Statewide Model Programs of Study
Arts and Communication

April 19, 2022
3:30pm
Thank you for joining!
We will get started shortly.
Quick Notes

- We highly encourage you to use the Q&A and Chat Box
- This webinar is being recorded

Agenda

- Welcome from ICCB and EdSystems
- Background on Model POS Guides
  - Policy Alignment
  - Role of Advisory Committee
- Model POS Mapping Process
- Review of POS Guide for Arts and Communication
- POS in Action: Mattoon High School / Lake Land College
- Feedback and Next Steps
Welcome from Illinois Community College Board

Janelle Washington
Director for CTE
EdSystems Staff

Heather Penczak
Director of Innovation and Implementation

Meagan Mitchell
Pathways Manager
The EdSystems Mission
Shape and strengthen education and workforce systems to advance racial equity and prepare more young people for productive careers and lives in a global economy.

College & Career Pathways
Bridges to Postsecondary
Data Impact & Leadership

Statewide
Community Networks
Innovation
Background on Model Programs of Study
Why Develop Statewide Model Programs of Study?

The primary purposes and goals for the Model Programs of Study Guides are to:

• Provide guidance and exemplars for local programs to adopt or customize as they develop programs of study for approval as part of the Perkins V Plan.

• Identify priority dual credit and early college courses that are foundational to the industry area and well-situated for statewide scaling and articulation.

• Define the competencies that should be sequenced across a program of study course sequence to prepare students for the future of work in that industry area.

• Identify entry points for employers to support coursework and related experiences.
Why Develop Statewide Model Programs of Study? Pt. 2

Intended audiences:

• High school faculty working in pathways
• Community College faculty and staff (e.g. academic deans & department heads, early college liaisons, etc.)
• Education for Employment System Directors

View Previous Presentations: edsystemsniu.org/guides
State Pathways Model

- Individualized Planning
- Career Focused Instruction
- Work-Based Learning
- Core Academics

Secondary Pathway:
- Internships/CDE
- Low-Skilled Jobs (Stackable Credentials)
- Semi-Skilled Jobs (Stackable Credentials)

Postsecondary Pathway:
- Middle-Skilled Jobs (AA/AAS)
- Advanced-Skilled Jobs (BA/BS)

Pathway Endorsement

OUTCOMES:
- Credential Attainment
- Labor Market / Economic Development

State Pathways Model
Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

**PROFESSIONAL LEARNING**

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 2 career exploration activities or 1 intensive experience</td>
<td>60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment</td>
<td>At least 2 team-based challenges with adult mentoring</td>
<td></td>
</tr>
</tbody>
</table>

Through these experiences, a student gains essential employability and technical competencies in their identified sector.

**CAREER-FOCUSED INSTRUCTIONAL SEQUENCE**

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation / Introduction</td>
<td>Skill Development</td>
<td>Capstone / Advanced Courses</td>
<td></td>
</tr>
</tbody>
</table>

**ACADEMIC READINESS**

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college.
Policy Alignment

- Postsecondary and Workforce Readiness Act
- Career & Technical Education
- DUAL Credit
- Teach Illinois
  Strong Teachers, Strong Classrooms
- Every Student Succeeds Act (ESSA)
- College & Career Readiness Indicator
- A Plan to Revitalize the Illinois Economy and Build the Workforce of the Future
State Pathways Policy Framework: College, Career and Life Ready

Accelerated Towards a Career Area
- Multiple years of coursework, increasing commitment to the field
- Emphasis on Early college coursework in “Career-focused” subjects
- Courses go Beyond Traditional High School CTE and Industry Credentials, include Complementary General Education Courses

Foundational Skills for All Careers
- General employability and entrepreneurial skills embedded in HS experience
- Student have a familiarity with work-based setting and robust experience in problem-based learning

Academically Ready for College
- Required success in College-Level, career-focused coursework and electives
- Required placement college-level placement in Math and English (through collaboration with local Community College)
2020 Guides
- Education
- Health Sciences
- Information Technology
- Manufacturing and Engineering

edsystemsniu.org/guides

2021 Guides
- Agriculture, Food and Natural Resources
- Architecture, Construction and Energy
- Arts and Communications
- Finance and Business Services
Next Steps:
Statewide Model POS Guides Creation

2022

HUMAN & PUBLIC SERVICES
(Non-Education)

HOSPITALITY & TOURISM
Culinary and Hospitality
Role of Advisory Committee

Expertise and guidance:

- What are trends in the industry that aren’t reflected in Labor Market Information?
- What credentials/degrees are emerging as most promising in the field?
- How does our desk analysis relate to on-the-ground implementation?
- What are future of work implications for this sector?

Inform key decision-points in this process:

- Pathway map approach
- Selecting strategic early college credit courses
- Identifying key competencies (building from existing State technical competencies)
Mapping Process
Model Programs of Study Mapping Process

1. Identify high-priority occupations
2. Determine promising credentials & map stackable degrees/certificates
3. Identify strategic community college courses
4. Map secondary to postsecondary sequence
5. Define related technical competencies

6 month process
Model Programs of Study Mapping Process

1. Identify high-priority occupations
2. Determine promising credentials & map stackable degrees/certificates
3. Identify strategic community college courses
4. Map secondary to postsecondary sequence
5. Define related technical competencies
High Priority Occupations & Promising Credentials

• Using Department of Labor data and the MIT Living Wage Calculator for the State of Illinois as a reference, High Priority Occupation defined
  • Occupations with a positive growth outlook and
  • Occupations whose salaries are near or greater than the “Living Wage” of 1 Adult + 1 Child in Illinois.

• A “promising credential” is a degree or college certification that immediately prepares an individual for entry into a high-priority occupation, with a focus on credentials available in typical Illinois Community College.
  • Credential may also be is a clear precursor to or stackable credential for a high-priority occupation
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountants and Auditors</td>
<td>33.89</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>5,510</td>
<td>8%</td>
</tr>
<tr>
<td>Business Operations Specialist</td>
<td>36.81</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Analyst</td>
<td>39.29</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>1,310</td>
<td>7%</td>
</tr>
<tr>
<td>Actuary</td>
<td>49.34</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>140</td>
<td>23%</td>
</tr>
<tr>
<td>Market Research Analysts and Marketing Specialists</td>
<td>29.15</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>2,960</td>
<td>22%</td>
</tr>
<tr>
<td>Human Resource Specialist</td>
<td>28.79</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>2,230</td>
<td>6%</td>
</tr>
<tr>
<td>First-Line Supervisor of Retail Sales Workers</td>
<td>18.74</td>
<td>No</td>
<td>Yes</td>
<td>High school diploma</td>
<td>5,620</td>
<td>3%</td>
</tr>
<tr>
<td>First-Line Supervisor of Office &amp; Administrative Support Workers</td>
<td>28.3</td>
<td>Yes</td>
<td>No</td>
<td>High school diploma</td>
<td>4,450</td>
<td>0%</td>
</tr>
<tr>
<td>First-Line Supervisor of Non-Retail Sales Workers</td>
<td>34.04</td>
<td>Yes</td>
<td>Yes</td>
<td>High school diploma</td>
<td>1,070</td>
<td>3%</td>
</tr>
<tr>
<td>Human Resource Assistant</td>
<td>19.49</td>
<td>No</td>
<td>No</td>
<td>Postsecondary nondegree award</td>
<td>380</td>
<td>-4%</td>
</tr>
<tr>
<td>Lodging Manager</td>
<td>21.62</td>
<td>No</td>
<td>Yes?</td>
<td>High school diploma or equivalent</td>
<td>180</td>
<td>9%</td>
</tr>
<tr>
<td>Insurance Claims and Policy Processing Clerks</td>
<td>19.94</td>
<td>No</td>
<td>Yes</td>
<td>High school diploma or equivalent</td>
<td>1,090</td>
<td>10%</td>
</tr>
</tbody>
</table>
Common CC Programs

Guided Transfer

- Business AA**^^
- Accounting AA**^^
- Actuary AA^^

Business AAS, with specialities/certs^^

- General,**
- Insurance,
- HR,**
- Entrepreneurship,**
- Management,**
- Marketing,**
- Hospitality**

Supply Chain

- Supply Chain AAS, AA/AS^^

Accounting

- Accounting AAS**^^

Leading to Occupations/Careers

Entry Level Bachelor’s Degree Positions

- Business Operations Specialist OR Financial Analyst OR Market Research Analysts OR Human Resource Specialist
- Accountants and Auditors
- Actuary

Small/Local Business

- First-Line Supervisor of Retail Sales Workers OR Office & Administrative Support Workers OR First-Line Supervisor of Non-Retail Sales Workers
- Human Resource Assistant OR Lodging Manager OR Insurance Claim Clerk

Supply Chain

- Supply Chain Manager OR Production, Planning, & Expediting Clerks

Clerk Roles

- Payroll & Timekeeping, OR, Bookkeeping, Accounting, & Auditing Clerk, OR Billing and Posting Clerks
Model Programs of Study Mapping Process

1. Identify high-priority occupations
2. Determine promising credentials & map stackable degrees/certificates
3. Identify strategic community college courses
4. Map secondary to postsecondary sequence
5. Define related technical competencies
Identify Strategic Community College Courses

- Analyze “promising credential” program requirements at various Community Colleges in the state

- **Tally and label** all of the “career-focused” & “general education” courses across programs to determine which of these courses:
  - Are **most common** across targeted programs,
  - Are more likely **accessible** for dual credit, and
  - Have the potential for **transferability** and currency (through the Illinois Articulation Initiative) or have **industry credentials**
## Identify Strategic Community College Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Common Name</th>
<th>Prerequisites</th>
<th>IAI Code</th>
<th>Notes</th>
<th>Sum</th>
<th>Is course a key PreReq for other courses</th>
<th>IAI Course?</th>
<th>Accounting AA</th>
<th>Accounting AAS</th>
<th>Insurance AA</th>
<th>Business Administration Advanced Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Business 111</td>
<td>Introduction to Business</td>
<td>None</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Business 181</td>
<td>Financial Accounting</td>
<td>College Level Math PLA BUS 903</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Business 182</td>
<td>Managerial Accounting</td>
<td>Business 181 BUS 904</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### Business Administration Advanced Certificate
- 3 Speech 101: Fundamentals of Speech & Oral Communication
- CCC 200: College Level English P E 2 900
Model Programs of Study Mapping Process

1. Identify high-priority occupations
2. Determine promising credentials & map stackable degrees/certificates
3. Identify strategic community college courses
4. Map secondary to postsecondary sequence
5. Define related technical competencies
Map Secondary to Postsecondary Sequence

• Recommend early college courses reasonably accessible to HS students, goal is to at least get 6+ career-focused credit hours by HS graduation

• Keep open possibility for unique opportunities, i.e. work-based learning or capstone course

• Consider typical teacher and faculty credentials, as well as course delivery and approval processes

• Suggest initial post secondary courses and sequences that continue to accelerate student

• Recommend sequence in general education subject areas, including early college and AP supplements
Model Programs of Study Mapping Process

1. Identify high-priority occupations
2. Determine promising credentials & map stackable degrees/certificates
3. Identify strategic community college courses
4. Map secondary to postsecondary sequence
5. Define related technical competencies
Define Related Technical Competencies for Key Courses

- Select foundational courses in each Model Programs of Study area
  - Courses map to multiple credentials within the industry area,
  - Can be accessed for early college credit at secondary level, and
  - Not currently recognized by the IL Articulation Initiative (IAI)

- Determine a set of technical competencies for each course (i.e. learning objectives)
State of Illinois
Model Programs of Study Guide:
Arts and Communications
August 2021

Review of the Arts and Communication Guide
## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

<table>
<thead>
<tr>
<th>Program</th>
<th>Typical Job</th>
<th>Near or Above Living Wage Threshold for 1 Adult + 1 Child</th>
<th>Median Hourly Wage</th>
<th>Growth in IL: Annual Job Openings</th>
<th>Growth in IL: % Change Over 10 years</th>
<th>Stackable?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Fine Arts &amp; Design</strong></td>
<td>Commercial &amp; Industrial Designer</td>
<td>Y</td>
<td>$30.18</td>
<td>170</td>
<td>4%</td>
<td>Typically Stacks to Bachelor’s Program</td>
</tr>
<tr>
<td></td>
<td>Fine Artists, Sculptors &amp; Illustrators</td>
<td>N</td>
<td>$20.43</td>
<td>50</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multimedia Artists and Animators</td>
<td>Y</td>
<td>$29.74</td>
<td>190</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graphic Designers</td>
<td>Y</td>
<td>$26.10</td>
<td>1,130</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interior Designers</td>
<td>Y</td>
<td>$24.17</td>
<td>270</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td><strong>2 Performing Arts</strong></td>
<td>Producers &amp; Directors</td>
<td>Y</td>
<td>$29.37</td>
<td>360</td>
<td>12%</td>
<td>AFA and AAS Degrees Typically Stack to Related Bachelor’s Program at Select Illinois Universities</td>
</tr>
<tr>
<td></td>
<td>Musicians &amp; Singers</td>
<td>Y</td>
<td>$32.29</td>
<td>510</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music Directors &amp; Composers</td>
<td>N</td>
<td>$18.18</td>
<td>250</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dancers &amp; Choreographers</td>
<td>N</td>
<td>$17.15-$24.97</td>
<td>2,400</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td><strong>3 Mass Media &amp; Communication</strong></td>
<td>Broadcast News Analysts</td>
<td>Y</td>
<td>$24.51</td>
<td>30</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public Relations Specialist</td>
<td>Y</td>
<td>$27.43</td>
<td>960</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Producers</td>
<td>Y</td>
<td>$29.37</td>
<td>360</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Film and Video Editors</td>
<td>Y</td>
<td>$30.69</td>
<td>50</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sound Engineering Technicians</td>
<td>Y</td>
<td>$26.89</td>
<td>40</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Photographer</td>
<td>N</td>
<td>$16.31</td>
<td>26</td>
<td>18%</td>
<td></td>
</tr>
</tbody>
</table>

1. Living wage calculations are based on: Glasmeier, Amy K. Living Wage Calculator. 2020. Massachusetts Institute of Technology. livingwage.mit.edu. As of January 2021 for the state of Illinois, the “Living Wage” for 1 Adult + 1 Child equaled $26.27/hour and “near,” defined as 85% of that statewide living wage, was $22.33/hour. In March of 2021, the Living Wage calculator updated its calculations for Illinois, but information presented in this guide reflects the wage levels as of January 2021, when the project team conducted its analysis.

POSTSECONDARY OPTIONS

1. FINE ARTS & DESIGN
   - Fine Arts AFA/AA
   - Graphic & Digital Design AA/AAS
   - Interdisciplinary Studies: Non-Profit Management/Leadership; Business Management, Marketing, Entrepreneurship; Education; Web Development (See additional Model Programs of Study for details)

2. PERFORMING ARTS
   - Theater or Dance AA
   - Music AA
   - Interdisciplinary Studies: Non-Profit Management/Leadership; Business Management, Marketing, Entrepreneurship; Education (See additional Model Programs of Study for details)

3. MASS MEDIA & COMMUNICATION
   - Media/Mass Communication AA/AAS
   - Music Technology/Business AAS
   - Photography AAS
   - Interdisciplinary Studies: Journalism; Business Management, Marketing, Entrepreneurship (See additional Model Programs of Study for details)

Bachelor of Arts, Fine Arts or Design (Select Schools)
Bachelor of Science, Art
Bachelor of Arts, Fine Arts
Bachelor of Music
Bachelor of Arts, Communication
Bachelor of Arts (Select Schools)
<table>
<thead>
<tr>
<th>ORIENTATION / INTRODUCTION</th>
<th>SKILL DEVELOPMENT</th>
<th>CAPSTONE / ADVANCED</th>
<th>POSTSECONDARY COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9-10</td>
<td>Grades 10-12</td>
<td>Grades 12</td>
<td>Recommended 1st Year</td>
</tr>
<tr>
<td><strong>CAREER FOCUSED COURSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts &amp; Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass Media &amp; Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Digital Graphics</td>
<td>Drawing I or AP</td>
<td>2-Dimensional Design</td>
<td>Drawing II</td>
</tr>
<tr>
<td>or Beginning Graphic Communication</td>
<td>Drawing II</td>
<td>or AP 2-D Art &amp; Design</td>
<td>3-Dimensional Design</td>
</tr>
<tr>
<td></td>
<td>Intro to Digital Design or Digital Graphics</td>
<td>Graphic Communications I &amp; II</td>
<td>Graphic Design I</td>
</tr>
<tr>
<td></td>
<td>Stagecraft</td>
<td>Acting I</td>
<td>Acting II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Art, Music, Dance, Film, or Theater Appreciation</td>
<td>or Performance of Literature</td>
</tr>
<tr>
<td></td>
<td>Introduction to Media and Communication Arts/Mass Communication or Audio/Visual Production I &amp; II</td>
<td>Introduction to Broadcasting or Multimedia Production</td>
<td>Introduction to Audio Production Writing for Multimedia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td><strong>WORK-BASED LEARNING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Exploration (2) *</td>
<td>Team-Based Challenge *</td>
<td>Team-Based Challenge</td>
<td>Team-Based Challenge</td>
</tr>
<tr>
<td>Team-Based Challenge *</td>
<td>Career Development Experience or Youth Apprenticeship</td>
<td>Career Development Experience or Apprenticeship</td>
<td></td>
</tr>
</tbody>
</table>

* May be offered through Career and Technical Student Organizations (CTSOs) including Business Professionals of America (BPA), Future Business Leaders of America (FBLA), SkillsUSA Illinois, and Technology Student Association (TSA)

Courses and Work-Based Learning Address the PWR Act Recommended Technical and Essential Employability Competencies

AR or Dual Credit: AP or Dual Credit Course
Dual Credit: Dual Credit Course Affiliated With IAI Code
Course or Program Prepares for Industry Credential: Course or Program Prepares for Industry Credential
Postsecondary Course Affiliated with IAI Code: Postsecondary Course Affiliated with IAI Code
College and Career Pathway Endorsement Earned: College and Career Pathway Endorsement Earned

If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses
<table>
<thead>
<tr>
<th>ORIENTATION / INTRODUCTION</th>
<th>SKILL DEVELOPMENT</th>
<th>CAPSTONE / ADVANCED</th>
<th>POSTSECONDARY COURSES +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9–10</td>
<td>Grades 10–12</td>
<td>Grades 12</td>
<td>Recommended 1st Year</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td><strong>SOCIAL SCIENCE</strong></td>
<td><strong>MATH</strong></td>
<td><strong>ENGLISH</strong></td>
</tr>
<tr>
<td>Science Sequence</td>
<td>Social Science Sequence</td>
<td>Geometry or Algebra 2 or Pre-Calculus</td>
<td>English Sequence</td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td><strong>MATH</strong></td>
<td><strong>ENGLISH</strong></td>
<td><strong>POSTSECONDARY COURSES +</strong></td>
</tr>
<tr>
<td>Business &amp; Technology Concepts</td>
<td>Entrepreneurship Intro to Education / Educational Methodology</td>
<td>Introduction to Website Development Diversity in Education Business Management / Intro to Marketing</td>
<td>Introduction to Website Development Entrepreneurship Introduction to Education</td>
</tr>
<tr>
<td>Foundations to Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Postsecondary Courses**

If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses.
## INTRODUCTION TO DIGITAL DESIGN

### Key Competencies

<table>
<thead>
<tr>
<th>Principles and Theory of Design</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are aware of intellectual property rights and understand ethics of copyright laws.</td>
<td></td>
</tr>
<tr>
<td>Students can demonstrate proficiency in industry-standard software and techniques as a graphic design tool.</td>
<td></td>
</tr>
<tr>
<td>Students can recognize and use foundational skills of the digital design industry to employ appropriate processes and design thinking.</td>
<td></td>
</tr>
<tr>
<td>Students understand current and future trends in the field of digital design in order to create and prepare for a personal career plan.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can employ digital equipment and applications to create, manage, modify and present images.</td>
<td></td>
</tr>
<tr>
<td>Students can use their ability to identify and evaluate appropriate content and data in order to apply knowledge, revise, and refine individual works and presentations.</td>
<td></td>
</tr>
<tr>
<td>Students can apply effective visual design, media integration and layout principles in order to produce a cohesive work.</td>
<td></td>
</tr>
<tr>
<td>Students can design solutions to real-world problems by applying design principles and ethics using design thinking to emphasize, define the problem, ideate, prototype, and test.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicating a Message</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can create a product that solves creative problems with visual clarity in alignment with audience/client expectations.</td>
<td></td>
</tr>
<tr>
<td>Students can critically assess their artwork through self-reflection and visual analysis.</td>
<td></td>
</tr>
<tr>
<td>Students can use their understanding of developing and adhering to an identity and core message in order to maintain consistency, market, and influence customer and community behavior.</td>
<td></td>
</tr>
<tr>
<td>Students can use marketing research, analytical thinking, and problem-solving techniques to adapt their message and communicate effectively with diverse audiences, including people with varying abilities, cultures, and backgrounds.</td>
<td></td>
</tr>
<tr>
<td><strong>Application of Design Principles</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Students can prepare basic planning and design documents for a multimedia program that include a goal statement, program objectives, navigation and layout diagrams, and an audience analysis.</td>
<td></td>
</tr>
<tr>
<td>Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.</td>
<td></td>
</tr>
<tr>
<td>Students can demonstrate project and asset management skills in order to organize and archive files logically and effectively.</td>
<td></td>
</tr>
<tr>
<td>Students can apply effective visual design, media integration, and layout in order to create well-designed and cohesive multimedia publications.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Analysis of Design/Message</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can demonstrate media literacy in order to deconstruct media messages and produce and consume messages responsibly.</td>
</tr>
<tr>
<td>Students can identify the claim, data, and appeals in messages in order to deconstruct the quality of others’ arguments found in written and a variety of visual forms (i.e. video, website, publications).</td>
</tr>
<tr>
<td>Students can use their understanding of how societal, cultural, and historical context influences ideas and works in order to deepen understanding and evaluation of the power, responsibility, and influence of multimedia.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Storytelling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can use their ability to select, interpret, and present artistic work in order to convey meaning and share ideas with an audience.</td>
</tr>
<tr>
<td>Students can maintain a theme across storytelling elements, including visual aids, in order to maintain consistency in a message.</td>
</tr>
<tr>
<td>Students can develop multidimensional characters and plots in order to present compelling stories to diverse audiences.</td>
</tr>
<tr>
<td>Students can use research, analytical thinking, and problem-solving techniques to communicate effectively with diverse audiences, including people with varying abilities, cultures, and backgrounds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Working on a Team</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.</td>
</tr>
<tr>
<td>Students can use adaptability, conversational involvement, conversational management, empathy, effectiveness, and appropriateness, in order to achieve appropriate and effective communication with diverse collaborators.</td>
</tr>
<tr>
<td>Students can work cooperatively and communicate effectively within a team and through digital collaboration platforms in order to set project deadlines, assign tasks, and meet deadlines.</td>
</tr>
<tr>
<td>Students can demonstrate effective conflict management techniques in order to productively manage conflict that leads to consensus-building.</td>
</tr>
</tbody>
</table>
Model Programs of Study in Action:
Laura Roberts of Mattoon High School
Department Overview

What I Teach

- **Software** - Adobe Acrobat, Illustrator, In-Design, Photoshop, Premiere, and Spark
- **Project Based Learning** - the students learn about copyright, design, project management, research and communication, and photography, graphic design and illustration, and page layout.

In addition, they learn about production and running a business. How to work with clients, present ideas, collaborate, accept feedback, and production. The students do digital, screen, dye sublimation, and vinyl printing. They also learn how to bind and finish their products.
Where We Are

Career Exploration -
Course ID: 22151A000 - Grades 9-10; no prerequisites; .5 Elective Credit

The Career Exploration course helps students learn more about some of the career focused classes at MHS. Students will rotate between the following four career programs during a semester's time; Agriculture construction/sciences, Drafting/wood shop, Graphic Communications, Food and textile design.

Graphic Arts 1 (Visual Design 1) -
Digital Media Design and Production Course ID: 11153A001 - Grades 11/12
no prerequisites; 1 Elective Credit; Dual Credit Option - CIS 088, CIS 090, or CIS 092

This course teaches a project-based curriculum that develops key digital communication skills such as design, project management, research and communication, and photography, graphic design and illustration, and page layout technical skills using Adobe tools. After first semester, the students get to choose which course they would like to earn dual credit and become an Adobe Certified Associate in: Adobe Illustrator, Adobe In-Design, or Adobe Photoshop.

Graphic Arts 2 (Visual Design 2) -
Graphic Communication Workplace Experience Course ID: 11154A002 - Grades 12
Prerequisite - Visual Design 1 (Digital Media Design and Production); 2 Elective Credits Honors; Dual Credit Option - CIS 088, CIS 090, or CIS 092.

MHS Print shop — Workplace Experience courses provide students with work experience in a field related to graphic communications. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid).

The students get to choose which course they would like to earn dual credit and become an Adobe Certified Associate in: Adobe Illustrator, Adobe In-Design, or Adobe Photoshop. These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.
Challenges

1. **Parent/Community Opinions** -
   Small rural low income area, more focused on farming.

2. **Student Interest** -
   Most don’t know what it is?

3. **Scheduling** -
   5 periods to get required courses, not much room for electives. Too many choices for electives.

4. **Dual Credit** -
   Cost for low income families. Regulations about having dual credit and non-dual credit in the same class.

5. **Clear Pathway** -
   Graphic Communication after high school, where to go? So many different names at higher education (Graphic Design, Digital Design, Web Design, UX Designer, Animator, etc.)

**Parents Perception of Graphic Communication**
Printing Presses, Antiquated
Successes

● **Business Partners** -
  Field Trips, Guest Speakers, Job Shadowing, Employment Opportunities

● **SkillsUSA** -
  [SkillsUSA](#) is a partnership of students, teachers and industry working together to ensure America has a skilled workforce.

● **Dual Credit** -
  Earn college credit in high school.

● **Industry Certification** -
  Previously Nationally certified with [Print[ED]](#), Currently students can earn [Adobe Certified Professional](#)

● **Advocacy/Marketing** -
  Promoting the program, Students are best advocates.
What’s Next?

- **Advocacy/Marketing to the Parents/Community** - Promoting the program, explain how Graphic Communications has evolved. Future career options.

- **Business Partners Internships in High School** - Work with local businesses to set up internships

- **College Partnerships to Career Pathways** - Reach out to Illinois Colleges to talk with students/parents/community about options.

**Need to Change**

Parents Perception of Graphic Communication

Animation, Digital, Interactive, Social Media, Augmented Reality, Virtual Reality
Something still circling in my mind is...

Something that squares with my thinking is...

3 Takeaways I have are...
Share Your Feedback

Survey QR Code

https://niu.az1.qualtrics.com/jfe/form/SV_4VhZXbPLE740vC6
Survey Questions

1. Model Programs of Study
   Assess the implementation of the Model Programs of Study.

2. Advisory Committee
   Assess the effectiveness of the committee or join an upcoming committee.

3. Webinar Review
   Assess the effectiveness of the Webinar session.
Explore the Resource Hub and sign up for the newsletter

Highlight and explore innovative models for work-based learning, initial focus on virtual

Build connections among communities to share best practices, learnings and resources

Engage in conversations on creating sustainable, high-quality models that provide broader and more equitable access, focusing on building social capital for Black and Latinx students

Identify needs for state policy changes or support systems
Thank You

Guides: edsystemsniu.org/guides