Maryland CTE Program of Study

## Interactive Media Production Program Proposal Form

Maryland State Department of Education

Division of Career and College Readiness

200 West Baltimore Street

Baltimore, Maryland 21201-2595

This agreement is between the Division of Career and College Readiness (DCCR), Maryland State Department of Education, and the local school system listed below.

**LOCAL SCHOOL SYSTEM INFORMATION –** Complete the information requested below, including the original signature of the CTE local director.

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| Local School System (LSS) and Code: | | | | | | |  | | | | | | | |
| Name of CTE local director: | | | | |  | | | | | Phone: | | |  | |
| LSS Career Cluster: | | | | **Arts, Media and Communication** | | | | | | | | | | |
| LSS Program Title: | | **Interactive Media Production** | | | | | | | | | | | | |
| Pathway Options: | 1. | | | | | | | | 2. | | | 3. | | |
| |  |  |  | | --- | --- | --- | | Value Added Options: | yes  no | This program provides students the opportunity to earn early college credit. The academic and technical course sequences for both secondary and postsecondary programs are included herein. | | yes  no | Enclosed is a copy of the articulation agreement (Copy required for CTE program approval if the program is articulated with a postsecondary education provider). | | yes  no | This program provides students with the opportunity to earn an industry-recognized credential. The credential is identified herein. | | | | | | | | | | | | | | | |
| Program Start Date: | | |  | | | | |  | | |  | | | |
| Signature of CTE Local Director: | | | | | |  | | | | | Date: | | |  |
| Signature of Local Superintendent: | | | | | |  | | | | | Date: | | |  |

**TO BE COMPLETED BY MSDE/DCCR**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date Program Proposal received by CTE Systems Branch: | | | |  | | | | |
| CTE Control Number: | |  | | | Fiscal Year: | |  | |
| CIP Number: | Program: **10.0150** | | Pathway  Option 1: | | | Pathway  Option 2: | | Pathway  Option 3: |
| MSDE ClusterTitle: | |  | | | | | | |

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| **Approval Starts FY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  | | | |
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| Signature, Assistant State Superintendent, Career and College Readiness | | |  | Date | |

**CTE Secondary Program Proposal Contents**

**STEP 1A: PROGRAM ADVISORY COMMITTEE MEMBERS AND THEIR AFFILIATIONS**

Complete the list of the Program Advisory Committee (PAC) members. Members should include employers, local workforce development representatives, economic development personnel, business, or labor representatives, and the remainder should include secondary and postsecondary, academic and technical educators and other stakeholders. Place a check in the appropriate box to indicate the role each person plays. Include all of the information requested for each entry. Use this form or a locally developed form – either one is acceptable as long as all information is provided.

# Program Advisory Committee List

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Membership: First entry should be the industry representative who is leading the PAC.** | | | | | | | | |
| PAC Leader Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| Name: | |  | | | | Representation: | | |
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| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
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| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

STEP 1B: DOCUMENTED LABOR MARKET DEMAND – Check the appropriate box below.

Demand exists

The PAC will review labor market information on a local, regional and/or state basis. Check this box if demand exists for the identified occupations. The labor market information does not need to be provided with the proposal as long as there is a demand for employees according to data provided by the Department of Labor, Licensing and Regulation (DLLR) or documented by employers in letters or other correspondence.

If evidence for labor market demand is not readily available, attach documentation to the proposal.

Check this box if there is a unique labor market demand for a program and data are not available from the Department of Labor, Licensing and Regulation (DLLR). If the occupation is new or emerging and no data exist, supporting evidence is submitted with the proposal (i.e. document local, national, or regional trends, local circumstances, or provide letters from employers or local economic/workforce development offices documenting employment demand including the projected number of openings by pathway).

**STEP 2A: PROGRAM OVERVIEW** – After determining the cluster and pathway options, identify the standards used to develop the CTE program of study. Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.

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| **Indicate the title and source of the skills standards for this program:**   * **Skills and Knowledge from the** [**National Arts, A/V Technology and Communications Career Cluster**](https://www.careertech.org/arts) |
| **Program Overview:** The Interactive Media Production (IMP) program falls within the Arts, Media, and Communication Career Cluster. As such, it includes a strong foundation in arts and communication with particular emphasis on design, graphic and media communications, interactive technologies, and project development. Throughout the program, students produce an assortment of three-dimensional models, two-dimensional animations, layered images, streaming media and web pages. They will also use a variety of software applications to design “apps” and develop video games. The program is comprised of a foundation course and three additional courses:   * ***Principles of Art, Media and Communication (Foundation)*** * ***Interactive Media and Design I,*** * ***Interactive Media and Design II, and*** * ***Interactive Media Portfolio Capstone.***   The program targets three areas: Graphic Design, Digital Media, and Interactive Media. This gives students the opportunity to gain a solid understanding in one of the three areas, yet they will also have opportunities to explore how and when the areas overlap or intertwine with each other. Students culminate their experience with a capstone course that focuses on the refinement of their portfolio, which will showcase students’ best work from the program. Depending on the school schedule, IMD and Adv. IMD may be combined into a two-credit course. The portfolio can be submitted to the Community College of Baltimore County for review in order to gain transcripted credit.  Students completing this program will be able to:   * Understand the knowledge, skills, and abilities required for a range of career options in the AMC Career Cluster; * Use advanced graphic arts and interactive media technology to produce a variety of communication products; * Demonstrate the ability to design, author, and publish interactive media products; * Work effectively in teams to produce interactive media products; and * Develop and use a portfolio as an evaluative tool as they progress through the program and plan for further education.   **End-of-Program Assessments/Technical Skill Attainment** Students earn Technical Skill Attainment (TSA) in a number of ways. Taking and passing an industry certification exam in the Adobe Certified Associate package, which includes, *Adobe Illustrator, Dreamweaver, Flash, In Design, Photoshop, and Premiere Pro*. The TSA can also be attained through earning the articulated or transcripted credit from the Community College of Baltimore County, Art, Design and Interactive Media Department. |

**STEP 2B: COURSE DESCRIPTIONS AND END OF COURSE ASSESSMENTS** – Insert each CTE completer course title. Describe each course based on what students are expected to know and be able to demonstrate as a result of their participation. Check the assessment instrument(s) that will be used to document student attainment of the knowledge and skills included in each course and specify additional information as appropriate.

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| **Course Title: Principles of Art, Media and Communication (1 credit)**  **Course Description**: This foundation course provides students an understanding of all aspects of the Arts, Media and Communication industry. Students will examine the opportunities and requirements of the major career pathways in this industry including: Graphic Design, Digital Media, and Interactive Media. Upon successful completion of the course, students will be able to:   * Understand career options and requirements for entry into the field of Arts, Media and Communication; * Demonstrate corporate/business communication and technical writing required in the field; * Demonstrate media literacy skills as well as an understanding of ethics and security related to the field; * Understand the changing nature of the industry and learn to adapt to the changes (e.g. social media); * Demonstrate organization and file management; * Demonstrate the fundamentals of project management; * Work in teams to complete a project; * Give and accept constructive criticism; * Communicate messages (e.g. narration/storytelling) in work; and * Work with criteria and constraints to complete a project.   Graphic Design   * Plan and project ideas and experiences with visual and textual content, and * Illustrate art concepts and skills, including composition, lighting, color theory, drawing, and painting, basic photography, and typography.   Digital Media   * Encode or digitally compress audio, video, and photo content into a digital media file, and * Manipulate, distribute, and play media files over computer networks.   Interactive Media   * Integrate digital media, including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes.   Throughout the course, students will have opportunities for career awareness and exploration activities. All students will be required to produce artifacts for inclusion in a design portfolio.  **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |
| **Course Title: Interactive Media and Design Level I (1 credit)**  **Course Description:** In this course, students’ learning will focus on three pathway areas: *Graphic Design, Digital Media, and Interactive Media*. Emphasis will be placed on group project development, and individual portfolio development. Upon successful completion of this course, students will gain a foundational working knowledge of:  Graphic Design   * Create and edit computer-generated images for both graphic and publication design applications; * Demonstrate an understanding of type as a design element, including the concepts of form and counterform, color, texture, contrast and movement;   Plan a publication cycle from start to finish, incorporating all elements necessary to produce complete communication pieces;   * Use industry-standard software programs related to file management, electronic layout and design, and image editing/creation; * Develop solutions to communication problems through concept development and design application; and * Create documents such as newsletters, marketing materials, training guides, catalogues, case studies, service procedures, assembly instructions, organization charts, financial data, reports, and visual training materials.   Digital Media   * Create cross-platform interactive media products incorporating text, graphics, animation, video, scripted interaction, and sound; * Apply team concepts to the development of interactive media; * Design and use storyboards for the layout and implementation of interactive media projects; * Create and integrate interactive multimedia assets into screen-based applications; * Develop graphical user interface components; and * Apply ethical practices concerning copyright, usability, and accessibility to the development of interactive media products.   Interactive Media   * Demonstrate the ability to explain the trends in copyright laws and legal issues in the use and development of media communication; * Define the scope of work to meet project requirements and constraints, and develop a proposal outline; * Select, implement and evaluate appropriate project management techniques and tools; * Use the tools and skills needed to create drawings and graphics for a wide range of applications (Adobe CS); * Identify and use traditional and non-traditional sources of information; * Design, code, build, test and troubleshoot basic custom programs for simulation, gaming, and app development; * Create a variety of applications using advanced interactive components; and * Effectively adapt visual communication strategies and styles to specific audiences.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |
| **Course Title: Interactive Media and Design Level II (1 credit)**  **Course Description:** In Interactive Media and Design II, students will continue their learning of the three pathway areas. Emphasis will be placed on group project development, project management, and individual portfolio development. Students will update their IMP Project Portfolio with exemplars of their best work. Students will advance their knowledge and skills in multimedia design and production through project planning and product development. Students will demonstrate the use of multiple tools and modalities in the production process. Students successfully completing this course will be able to:   * Demonstrate the ability to explain the trends in copyright laws and legal issues in the use and development of media communication; * Define the scope of work to meet project requirements and constraints, and develop a proposal outline; * Select, implement and evaluate appropriate project management techniques and tools; * Use the tools and skills needed to create drawings and graphics for a wide range of applications; * Identify and use traditional and non-traditional sources of information; * Design, code, build, test and troubleshoot basic custom programs for **multimedia applications**; * Create **web applications** with advanced interactive components (such as games and virtual world); and * Effectively adapt visual communication strategies and styles to specific audiences.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify) Adobe Certified Associate Exams: Adobe Illustrator, Dreamweaver, Flash, In  Design, Photoshop, or Premiere Pro  Nationally recognized examination: (specify) |
| **Course Title: Interactive Media Portfolio Capstone (1 credit)**  **Course Description**: This capstone course enables students to apply what they learned in their previous academic and IMP classes to complete a challenging, client-driven project. Students work in teams to design and create a solution to satisfy or fill a client’s need or want. Students are also expected to refine the products that comprise their portfolio to meet the specifications identified by the affiliate partner. Student teams make progress reports to their peers, meet regularly with their clients, and exchange constructive criticism and consultation. At the end of the course, teams present their projects to industry partners for feedback and professional review. This course equips students with the independent study skills that they will need in postsecondary education and careers in Interactive Media Production.  **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |

STEP 2C: END-OF-PROGRAM ASSESSMENT - Check the assessment instruments that will be used to document student attainment of the program knowledge and skills. Include and identify assessments leading to industry recognized credentials if available and appropriate.

Teacher-designed end-of-program assessment

School system-designed end-of-program assessment

Affiliate Partner-developed exam (specify): Portfolio Review by CCBC

Licensing exam: (specify)

Certification or credentialing exam (specify): Adobe Certified Associate Exams: Adobe Illustrator, Dreamweaver, Flash, In

Design, Photoshop, or Premiere Pro

Nationally recognized examination: (specify)

**STEP 2D: Program Sequence Matrix** (Include the program sequences for High School, Associate’s Degree, and Bachelor’s Degree programs). Identify the pathway options. Complete the program matrix for the 9-12 program, plus, for Tech Prep programs include the matrix for the two- or four-year college program of study. Indicate which courses receive CTE credit by placing the number of credits in parentheses after each CTE course title. Place an asterisk (\*) next to the course identified as the concentrator course indicating that the student has completed 50% of the program.

The program matrix defines a planned, sequential program of study that consists of a minimum of four credits in CTE coursework including work-based learning and/or industry-mentored projects. Work-based learning experiences or industry-mentored projects must be included in the program to obtain approval. The program matrix includes the recommended academic and CTE courses identified for the pathway and postsecondary linkages (i.e., dual enrollment, Tech Prep, transcripted and articulated credit).

CTE programs typically begin after ninth grade and do not include career exploration courses. Courses such as computer applications and keyboarding are not included in the completer sequence because they provide prerequisite skills for both academic courses and CTE programs. Academic courses are counted only if they are tailored to serve mainly CTE students and have been revised to reflect industry skill standards. Technology Education or Advanced Technology Education courses are not acceptable for credit in the career and technology education program sequence.

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| --- | --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | | |
| **Pathway/Program:** | **Interactive Media Production** | | | **CIP Number  (For MSDE Use)** | 10.0150 | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | | English 12 |
| Social Studies - 3 | US Government | World History | US History | | Economics  AP Economics |
| Mathematics - 3 | Algebra I or  Geometry | Geometry or  Algebra II | Algebra II or  Trig/Pre-Calculus | | Trigonometry or Pre-Calculus |
| Science - 3 | Physical Science | Biology | Chemistry | | Physics |
| Physical Education -.5  Health Education - .5 |  |  |  | |  |
| Fine Arts - 1 | **Fine Arts** – Drawing and Sketching |  |  | |  |
| Technology Education - 1 | * Foundations of Technology   **Or**   * Computer Science |  |  | |  |
| CTE Completer Program – 4  \*concentrator course | **Principles of**  **Art, Media and Communication (1)** | **Interactive Media and Design Level I (1)** | **\*Interactive Media and Design Level II (1)** | | **IMP Portfolio Capstone (1)** |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 |  | Foreign Language I  Or  Advanced Tech Ed | Foreign Language II  Or  Advanced Tech Ed | |  |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:**   * Graphic Designer, Illustrator, Animator, Layout Artist, Packaging Designer * Web Designer, Webmaster, Interactive Media Designer * Game Designer, Program Analyst, Technical Writer * Digital Media | | | | | |

**STEP 2D: Program Sequence Matrix** (Include the program sequences for High School, Associate’s Degree, and Bachelor’s Degree programs). Identify the pathway options. Complete the program matrix for the 9-12 program, plus, for Tech Prep programs include the matrix for the two- or four-year college program of study. Indicate which courses receive CTE credit by placing the number of credits in parentheses after each CTE course title. Place an asterisk (\*) next to the course identified as the concentrator course indicating that the student has completed 50% of the program.

The program matrix defines a planned, sequential program of study that consists of a minimum of four credits in CTE coursework including work-based learning and/or industry-mentored projects. Work-based learning experiences or industry-mentored projects must be included in the program to obtain approval. The program matrix includes the recommended academic and CTE courses identified for the pathway and postsecondary linkages (i.e., dual enrollment, Tech Prep, transcripted and articulated credit).

CTE programs typically begin after ninth grade and do not include career exploration courses. Courses such as computer applications and keyboarding are not included in the completer sequence because they provide prerequisite skills for both academic courses and CTE programs. Academic courses are counted only if they are tailored to serve mainly CTE students and have been revised to reflect industry skill standards. Technology Education or Advanced Technology Education courses are not acceptable for credit in the career and technology education program sequence.

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| **Pathway/Program:** | **Interactive Media Production** | | | **CIP Number  (For MSDE Use)** | **10.0150** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | | English 12 |
| Social Studies - 3 | US Government | World History | US History | | Economics  AP Economics |
| Mathematics - 3 | Algebra I or  Geometry | Geometry or  Algebra II | Algebra II or  Trig/Pre-Calculus | | Trigonometry or Pre-Calculus |
| Science - 3 | Physical Science | Biology | Chemistry | | Physics |
| Physical Education -.5  Health Education - .5 |  |  |  | |  |
| Fine Arts - 1 | **Fine Arts** – Drawing and Sketching |  |  | |  |
| Technology Education - 1 | * Foundations of Technology   **Or**   * Computer Science |  |  | |  |
| CTE Completer Program – 4  \*concentrator course |  | **Principles of**  **Arts, Media and Communication (1)** | **Interactive Media and Design Level II (2)** | | **IMP Portfolio Capstone (1)** |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 |  | Foreign Language I  Or  Advanced Tech Ed | Foreign Language II  Or  Advanced Tech Ed | |  |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:**   * Graphic Designer, Illustrator * Web Designer, Webmaster, Interactive Media Designer * Game Artist, Game Engineer, Game Designer * Digital Media | | | | | |

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| **Two Year College Program Sequence – Program Overview (for Tech Prep Programs only)**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before a program is identified as Tech Prep. *A copy of the Tech Prep Articulation Agreement is required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | |
| **Program Title: Art, Design and Interactive Media**  **College/Institution: Community College of Baltimore County (CCBC)** | |
| **Recommended Sequence – Complete the program matrix for the postsecondary sequence for the Tech Prep program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.**  **The postsecondary courses listed below align to the three focus areas of the IMP program (Graphic Design, Digital Media and Interactive Media). Students’ portfolio should emphasize one or more of the three areas. The amount of content and the area emphasized will determine how much credit will be awarded.** | |
| **Semester 1** | **Semester 2** |
| ARTD 109 Introduction to Interactive Media (3) | ARTD 110 Two Dimensional Design (3) |
| **Semester 3** | **Semester 4** |
| ARTD 116 Digital Imaging (3) | ARTD 140 Computer Illustration I (3) |
| **Provide a list of career options for students who complete the program:**   * Graphic Designer, Illustrator * Web Designer, Webmaster, Interactive Media Designer * Game Artist, Game Engineer, Game Designer * Digital Media | |

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| **Four Year College Program Sequence – Program Overview (for Tech Prep Programs) Complete this matrix if the program includes a four year degree option.**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before a program is identified as Tech Prep. *A copy of the Tech Prep Articulation Agreement is required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | |
| **Program Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **College/Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Recommended Sequence – Complete the program matrix for the postsecondary sequence for the Tech Prep program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | |
| **Semester 1** | **Semester 2** |
|  |  |
| **Semester 3** | **Semester 4** |
|  |  |
| **Provide a list of career options for students who complete the program:** | |

**STEP 2E: VALUE-ADDED OPTIONS** – Fill in the name of the partnering college or agency. Specify the credential that students will earn. Under value-added, indicate the number of credits or hours granted. This information is required before a program can be designated as Tech Prep.

|  |  |  |  |
| --- | --- | --- | --- |
| **Option** | **Partner** | **Credential** | **Value added for CTE completers** |
| Dual Enrollment |  |  |  |
| Transcripted Credit | **CC of Baltimore County** |  | Agreements with CCBC for both articulated and transcripted credit are in process. Students will be able to earn up to six (6) credits |
| Articulated Credit | **CC of Baltimore County** |  |
| Credit by Exam |  |  |  |
| Advanced Placement |  |  |  |
| Apprenticeship Approved by MATC\* |  |  |  |
| Certification(s) |  | **Adobe Certified Associate** |  |
| License |  |  |  |
| Degree |  |  |  |
| Other (specify) |  |  |  |

\*MD Apprenticeship and Training Council

**STEP 2F: INDUSTRY-MENTORED PROJECT OR WORK-BASED LEARNING OPPORTUNITIES**Check each box that applies.

PAC members and other industry partners provide supervised (WBL) experiences and/or industry-mentored projects for all students who demonstrate performance of the competencies necessary to enter into this phase of the program. Supervised work-based learning experiences are required for all students demonstrating readiness to participate. For the few who do not participate, alternative capstone experiences should be provided (i.e., in school work experiences, a culminating project, or another experience comparable in rigor). Each type of work-based learning is defined in the glossary. Job shadowing is **not** acceptable for credit in a CTE program.

1.  Integrated WBL 2.  Capstone WBL 3.  Registered Apprenticeship  
4.  Internship 5.  Industry-Mentored Project 6.  In-school clinic or school-based enterprise

**STEP 2G: STUDENT ORGANIZATIONS PROVIDED TO STUDENTS IN THE PROGRAM**

Check each box that applies or specify if “Other” is selected.

Students will develop and apply technical and academic skills, as well as Skills for Success, through participation in:

DECA  FFA  FBLA  SkillsUSA  OTHER (specify)

STEP 3: COMPLETE THE INSTRUCTIONAL PROGRAM DATA SHEET

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: | | |  | | | |
| Name of CTE local director: | |  | | Phone: |  | |
| LSS Program Title: |  | | | | CIP Code: |  |

*STEP 3.1 – DATA SHEET: Pathway Options*

|  |  |
| --- | --- |
| **1.** | **Interactive Media Production** |
| **2.** |  |
| **3.** |  |
| **4.** |  |

*STEP 3.2 – DATA SHEET: INSTRUCTIONAL PROGRAM CREDIT BY GRADE(S)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Credits per year per pathway option as reflected by Course Sequences** | **9** | **10** | **11** | **12** | **TOTAL** |
| 1. **Interactive Media Production** | **1** | **1** | **1** | **1** | **4** |
| 1. **Interactive Media Production** |  | **1** | **2** | **1** | **4** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Total number of credits for program completion: 4**

*STEP 3.3 – DATA SHEET: CAREER AND TECHNOLOGY EDUCATION PROGRAM SITES*

|  |  |  |
| --- | --- | --- |
| **Pathway Options** | **School Name(s) Sites** | **School Number** |
|  |  |  |
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