Overview

"Broadcast Television Engineering Education" will be a 30-minute studio and field production featuring the recently-updated Broadcast Television Engineering (BTV) program at Napa Valley College. The video will present the following topics:
- curriculum summary
- uniqueness of the program
- history of the program
- employment potential for graduates
- careers of some program graduates

In addition, the program will convey how much fun it is to be a knowledgeable, skilled technical "below-the-line" member of a production crew for television and audio/video production.

Target Audience

The target audience is expected to be people looking for practical technical vocational education leading to a technical career having attractive income potential and career development. This would include:
- high school students
- recent high school graduates
- former members of the armed services who were in technical occupations

The production will attempt to attract the interest of the target audience by:
- having the lead talent be of the age group encompassing most recent high school graduates
- conveying the information in the context of the conversation of two friends: one in the BTV program, and one not in the program but who has interests and aptitudes that would make him a good candidate for the program

Locations

Most of the production will be shot in the studio, since an overview of production jobs and the equipment used is a primary focus.

There hopefully will be some field shoots on location at the workplaces of recent graduates of the program, or, less optimally, we may have recent graduates appear in the studio to discuss their careers. Interviews of program graduates are likely to be much more impressive to members of the target audience if they are held on location at the

professional television studios where they work rather than in the BTV studio.

Costs

Production costs are expected to be minimal due to the use of the BTV program studio, with some additional costs for field shoots of program graduates at their respective workplaces.

Structure

The production will contain the following blocks:

1. Title and Introduction – meeting the talent

2. Process of Making a Television Program – roles and tasks

3. Meeting the Instructor – history, employment potential, and curriculum

4. Careers of Some Program Graduates

5. Conclusion

6. Summary Information about the Program

Credits and program contact information will appear at the end of the production.

Schedule

The production needs to be completed by the end of the Fall Semester, 2005, since all production members are students in the program. Scheduling of this project will compete for studio time with two other major projects to which the program is committed:
1. a promotional video about the Drama Department's production of James and the Giant Peach
2. a promotional video about the city of American Canyon
In addition, the project will compete with various productions developed by students of the BTV program as part of current course requirements.

Story Synopsis

The story begins with an establishing shot of a sign for Napa Valley College, followed by a shot of students walking on campus. A current student and a friend of the student's walk on camera together. The

student asked the friend to help him with his class project. The friend has agreed reluctantly because the student hasn't told the friend yet what the student is studying or how the friend will participate. The student tells the friend that the student is in the BTV program. The friend asks how he will help.

The scene then changes from a background of students walking on campus to a regular taping of the campus TV studio into which the two have just walked. The friend is surprised, and interested because the friend has interests and aptitudes compatible with the program. The student shows the friend various portions of the studio, including the cameras, the lighting patch panel, and some of the tape decks on the side. The student then shows the friend the control room, including the bank of monitors, the camera engineering station, the sound mixing board, and the switcher. The student then shows the friend the server room, including the tape deck, the banks of test equipment, and the character generator.

The student then introduces the friend to the instructor, who talks about the program history, uniqueness, and curriculum, and probably something about the job market, income potential, and career paths. The friend then asks about how well graduates do on the job market and in their careers. The student says that the friend can accompany the student to visit some of the past graduates at their respective work places.

Next, there will be some interviews with past graduates of the program, talking about how their training helped them get the job.

In the conclusion, the friend expresses interest in joining the program. Finally, summary information about the program, including contact information, is presented.