STATE OF ILLINOIS

Model Programs of Study Guide

Arts and Communications

COLLEGE & CAREER PATHWAYS

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

EdSystems
EDUCATION SYSTEMS CENTER at NORTHERN ILLINOIS UNIVERSITY

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About ICCB

In 1965, the Illinois General Assembly established the Illinois Community College Board to create a system of public community colleges that would be within easy reach of every resident. Today, the Illinois Community College System covers the entire state with 48 colleges and one multi-community college center in 39 community college districts. Community colleges serve nearly one million Illinois residents each year in credit and noncredit courses and many more through their public service programs.

Illinois' community colleges meet both local and statewide needs for education and workforce development through high-quality, affordable, accessible, and cost-effective programs and services. Learn more at iccb.org.

About EdSystems

Education Systems Center (EdSystems) is a mission-driven policy development and program implementation center based within Northern Illinois University. We work at the state level to create ecosystem and policy change while simultaneously working at the local level to create organizational change. This bi-directional approach allows us to align local efforts to state policy while elevating local experiences and learnings to state tables. Learn more at edsystemsniu.org.

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I. About the Model Programs of Study Guide

The Illinois Community College Board (ICCB) sponsored the development of the State of Illinois Model Programs of Study Guides in crucial industry areas as part of the Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act (also known as the Perkins V plan). This guide was developed in consultation and collaboration with the Illinois State Board of Education (ISBE) through a process led and facilitated by Education Systems Center at NIU (EdSystems). As further detailed in this guide, the process involved extensive research into labor market information and credential programs, and dialogue across secondary, postsecondary, and employer stakeholders.

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

1. **Provide guidance and exemplars** for local pathway programs to adopt or customize as they develop programs of study for approval as part of Perkins V or Illinois' College and Career Pathway Endorsements.
2. **Establish a framework** for state agencies to develop and implement program supports.
3. **Identify priority dual credit courses** that are foundational to the industry sector's program of study and well-situated for statewide scaling and articulation.
4. **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.
5. **Identify entry points** for employers to support coursework and work-based learning experiences.

Model Programs of Study supplement and complement other State of Illinois career and technical education and career pathway resources, including the ISBE Career Guide, State of Illinois Career Pathways Dictionary, Career Development Experience Toolkit, Recommended Technical and Essential Employability Competencies, State of Illinois Workforce Development Strategic Plan, and related state and regional data resources. School districts, community colleges, and their partners are encouraged to use this guide, state resources, and local program and course information to develop materials for student and family outreach.

The Model Programs of Study Guide in Arts and Communications can be used as a reference in local planning processes. The guide presents and describes in detail each component of the sequence, including descriptions of the underlying research, analysis, and Advisory Committee input. In addition to the complete guide, a pathway map depicting the diagrams of the secondary and postsecondary sequences, as well as a table of the selected occupations, wages, and job growth, is available at the end of this document or at edsystemsniu.org/guides.

II. Development of the Model Programs of Study

Programs of study are a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that culminate in a recognized postsecondary credential. The State of Illinois Model Programs of Study Guides are aligned with broader state policy goals to promote college and career readiness, including the state's Perkins V and ESSA plans (in particular, the College and Career Readiness Indicator), the Postsecondary and Workforce Readiness Act, the Dual Credit Quality Act, and the Illinois Career Pathways Dictionary.

Process for Development

Each Model Programs of Study was developed using a data-driven, backward-mapping approach that extended from the areas of job growth down through to the high school course sequence. The specific steps in this analysis included:

1. **Identifying high-priority occupations** in the industry sector that are high-skill, high-wage, and in-demand based on federal Department of Labor data for Illinois.
2. **Identifying promising postsecondary credentials** (degrees or certificates) that are broadly accessible to and through the Illinois community college system, and lead to high-priority occupations.
3. **Mapping the stackable degrees and certificates** that progress to promising credentials.
4. **Identifying strategic community college courses** that appear broadly among promising credentials, provide a solid foundation of knowledge essential to that industry sector, and are feasible for dual credit delivery.
5. **Mapping a course sequence from secondary through the first year of postsecondary** that incorporates strategic early college credit (including at least six early college credits in the career-focused course sequence) and is applicable to both Illinois secondary and postsecondary Perkins V requirements.
6. **Defining related technical competencies** for the foundational program of study courses that can be utilized to guide course development and postsecondary articulation.

Using data from the Department of Labor, Illinois Department of Employment Security, and MIT's Living Wage Calculator for the State of Illinois as a reference, the project team identified "high-priority occupations" as jobs with a positive growth outlook over the next 10 years, of high relative volume within that industry sector, and with median salaries that could sustain various family sizes within Illinois.[1] Occupations with median salaries higher than the living wage for 1 adult + 1 child ($39.63/hour) are considered as having a "high" living wage potential. Occupations with median salaries only higher than the living wage of 1 adult, no children ($22.86/hour) are considered as having a "medium" living wage

[1] U.S. Department of Labor, Employment and Training Administration (n.d.). "Explore Careers." CareerOneStop. Retrieved December 2023, from careeronestop.org/explorecareers. Illinois Department of Employment Security, "Long-Term Occupational Projections 2020-2030" and "Wage Information: Occupational Employment and Wage Statistics (OEWS) Statewide." Retrieved December 2023, from ides.illinois.gov. Amy K. Glasmeier, "Living Wage Calculator," Massachusetts Institute of Technology, 2024. Retrieved December 2023, from livingwage.mit.edu.

potential, and occupations with median salaries below the living wage of 1 adult, no children (less than $22.86/hour) are considered as having a “low” living wage potential.

The team identified as a “promising credential” any degree or certification that immediately prepares an individual for entry into or is a stackable for the identified high-priority occupations, then analyzed community college programs leading to these credentials from a sampling of six to ten colleges from across Illinois, representing a mix of urban, suburban, and rural institutions.[2] EdSystems analyzed and categorized all the career-focused and general education courses across the full sampling of the promising credential programs to determine which of these courses:

- are broadly common across multiple college programs in the sample,
- are likely accessible for dual credit opportunities considering student prerequisites and teacher credentialing requirements, and
- are generally transferable through Illinois Articulation Initiative or various articulation agreements.

This analysis and categorization process led to a recommended set of strategic career-focused and general education courses that provide a critical foundation for the program of study sequence.

Following this internal analysis, EdSystems and ICCB convened a stakeholder Advisory Committee of secondary, postsecondary, and private sector representatives to vet the recommendations and provide expertise and guidance on the development of the Model Programs of Study (see Appendix C). Over multiple webinars and feedback sessions across four months, the Advisory Committee and smaller working groups provided information about industry trends that may not be reflected in the Department of Labor or IDES data, credentials and degrees that are emerging as most promising in the field, on-the-ground implementation considerations for secondary and postsecondary programs, and future of work implications for the sector. The Advisory Committee further informed important decision-points including adjusting the course map and promising credential endpoints, selecting strategic early college credit courses, and identifying key competencies for target courses lacking broad statewide articulation. The culmination of EdSystems’ analysis and the input of the Advisory Committee is reflected in this guide.

[2] For the analysis of this guide, the community colleges surveyed were City Colleges of Chicago, Elgin Community College, Harper College, and Rock Valley College.

III. Priority Occupations and Promising Credentials

Evidence shows that engagement with art is essential to the human experience. The Brookings Institution found that participation in the arts is related to increased civic engagement, greater social tolerance, student feelings of empowerment, and has a substantial impact on students' academic, social, and emotional outcomes.[3] Participation in experiences within the arts and communications industry sector fosters a sense of purpose and ownership, creative thinking connected to problem solving and imagination, and self-reflection in the pursuit of independence and resilience.

Along with the fundamental values related to students' academic, social, and emotional development, the arts and communications sector has an incredible economic impact. According Arts Alliance Illinois, "Illinois has the fifth largest creative workforce in the country, with more than 22,000 creative businesses and 216,000 creative workers across the state." This equates to a significant contribution to the Illinois economy: "The Illinois creative sector generates $30 billion in economic activity annually, a greater share of the Illinois gross state product than construction or agriculture."[4]

The field of arts and communications includes a variety of focused and interdisciplinary occupations. Artists are 3.6 times as likely as other workers to be self-employed[5] and many hold a primary job in an occupation other than arts and communications with secondary jobs as artists. Students pursuing a career in arts and communications must be well informed on the college and career pathway options connected to their passions and skill sets. Building an early interest in arts and communications through secondary coursework and work-based learning experiences provides the opportunity to elevate the industry professions and support students on identification of their college and career pathway.

Promising Credential Program Categories

To understand the promising credentials in arts and communications, there must also be an acknowledgment of interdisciplinary options. Students interested in pursuing careers in arts and communications should be supported to consider how programs of study in education and business can be integrated into their individualized plan to achieve their college and career goals. The project team's analysis of promising credentials in the arts and communications sector tied to Illinois community colleges led to an identification of three credential program categories or pathways and additional subcategories:

1. **Fine arts and design**
    a. Guided transfer programs towards bachelor's degrees in fine arts and design with an Associate of Fine Arts or Associate of Arts (AA) in Fine Arts or Graphic and Digital Design.
    b. An Associate of Applied Science (AAS) in Graphic and Digital Design is typically for those seeking immediate entry into the career field. Select Illinois universities can help students with a Graphic and Digital Design AAS pursue a bachelor's degree.
2. **Performing arts** guided transfer programs towards bachelor's degrees and careers across dance, music and theater.
3. **Mass media and communication**
    a. Guided transfer programs towards bachelor's degrees for careers across media/mass communication with an AA in Media/Mass Communication.

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[3] The Brookings Institution (2019, February 12). "New Evidence of the Benefits of Arts Education." brookings.edu/articles/new-evidence-of-the-benefits-of-arts-education/

[4] Arts Alliance Illinois. Workforce Development. Retrieved April 9, 2024, from artsalliance.org/workforce-development/

[5] National Assembly of State Arts Agencies. "Facts and Figures on America's Creative Economy." Retrieved May 10, 2024, from nasaa-arts.org/nasaa_research/facts-figures-on-americas-creative-economy/

b. An AAS in Mass Media/Communication is typically for those pursuing a career as an audio and video equipment or broadcast technician. Select Illinois universities can help students with a Media/Mass Communication AAS pursue a bachelor's degree.

c. An AAS in Photography is typically for those pursuing a career as a photographer or seeking immediate entry into the career field. Select Illinois universities can help students with a Photography AAS pursue a bachelor's degree.

Students interested in arts and communications should be supported to explore related interdisciplinary options and potentially pursue a double major in their postsecondary program of study. For example, a student pursuing an associate degree in pursuit of a career as a sculptor would greatly benefit from additional credentials in business, marketing, and management to gain the skills needed to open and manage studios and galleries and maximize sales profits. More potential interdisciplinary study options are shown alongside each postsecondary credential area later in this guide, but they are by no means the only options. Additional Model Programs of Study Guides for other sector areas can be found at edsystemsniu.org/guides.

Diagram: **Postsecondary Opportunities**

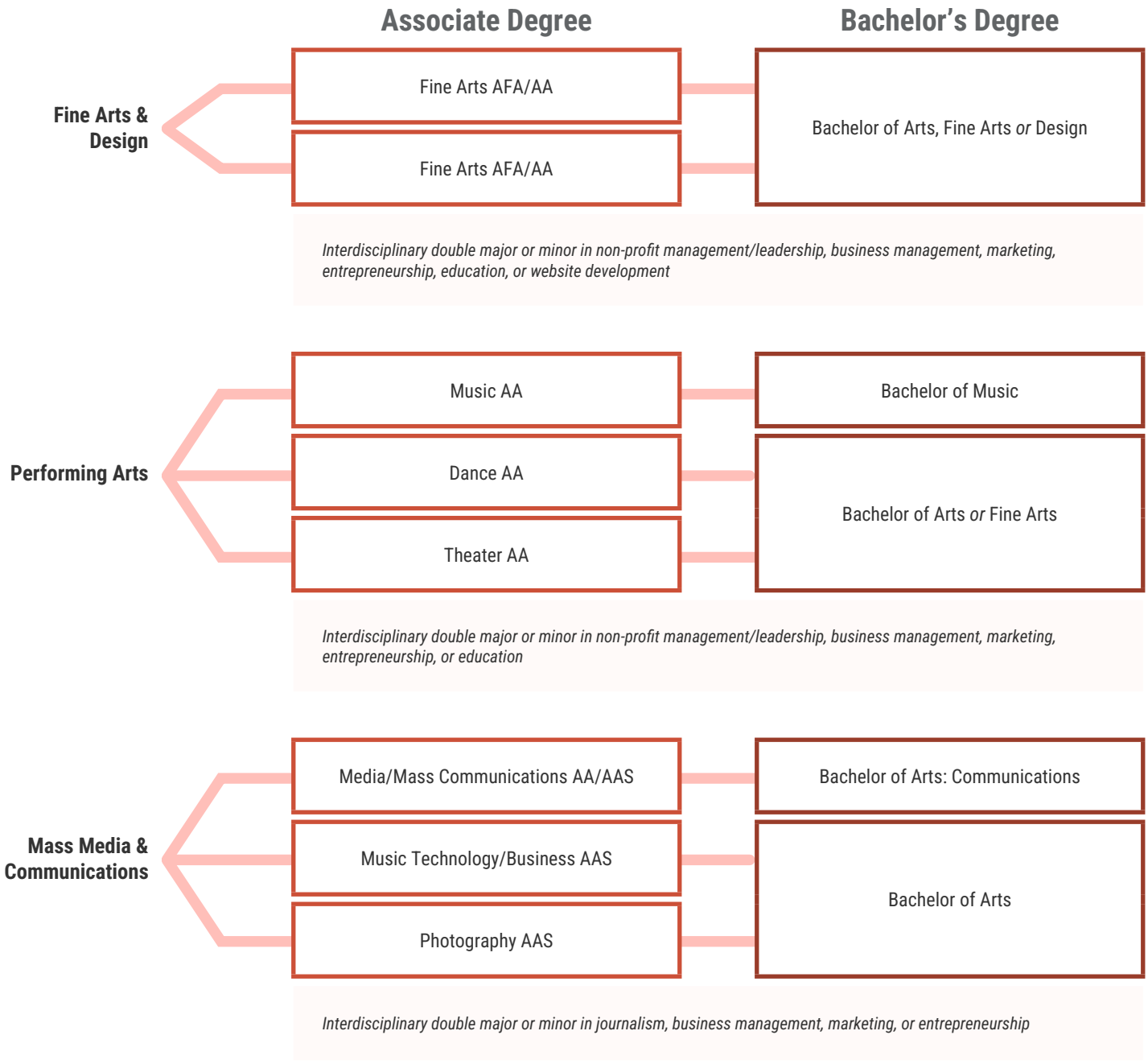

Table: **Selected Occupations, Wages, and Job Growth**

Program	Typical Job(s)	Living Wage Potential*	Median Hourly Wage**	IL Growth: Change over 10 years ***	IL Annual Job Openings***	Typical Educational Requirements
Fine Arts & Design	Art Directors	High	$50.82	6.80%	603	Bachelor's Degree
	Special Effects Artists and Animators	Medium	$38.32	6.41%	119	
	Graphic Designers	Medium	$28.12	3.08%	1,138	
	Interior Designers	Medium	$32.08	5.58%	260	
	Merchandise Displayers and Window Trimmers	Low	$18.94	10.50%	479	High School Diploma + Some College
Performing Arts	Actors	Low	$19.96	15.55%	403	High School Diploma + Some College
	Musicians and Singers	High	$41.60	9.74%	713	
	Producers and Directors	Medium	$32.39	9.40%	327	Bachelor's Degree
	Music Directors and Composers	Medium	$23.88	2.06%	327	
Mass Media & Communications	Public Relations Specialists	Medium	$34.57	10.28%	1,067	Bachelor's Degree
	Writers and Authors	Medium	$35.20	3.59%	442	
	Film and Video Editors	Medium	$28.29	12.85%	121	
	Audio and Video Technicians	Medium	$24.40	23.53%	324	Postsecondary Certificate
	Photographers	Low	$19.97	5.98%	369	High School Diploma + Some College

* Living wage potential is based on MIT's Living Calculator (livingwage.mit.edu) for Illinois in 2024. Occupations with median salaries higher than the living wage for 1 adult + 1 child ($39.63/hour) are considered as having a "high" living wage potential. Occupations with median salaries only higher than the living wage of 1 adult, no children ($22.86/hour) are considered as having a "medium" living wage potential, and occupations with median salaries below the living wage of 1 adult, no children (less than $22.86/hour) are considered as having a "low" living wage potential.

** Illinois Department of Employment Security (2022). Wage Information: Occupational Employment and Wage Statistics (Statewide). Retrieved April 2, 2024, from ides.illinois.gov/resources/labor-market-information/oews.html

*** Illinois Department of Employment Security. Employment Projections (Long-Term Occupational Projections 2020-2030). Retrieved April 2, 2024, from ides.illinois.gov/resources/labor-market-information/employment-projections.html

High-Priority Occupations

The high-priority occupations associated with each of the promising credential program areas are identified in the table entitled Select Occupations, Wages, and Job Growth. As shown, there are occupations included within each program that meet the job growth and living wage threshold of this guide. Also visible in the chart are occupations that have a low potential for a living wage. While these occupations are not high on the living wage threshold, they are included in this analysis since these occupations are highly sought after by students and have the potential for a living wage not necessarily reflected in U.S. Department of Labor data. The table should serve as guidance and catalysts for conversations regarding student's college and career planning, and consideration of interdisciplinary study options.

Levels of Education Needed

The levels of education needed to achieve a living wage in arts and communications careers typically include a bachelor's degree. Associate degrees are included as stackable promising credentials to reflect the pathway that many students take to pursue a bachelor's degree. While some occupations such as actors, musicians, and singers do not require a bachelor's degree to get started in the career, these occupations are highly dependent on the type and consistency of work an individual is able to secure.

Advisory Committee Considerations

Across the occupational areas, the Advisory Committee emphasized the importance of the arts and communications field to develop well-rounded students able to think creatively and build skills for self-reflection, resilience and independence. Students pursuing a program of study in arts and communications are also consistently engaging in essential employability competencies such as critical thinking, problem solving, and teamwork and conflict resolution that are applicable across industry areas. The committee also emphasized the need for students to identify a wide range of career paths and interdisciplinary options in the field of arts and communications early in their pathway in order to create a personal career plan and prepare for it. These considerations are reflected in the included course sequences and competencies.

IV. Programs of Study Sequence Description

Students should start a career-focused instructional sequence with an orientation course in 9th or 10th grade, with students engaging in career awareness and exploration in the middle school grades if possible. With this early start, students have more openings in their schedule to complete skill development and capstone options, obtain significant early college credits, earn valuable industry credentials, and potentially acquire a College and Career Pathway Endorsement before high school graduation.

As school districts and their community college partners develop a program of study sequence, they should ensure that the high school coursework enables all students in the pathways to attain Illinois' Recommended Essential Employability and Technical Competencies and the top relevant technical competencies (see Appendix A).

The Model Programs of Study in Arts and Communications begins in high school by introducing students to the broad range of careers in the industry. Introductory and early college coursework combined with work-based learning opportunities prepare students to demonstrate knowledge in fundamental areas like graphic design, fine arts, performing arts, mass communication, and media production. At the postsecondary level, students are prepared to pursue promising credentials in guided transfer programs to earn aligned associate and bachelor's degrees.

Diagram: **Career-Focused Instructional Sequence**

	GRADES 9–10 **Orientation**	GRADES 10–12 **Skill Development**	GRADE 12 **Capstone**	1ST YEAR* **Postsecondary**
Fine Arts & Design	*Choose 1:* • Beginning Digital Graphics • Beginning Graphic Communication	Drawing I *or* Drawing Intro to Digital Design *or* Digital Graphics	2-D Design *or* 2-D Art & Design Graphic Communications I & II	Drawing II 3-D Design Graphic Design I
Performing Arts	Intro to Performing Arts	Stagecraft	*Choose 1:* • Acting I • Art, Music, Dance, Film, *or* Theater Appreciation	*Choose 1:* • Acting II • Performance of Literature
Mass Media & Communications	*Choose 1:* • Beginning Audio/Visual Production • Production Technology	*Choose 1:* • Intro to Media and Communication Arts • Audio/Visual Production I & II	*Choose 1:* • Intro to Broadcasting • Multimedia Production	Intro to Audio Production Writing for Multimedia Interpersonal Communication
Work-Based Learning	Career Exploration (2)	*Choose 1:* Career Development Experience *or* Youth Apprenticeship		
	Team-Based Challenge (2)*; may be offered through Career and Technical Student Organizations*			

KEY:
- *AP or dual credit course*
- *Dual credit course*
- *College & Career Pathway Endorsement*
- *Dual credit course with IAI*
- *Postsecondary course with IAI*

** If credit was already earned through an early college course, take the next requirement in the sequence or, if none, additional AAS or major courses*

High School Career-Focused Instructional Sequence and Work-Based Learning

The high school career-focused instructional sequence for this program of study builds from introductory courses that cover basic concepts and practices, as well as develops an understanding of the range of career paths available. Students then proceed to skill development and capstone courses in fine arts, design, mass media, and communications.

The recommended sequence offers complementary courses and opportunities to ISBE's Career and Technical Education (CTE) program matrix for arts, audio/visual, and communications, in particular for the ISBE CIP Codes of 10.0301 (Graphic Communications), 10.0202 (Radio and Television Broadcasting Technology/Technician), 50.0406 (Commercial Photography).

The instructional sequence also includes dual credit opportunities that are extremely common and strategic for the field of arts and communications. Early college credit courses prepare students for continued coursework at the postsecondary level while providing foundational knowledge in the program area and should be thoughtfully incorporated in both career-focused and general education coursework as early as possible for students.

Orientation Coursework

The Model Programs of Study in Arts and Communications commences at the orientation level with a choice of ISBE Career and Technical Education (CTE) courses that introduce foundaiton principles: Graphics Communication for a fine arts and design pathway and Audio/Visual Production for a mass media and communication pathway. A performing arts pathways should begin with work-based learning experiences or relevant career-focused coursework offered at the high school level.

To begin preparing for the College and Career Pathway Endorsements, students should also participate in multiple virtual and in-person visits to employer sites to better understand authentic industry environments and engage with professionals in the field. Students should hear from a variety of guest speakers in an array of arts and communications careers to better understand opportunities in the field. Through the orientation course, students should be prepared to document their own personalized career pathway that leads to a promising credential.

Skill Development Coursework

The skill development course recommendations for the fine arts and design pathway include two courses affiliated with the Illinois Articulation Initiative (IAI): Drawing I or Introduction to Digital Design. The Introduction to Digital Design course is broadly applicable to students interested in pursuing a career in design, and there are typically no prerequisites, making it very accessible as dual credit. Through this course, students will demonstrate understanding of the principles and theory of design, apply their understanding of principles and theory to design solutions and produce a cohesive work, and critically assess their artwork to communicate an effective message (see the Strategic Dual Credit Courses: Competency Descriptions section of this guide for more detail). The course competencies of Digital Graphics, a CTE course, scaffold onto those attained in the Introduction to Digital Design course and should be offered if dual credit is not available due to difficulties in teacher credentialing.

The performing arts pathway includes the IAI-affiliated Stagecraft course. Stagecraft can be utilized to support student's specialized interests in music, dance, and theater by exploring basic techniques, sound, and costumes. There are typically no student prerequisites for this course at the community college level.

The mass media and communication pathway includes the IAI-affiliated course Introduction to Media and Communication Arts, which typically has no student prerequisites at the community college level. If dual credit cannot be offered due to difficulties in teacher credentialing, the CTE courses Audio/Visual Production I and II provide valuable, foundational instruction and fulfill the requirements for the ISBE CTE program matrix for arts, audio/video, and communications. The course competencies of Audio/Visual

Production I and II scaffold onto those attained in the Introduction to Media and Communication Arts/ Mass Communication.

As there are typically no student prerequisites or eligibility requirements, the recommended dual credit courses could be made broadly accessible to students as an online/remote dual enroll enrollment opportunity.

To be on track to earn the College and Career Pathway Endorsements, regional high school and community college partners should ensure students earn three to six early college credit hours through the skill development courses. Additionally, students should continue progressing through the work-based learning continuum. Classroom instruction should be coupled with continued employer site visits, an opportunity for students to participate in a job shadow experience at an employer site, and clubs or challenges related to their program area. Team-based challenges should be completed either as activities embedded within course curriculum or through a student/extracurricular organization. Students should be encouraged to engage in student or professional arts and communications organizations, including Career and Technical Student Organizations and those offered at the partner community college, to continue to build familiarity with the profession and pathways towards various career options.

Capstone Coursework

In 12th grade, students engage in advanced topics in arts and communications. The capstone-level recommendation for students in a fine arts and design pathway is to complete the IAI-affiliated Two-Dimensional Design or the CTE courses Graphic Communications I & II. There are typically no student prerequisites for the Two-Dimensional Design course at the community college level.

The capstone recommendation for students in performing arts pathways is to complete the IAI-affiliated Acting I course. There are typically no student prerequisites for the Acting I course at the community college level. Alternatively, students may take an IAI-affiliated art, music, dance, film, or theater appreciation course based on their area of interest for specialization. Student prerequisites for appreciation courses vary among community colleges, from having no prerequisites to requiring eligibility for English 101. While a capstone course usually involves an experiential component, most appreciation courses do not so students should be supported to engage in work-based learning connected to their career interest area to provide a robust capstone experience.

The capstone recommendation for students in a mass media & communication pathway is to complete the IAI-affiliated course Introduction to Broadcasting or Multimedia Production. As further detailed in the Strategic Dual Credit Courses: Competency Descriptions section of this guide, the Multimedia Production course should require students to (i) apply design principles to create well-designed and cohesive multimedia publications, (ii) demonstrate media literacy and deepen understanding of the power, responsibility and influence of multimedia, (iii) develop compelling stories to diverse audiences that convey meaning and maintains consistency in a message, and (iv) communicate and work effectively on a team to productively manage conflict. There are typically no student prerequisites for this course at the community college level. If dual credit cannot be offered due to difficulties in teacher credentialing, the recommended dual credit courses could be made broadly accessible to students as a virtual or hybrid dual enroll enrollment opportunity.

To be eligible for the College and Career Pathway Endorsements, all students should complete a career development experience of at least 60 hours in length and earn at least six or more early college credit hours, through a mix of both career-focused and general education coursework. Additionally, students should continue participation in clubs, professional organizations, or challenges related to their pathway.

Diagram: **General Education Instructional Sequence**

	GRADES 9–10 **Orientation**	GRADES 10–12 **Skill Development**	GRADE 12 **Capstone**	1ST YEAR* **Postsecondary**
Math	*Math sequence: highest-level course possible*	*Math sequence: highest-level course possible*	*Choose 1:* • **Statistics** • **Transitional Math: Quantitive Literacy Statistics** • *Math sequence: highest-level course possible*	**Statistics***
English	*English sequence*	*Choose 1:* • **Oral Communication** • *English Sequence*	*Choose 1:* • **Language & Composition** • **English Composition I & II** • **Transitional English**	**English Composition I & II***
Science	*Science sequence*	*Science sequence*	*Science sequence*	*Science sequence*
Social Science	*Social science sequence*	*Social science sequence*	**Art History**	**Art Appreciation**
Electives	*Choose 1:* • **Business & Technology Concepts** • **Foundations to Teaching**	*Choose 1:* • **Entrepreneurship** • **Intro to Education / Educational Methodology**	*Choose 1:* • **Intro to Website Development** • **Diversity in Education** • **Intro to Management** • **Intro to Marketing**	*Choose 1:* • **Intro to Website Development*** • **Entrepreneurship*** • **Intro to Education***

KEY: *AP or dual credit course* | *Dual credit course* | *College & Career Pathway Endorsement* | *Dual credit course with IAI* | *Postsecondary course with IAI*

** If credit was already earned through an early college course, take the next requirement in the sequence or, if none, additional AAS or major courses*

High School General Education Courses

There are several critical considerations for general education coursework before graduating high school. The courses mentioned here are frequent requirements for many postsecondary promising credentials in arts and communications and enhance students' opportunities for postsecondary success in addition to the career-focused courses already delineated.

- In **science**, students should follow a standard sequence and, if possible, complete their science course as either Advanced Placement or dual credit.
- In **social science**, students should follow a standard sequence and, if possible, complete a dual credit course in IAI-affiliated art, music, dance, or theater appreciation course or AP Art History at the capstone level.
- In **math**, students should complete the highest-level course possible in a statistics-based course sequence to be prepared for the full range of career options in arts and communications. Students should take a dual credit statistics course at the capstone level. Students that do not demonstrate readiness for an early college math course during their senior year of high school should enroll in Transition to Quantitative Literacy and Statistics, a transitional math course that guarantees placement upon successful completion into General Education Statistics at the postsecondary level.

- In **English**, students prepared for college-level coursework in their senior year should enroll in a dual credit English Composition course (if available) or Advanced Placement English Language and Composition. If students are not prepared for college-level coursework, students should enroll in a transitional English course that guarantees placement upon successful completion into the partner community college's English Composition course. In addition, students should complete Oral Communication or Speech as a dual credit course if possible.
- **Electives** ISBE CTE courses and dual credit courses aligned with the Model Programs of Study Guides in Education and Business for students to explore interdisciplinary options in arts and communications.

First-Year Postsecondary Courses

The recommended first-year postsecondary coursework and work-based learning build upon the knowledge and skills recommended at the capstone level. As with high school programs, community colleges should pursue opportunities to integrate and align arts and communications coursework and work-based learning opportunities.

Students in fine arts and design pathways will pursue advanced courses such as Graphic Design I and the IAI-affiliated course Drawing II and Three-Dimensional Design. Students in performing arts pathways will complete the IAI-affiliated course Performance of Literature or Acting II.

Students in mass media and communications pathways should enroll in Introduction to Audio Production or the IAI-affiliated courses Writing for Multimedia and Interpersonal Communication.

In the general education course areas, students will take the required 100-level courses. If the 100-level courses have been accomplished through early college credit, students will take the next required course in the subject or, if none, additional courses in their major. In social science, students will take the IAI-affiliated course Art Appreciation. All students are encouraged to take the IAI-affiliated course Introduction to Website Development. If not already completed, students pursuing an interdisciplinary route will complete Introduction to Education or Entrepreneurship.

V. Strategic Dual Credit Courses: Competency Descriptions

EdSystems and ICCB convened a stakeholder Advisory Committee of secondary, postsecondary, and private sector representatives to vet the Model Programs of Study recommendations. A smaller working group further convened to identify key competencies for the target early college courses currently lacking current statewide articulation. In arts and communications, those courses are Introduction to Digital Design and Multimedia Production.

Introduction to Digital Design *Key Competencies*	
Principles and Theory of Design	• Students are aware of intellectual property rights and understand ethics of copyright laws. • Students can demonstrate proficiency in industry-standard software and techniques as a graphic design tool. • Students can recognize and use foundational skills of the digital design industry to employ appropriate processes and design thinking. • Students understand current and future trends in the field of digital design in order to create and prepare for a personal career plan.
Application	• Students can employ digital equipment and applications to create, manage, modify and present images. • 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. • Students can apply effective visual design, media integration and layout principles in order to produce a cohesive work. • 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.
Communicating a Message	• Students can create a product that solves creative problems with visual clarity in alignment with audience/client expectations. • Students can critically assess their artwork through self-reflection and visual analysis. • 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. • 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.

Multimedia Production *Key Competencies*	
Application of Design Principles	• 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. • Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct. • Students can demonstrate project and asset management skills in order to organize and archive files logically and effectively. • Students can apply effective visual design, media integration, and layout in order to create well-designed and cohesive multimedia publications.
Analysis of Design/ Message	• Students can demonstrate media literacy in order to deconstruct media messages and produce and consume messages responsibly. • 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). • 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.
Storytelling	• Students can use their ability to select, interpret, and present artistic work in order to convey meaning and share ideas with an audience. • Students can maintain a theme across storytelling elements, including visual aids, in order to maintain consistency in a message. • Students can develop multidimensional characters and plots in order to present compelling stories to diverse audiences. • Students can use research, analytical thinking, and problem-solving techniques to communicate effectively with diverse audiences, including people with varying abilities, cultures, and backgrounds.
Working on a Team	• Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds. • Students can use adaptability, conversational involvement, conversational management, empathy, effectiveness, and appropriateness, in order to achieve appropriate and effective communication with diverse collaborators. • 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. • Students can demonstrate effective conflict management techniques in order to productively manage conflict that leads to consensus-building.

Appendices

A: Technical and Essential Employability Competencies for Arts and Communications

The following technical and employability competencies for arts and communications are from "Recommended Technical and Essential Employability Competencies for College and Career Pathway Endorsements," a document developed through an iterative process involving public-private steering committees established pursuant to the Postsecondary and Workforce Readiness Act in order to implement College and Career Pathway Endorsements.

Technical and Essential Employability Competencies for **Arts and Communications**	
Creative Process Competencies	
Creating	Students apply their understanding of idea generation, conceptualization of work, and work plans in order to produce, adapt, refine, and complete work.
Presenting, Performing, & Producing	Students can use their ability to select, interpret, and present artistic work in order to convey meaning and share ideas with an audience.
Responding	Students can use their ability to perceive, analyze, and interpret work in order to evaluate and apply meaning to a creative presentation.
Connecting	Students can use their understanding of how societal, cultural, and historical context influences ideas and works in order to deepen understanding and evaluation of creative work.
Investigation & Research	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.
Creative Careers Competencies	
Project Management	Students can use their understanding of setting project deadlines, task-break down,vand delegation in order to successfully complete projects independently or as part ofva team.
Creative Technology & Design	Students can use their understanding of digital technology, cloud computing artistic elements, and composition techniques in order to create, edit, and complete work.
Resource Management	Students can use their understanding the principles of managing, monitoring, and controlling resources including assets, money, and products in order to successfully achieve project expectations.
Brand Identity, Marketing, & Brand Management	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.
Human Interaction	Students can use their understanding of communication, listening, and collaboration in order to ensure audience, customer, and team satisfaction.

B: Cross-Sector Essential Employability and Entrepreneurial Competencies

The following cross-sector competencies are from "Recommended Technical and Essential Employability Competencies for College and Career Pathway Endorsements," a document developed through an iterative process involving public-private steering committees established pursuant to the Postsecondary and Workforce Readiness Act in order to implement College and Career Pathway Endorsements.

Essential Employability Competencies	
Teamwork & Conflict Resolution	Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.
Communication	**Verbal**: Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others. **Written**: Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct. **Digital**: Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.
Problem Solving	Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.
Decision Making	Students can use their understanding of problem solving to implement and communicate solutions.
Critical Thinking	Students can use their understanding of logic and reasoning to analyze and address problems.
Adaptability & Flexibility	Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.
Initiative & Self-Drive	Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.
Reliability & Accountability	Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets collective goals.
Cultural Competence	Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.
Planning & Organizing	Students can use their understanding of time management to plan effectively and accomplish assigned tasks.

Entrepreneurial Competencies	
Principles of Entrepreneurship	Students can apply their understanding of the process and characteristics of business development and promotion in order to apply strategies of innovation to personal and professional business pursuits.
Innovation & Invention	Students can use their understanding of idea generation, design thinking, product and business development in order to introduce and process new and effective ideas.
Growth Mindset	Students can use their understanding of learning from challenges, set-backs, and failure in order to adapt strategies and continue efforts to achieve personal goals.

C: 2021 Advisory Committee Membership

William Clow
Dean of the College of Fine Arts & Communication
Western Illinois University

Kassie Davis
Executive Director
CME Group Foundation

Julia deBettencourt
Director of Arts Education
Chicago Public Schools

Craig Engstrom
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Southern Illinois University

Alvin Goldfarb
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Elza Ibroscheva, PhD
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Hinsdale Central High School

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Network Manager, Greater East St Louis Early Learning Partnership
East Side Aligned

Laura Roberts
Graphic Arts Teacher
Mattoon School District

Scott Silberstein
Co-founder and Executive Producer
HMS Media, Inc

Ann Storey
Associate Director for CTE
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Heather Strom
School Counseling Principal Consultant
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Whitney Thompson
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Kathleen Tieri Ton
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Batavia High School

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Director of Graduate Studies, School of Design
Associate Dean, CADA Academic Programs
University of Illinois at Chicago

Jonathan VanderBrug
Deputy Director, Civic Engagement
Arts Alliance Illinois

Jason Zingsheim
Chair, Division of Arts and Letters
Governors State University

D: College and Career Pathway Endorsements Framework

The College and Career Pathway Endorsements system is a voluntary system for school districts to award endorsements on high school diplomas to graduates who have demonstrated readiness for college and careers. The following framework for the endorsement system is available as a PDF download.

College and Career Pathway Endorsements Framework

INDIVIDUAL PLAN

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 and gain essential employability and technical competencies.

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or for credit, supervised caree development experience(s) with a professional skills assessment r	
At least 2 team-based challenges with adult mentoring			

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

2 years of secondary coursework or equivalent that include essential employability and technical competencies, at least 6 hours of early college credit, and articulation to a postsecondary credential with labor market value.

9th	10th	11th	12th
Orientation / Introduction Courses			
	Skill Development Courses		
			Capstone / Advanced Courses

ACADEMIC READINESS

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

E: Illinois' Work-Based Learning Continuum

Illinois has a defined continuum of work-based learning opportunities, which spans from secondary to postsecondary. Components, defined in statute and the Illinois Career Pathways Dictionary, include career awareness, career exploration, team-based challenges, career development experiences, youth or pre-apprenticeships, and apprenticeships.

Work-Based Learning & Host Engagement Continuums

Illinois' continuum represents the many forms of work-based learning that grow in intensity depending on the model. However, this continuum is not intended to convey a fixed or ideal progression. As individuals learn through their work-based learning experiences, they may return to less intensive models to develop different skills or explore additional interests. Individuals should be supported to engage in these activities iteratively as they explore the multiple entry and exit points of career pathways.

Providing high-quality work-based learning requires strong partnerships between educators and regional employers. As the intensity of students' experiences progress, so too does the role of employer partners serving as host sites.

STATE OF ILLINOIS

Model Programs of Study in Arts and Communications

Recommended Courses

	GRADES 9–10 **Orientation**	GRADES 10–12 **Skill Development**	GRADE 12 **Capstone**	1ST YEAR* **Postsecondary**
Fine Arts & Design	*Choose 1:* • Beginning Digital Graphics • Beginning Graphic Communication	Drawing I *or* Drawing Intro to Digital Design *or* Digital Graphics	2-D Design *or* 2-D Art & Design Graphic Communications I & II	Drawing II 3-D Design Graphic Design I
Performing Arts	Intro to Performing Arts	Stagecraft	*Choose 1:* • Acting I • Art, Music, Dance, Film, *or* Theater Appreciation	*Choose 1:* • Acting II • Performance of Literature
Mass Media & Communications	*Choose 1:* • Beginning Audio/Visual Production • Production Technology	*Choose 1:* • Intro to Media and Communication Arts • Audio/Visual Production I & II	*Choose 1:* • Intro to Broadcasting • Multimedia Production	Intro to Audio Production Writing for Multimedia Interpersonal Communication
Work-Based Learning	Career Exploration (2)	*Choose 1:* Career Development Experience *or* Youth Apprenticeship		
	Team-Based Challenge (2)*; may be offered through Career and Technical Student Organizations*			
Math	*Math sequence: highest-level course possible*	*Math sequence: highest-level course possible*	*Choose 1:* • Statistics • Transitional Math: Quantitive Literacy Statistics • *Math sequence: highest-level course possible*	Statistics*
English	*English sequence*	*Choose 1:* • Oral Communication • *English Sequence*	*Choose 1:* • Language & Composition • English Composition I & II • Transitional English	English Composition I & II*
Science	*Science sequence*	*Science sequence*	*Science sequence*	*Science sequence*
Social Science	*Social science sequence*	*Social science sequence*	Art History	Art Appreciation
Electives	*Choose 1:* • Business & Technology Concepts • Foundations to Teaching	*Choose 1:* • Entrepreneurship • Intro to Education / Educational Methodology	*Choose 1:* • Intro to Website Development • Diversity in Education • Intro to Management • Intro to Marketing	*Choose 1:* • Intro to Website Development* • Entrepreneurship* • Intro to Education*

KEY:

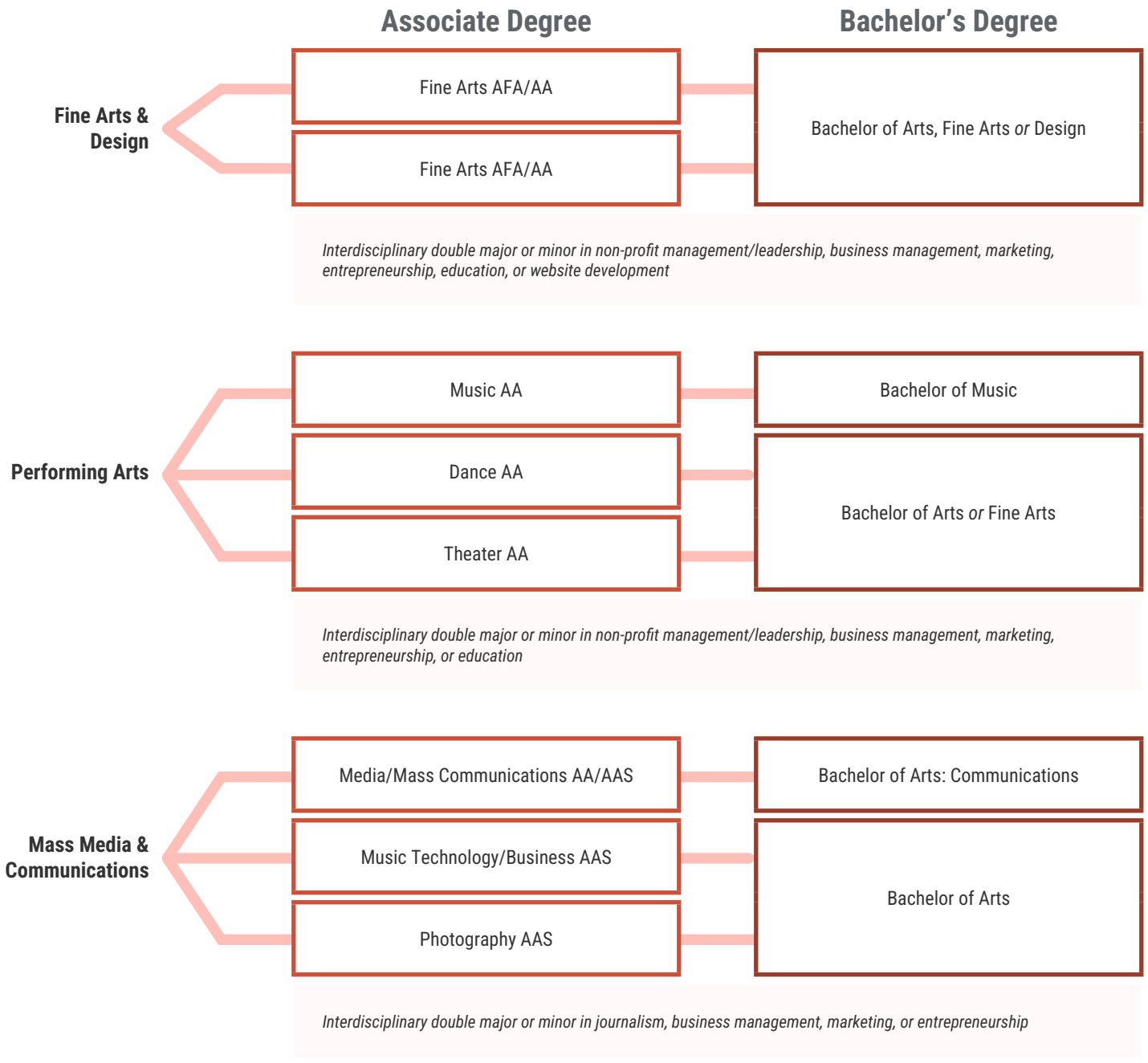
AP or dual credit course
Dual credit course
College & Career Pathway Endorsement
Dual credit course with IAI
Postsecondary course with IAI

** If credit was already earned through an early college course, take the next requirement in the sequence or, if none, additional AAS or major courses*

Revised September 2024

EdSystems EDUCATION SYSTEMS CENTER at NORTHERN ILLINOIS UNIVERSITY
ICCB ILLINOIS COMMUNITY COLLEGE BOARD

Postsecondary Opportunities



Selected Occupations, Wages, and Job Growth

Program	Typical Job(s)	Living Wage Potential*	Median Hourly Wage**	IL Growth: Change over 10 years ***	IL Annual Job Openings***	Typical Educational Requirements
Fine Arts & Design	Art Directors	High	$50.82	6.80%	603	Bachelor's Degree
	Special Effects Artists and Animators	Medium	$38.32	6.41%	119	
	Graphic Designers	Medium	$28.12	3.08%	1,138	
	Interior Designers	Medium	$32.08	5.58%	260	
	Merchandise Displayers and Window Trimmers	Low	$18.94	10.50%	479	High School Diploma + Some College
Performing Arts	Actors	Low	$19.96	15.55%	403	High School Diploma + Some College
	Musicians and Singers	High	$41.60	9.74%	713	
	Producers and Directors	Medium	$32.39	9.40%	327	Bachelor's Degree
	Music Directors and Composers	Medium	$23.88	2.06%	327	
Mass Media & Communications	Public Relations Specialists	Medium	$34.57	10.28%	1,067	Bachelor's Degree
	Writers and Authors	Medium	$35.20	3.59%	442	
	Film and Video Editors	Medium	$28.29	12.85%	121	
	Audio and Video Technicians	Medium	$24.40	23.53%	324	Postsecondary Certificate
	Photographers	Low	$19.97	5.98%	369	High School Diploma + Some College

* Living wage potential is based on MIT's Living Calculator (livingwage.mit.edu) for Illinois in 2024. Occupations with median salaries higher than the living wage for 1 adult + 1 child ($39.63/hour) are considered as having a "high" living wage potential. Occupations with median salaries only higher than the living wage of 1 adult, no children ($22.86/hour) are considered as having a "medium" living wage potential, and occupations with median salaries below the living wage of 1 adult, no children (less than $22.86/hour) are considered as having a "low" living wage potential.

** Illinois Department of Employment Security (2022). Wage Information: Occupational Employment and Wage Statistics (Statewide). Retrieved April 2, 2024, from ides.illinois.gov/resources/labor-market-information/oews.html

*** Illinois Department of Employment Security. Employment Projections (Long-Term Occupational Projections 2020-2030). Retrieved April 2, 2024, from ides.illinois.gov/resources/labor-market-information/employment-projections.html