projects in which we are involved, we need additional support staff to take care of the technical aspects of this program and our filmmaking opportunities in the field. We need to create a full-time position that will include some teaching as well as technical support. This will be done in the fall of 2008.

14. **Guidance and Counseling**. **An organized, coordinated program of guidance and counseling must exist. It should foster maximal development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a technical-occupational degree or certificate program and into gainful employment** (*suggested documentation: academic advisor job description; policies and procedures regarding student achievement, aptitude, and interest assessment tools; student service strategy plan, plan of study, or individual career plans; enrollment documentation);*

Individual Education Plan (IEP)
Each degree seeking student is offered an Individual Education Plan (IEP) associated with their chosen degree. The IEP informs the student of the required classes and even suggests the order they should be taken. We offer these in hardcopy form and online at http://www.occc.edu/ACS/DegreePrograms/Computer%20Aided%20Technology_Multimedia 20Emphasis.AAS.doc

Anticipated Outline of Classes
Along with the IEP, an Anticipated Outline of Classes sheet is given to the student to fill out and discuss the schedule of classes with an advisor. These are offered in hardcopy form and online at http://www.occc.edu/ACS/Anticipated_Outline.pdf

General Education Requirements
Students are aware they must complete General Education Requirements and a list was created for easy access. It explains the General Education Requirements and lists the classes that can be chosen for the three degree types offered by Oklahoma City Community College. This listing is offered in hardcopy form and online at http://www.occc.edu/ACS/General_Degree_Requirements.pdf

Brochures
Services to students regarding career and employment are advertised in hard copy brochures throughout campus. Access to these materials is also available at http://www.occc.edu/es/Brochures.html.

MineOnline
MineOnline is the online student website that gives students access to the student records and the ability to view and change their class schedule. Advising and Career Services developed a handout for students to help them better understand MineOnline's capabilities. See Appendix D for a MineOnline Handout example.

Registration Form
All students enrolling on campus must complete a Registration Form, have it signed by an advisor, and take the form to Records and Graduation Services. See Appendix E for a Registration Form example.

Academic Advisor
The Academic Advisors in Advising and Career Services are trained to aid students to making decisions concerning their degree plan and provide resources that will assist the student in gaining employment with their chosen degree. See Appendix F for an example of a job description for an Academic Advisor.

15. **Placement. A formalized procedure must be in operation which provides effective placement and follow-up services** *(suggested documentation: student profiles; job placement plan and follow-up procedures; evidence of student contact beyond graduation; promotional materials for job fairs);*

> **Flyers**
> Career and Employment Services strives to provide students with up-to-date information concerning the job market, job searching, and gaining employment opportunities. One method they choose is Job Fairs to give students the opportunity to meet with a wide range of employers in one setting. They advertise these job fairs by posting flyers in various locations. In addition, two general and one health profession related job fairs are held annually. A total of 185 employers attended these opportunities. An example of the flyer for the upcoming job fair can be found online at http://www.occc.edu/es/JobFair.pdf

16. **Student Progress. Accurate and complete cumulative records of educational accomplishment must be securely and permanently maintained for every student, and transcripts are issued upon student request. Records are confidential and are used to help students achieve their occupational objectives** *(suggested documentation: policies and procedures for student achievement, aptitude, and interest assessment; transcripts; student service strategy plan, plan of study, or individual career plan; student handbook);*

> **FERPA.**
> Students may ask the College to amend a record that they believe is inaccurate or misleading. A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly indentify the part of the record the student wants changed, and specify why it should be changed. If the college decides not to amend the record as requested, the College will notify the student in writing of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. • The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
>
> One exception, which permits disclosure without consent, is the disclosure to school officials with legitimate educational interests. A school is defined as a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College. Upon request, the College may also disclose education records without consent to officials of another school in which a student seek or intends to enroll. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office
> U.S. Department of Education
> 400 Maryland Avenue, SW
> Washington, D.C. 20202-5920

17. **Complaint Procedure. A formalized and effective process to address student complaints must be in place** *(suggested documentation: policies and procedures manual; a summary of how the information is publicized)***;**

STUDENT GRIEVANCE PROCEDURES

If a student believes that an action has been taken against him or her by a member of the College staff that misrepresents a policy or a procedure and/or violates the student's rights to education, the student may request that the action be reviewed by following the Student Grievance Procedures. The procedures are as follows:

1. The student must first informally discuss the action with the College staff member involved. If the student is uncomfortable with discussing the situation with the College staff member, he or she may seek guidance from appropriate professionals in Student Development. If possible, the student and the staff member should resolve the grievance at this initial stage. If there is a resolution, the grievance shall be deemed concluded.

2. If the student is not satisfied with the results of the informal discussion with the staff member, he or she should discuss the matter informally with the staff member's supervisor.

3. Following the information discussion with the staff member's supervisor, if the student is still not satisfied, he or she may formally bring the matter before the Director of Student Relations, by filing an official Student Grievance Form. If a formal grievance is filed, the written and signed documents shall:

a. Include details of the action or activity grieved such as date, time, individuals present, etc.

b. Provide supporting information regarding the specific policy, procedure or student right alleged to have been violated.

c. Recommend a resolution.

d. Be received by the Director of Student Relations no later than ten calendar days from the date of the action alleged to be a violation of the student's rights or to be a violation of the College's policies or procedures.

4. The Director of Student Relations shall notify the appropriate President's Cabinet member that a formal grievance has been filed and shall provide the President's Cabinet member with all relevant information provided by the student. It is the responsibility of the appropriate President's Cabinet member to review the grievance and determine whether or not to forward the grievance to the division dean, department manager or the staff member's supervisor that a formal grievance has been filed. The President's Cabinet member will notify the student of his or her action regarding the grievance, whether it be directing the form to the appropriate staff person for review or sending it back to the student.

5. The division dean, the department manager, or the supervisor shall monitor the process for resolution and shall provide the student with the opportunity to meet with the staff member in the presence of the staff member's supervisor through timely scheduled meetings. The division dean, the department manager, or the supervisor shall develop a resolution of the grievance.

6. Upon final resolution by the division dean, the department manager, or the supervisor, the student shall receive written notification regarding the resolution. A copy of the final resolution will be forwarded to the Director of Student Relations and the appropriate President's Cabinet member by the division dean, the department manager, or the supervisor involved.

7. If the student is still aggrieved, he or she should contact the Vice President for Student Services through the Director of Student Relations.

8. The Vice President for Student Services shall review the documentation available and meet with the aggrieved student to determine whether to pursue the matter further with the appropriate President's Cabinet member. The decision of the Vice President for Student Services Students shall be final.

9. Grievances or concerns on matters related to the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, should be brought to the attention of the Office of Services to Students with Disabilities.

Self-Analysis Of Program Strengths, Weaknesses, And Recommendations For Improvement.

The great strengths of our program are the professional skills and experiences of our faculty, the new excellence of our growing equipment inventory, the excellence of our technical training, the professional internship opportunities we offer – and now new films and successes that demonstrate the excellence of our program.

The first weakness of our program was a lack of up-to-date professional-grade equipment. That weakness has been addressed and corrected by the purchase of almost $100,000 worth of new camera, lighting and sound equipment, as well as new editing software.

A second weakness was lack of editing lab space. We addressed that and found space in two labs, the Student Computer Center and the Journalism and Broadcasting lab in which we now have Avid editing space. When our new Arts Education Center is completed by fall 2008, we will finally have our own editing lab and editing classroom.

A third weakness was and continues to be students being allowed to take too many support electives outside this program, which do not contribute significantly to the development of skills and technical excellence in filmmaking. This weakness will be addressed in proposed curriculum changes that will provide experiences for our students that will increase student success, and better prepare them to enter the professional workplace.

A fourth weakness was a lack of in-the-field, hands-on filmmaking experiences for our students. We had some good internship opportunities for students, but those students who didn't intern needed exposure to professional filmmaking experiences.

We have addressed this in the past year by expanding our filmmaking connections to our community, by directing our students in the campaign video for Allied Arts, the arts in education documentary for the Kirkpatrick Foundation and the Arts Spectacular concert at which this
documentary was screened.

In addition, Professor Greg Mellott worked with our students on the Kerr documentary, which he wrote and directed for the Centennial Commission and Chesapeake Oil Company.

Discussions are ongoing with the Kirkpatrick Foundation to fund a series of documentaries that our students would be paid to make, and that would be screened on OETA. There is also a possibility of filming documentaries that employ our students as part of the Creativity Project.

All of these projects have the potential to expand our students' in-the-field filmmaking experiences to maximize student success, and equip them for professional success in their careers. As a result of these in-the-field filmmaking experiences of the last year, our program has another great strength: much deeper ties to our community than ever before, through our shared filmmaking experiences together.

Appendix A

WEDNESDAYS

- Let's Talk CAREERS   SEPT-13
-     "What do I want to be when I grow-up?"
- DISCOVER your "Individual" Career Interests   SEPT-20
-     through Self-Assessment Surveys
- How do I research JOB OPENINGS?   SEPT-27
- Somebody help me write a JOB COVER LETTER!   OCT-11
- Somebody help me write a JOB RESUME!   OCT-18
- Yikes! I have a JOB INTERVIEW   OCT-25
- How do I write a Post-Interview THANK YOU LETTER?   NOV-01
- Work ETHICS in the 21st Century   NOV-08
- BALANCING School, Work, Family & Career   NOV-15
- Stress Management. STRESS Management!   NOV-22
- Work after college, AKA-"The Real World"   NOV-29

ADVISING & CAREER SERVICES
Presents:

"CAREER POWER in 25-Minutes!"

A lunchtime series of workshops to
"Energize"
your career possibilities

LOCATION: Advising & Career Services Room 1F6
TIME: Noon-12:25 pm

Appendix C

Oklahoma City Community College

On line Career Office Management System

Job Detail Information

This job has been viewed 2 times by students/alumni.

Job Information

Job ID	**1196315**
Job Title	Field Service Engineer
Job Description	As a Field Service Engineer, you will be responsible for installing, maintaining and troubleshooting medical diagnostic equipment. You will work from your home office and travel to different hospital sites.
	To compensate for your talent, our employer has provided a competitive base salary and an excellent benefits package
Type of Job	Full Time
Job Location	Oklahoma City, Oklahoma
Posting Date	07/18/2007
Expiration Date	08/17/2007

Job Requirements

Degrees Wanted	Associates
Majors Wanted	Engineering
Job Targets Wanted	Engineering - Electrical/Electronics
Special Skills Wanted	
Other Job Requirements	An Associate's Degree in electronics or equivalent military education. Electrical/mechanical troubleshooting and a proficiency with Microsoft Office needed.
	A good driving record and ability to pass a drug test are necessary

Company Information

Company Name	**NS Charney & Associates**
Employer Web Site	http://www.nscharney.com
Company Description	NS Charney & Associates is a nationwide recruiting firm specializing in the placement of personnel in the medical industry.

Contact Information

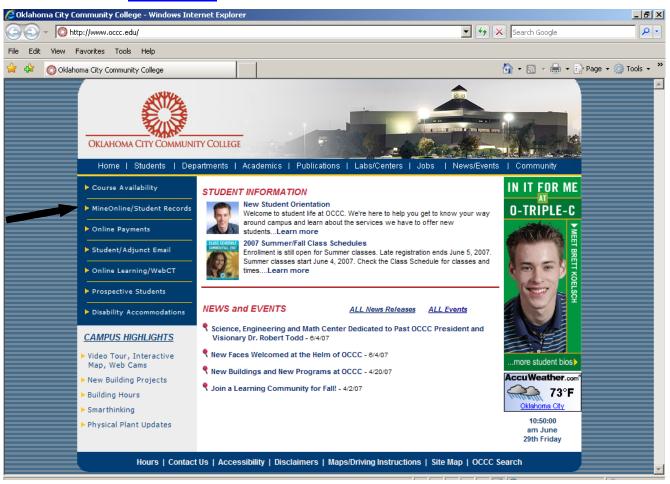|	
Contact	Name: Nancy S.Charney Address: 19111 Detroit Rd. Cleveland, OH 44116 Phone: 800-827-9753 Fax: 440-331-0772 E-mail: nsc@nscharney.com Apply Online
	If you qualify and are interested in more information, please call or send resume to:
Application Instructions	Nancy S. Charney NS Charney & Associates 800-827-9753 Resume@nscharney.com check out our website www.nscharney.com

Appendix D

1. Go to www.occc.edu

2. **Select MineOnline /Student Records**
3. **Click on "I have read the information – take me to MineOnline."**
4. **Select Login at the top right-hand corner**
5. **Enter your user ID. Your user ID is your first name, middle initial and last name all lower case. Ex: susan.m.williams.**
6. **Enter password. Your password is the last six digits of your social security number.**

Once you have entered your user ID and password you will then be directed to the Student Menu.

<u>Personal Profile</u>
- ***What is my User ID?*** allows you to retrieve your logon ID.
- ***What is my Password?*** contains information about the password.
- ***Personal Information Update -*** allows you to update your personal information such as address changes, phone numbers, etc.

<u>Academic Profile</u>
- ***My Academic Profile*** - displays your name, address, email address, and displays your faculty advisor and academic program.

- *Grades* - displays your final grades for courses you have taken.
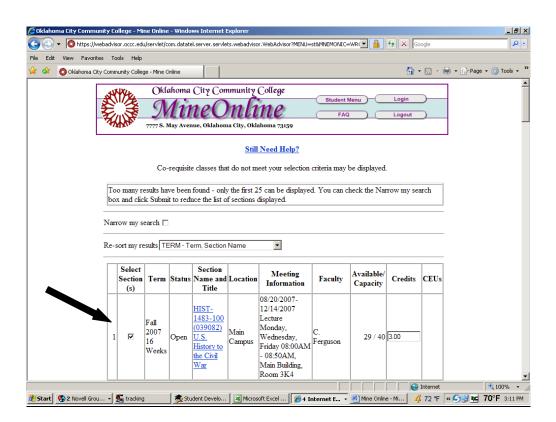- *Grade Point Average by Term* - displays your GPA by term.
- *Academic History* - displays transcripts.
- *Degree Audit / Degree Shopping* - displays the classes that you have taken towards your degree and the classes you still need to take towards your degree.

Schedule and Registration
- *Course Availability* - allows you to see if a course is available. You will need the category and course number of the class you are wanting, which can be found in the college catalog or class schedule. Input the information in the appropriate section and click submit.
- *Enroll in Classes* - allows you to enroll in classes. Make sure to have a college catalog and schedule when you enroll on Mine Online.
  1. Click on **Enroll in Classes**
  2. Go to **Search and register for classes**
  3. Select the term
  4. Go to **Subject** and select the category Ex. (Hist, Math)
  5. Input course number
  6. Input section number (if applicable)
  7. Click submit
  8. Use the scroll down bar to scroll until you find the section you want and check the
     box on the left.
  9. Click submit

- **Add Classes** - see **Enroll in Classes**
- **Drop Classes** - displays the classes you are enrolled in. You can then select the classes you wish to drop and click submit.

Communication

Oklahoma City Community College - Mine Online - Windows Internet Explorer

https://webadvisor.occc.edu/datatel/openweb/index.html

File   Edit   View   Favorites   Tools   Help

Oklahoma City Community College - Mine Online

Personal Profile

What is my User ID?

What is my Password?

Personal Information Update

Schedule and Registration

Course Availability

Enroll in Classes

Add Classes

Drop Classes

My Educational Plan

My Class Schedule

Financial Profile

Account Summary by Term

Tuition Payment

Financial Aid

Apply for Financial Aid

Financial Aid Status By Term

Financial Aid Status By Year

Academic Profile

My Academic Profile

Grades

Grade Point Average by Term

Academic History

Degree Audit / Degree Shopping

Test Summary

Student Activities and Recognition Tr

Communication

My Documents

Transcript Request

Transcript Request Status

Application for Graduation

Enrollment Verification(credit hour ver
not a semester schedule)

Help and Feedback

Student Feedback Form

Student / Adjunct Email

Student Password Change Instruction

Faculty and Staff

Faculty/Staff Menu

Start | Novell Gr... | Mine Onli... | 3 Inter... | Elsa Gon... | Microsoft... | Datatel - ... | 2 NTVD... | IM with Li...

- *My Documents* - displays documents received.
- *Transcript Request* - requests transcript.
- *Transcript Request Status* - checks status of transcript.
- *Application for Graduation* - apply for graduation (after you have completed 45 hours).
- *Enrollment Verification*

Financial Profile
- *Account Summary by Term* - displays total charges and payments made.
- *Tuition Payment* - allows online payments.

Financial Aid
- *Apply for Financial Aid* - takes you to the FAFSA website where you can fill out the application online.
- *Financial Aid Status by Term* - select year to display amount awarded and whether or not you were accepted.
- *Financial Aid Status by Year* - shows the yearly amounts instead of the term/semester.

For password and login questions please call 405.682.7509
For questions about enrolling online please call 405.682.1611 ext. 7109

Appendix E

REGISTRATION FORM
(Please Print In Ink)

OKLAHOMA CITY COMMUNITY COLLEGE

SEMESTER: (Select Below) YEAR:_____

☐ Fall ☐ Spring ☐ Summer

STUDENT INFORMATION

STUDENT ID:_____

NAME:_____
(Last)   (First)   (MI)

ADDRESS:_____ E-MAIL:_____

CITY:_____ STATE:____ ZIP:_____ PHONE:(____)_____

☐ CHECK HERE IF YOU HAVE HAD A RECENT ADDRESS CHANGE

EDUCATIONAL GOALS (Select one from the list below)

☐ 01 I plan to earn a degree at OKCCC
☐ 02 I plan to earn a degree at a four-year college
☐ 03 I plan to earn a certificate at OKCCC
☐ 04 I am a student at another college and taking courses to transfer back to that college

☐ 05 I am taking one or more courses for personal enrichment
☐ 06 I am taking one or more courses to build my job skills
☐ 07 I am taking only a few courses to further explore my interests in college

STUDENT SCHEDULE

ADD												
Category	Course Number	Section Number or Synonym	Course Title	Credit or Audit	Time	M	T	W	R	F	S	Instructor Permission (If Required)
SCL	1001		Success in Coll.&Life									

DROP												
Category	Course Number	Section Number or Synonym	Course Title	Credit or Audit	Time	M	T	W	R	F	S	

STUDENT SIGNATURE

Signature:_____ Date:_____
SIGNATURE INDICATES THAT YOU AGREE TO THE TERMS OF PAYMENT AS INDICATED ON THE BACK OF THIS PAGE

OFFICE USE ONLY		
Admit Type: RREG RTRAN RTRDG RSUS	Probation Enrollment Approved By:_____ Approved	Number of Hours:_____ Date:_____
Enrollment Authorization:_____	Counselor Admissions Officer Faculty Advisor	Reg :_____ Date:_____

Advisement and Career Services

Academic Advisor
FY 2007

Job Function

Provide individual academic advising services to students via walk-in meetings, individual appointments, e-mail, and telephone. Assist undecided students in the development of appropriate educational goals and successfully choosing a major. Evaluate student's academic skills and aid in the development of an academic plan including providing study skill techniques, time management and related academic information to students. Assist students with the development and selection of course schedules consistent with the student's educational goals. Provide appropriate referrals to College services and resources as needed. Work is performed under the general supervision of the Director of Academic Advising.

Responsibilities

1. Assists students in defining and developing realistic educational and career goals.

2. Aids students with course selection and scheduling, taking into consideration academic background, assessment testing results, and non-academic factors such as family and work commitments.

3. Explains Oklahoma City Community College's academic policies and procedures.

4. Supports students' progress toward individualized educational and career goals.

5. Evaluates incoming student transfer credit and all relevant assessment data to assist the student with appropriate course-level assignment.

6. Applies and interprets articulation agreements for students transferring to other institutions of higher education. Aids in the transfer process.

7. Helps resolve academic difficulties to remove barriers to program completion.

8. Provides official degree checks for students making continuing progress and those approaching graduation.

9. Makes proper referrals to College support services when needed.

Minimum Qualifications

(*Unless otherwise stated, equivalent combination of education and related experience will be considered.*)

Bachelor's degree in a relevant field from an accredited institution of higher learning

One year of applicable and/or related experience

<u>Minimum Knowledge, Skills and Abilities</u>

(*The individual must possess these skills and abilities or be able to explain and demonstrate that the individual can perform the essential functions of the job, with or without reasonable accommodation, using some other combination of skills and abilities*.)

Ability to work flexible and evening hours

Demonstrated positive human relations and communication skills

Basic computer literacy

<u>Preferences</u>

Some academic advising experience in a higher education setting

Some student services experience at a community college