

# State of Illinois Model Programs of Study Guide: Arts and Communications

August 2021



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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](http://iccb.org).



### About Education Systems Center

Education Systems Center (EdSystems) is a mission-driven policy development and program implementation center based within Northern Illinois University's Division of Outreach, Engagement, and Regional Development. EdSystems' mission is to shape and strengthen education and workforce systems that prepare more young people for productive careers and lives in a global economy. EdSystems leads and manages the Illinois P-20 Council's College and Career Readiness Committee, which recently drove the development and adoption of the Postsecondary and Workforce Readiness Act ([pwract.org](http://pwract.org)). Learn more about EdSystems at [edsystemsniu.org](http://edsystemsniu.org).

## About the Model Programs of Study Guide

The Illinois Community College Board (ICCB) sponsored the development of 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 programs to adopt or customize as they develop programs of study for approval as part of the Perkins V Plan.
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 area 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 related 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](#), [Postsecondary and Workforce Readiness Act Recommended Technical and Essential Employability Competencies](#), [State of Illinois Workforce Development Strategic Plan](#), [Workforce Education 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 full Model Programs of Study for Arts and Communications, depicted graphically on pp. 4 – 5, can be used as a reference in local planning processes. The Guide then presents and describes in detail each component of the sequence, including descriptions of the underlying research, analysis, and Advisory Committee input leading to each component:

- I. Background and Process for Developing Model Programs of Study ([pp. 6 – 7](#))
- II. Priority Occupations and Promising Credentials in Finance and Business Services ([pp. 8 – 10](#))
  - a. Promising Credential Program Categories ([pp. 9 – 10](#))
  - b. High-Priority Occupations ([p. 10](#))
  - c. Levels of Education Needed ([p. 10](#))
- III. Programs of Study Sequence Description ([pp. 11 – 14](#))
  - a. High School Career-Focused Instructional Sequence and Related Work-Based Learning ([pp. 11 – 13](#))
  - b. Recommended High School General Education Courses ([pp. 13 – 14](#))
  - c. Recommended First Year Postsecondary Courses ([p. 14](#))
- IV. Strategic Dual Credit Courses – Competency Descriptions ([pp. 15 – 16](#))
  - a. Introduction to Digital Design ([p. 15](#))
  - b. Multimedia Production ([p. 16](#))

Appendix A includes the PWR Act Recommended Technical Competencies and the recommended Essential Employability Competencies. Appendix B includes the Advisory Committee membership.

# Model Programs of Study Guide: Arts & Communications

## ORIENTATION / INTRODUCTION Grades 9-10

## SKILL DEVELOPMENT Grades 10-12

## CAPSTONE / ADVANCED Grades 12



## POSTSECONDARY COURSES ⊕ Recommended 1st Year

### CAREER FOCUSED COURSES

Fine Arts & Design

Performing Arts

Mass Media & Communication

Beginning Digital Graphics  
or Beginning Graphic Communication

Drawing I or AP Drawing   
Intro to Digital Design or Digital Graphics

2-Dimensional Design or AP 2-D Art & Design   
Graphic Communications I & II

Drawing II   
3-Dimensional Design   
Graphic Design I

Introduction to Performing Arts

Stagecraft

Acting I or Art, Music, Dance, Film, or Theater Appreciation

Acting II or Performance of Literature

Beginning Audio/Visual Production or Production Technology

Introduction to Media and Communication Arts/Mass Communication or Audio/Visual Production I & II

Introduction to Broadcasting or Multimedia Production

Introduction to Audio Production  
Writing for Multimedia   
Interpersonal Communication

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

### WORK-BASED LEARNING

Career Exploration (2) \*  
Team-Based Challenge \*

Team-Based Challenge \*  
Career Development Experience or Youth Apprenticeship

Team-Based Challenge  
Career Development Experience or Apprenticeship

\* 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)

### SCIENCE

Science Sequence

Science Sequence

Science Sequence

Science Sequence

### SOCIAL SCIENCE

Social Science Sequence

Social Science Sequence

AP Art History

Art Appreciation

### MATH

Algebra or Geometry

Geometry or Algebra 2 or Pre-Calculus

Transitional Math: Quantitive Literacy Statistics or Pre-Calculus or Calculus or General Education Statistics

General Education Statistics

### ENGLISH

English Sequence

English Sequence  
Oral Communication

AP Language & Composition or English Composition I & II

English Composition I & II

### ELECTIVES

Business & Technology Concepts  
Foundations to Teaching

Entrepreneurship   
Intro to Education / Educational Methodology

Introduction to Website Development   
Diversity in Education   
Business Management / Intro to Marketing

Introduction to Website Development  
Entrepreneurship  
Introduction to Education

AP or Dual Credit

Dual Credit Course

Dual Credit Course Affiliated With IAI Code

Course or Program Prepares for Industry Credential

Postsecondary Course Affiliated with IAI Code

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



## POSTSECONDARY OPTIONS



## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

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

1. Living wage calculations are based on: Glasmeier, Amy K. Living Wage Calculator. 2020. Massachusetts Institute of Technology. [livingwage.mit.edu](https://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.

2. U.S. Department of Labor, CareerOnestop ([careeronestop.org/explorecareers](https://careeronestop.org/explorecareers)), Illinois Department of Employment Security Virtual Labor Market Information ([www2.illinois.gov/ides](https://www2.illinois.gov/ides))



## Background and Process for Developing 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. In Illinois, Perkins V programs of study are aligned with broader State policy goals to promote college and career readiness, including the State of Illinois' ESSA plan (in particular, the College and Career Readiness Indicator), the College and Career Pathway Endorsement framework and other elements of the Postsecondary and Workforce Readiness Act, the Dual Credit Quality Act, the Illinois WIOA Unified State Plan, and the State's 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 the State of Illinois.
2. **Identifying promising postsecondary credentials** (degrees or certificates) that are broadly accessible 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 across the maximum number of promising credentials, provide a broad 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 considers industry trends and innovations in career and technical education.
6. **Defining related technical competencies** for the foundational program of study courses that can be utilized to guide course development and postsecondary articulation.



Using Department of Labor<sup>1</sup> data and the MIT Living Wage Calculator<sup>2</sup> for the State of Illinois as a reference, the project team identified “high-priority occupations” as jobs with a positive growth outlook and median salaries near or greater than the living wage for one adult and one child.<sup>3</sup> Thus, a “promising credential” is a degree or college certification that immediately prepares an individual for entry into a high-priority occupation or is a stackable credential for a high-priority occupation.

After identifying the promising credentials in each industry area, the project team analyzed community college programs leading to these credentials from a sampling of colleges from across Illinois, representing a mix of urban, suburban, and rural institutions.<sup>4</sup> EdSystems analyzed and categorized all of the career-focused and general education courses across the full sampling of the promising credential programs to determine which of these courses:

- Are most common across all programs in the sample,
- Are broadly accessible for dual credit opportunities considering prerequisites and teacher credentialing requirements, and
- Are included within the Illinois Articulation Initiative.

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 Advisory Committee listing in Appendix B). 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 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 in the Model Programs of Study process, including adjusting the Model of Programs of Study course map and promising credential endpoints, selecting strategic early college credit courses, and identifying key competencies for target courses in the Model Programs of Study currently lacking current statewide articulation. The culmination of EdSystems’ analysis and the input of the Advisory Committee is reflected in the draft Model Programs of Study and course competencies included within this Guide.

<sup>1</sup> U.S. Department of Labor, Career Onestop: [careeronestop.org/ExploreCareers/explore-careers.aspx](https://careeronestop.org/ExploreCareers/explore-careers.aspx), Illinois Department of Employment Security Virtual Labor Market Information, [www2.illinois.gov/ides](https://www2.illinois.gov/ides)

<sup>2</sup> Glasmeier, Amy K. Living Wage Calculator. 2020. Massachusetts Institute of Technology. [livingwage.mit.edu](https://livingwage.mit.edu)

<sup>3</sup> The “Living Wage” as of January 2021 for 1 Adult + 1 Child, which equaled \$26.27/hour for the state of Illinois. “Near” is defined as 85% of that statewide living wage, which is \$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.

<sup>4</sup> For the analysis of Arts and Communications, the community colleges surveyed were City Colleges of Chicago, Elgin Community College, Rock Valley College, Harper College

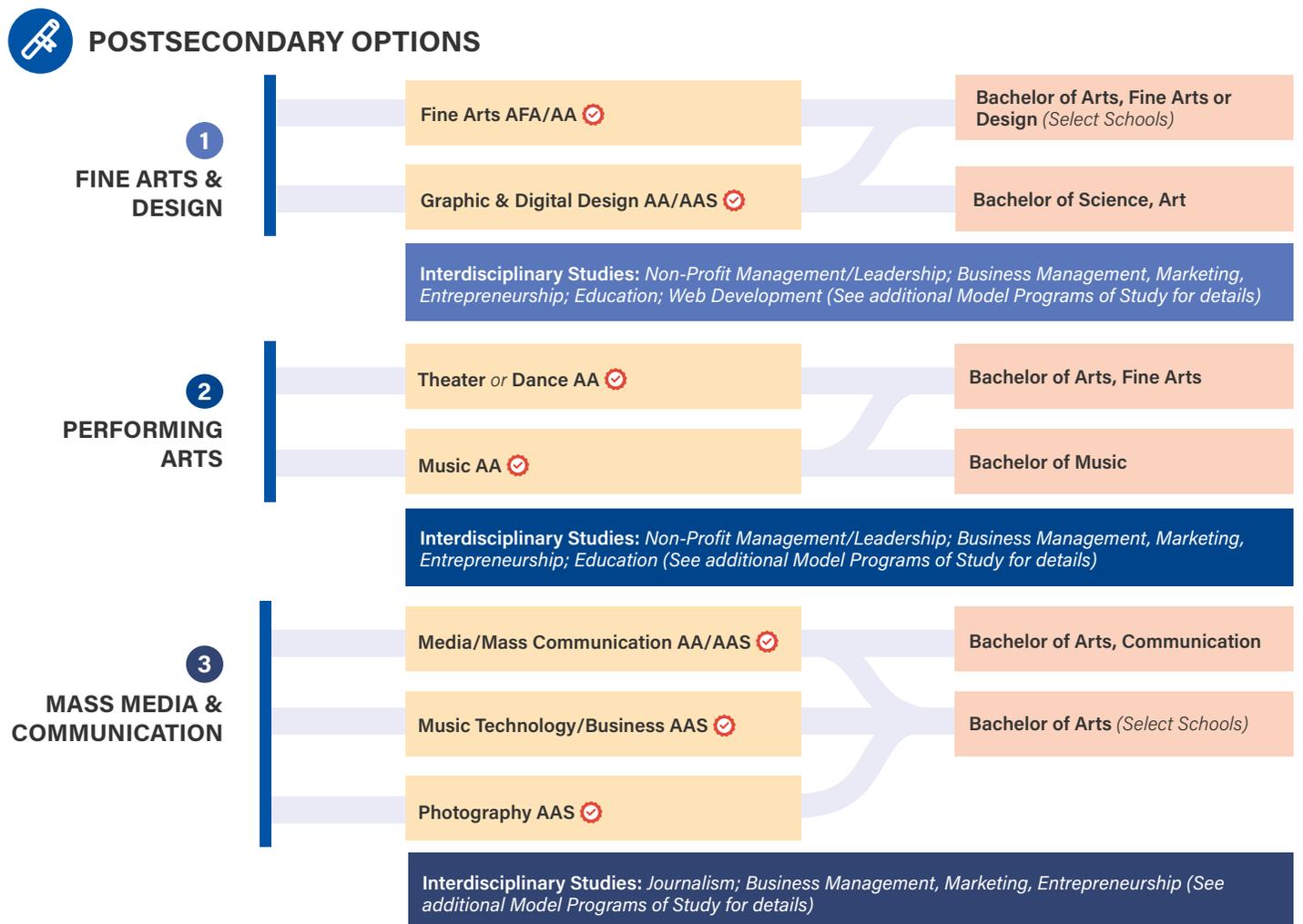
# Priority Occupations and Promising Credentials in Arts and Communications

Evidence shows that engagement with art is essential to the human experience. Brookings<sup>5</sup> 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. 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 these fundamental values related to student academic, social, and emotional growth and development, the arts and communications sector has an incredible economic impact. According to a study conducted by Americans for the Arts in partnership with Arts Alliance Illinois, the nonprofit arts and culture sector is a significant industry in the State of Illinois that supports 111,068 full-time jobs, generates \$3 billion in household income to

local residents, and delivers \$478.5 million in local and state government revenue. A report from the National Endowment for the Arts finds that regardless of occupation, over 5 million workers in the U.S. are employed as wage-and-salary workers in arts and cultural industries.

The field of arts and communications includes a variety of focused and interdisciplinary options for students. Artists are 3.6 times as likely as other workers to be self-employed, 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 the interdisciplinary options. Students interested in pursuing careers in arts and communications should be supported to consider how other programs of study like 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 overarching categories and additional subcategories:

### 1. Fine Arts and Design

- Guided transfer programs towards bachelor's degrees for careers across fine arts and design with an Associate of Fine Arts or Associate of Arts (AA) in Fine Arts or Graphic and Digital Design.

- An AAS in Graphic and Digital Design is typically for those pursuing a career as a desktop publisher or 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.

- Performing Arts** guided transfer programs towards bachelor's degrees and careers across arts, fine arts, and music.

### 3. Mass Media and Communication

- Guided transfer programs towards bachelor's degrees for careers across media/mass communication with an Associate of Arts (AA) in Media/Mass Communication.
- An AAS in Mass Media/Communication is typically for those pursuing a career as an audio and video



## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

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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 Music Technology/Business is typically for those pursuing a career as a musician or seeking immediate entry into the career field in a role such as a sound engineering technician. Select Illinois universities can help students with a Music Technology/Business AAS pursue a bachelor's degree.
- d. 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.

The project team notes that 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 of Fine Arts in pursuit of a career as a Fine Artist or Sculptor would greatly benefit from additional credentials in Business and Business Management to gain the skills needed to open and manage studios and galleries and maximize their sales profits. More potential interdisciplinary study options are shown alongside each postsecondary credential area on p. 4, but they are by no means the only options. More information on Model Programs of Study in other sector areas can be found at [edsystemsniu.org/guides](https://edsystemsniu.org/guides).

### High-Priority Occupations

The high-priority occupations associated with each of these areas are identified in the table entitled Selected Occupations, Wages, and Job Growth. As shown in this table, there are occupations included within each program that meet both the positive growth outlook and living wage criteria described in Section I. Also visible in the chart are occupations that do not meet the requirements for a living wage. While these occupations are not at 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. Not included in the table,

but also of high interest to students are occupations as Fashion Designers and Actors. While state-level data for job growth in Illinois is not available, national data shows a -4% job growth for Fashion Designers and a 3% job growth for Actors from 2019-2029. Employment of Actors in Illinois in 2019 was 3,950 and between 170-300 for Fashion Designers. These occupations that do not meet the positive growth and/or living wage criteria are included to 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 for the various pathways in the Model Programs of Study to achieve a living wage typically all include a bachelor's degree. AAS and AA 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 Musicians and Singers do not require a bachelor's degree to meet a living wage, 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 course sequences and competencies included in the Model Programs of Study, as detailed in Section III below.

<sup>5</sup> [brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/](https://brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/)

## Programs of Study Sequence Description

Generally speaking, students in a Program of Study 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 will have more openings in their schedule to complete Skill Development and Capstone options across arts and communications, obtain significant early college credits, earn valuable industry credentials, and potentially acquire the College and Career Pathway Endorsement before high school graduation. As school districts and their community college partners develop the sequence, they should ensure that the high school coursework enables all students in the Arts and Communications Programs of Study to attain both the State's recommended Technical Competencies for Arts and Communications and Cross-Sector Essential Employability and Entrepreneurial Competencies (see Appendix A).

The Model Programs of Study for 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 for Fine Arts and Design; Performing Arts; and Mass Media and Communication. In all three areas, students can pursue the Model Programs of Study sequence through the bachelor's degree level (at select Illinois universities for AFA and AAS degrees).

### High School Career-Focused Instructional Sequence and Related Work-Based Learning Overview

The high school career-focused instructional sequence for the Model Programs of Study for Arts and Communications builds from Orientation/Introduction courses in Fine Arts and Design and Mass Media and Communication towards a set of Skill Development courses and Capstone/Advanced courses. The Performing Arts pathway should begin with an introductory course that covers basic concepts and practices, as well as develops an understanding of the range of career paths available.

Throughout, the sequence offers complementary Career and Technical Education courses and opportunities for students in the Fine Arts and Design and Mass Media

and Communication programs, in particular for the ISBE CIP Codes of 10.0301 (Graphic Communications), 10.0202 (Radio and Television Broadcasting Technology/Technician), 50.0406 (Commercial Photography). It includes dual credit opportunities that are extremely common and strategic for the field of Arts and Communications. These courses will prepare all students for continued coursework at the postsecondary level as well as foundational knowledge in their program area. Students interested in Fine Arts and Design can move from introductory courses in digital graphics to targeted coursework aligned with dual credit options in drawing or digital design at the Skill Development level. Students interested in Performing Arts can begin dual credit coursework in stagecraft at the Skill Development level. Students interested in Mass Media and Communication can move from introductory courses in audio/visual production or production technology to targeted coursework in audio/visual production or dual-credit-aligned communication at the Skill Development level. At the Capstone/Advanced level students continue earning early college credits through aligned dual credit coursework to their program area.

### Orientation

The Model Programs of Study for Arts and Communications commences at the Orientation level with ISBE CTE Pathway courses in Graphics Communication for the Fine Arts & Design pathway and Audio/Visual Production in the Mass Media and Communication pathway that introduce students to the principles of digital graphics and audio/visual production or production technology. The Performing Arts program begins with work-based learning experiences or relevant career-focused coursework offered at the high school level.

Students should also participate in multiple virtual and in-person site visits to employer locations to better understand authentic industry environments, and have the opportunity to engage with professionals in the field. Students should be provided with multiple opportunities for guest speakers from an array of career fields in arts and communications to expose students to the variety of career options. Through the orientation course, students should be prepared to document their own personalized career pathway that leads to a promising credential defined in the Model.

### Skill Development

The Skill Development course recommendations in the Model Programs of Study include IAI-affiliated Drawing I or Introduction to Digital Design for Fine Arts and Design. The

Introduction to Digital Design course is broadly applicable to students interested in pursuing a career in design. Student prerequisites to this course may vary, but there are typically no prerequisites, making it very accessible as dual credit. As further detailed in the recommended course competencies on p. 19, through this course, students will (i) demonstrate understanding of the principles and theory of design, (ii) apply their understanding of principles and theory to design solutions and produce a cohesive work, and (iii) critically assess their artwork to communicate an effective message. The course competencies of the ISBE CTE course Digital Graphics scaffold onto those attained in the Introduction to Digital Design course. The Performing Arts program includes the IAI-affiliated Stagecraft course. The Stagecraft course 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 program includes the IAI-affiliated Introduction to Media and Communication Arts/Mass Communication. There are typically no student prerequisites for this course at the community college level. The course competencies of the ISBE CTE courses Audio/Visual Production I and II scaffold onto those attained in the Introduction to Media and Communication Arts/Mass Communication. If dual credit cannot be offered due to difficulties in teacher credentialing, the ISBE CTE course equivalents, Digital Graphics and Audio/Visual Production I & II, provide valuable, foundational instruction and fulfill the requirements for the CTE course matrix. In addition, since there are typically no student prerequisites or eligibility requirements, the recommended dual credit courses could be made broadly accessible to students as an online/

### ORIENTATION / INTRODUCTION Grades 9-10

### SKILL DEVELOPMENT Grades 10-12

### CAPSTONE / ADVANCED Grades 12

### POSTSECONDARY COURSES Recommended 1st Year

 <b>CAREER FOCUSED COURSES</b>   	<b>Beginning Digital Graphics</b> <i>or Beginning Graphic Communication</i>	<b>Drawing I</b>  <i>or AP Drawing</i>  <b>Intro to Digital Design</b>  <i>or Digital Graphics</i>	<b>2-Dimensional Design</b>  <i>or AP 2-D Art &amp; Design</i>  <b>Graphic Communications I &amp; II</b>	<b>Drawing II</b>  <b>3-Dimensional Design</b>  <b>Graphic Design I</b>
	<b>Introduction to Performing Arts</b>	<b>Stagecraft</b> 	<b>Acting I</b>  <i>or Art, Music, Dance, Film, or Theater Appreciation</i> 	<b>Acting II</b> <i>or Performance of Literature</i> 
	<b>Beginning Audio/Visual Production or Production Technology</b>	<b>Introduction to Media and Communication Arts/Mass Communication</b>  <i>or Audio/Visual Production I &amp; II</i>	<b>Introduction to Broadcasting</b>  <i>or Multimedia Production</i> 	<b>Introduction to Audio Production</b> <b>Writing for Multimedia</b>  <b>Interpersonal Communication</b> 

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

 <b>WORK-BASED LEARNING</b>	<b>Career Exploration (2) *</b> <b>Team-Based Challenge *</b>	<b>Team-Based Challenge *</b> <b>Career Development Experience or Youth Apprenticeship</b>	<b>Team-Based Challenge</b> <b>Career Development Experience or Apprenticeship</b>
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\* 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)

 AP or Dual Credit  
 Dual Credit Course  
 Dual Credit Course Affiliated With IAI Code  
 Course or Program Prepares for Industry Credential  
 Postsecondary Course Affiliated with IAI Code  
 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



remote dual enroll enrollment opportunity. The high school and community college partner should ensure that upon concluding these courses, students will have earned at least three to six early college hours<sup>8</sup> from the community college within the related Arts and Communications postsecondary program.

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 any professional arts and communications organizations offered at the community college partner to continue to build familiarity with the profession and pathways towards various career options.

### Capstone/Advanced

In 12th grade, students engage in advanced topics in arts and communications. The Capstone-level recommendation for students in Fine Arts and Design is to complete the IAI-affiliated 2-Dimensional Design or the ISBE CTE courses Graphic Communications I & II. Prerequisites may vary but there are typically no student prerequisites for the 2-Dimensional Design course at the community college level. The Capstone recommendation for students in Performing Arts is to complete the IAI-affiliated Acting I course or an IAI-affiliated Art, Music, Dance, Film, or Theater course based on their area of interest

for specialization within the Performing Arts pathway. Student prerequisites for Appreciation courses vary among community colleges from having no prerequisites to requiring eligibility for English 101. It should be noted that a Capstone course usually involves an experiential component but 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. There are typically no student prerequisites for the Acting I course at the community college level. The Capstone recommendation for students in Mass Media & Communication is to complete the IAI-affiliated Introduction to Broadcasting or Multimedia Production. As further detailed in the recommended course competencies on p. 20, 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, since 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.

At the Capstone level, all students should continue participation in clubs, professional organizations, or challenges related to their program area in arts and communications and complete a Career Development Experience (CDE) of at least 60 hours in length. The high school and community college partner should ensure that upon concluding the capstone course and the other recommended secondary courses in the arts and communications course sequence, students will have earned at least six to twelve early college hours from the community college applicable to the related arts and communications postsecondary program.

### Recommended High School General Education Courses

The Model Programs of Study for Arts and Communications identifies several key considerations for general arts and communications coursework:

- In **science**, students should follow a standard science sequence, and where possible, complete their science course as either Advanced Placement or dual credit.
- In **social science**, students should follow a standard social science sequence, and where possible complete a dual credit course in IAI-affiliated Art, Music, Dance, or Theater Appreciation or AP Art History at the Capstone level.
- In **math**, students should complete the highest math 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 General Education 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 a Transition to Quantitative Literacy and Statistics

	ORIENTATION / INTRODUCTION Grades 9-10	SKILL DEVELOPMENT Grades 10-12	CAPSTONE / ADVANCED Grades 12	POSTSECONDARY COURSES   Recommended 1st Year
 SCIENCE	Science Sequence	Science Sequence	Science Sequence	Science Sequence
 SOCIAL SCIENCE	Social Science Sequence	Social Science Sequence	AP Art History 	Art Appreciation 
 MATH	Algebra or Geometry	Geometry or Algebra 2 or Pre-Calculus	Transitional Math: Quantitative Literacy Statistics or Pre-Calculus or Calculus  or General Education Statistics 	General Education Statistics 
 ENGLISH	English Sequence	English Sequence Oral Communication 	AP Language & Composition  or English Composition I & II 	English Composition I & II 
 ELECTIVES	Business & Technology Concepts Foundations to Teaching	Entrepreneurship  Intro to Education  / Educational Methodology	Introduction to Website Development  Diversity in Education  Business Management / Intro to Marketing 	Introduction to Website Development Entrepreneurship Introduction to Education

  
AP or Dual Credit

  
Dual Credit Course

  
Dual Credit Course Affiliated With IAI Code

  
Course or Program Prepares for Industry Credential

  
Postsecondary Course Affiliated with IAI Code

  
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

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 a dual credit Oral Communication or Speech course where possible.
- **Electives** include ISBE CTE courses and dual credit courses aligned with Model Programs of Study in Education and Business for students to explore interdisciplinary options in Arts and Communications.

### Recommended First Year Postsecondary Courses

The recommended first-year postsecondary courses in coursework and work-based learning opportunities the Model Programs of Study for Arts and Communications 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 will pursue advanced coursework in Graphic Design I and IAI-affiliated Drawing II and 3-Dimensional Design. Students in Performing Arts will complete IAI-affiliated Performance of Literature or Acting II. Students in Mass Media and Communication will pursue Introduction to Audio Production or IAI-affiliated Writing for Multimedia and Interpersonal Communication.

In the general education course areas, students will take the 100-level required 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 AAS or major courses. In social science, students will take the IAI-affiliated Art Appreciation. All students are encouraged to take IAI-affiliated Introduction to Website Development. If not already completed, students pursuing an interdisciplinary route will complete Introduction to Education or Entrepreneurship.

<sup>8</sup> As six early college credit hours are needed for the College and Career Pathway Endorsement, the high school and college should seek to meet this threshold in the Skill Development course sequence.



## Priority 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 in the Model Programs of Study 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*

<b>Principles and Theory of Design</b>	<ul style="list-style-type: none"><li>▪ Students are aware of intellectual property rights and understand ethics of copyright laws.</li><li>▪ Students can demonstrate proficiency in industry-standard software and techniques as a graphic design tool.</li><li>▪ Students can recognize and use foundational skills of the digital design industry to employ appropriate processes and design thinking.</li><li>▪ Students understand current and future trends in the field of digital design in order to create and prepare for a personal career plan.</li></ul>
<b>Application</b>	<ul style="list-style-type: none"><li>▪ Students can employ digital equipment and applications to create, manage, modify and present images.</li><li>▪ 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.</li><li>▪ Students can apply effective visual design, media integration and layout principles in order to produce a cohesive work.</li><li>▪ 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.</li></ul>
<b>Communicating a Message</b>	<ul style="list-style-type: none"><li>▪ Students can create a product that solves creative problems with visual clarity in alignment with audience/client expectations.</li><li>▪ Students can critically assess their artwork through self-reflection and visual analysis.</li><li>▪ 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.</li><li>▪ 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.</li></ul>

# MULTIMEDIA PRODUCTION

## Key Competencies

<b>Application of Design Principles</b>	<ul style="list-style-type: none"><li>▪ 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.</li><li>▪ Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.</li><li>▪ Students can demonstrate project and asset management skills in order to organize and archive files logically and effectively.</li><li>▪ Students can apply effective visual design, media integration, and layout in order to create well-designed and cohesive multimedia publications.</li></ul>
<b>Analysis of Design/ Message</b>	<ul style="list-style-type: none"><li>▪ Students can demonstrate media literacy in order to deconstruct media messages and produce and consume messages responsibly.</li><li>▪ 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).</li><li>▪ 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.</li></ul>
<b>Storytelling</b>	<ul style="list-style-type: none"><li>▪ Students can use their ability to select, interpret, and present artistic work in order to convey meaning and share ideas with an audience.</li><li>▪ Students can maintain a theme across storytelling elements, including visual aids, in order to maintain consistency in a message.</li><li>▪ Students can develop multidimensional characters and plots in order to present compelling stories to diverse audiences.</li><li>▪ Students can use research, analytical thinking, and problem-solving techniques to communicate effectively with diverse audiences, including people with varying abilities, cultures, and backgrounds.</li></ul>
<b>Working on a Team</b>	<ul style="list-style-type: none"><li>▪ Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.</li><li>▪ Students can use adaptability, conversational involvement, conversational management, empathy, effectiveness, and appropriateness, in order to achieve appropriate and effective communication with diverse collaborators.</li><li>▪ 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.</li><li>▪ Students can demonstrate effective conflict management techniques in order to productively manage conflict that leads to consensus-building.</li></ul>

## APPENDIX A.1: PWR Act Recommended Technical and Essential Employability Competencies for Arts and Communications



### TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR ARTS AND COMMUNICATIONS

#### CREATIVE PROCESS COMPETENCIES

<b>Creating</b>	Students apply their understanding of idea generation, conceptualization of work, and work plans in order to produce, adapt, refine, and complete work.
<b>Presenting, Performing, &amp; Producing</b>	Students can use their ability to select, interpret, and present artistic work in order to convey meaning and share ideas with an audience.
<b>Responding</b>	Students can use their ability to perceive, analyze, and interpret work in order to evaluate and apply meaning to a creative presentation.
<b>Connecting</b>	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.
<b>Investigation &amp; Research</b>	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

<b>Project Management</b>	Students can use their understanding of setting project deadlines, task-breakdown, and delegation in order to successfully complete projects independently or as part of a team.
<b>Creative Technology &amp; Design</b>	Students can use their understanding of digital technology, cloud computing artistic elements, and composition techniques in order to create, edit, and complete work.
<b>Resource Management</b>	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.
<b>Brand Identity, Marketing, &amp; Brand Management</b>	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.
<b>Human Interaction</b>	Students can use their understanding of communication, listening, and collaboration in order to ensure audience, customer, and team satisfaction.

## APPENDIX A.2: Statewide Essential Employability and Entrepreneurial Competencies

TOP 10 CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS	
<b>Teamwork &amp; Conflict Resolution</b>	Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.
<b>Communication</b>	<p><b>Verbal:</b> Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others.</p> <p><b>Written:</b> Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.</p> <p><b>Digital:</b> Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.</p>
<b>Problem Solving</b>	Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.
<b>Decision Making</b>	Students can use their understanding of problem solving to implement and communicate solutions.
<b>Critical Thinking</b>	Students can use their understanding of logic and reasoning to analyze and address problems.
<b>Adaptability &amp; Flexibility</b>	Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.
<b>Initiative &amp; Self-Drive</b>	Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.
<b>Reliability &amp; Accountability</b>	Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets collective goals.
<b>Cultural Competence</b>	Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.
<b>Planning &amp; Organizing</b>	Students can use their understanding of time management to plan effectively and accomplish assigned tasks.

### ENTREPRENEURIAL COMPETENCIES

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**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.

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**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.

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**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.



## APPENDIX B: 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**

*Associate Professor  
Southern Illinois University*

### **Alvin Goldfarb**

*President and Professor of Theatre Emeritus  
Western Illinois University*

### **Elza Ibroscheva, PhD**

*Professor of Mass Communications  
Southern Illinois University Edwardsville*

### **Paul Kassel**

*Dean of the College of Visual and Performing Arts  
Northern Illinois University*

### **Laura Milas**

*Art Department Chair  
Hinsdale Central High School*

### **Kelleen Nitsch**

*Founder  
Nitsch Theater Arts*

### **Jenny Parker**

*Associate Vice Provost, Educator Licensure and Preparation  
Northern Illinois University*

### **Elizabeth Richards**

*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  
Illinois Community College Board*

### **Heather Strom**

*School Counseling Principal Consultant  
Illinois State Board of Education*

### **Whitney Thompson**

*Senior Director for CTE  
Illinois Community College Board*

### **Kathleen Tieri Ton**

*Graphic Communication Teacher  
Batavia High School*

### **Cheryl Towler Weese**

*Associate Professor, Graphic Design  
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*

### **Lead Education Systems Center Staff**

#### **Heather Penczak**

*Policy & Program Manager*

#### **Juan Jose Gonzalez**

*Pathways Director*