



SYRACUSE CITY SCHOOL DISTRICT

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Career and Technical Education

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CTE Re-Approval Self-Study Report

Media Communications

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Self-study

Self-study is the first step in the career and technical education approval process. The self-study review is required for all existing programs and new programs seeking approval. Its purpose is to bring together partners to review the CTE program, propose relevant modifications, and evaluate the degree to which the program meets the policy requirements approved by the Board of Regents on February 6, 2001.

Self-study review will include:

- Curriculum review
- Benchmarks for student performance and student assessment
- Teacher certification and highly-qualified status of instructional staff
- Work-based learning opportunities
- Teacher and student schedules
- Resources, including staff, facilities, and equipment
- Accessibility for all students
- Work skills employability profile
- Professional development plans
- Projected number of students to be served

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

Media and Communication Occupations

Employment of media and communication occupations is projected to grow 4 percent from 2014 to 2024, which will result in about 27,400 new jobs. Demand for media and communication occupations should stem from the need to create, edit, translate, and disseminate information through a variety of different platforms.

The median annual wage for media and communication occupations was \$54,780 in May 2016, which was higher than the median annual wage for all occupations of \$37,040.

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24	
				Percent	Numeric
Audio and video equipment technicians	27-4011	70,900	79,400	12	8,400
Broadcast technicians	27-4012	30,100	28,200	-6	-2,000
Sound engineering technicians	27-4014	16,100	17,400	8	1,200
Editors	27-3041	117,200	111,000	-5	-6,200
Broadcast news analysts	27-3021	5,100	4,500	-13	-600
Reporters and correspondents	27-3022	49,300	45,100	-8	-4,200
Photographers	27-4021	124,900	128,800	3	3,900
Public relations specialists	27-3031	240,700	255,600	6	14,900
Technical writers	27-3042	52,000	57,300	10	5,300
Radio and television announcers	27-3011	42,300	36,300	-14	-6,100
Public address system and other announcers	27-3012	10,200	10,500	3	300
Writers and authors	27-3043	136,500	139,700	2	3,100

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Broadcast and Sound Engineering Technicians, on the Internet at <https://www.bls.gov/ooh/media-and-communication/home.htm> (visited September 19, 2017).

New York Employment Demand Profile: **Media Communications**

Source: Labor Insight Jobs (Burning Glass Technologies), Summary Demand and Requirements Table by Occupation, New York state data, Sep. 01, 2016 - Aug. 31, 2017.

Category:		Demand and Employment				Salary		Education level based on posting requirements (*excluding NA)						Education level of employed individuals		
Source:		Burning Glass	BLS/OES, 2016	BGT Projections		Burning Glass	BLS/OES, 2016	Burning Glass						ACS, 2014		
SOC Code (ONET-6)	Occupation Title	Number of Job Postings	Number Employed 2016	% Change in Employment, 2015-2016	Projected Statewide Change in Employment, 2016-2026	Mean Advertised Salary	Mean Salary	% Requiring high school*	% Requiring Post-Secondary or Associate's Degree*	% Requiring Bachelor's Degree*	% Requiring Master's Degree*	% Requiring Doctoral Degree*	% with Unspecified Education	% with a high school diploma or less	% with Some College or an Associate's	% with a Bachelor's or higher
27-3041	Editors	4,348	19,890	1%	-1.3%	\$49,659	\$78,370	4%	3%	85%	14%	9%	54%	4%	16%	80%
27-3031	Public Relations Specialists	4,056	25,460	-2%	18.2%	\$63,670	\$68,860	0%	5%	94%	10%	4%	36%	5%	16%	79%
27-3043	Writers and Authors	2,036	6,790	1%	6.1%	\$63,492	\$83,060	9%	2%	87%	9%	1%	44%	4%	14%	82%
27-3042	Technical Writers	1,273	2,390	16%	19.8%	\$82,932	\$77,770	6%	7%	88%	17%	9%	39%	5%	19%	76%
27-3022	Reporters and Correspondents	1,176	4,050	9%	-9.3%	\$47,824	\$72,150	6%	5%	92%	12%	1%	53%	4%	14%	82%
27-4021	Photographers	461	3,830	-5%	5.1%	\$67,331	\$61,530	41%	6%	54%	5%	5%	66%	16%	38%	46%
27-4012	Broadcast Technicians	343	4,000	16%	-0.6%	\$47,066	\$54,520	17%	17%	81%	7%	2%	33%	21%	46%	34%
27-4011	Audio and Video Equipment Technicians	312	6,580	1%	22.6%	\$53,346	\$54,000	50%	10%	63%	6%	1%	47%	21%	46%	34%
27-4014	Sound Engineering Technicians	214	2,090	-4%	11.6%	\$71,576	\$79,370	16%	13%	71%	14%	1%	63%	21%	46%	34%
27-3011	Radio and Television Announcers	109	2,020	-6%	N/A	\$51,859	\$72,360	16%	3%	74%	21%	0%	47%	24%	41%	35%

27-3012	Public Address System and Other Announcers	8	620	8%	4.8%	N/A	\$54,220	N/A	N/A	N/A	N/A	N/A	13%	24%	41%	35%
27-3021	Broadcast News Analysts	3	930	16%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33%	4%	14%	82%

*This report provides information on both the preferred and minimum/required education levels for job postings. For this reason, a job posting may be counted in more than one of the educational categories shown in the table below. Please also note that Bureau of Labor Statistics (BLS) data is only available at the 6-digit SOC code level.

A. Curriculum Review

The curriculum review is a step in the self-study process. It is an opportunity for members of the self-study team to evaluate the proposed curriculum for completeness in terms of the knowledge, skills, and competencies required in the program field. The team reviews the curriculum to ensure that course content in the career and technical education program meets State Education Department regulations, contributes to achievement of state and industry standards, and prepares students for successful completion of a technical assessment. Approved curriculum content is nonduplicative, challenging, organized along a continuum of difficulty, and free of bias.

CTE program approval does not constitute Department approval or endorsement of proprietary curriculum or related curriculum products. Program approval indicates only that a school district or BOCES has provided the Department with assurances that the curriculum review has been completed.

Process

- The school district or BOCES identifies the faculty members and other individuals who will be involved in conducting the curriculum review
- The school district or BOCES determines the procedures used in completing the curriculum review
- Reviewers confirm that CTE program content aligns with state CDOS standards, relevant state academic standards, and related business and industry standards
- Reviewers confirm that CTE program content includes integrated or specialized units of credit
- Reviewers confirm that the CTE program meets unit of credit and other distributive requirements

Documentation

Documentation of the curriculum review is maintained by the school district or BOCES and is updated whenever modifications are made to the approved CTE program. Recommendations from curricular review should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements

<http://www.emsc.nysed.gov/part100/pages/1005.html>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



Media Communications

Whether you dream of anchoring a news desk, covering sports or working behind the scenes as a camera operator/programmer, you'll be on the right path with the Media Communications program at the Institute of Technology at Syracuse Central.

As a student in this program, you will learn to work in a professional television studio while being involved in operating the school's news and communication network, which includes: daily announcements, social media, news magazines and web presence.

The class structure is project-based, and the hands-on creation of finished projects is supplemented with readings, writing, lectures, demonstrations, video, online research and critiques.

In this program, you will:

- Learn video and photo methods to professionally edit footage into finished videos
- Apply creative and professional framing techniques to photo shots
- Create photo shot lists and storyboards and use digital story telling principles

CAREER OPPORTUNITIES:

Reporter, Anchor, Producer, Editor, Public Relations, Advertising, Spokesperson

Syracuse City School District
Career and Technical Education Program
Course Syllabus
MTC 100: Media Communications 100 - Introduction to
Media Communications



Program Overview

The Media Communications program will help students develop the skills necessary for careers in television, radio, and electronic print media, including video production, news broadcasting, digital design, and media writing. Students will learn advanced professional skills in video, photo, audio, broadcasting, and journalism using industry standard hardware and software in the development and production of products. The program provides students with a combination of practical skills in using technology as well as encouraging innovation and creativity in applying those skills to explore and analyze current issues. Within this curriculum students will have the opportunity to earn NOCTI Television Production Certification as well as three credit hours from Onondaga Community College in both digital design and digital photography. Students who successfully complete the Media Communications curriculum will be prepared to move into entry level positions with media production firms or to continue their studies towards an associates or bachelor's degree in the field that could lead to careers such as news reporter, anchor, producer, editor, advertising/public relations professional, or public spokesperson.

Course Description

This course is an introduction to the study of media, journalism and communication and blends written, oral, and graphic communication in a career-based environment. Students will learn the basics of video and photo methods, apply creative and professional framing techniques to their shots, use digital story telling principles, create shot lists, and digitally edit their footage into finished videos. Students will be introduced to the tools and skills used in broadcasting a daily newscast. The class structure is primarily project-based where students will use industry standard hardware and software. Hands-on project work will be supplemented with readings, writing, lectures, demonstrations, video, online research, and critiques.

Pre-Requisites

N/A

Course Objectives

1. Students will demonstrate an awareness of audio and video production career opportunities.
2. Students will demonstrate knowledge of the basic software and hardware related to digital audio and video production.
3. Students will demonstrate and apply basic audio and video production knowledge, terminology, techniques, and processes.
4. Students will demonstrate knowledge of a variety of digital video and audio equipment including digital still and video cameras, and microphones.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Computers with industry standard software, broadcast studio facility with industry standard equipment, digital still and video cameras, microphones and all other peripherals needed for the media program.
- **Student will provide:** N/A

Textbook

Harris, Phillip L. *Television Production and Broadcast Journalism*. Tinley Park, IL: Goodheart-Willcox Co., Inc., 2012.

In addition, students will be given supplemental material on the class teaching blog.

Grading

10%	Homework
10%	Work Journal (DIN and Ticket Out the Door)
20%	Daily Class Work and Assignments
30%	Unit Tests/Quizzes
30%	Projects

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time to class. Deadlines and being on time are a major part of a media professional's job.
- Produce their best original work.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects during the class period.
- Learn all the jobs, in front of and behind the camera.
- Seek help when needed. Students who need to make up work or tests are responsible for getting their work from the instructor.
- Be attentive during class, ask questions if they do not understand something, and offer their opinions.

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none">• Unit 1: Orientation and Career Awareness• Unit 2: Computer Literacy
2	<ul style="list-style-type: none">• Unit 3: Basic Digital Photography• Unit 4: What is News? News and Script Writing
3	<ul style="list-style-type: none">• Unit 5: Introduction to the News Studio and Control Room• Unit 6: Non-Linear Editing
4	<ul style="list-style-type: none">• Unit 6: Non-Linear Editing (continued)• Unit 7: Graphic Design

**Syracuse City School District
Career and Technical Education Program
Scope and Sequence**

MTC 100: Media Communications 100 - Introduction to Media Communications



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-4 Unit 1: Orientation and Career Awareness	<ul style="list-style-type: none"> What can the Career and Technical Education (CTE) classes at ITC offer students? What is media today and how has it changed and evolved? What are the differences in radio, television, cable, and the internet? What are the best practices, policies and standards of media companies and broadcasters? How are blogs used in media? How is Google Drive used professionally in media today? What is the employability profile for the media program? 	<ul style="list-style-type: none"> Explore ITC Focus Areas. Compare and contrast media today with media in the past. Compare and contrast different types of media projects, including news broadcasts, photography, graphic design, advertising, and public service announcements (PSAs). Explain media policies and standards. Develop a blog as a learning journal. Use Google Drive. Complete an employability profile for media. Exhibit professional behaviors. 	<ul style="list-style-type: none"> Evaluation of Each CTE Program After Exploration Unit Quizzes Unit Exams Creation of Online Blog and Posts Sharing of Written Work on Google Drive 	Career Ready Practices CRP 1,2,4,6,8,10,11 Cluster Standards AR 1,2,3,4,5 Pathway Standards AR-AV 1,2,3	ELA 9-10R 1,2,4,7 9-10W 2,4,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,6 Literacy RST 1,2,4 WHST 2,4,6
Weeks 5-8 Unit 2: Computer Literacy	<ul style="list-style-type: none"> How is the computer keyboard used most effectively? How are the menus on a basic Mac computer system navigated? How is Microsoft Word used? How are online internet applications used? What is the importance of internet safety when using social media? 	<ul style="list-style-type: none"> Use the basic PC computer system. Navigate menus. Access the internet. Type and save documents. Use search engines. Explain internet safety. Describe professional safe social media. Describe and analyze the impact of cyberbullying. 	<ul style="list-style-type: none"> Performance Assessment: Basic Operation of a Computer Quiz on Internet Safety Including Social Media Sites Unit Test 	Career Ready Practice CRP 1,2,4,5,8,11 Cluster Standards AR 1,2,4,6 Pathway Standards AR-AV 2,3	ELA 9-10R 1,2,4,7 9-10W 2,4,5 9-10SL 1,2,6 9-10L 1,2,3,6 Literacy RST 1,2,4,6 WHST 2,4,7
Weeks 9-13 Unit 3: Basic Digital Photography	<ul style="list-style-type: none"> What are the basic skills needed to use a point and shoot digital camera? What are the basic skills needed to operate a digital video camera? What is a tripod and how/why is it used? How do professionals use composition when taking photos? 	<ul style="list-style-type: none"> Identify parts of digital camera. Demonstrate proper care of a camera. Mount a camera on a tripod. Describe various camera modes and their uses. Use focusing options. Explain macro photography. Explain basic photo composition including: rule of 3rds, leading lines, and framing subjects. 	<ul style="list-style-type: none"> Performance Task: Working with a Partner to Demonstrate Camera Identification and Tripod Use Student Projects Written Exam 	Career Ready Practice CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> • Use an on-camera flash. • Explain available and directional lighting. • Perform camera techniques including zoom, pan, tilt, dolly, truck, follow focus, rock zoom, and shift focus. • Compose using long shot (LS), close up (CU), extreme long shot (XLS), extreme close up (XCU), medium shot (MS), foreground, framed shot, high angle, low angle, point of view, over shoulder, and 180 Degree Rule. • Perform steady, well composed hand-held techniques. • Record a reporter. • Operate camera during a location shoot. • Perform a “person on the scene” interview. 			
Weeks 14-20 Unit 4: What is News? News and Script Writing	<ul style="list-style-type: none"> • What are the main elements of a news broadcast? • How is a successful script for a news broadcast created? • How is a news story written for print and online? • How is compelling lead written? • How is a sports story different than a news story? 	<ul style="list-style-type: none"> • Identify what constitutes news. • Identify parts of a news broadcast. • Research and write relevant news stories. • Compare writing news and sports stories. • Write a news story using the inverted pyramid method. • Explain and use “Who, What, Where, When, Why and How” when writing a news story. • Write interview questions. • Organize a news script. • Designate a target audience. 	<ul style="list-style-type: none"> • Unit Quiz on Identifying Parts of a News Broadcast • Student Projects - Writing News Stories • Unit Exam • Research Project and Presentation Explaining “What Is News”? 	Career Ready Practice CRP 1,2,4,6,7,8,11 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,5,6,7
Weeks 21-27 Unit 5: Introduction to the News Studio and Control Room	<ul style="list-style-type: none"> • What are the various control room operations: equipment, staff, intercom system, and types of studio production? • How is the camera operated? 	<ul style="list-style-type: none"> • Identify the equipment used in a news studio and control room. • Explain the role of each staff member during a studio shoot. • Listen to and perform the director’s commands. • Connect microphones to camera and talent. • Demonstrate proper conduct during a live shoot. • Produce a two-camera shoot. • Write a comprehensive shot sheet. • Perform the various roles in the newsroom including camera operator, director, and anchor. 	<ul style="list-style-type: none"> • Performance Task • Student Projects • Written Exam 	Career Ready Practice CRP 1,2,4,8,11,12 Cluster Standards AR 1,3,6 Pathway Standards AR-AV 2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,4,7,9 WHST 2,4,6
Weeks 28-33 Unit 6: Non-Linear Editing	<ul style="list-style-type: none"> • What are the uses of non-linear editing? • What are the components of iMovie, including work area, time, capturing, audio, and outputting? 	<ul style="list-style-type: none"> • Use iMovie to tell a multi-media story. • Utilize menus. • Learn about Setup and Timeline. • Control size of frames. • Import and trim clips. • Insert special effects (SFX). 	<ul style="list-style-type: none"> • Performance Task • Student Projects • Written Exam 	Career Ready Practice CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> How is iMovie used to tell a multi-media story? 	<ul style="list-style-type: none"> Add transitions. Control audio. Import and export movies. Control frame ratio. Create titles. Apply filters. Navigate the menu. Capture video. Insert audio. Set audio levels. Perform wipes/dissolves. Edit a countdown. Edit a PSA. Describe how pacing affects an audience. Perform advanced editing techniques. 		AR-AV 2,3,4	RST 1,2,4,9 WHST 2,4,6,7
Weeks 34-40 Unit 7: Graphic Design	<ul style="list-style-type: none"> What are the uses for Adobe Photoshop CS6 and Adobe Bridge? How are choices about typography, font uses, and color selections made? What are the properties of color? 	<ul style="list-style-type: none"> Perform the basic functions of Adobe Photoshop and Bridge including: <ul style="list-style-type: none"> Selecting: Marquee, lasso, magic wand. Drawing: paintbrush, pencil, airbrush, eraser type. Transforming: scale, rotate. Changing View: hand, zoom. Use menu choices including: <ul style="list-style-type: none"> New, open, close, save. Edit: undo, copy, paste, transform. Image: mode, adjustments. Filters. Window: show color, swatches, layers. Palettes: color, swatches, layers. Selecting/moving. Layers: selecting/stack order/opacity. Foreground/background colors. Printing the image. Crop and size images using Adobe Photoshop and post to web-based blog. Identify file formats with respect to printing and print presentation including pixels, megapixels, dots per inch (DPI), and pixels per inch (PPI). Identify types of fonts and sizes. Explain color selections. Explain what scanning area means. Produce graphic pages, advertising layout, and a text hierarchy. 	<ul style="list-style-type: none"> Portfolio Performance Task Student Projects Written Exam 	Career Ready Practice CRP 1,2,4,6,8,11 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,4,9 WHST 2,4,6,7

Syracuse City School District
Career and Technical Education Program
Course Syllabus



MTC 200: Media Communications 200 - Digital Multimedia

Program Overview

The Media Communications program will help students develop the skills necessary for careers in television, radio, and electronic print media, including video production, news broadcasting, digital design, and media writing. Students will learn advanced professional skills in video, photo, audio, broadcasting, and journalism using industry standard hardware and software in the development and production of products. The program provides students with a combination of practical skills in using technology as well as encouraging innovation and creativity in applying those skills to explore and analyze current issues. Within this curriculum students will have the opportunity to earn NOCTI Television Production Certification as well as three credit hours from Onondaga Community College in both digital design and digital photography. Students who successfully complete the Media Communications curriculum will be prepared to move into entry level positions with media production firms or to continue their studies towards an associates or bachelor's degree in the field that could lead to careers such as news reporter, anchor, producer, editor, advertising/public relations professional, or public spokesperson.

Course Description

Students will learn skills in video, photo, audio, broadcasting, and journalism with a focus on developing a daily news program. Students will build on the foundation from MTC 100: Media Communications 100 – Introduction to Media Communications to learn more advanced video and photo methods, apply creative and professional framing techniques to their shots, use digital story telling principles, create shot lists, and digitally edit their footage into finished videos. The class structure is primarily project-based where students will use industry standard hardware and software. Hands-on project work will be supplemented with readings, writing, lectures, demonstrations, video, online research, and critiques.

Pre-Requisites

MTC 100: Media Communications 100 – Introduction to Media Communications

Course Objectives

By the end of this course students will:

1. Successfully produce a daily news show. This includes students performing the following roles: director, floor director, copy editor, camera operator, video editor, writer, teleprompter operator, switcher/board operator.
2. Apply effective team communication and management skills to complete the video process from pre-production script development, through the production capture of quality video image and audio.
3. Use a digital video camera to capture images using the following camera techniques: rule of thirds, leading look, leading lines, close-up, establishing shot, cut-away, basic shot sequence, tilt, pan, and zoom.
4. Select and execute the proper framing of a video shot; demonstrate ability to create different compositions.
5. Demonstrate knowledge of the three phase production processes (preproduction, production, post-production).
6. Demonstrate ability to scout locations and prepare location schematics.
7. Identify the basic elements of a quality audio signal. Select and use appropriate audio (microphone) techniques.
8. Identify the role of the editor in production process. Evaluate and select original footage as dictated by the scene/script message; choose the editing style that best meets that script format.
9. Capture digital video and edit videos with non-linear editing software. Perform the match-cut edit by cutting within scene, on the action and between the action. Use and manipulate transitions and effects in editing software.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Media Lab – PC Computers, Video Camcorders, Point and Shoot Cameras, DSLR Cameras, Microphones, SD Cards.
TV Studio – HD Cameras, Teleprompters, Video Board, Graphics Computer, Microphones, News Desk, Green Screen.
- **Student will provide:** Writing utensil, news stories from magazines / newspapers.

Textbook

Harris, Phillip L. *Television Production and Broadcast Journalism*. Tinley Park, IL: Goodheart-Willcox Co., Inc., 2012.

Grading

Students enter the classroom each day with a 100% (A) grade. To maintain that grade point average, it is expected that all assignments will be done each day with the highest level of professionalism, showing a positive attitude, and to the student's best effort. Students will be given a grade at the midpoint and end of each marking period. Students can check the computer-based class grade book (E-School) regularly to check grades. If students miss points on an assignment, they will be able to see where they missed points, and make up those points during the next class. It is the student's responsibility to check their grades in order to make up points.

5%	Participation
25%	Class work
15%	Worksheets
40%	Projects
15%	Quizzes and Tests

Additional Course Policies

When you enter the Media Lab, you have entered a professional working environment. When in the lab, it is expected that everyone will act in the manner found in all professional media companies.

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none">• Unit 1: Career Awareness• Unit 2: What is News? - News and Script Writing• Unit 3: TV Industry Overview
2	<ul style="list-style-type: none">• Unit 3: TV Industry Overview (cont.)• Unit 4: Introduction to TV Studio and Control Room
3	<ul style="list-style-type: none">• Unit 5: Non-Linear Editing• Unit 6: Studio Newscasting
4	<ul style="list-style-type: none">• Unit 7: Advanced Non-Linear Editing• Unit 8: Advanced Studio Newscasting - Engineering and Troubleshooting

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
MTC 200: Media Communications 200 - Digital Multimedia



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-4 Unit 1: Career Awareness	<ul style="list-style-type: none"> What career opportunities are available in the video production field? What skills are needed for each type of job in media communications? What are some post-secondary education programs in media communications? What is the value of keeping a portfolio? How are blogs used in media? How is Google Drive used professionally in media today? What is the employability profile for this media program? 	<ul style="list-style-type: none"> Identify career opportunities in the video production field. Research pay scales and the skills needed for each type of job in media communications. Produce a talk show about careers in the field with special guests. Investigate post-secondary education in media communications. Develop a portfolio of research. Keep a journal of research with an online blog. Produce and post a video that demonstrates proper job interview techniques. Identify and demonstrate professional behaviors in media communications that influence employability. 	<ul style="list-style-type: none"> Unit Quizzes and Exams Online Blog Use of Google Drive for Writing and Sharing Projects 	Career Ready Practices CRP 1,2,4,6,7,8,10,11 Cluster Standards AR 1,3,4,5,6 Pathway Standards AR-AV 1,2,4 AR-JB 1,2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,6,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,4,7,9 WHST 2,4,6,7,8,9
Weeks 5-8 Unit 2: What is News? News and Script Writing	<ul style="list-style-type: none"> What are the main elements of a news broadcast? How is a successful script created for news broadcast? How a news story written for print and online? How is a compelling lead written? How is a sports story different from a news story? 	<ul style="list-style-type: none"> Explain what constitutes news. Describe the parts of a news broadcast. Research and write relevant news stories. Compare writing news and sports stories. Write a news story using the inverted pyramid method. Use “Who, What, Where, When, Why and How” when writing a news story. Write interview questions. Organize a news script. Designate a target audience. 	<ul style="list-style-type: none"> Student Projects-Writing News Stories Research Project and Presentation Explaining “What is News”? 	Career Ready Practices CRP 1,2,4,6,7,8,11 Cluster Standards AR 6 Pathway Standards AR-AV 2,3,4 AR-JB 1,2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,6,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,6,7,8,9
Weeks 9-13 Unit 3: TV Industry Overview	<ul style="list-style-type: none"> What are the stages of production? What are the roles of a TV production unit? Where is TV production used? What does it mean to be employable? 	<ul style="list-style-type: none"> Identify the types of production and where they are used. Explain the stages of production. Describe the role of each staff member in TV production. Identify where and when to shoot. Maintain a position as a shop manager. Give an oral presentation that incorporates internet research about the TV industry. Identify and demonstrate professional 	<ul style="list-style-type: none"> Performance Task Student Projects Written Exam 	Career Ready Practices CRP 1,2,3,4,6,7,8,10,11 Cluster Standards AR 1,2,6 Pathway Standards AR-AV 2,3,4 AR-JB 1,2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,6,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,3,4 WHST 2,4,6,7,8,9

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> behaviors in TV production. Explain the traits that employers are looking for in TV production. Describe safety in TV production including procedures for shop, electrical, and lighting safety. 			
Weeks 14-20 Unit 4: TV Studio and Control Room	<ul style="list-style-type: none"> What are the various control room operations: equipment, staff, intercom system, and types of studio production and how are they used? How is the camera operated? 	<ul style="list-style-type: none"> Identify the equipment used in a news studio and control room. Explain the role of each staff member during a studio shoot. Listen to and perform the director's commands. 	<ul style="list-style-type: none"> Performance Task Student Projects Written Exam 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 1,2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,3,7 WHST 2,4,6,7,8,9
Weeks 21-23 Unit 5: Non-Linear Editing	<ul style="list-style-type: none"> What are the uses of non-linear editing? What are the components of Adobe Premiere, including work area, time, capturing, audio, and outputting? How is Adobe Premiere used to tell a multi-media story? 	<ul style="list-style-type: none"> Use Adobe Premiere to tell a multi-media story. Utilize menus. Learn about Setup and Timeline. Control size of frames. Import and trim clips. Insert special effects (SFX). Add transitions. Control audio. Import and export movies. Control frame ratio. Create titles. Apply filters. Navigate the menu. Capture video. Insert audio. Set audio levels. Perform wipes and dissolves. 	<ul style="list-style-type: none"> Performance Task Student Projects Written Exam 	Career Ready Practices CRP 2,4,6,8,11 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,3,4,7 WHST 2,4,6,7,8,9
Weeks: 24-29 Unit 6: Studio Newscasting	<ul style="list-style-type: none"> What are the various control room operations: equipment, staff, intercom system, and types of studio production? How is the camera operated? 	<ul style="list-style-type: none"> Identify the equipment used in a news studio and control room. Explain the role of each staff member during a studio shoot. Listen to and perform the director's commands. Connect microphones to camera and talent. Demonstrate proper conduct during a live shoot. Produce a two-camera shoot. Write a comprehensive shot sheet. Explain the uses of Chroma key. Set audio levels. Act in the roles of camera operator, director, anchor, etc. 	<ul style="list-style-type: none"> Performance Task Student Projects Written Exam 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 1,2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,3,4,7 WHST 2,4,6,7,8,9
Weeks 30-34	<ul style="list-style-type: none"> What are the components of 	<ul style="list-style-type: none"> Edit a countdown. 	<ul style="list-style-type: none"> Performance Task 	Career Ready Practices	ELA

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards	
Unit 7: Advanced Non- Linear Editing	Adobe Premiere, including work area, time, capturing, audio, and outputting? • How is Adobe Premiere used to tell a multi-media story?	<ul style="list-style-type: none"> • Create Color Bars and Slate. • Edit a Public Service Announcement (PSA). • Describe how pacing affects an audience. • Edit a news package with stand-up and B-roll. 	<ul style="list-style-type: none"> • Student Projects • Written Exam 	CRP 2,4,6,8,11	9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6	
				Cluster Standards AR 1,6		Literacy RST 1,2,3,4,7 WHST 2,4,6,7,8,9
				Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4		
Weeks 35-40 Unit 8: Advanced Studio Newscasting -: Engineering and Troubleshooting	<ul style="list-style-type: none"> • What are the various control room operations: equipment, staff, intercom system, and types of studio production? • How is the camera operated? • How does engineering and troubleshooting apply in a studio shoot? 	<ul style="list-style-type: none"> • Listen to and perform the director's commands. • Connect microphones to camera and talent. • Demonstrate proper conduct during a live shoot. • Produce a two-camera shoot. • Write a comprehensive shot sheet. • Set audio Levels. • Act in the roles of camera operator, director, anchor, etc. • Reset light schemes. • Check cables for continuity. • Check AC line voltage. 	<ul style="list-style-type: none"> • Performance Task • Student Projects • Written Exam 	Career Ready Practices CRP 1,2,4,6,8,11,12	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6	
				Cluster Standards AR 1,6		Literacy RST 1,2,3,4,7 WHST 2,4,6,7,8,9
				Pathway Standards AR-AV 2,3,4 AR-JB 1,2,3,4		

Syracuse City School District
Career and Technical Education Program
Course Syllabus



MTC 300: Media Communications 300 – Advanced Media

Program Overview

The Media Communications program will help students develop the skills necessary for careers in television, radio, and electronic print media, including video production, news broadcasting, digital design, and media writing. Students will learn advanced professional skills in video, photo, audio, broadcasting, and journalism using industry standard hardware and software in the development and production of products. The program provides students with a combination of practical skills in using technology as well as encouraging innovation and creativity in applying those skills to explore and analyze current issues. Within this curriculum students will have the opportunity to earn NOCTI Television Production Certification as well as three credit hours from Onondaga Community College in both digital design and digital photography. Students who successfully complete the Media Communications curriculum will be prepared to move into entry level positions with media production firms or to continue their studies towards an associates or bachelor's degree in the field that could lead to careers such as news reporter, anchor, producer, editor, advertising/public relations professional, or public spokesperson.

Course Description

Advanced media is the capstone media class in which students will build on the foundation from MTC 100: Media Communications 100 – Introduction to Media Communications and MTC 200: Media Communications 200 – Digital Multimedia to apply their vast knowledge of video, photo, and design while utilizing industry standard equipment to create professional quality material for authentic audiences around Syracuse. This experience will prepare students to take on entry-level professional roles in media firms or to continue on in the higher education media field. The class structure is primarily project-based where students will use industry standard hardware and software. Hands-on project work will be supplemented with readings, writing, lectures, demonstrations, video, online research, and critiques.

Pre-Requisites

MTC 100: Media Communications 100 – Introduction to Media Communications
MTC 200: Media Communications 200 – Digital Multimedia

Course Objectives

Students will:

- Apply effective team communication and management skills to complete the video process from pre-production script development, through the production capture of quality image and audio.
- Understand the following video terms and apply the technique or concept using a digital camera: storyboarding, shot list, key light, backlight, fill light.
- Use a digital video camera to capture images using the following camera techniques: rule of thirds, leading look, leading lines, close-up, establishing shot, cut-away, basic shot sequence, tilt, pan, and zoom.
- Execute the proper framing of a video shot; demonstrate ability to create different compositions.
- Demonstrate knowledge of the three phase production processes (preproduction, production, post-production).
- Identify the project clients, their needs, and target audience.
- Create scripts, storyboards, timelines, schedules, and budgets.
- Demonstrate ability to scout locations and prepare location schematics.
- Identify the basic elements of a quality audio signal. Select and use appropriate audio (microphone) techniques.
- Identify the role of the editor in production process. Evaluate and select original footage as dictated by the scene/script message; choose the editing style that best meets that script format.

- Capture digital video and edit videos with non-linear editing software (Adobe Premiere).

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Media Lab – PC Computers, Video Camcorders, Point and Shoot Cameras, DSLR Cameras, Microphones, SD Cards.
TV Studio – HD Cameras, Teleprompters, Video Board, Graphics Computer, Microphones, News Desk, Green Screen.
- **Student will provide:** Writing utensil, news stories from magazines / newspapers.

Textbook

Harris, Phillip L. *Television Production and Broadcast Journalism*. Tinley Park, IL: Goodheart-Willcox Co., Inc., 2012.

Grading

Students enter the classroom each day with a 100% (A) grade. To maintain that grade point average, it is expected that all assignments will be done each day with the highest level of professionalism, showing a positive attitude, and to the student's best effort. Students will be given a grade at the midpoint and end of each marking period. Students can check the computer-based class grade book (E-School) regularly to check grades. If students miss points on an assignment, they will be able to see where they missed points, and make up those points during the next class. It is the student's responsibility to check their grades in order to make up points.

- 5% Participation
- 25% Class work
- 15% Worksheets
- 40% Projects
- 15% Quizzes and Tests

Additional Course Policies

When you enter the Media Lab, you have entered a professional working environment. When in the lab, it is expected that everyone will act in the manner found in all professional media companies.

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none"> • Unit 1: Career Awareness • Unit 2: Non-Linear Editing
2	<ul style="list-style-type: none"> • Unit 3: Directing • Unit 4: Advertising
3	<ul style="list-style-type: none"> • Unit 5: TV Graphics • Unit 6: Advanced Switcher • Unit 7: Advanced Camera Applications
4	<ul style="list-style-type: none"> • Unit 8: Advanced Audio • Unit 9: Advanced Lighting • Unit 10: Advanced Studio • Unit 11: News/Event Videography • Unit 12: Archiving

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
MTC 300: Media Communications 300 – Advanced Media



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-4 Unit 1: Career Awareness	<ul style="list-style-type: none"> • What is the purpose of a professional portfolio? • What experiences can be beneficial for college admissions and employment? • What should be included in a professional resume and cover letter? • What are skills on the employability profile for the media program? • What are media studies? • How is Google Drive used professionally in media today? 	<ul style="list-style-type: none"> • Develop an electronic portfolio of work. • Produce a demo reel. • Complete an internship. • Complete project(s) for local business/media outlet. • Write a research paper on one job title. • Update resume. • Write a cover letter. • Produce and post a news report about media studies. 	<ul style="list-style-type: none"> • Unit Quizzes • Unit Exams • Resume and Cover Letter • Creation of Online Blog and Posts • Sharing of Written Work on Google Drive 	Career Ready Practices CRP 1,2,4,8,10 Cluster Standards AR 1,2,3,4,5 Pathway Standards AR-AV 1 AR-JB 1,2	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7,9 WHST 2,4,5,6,7
Weeks 5-8 Unit 2: Non-Linear Editing	<ul style="list-style-type: none"> • What are the uses for non-linear editing? • What are the components of Adobe Premiere, including work area, time, capturing, audio, and outputting? • How is Adobe Premiere used to tell a multi-media story? 	<ul style="list-style-type: none"> • Demonstrate basic navigational techniques. • Identify parts of the Adobe Premiere screen. • Store footage in bins. • Label files. • Create A/B timeline. • Use multiple audio tracks. • Add special effects. • Create and render titles. • Export movie. • Explain what “Plug-Ins” are. • Edit using time code numbers. • Insert clips using time code. • Save and label reels, files, and bins. • Employ tool navigation. • Create a title. • Incorporate a graphic image. 	<ul style="list-style-type: none"> • Performance Task: Editing of Pre-Existing Footage and Footage Recorded for Edit • Student Projects: Narrative Films, News Packages, ENGs (Electronic News Gathering), Video Profiles • Written Exam 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7,9 WHST 2,4,6,7
Weeks 9-13 Unit 3: Directing	<ul style="list-style-type: none"> • Why is communication the key to successful operation? • How can a director delegate responsibilities effectively? 	<ul style="list-style-type: none"> • Demonstrate the ability to motivate and rehearse a cast of characters. • Work diligently with technical crew. • Mark script. • Call commands effectively in studio. • Scout location scenes using proper terminology. • Direct a scene from an existing script. 	<ul style="list-style-type: none"> • Performance Task: Directing and Delegating Tasks Done as a Team/Group 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7,9 WHST 2,4,6,7
Weeks 14-20 Unit 4:	<ul style="list-style-type: none"> • What is the goal of advertising? • What are demographics? 	<ul style="list-style-type: none"> • Explain types of advertising. • Explain how a commercial gets 	<ul style="list-style-type: none"> • Student Projects: Creating Advertisements - Poster, 	Career Ready Practices CRP 1,2,4,6,7,8,11,12 Cluster Standards	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Advertising	<ul style="list-style-type: none"> What is target audience? 	<ul style="list-style-type: none"> approved by agency. Describe audience characteristics. Explain how an ad agency targets an audience. Explain how research improves product sales. Compare large and small market ads. Produce a commercial for a new product or existing one. 	<ul style="list-style-type: none"> Magazine, Brochure, Radio Spot, TV Spot Research Projects – Study on Various Advertisements of Various Formats Written Exam 	AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,6,7,8,9 WHST 2,4,5,6,7
Weeks 21-23 Unit 5: TV Graphics	<ul style="list-style-type: none"> How are graphics created and used? What are the differences between computer graphics (CGs) and stills? What elements must be considered when creating graphics? 	<ul style="list-style-type: none"> Identify and explain hue, saturation, and luminance. Identify secondary and primary colors. Use software programs to create graphic pages. Create the following types of graphics: Lower 3rd, Title Page, Slate Page, Opening Credits, Closing Credits, Bug. 	<ul style="list-style-type: none"> Student Projects: Creating Graphics for News and TV/Film Projects 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,7
Weeks 24-25 Unit 6: Advanced Switcher	<ul style="list-style-type: none"> What are transitions? What are director commands a switchboard operator must know? What is chroma keying and why/how is it used? What effects are appropriate for professional shoots? 	<ul style="list-style-type: none"> Perform transitions: cut, wipe, super, fade, dissolve. Change/control inputs. Follow director's commands. Key titles. Set up and record chroma key with live video. Set up and record chroma key with still shot. Act as technical director for: news program, 3-cam narrative, talk show. 	<ul style="list-style-type: none"> Performance Task: Performing Switchboard Tasks for Live Video Shoot 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,7
Weeks 26-29 Unit 7: Advanced Camera Applications	<ul style="list-style-type: none"> What is white balancing and why is it important? What is the exposure triangle? What is depth of field? What filters are used on different cameras? 	<ul style="list-style-type: none"> Navigate internal menus. Control exposure using exposure triangle and reading zebra pattern. Use depth of field to compose visually appealing shots. Conduct an EFP (Electronic Film Production) shoot on campus. Shoot news package on location. White balance. Calibrate lens. Use filters to create an artistic shot. Identify types of filters. Explain purpose of filters. 	<ul style="list-style-type: none"> Performance Task: Performing Live Event Video Shoot with Automatic Camera Operations Student Projects: Creating a Visual Story Using Camera Techniques - Shot Types, Camera Movements, Exposure, and Depth of Field Written Exam 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7,9 WHST 2,4,6,7
Weeks 30-31 Unit 8: Advanced Audio	<ul style="list-style-type: none"> What are the different types of microphones? What mics are used for: Voice, Music, Nat Sound and why? 	<ul style="list-style-type: none"> Identify microphones used. Choose best microphone for shoot. Define each microphone's properties. Identify parts of an audio mixer. Equalize signal. Describe wave properties. Explain radio frequencies. Connect audio mixer to editor. 	<ul style="list-style-type: none"> Performance Task: Live Radio Coverage Student Projects: Creating a Podcast Written Exam 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> Perform well-read scripts. Record audible sound for narration. 			
Weeks 32-33 Unit 9: Advanced Lighting	<ul style="list-style-type: none"> What is three-point lighting? What is the difference between direct and diffused lighting? What is lighting scheme/diagram? 	<ul style="list-style-type: none"> Explain and demonstrate safety regulations. Explain and demonstrate how to control light intensities. Identify light accessories. Identify and select the appropriate light source. Take reflective and directional readings. Use available light on location. Design a light scheme for set. Produce light diagrams. Change light intensities. 	<ul style="list-style-type: none"> Performance Task: Light Studio Production and Field Production 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,7
Weeks 33-34 Unit 10: Advanced Studio	<ul style="list-style-type: none"> What are standard practices related to broadcast journalism? 	<ul style="list-style-type: none"> Design a set according to script requirements. Identify set pieces. Explain function of set pieces. Block characters according to script. Block cams according to script requirements. Make scripts change. 	<ul style="list-style-type: none"> Performance Task: Perform Live Year-In-Review Newscast with Segment from Each News Job - Director, Producer, Camera Operator, Graphics, Teleprompter, Floor Manager, Lighting, and Anchor Written Exam 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,5,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,7
Weeks 35-39 Unit 11: News/Event Videography	<ul style="list-style-type: none"> What is the difference between studio and field production? What are the differences between scripted and event videography? What is an ENG /News Package? What is B-roll? 	<ul style="list-style-type: none"> Package a news piece. Record B-roll. Use terms of trade. Explain where and when they can shoot. Direct a news program. Perform play-by-play report from school event. Cover a campus story. Explain types of news stories. Explain covering live events. 	<ul style="list-style-type: none"> Performance Task: Perform Field Production from Live Event Performance Task: Create News Program Covering Senior Year of High School 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,7
Weeks 39-40 Unit 12: Archiving	<ul style="list-style-type: none"> Why is archiving essential in visual arts? 	<ul style="list-style-type: none"> Identify types of archiving mediums. Organize and maintain an archive library. Navigate and utilize digital archiving technology. Create a digital archive of work. 	<ul style="list-style-type: none"> Final Portfolio 	Career Ready Practices CRP 1,2,4,6,8,10,11,12 Cluster Standards AR 1,5,6 Pathway Standards AR-AV 1,2,3,4 AR-JB 12,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7,8,9 WHST 2,4,5,6,7

MTC 400: Media Communications 400, Part I

PHO 111: Digital Photography

Onondaga Community College

Course Information:

- PHO 111 Digital Photography, section 401
- 3 credits

Course Description:

This non-major course is designed to cover the basics of digital photography. Students will be introduced to digital camera functions. Assignments will address composition, design, color theory and the history of photography to help students work creatively with their digital cameras. Students will be introduced to image editing software (Photoshop) for color correction, image manipulation, and digital output. Class time will include lecture, demonstration, in-class shoots, critique and hands on digital lab instruction. Writing and reading assignments as appropriate to the discipline are part of this course.

Course Objectives:

- Exhibit technical mastery of consumer level digital cameras.
- Apply skills in areas such as composition and color theory to the creation of photographic work.
- Demonstrate studio lighting techniques in creation of digital imagery.
- Demonstrate a basic knowledge of larger movements in the history of photography.
- Demonstrate proficiency in use of image editing software to prepare images for optimal quality output.
- Create and maintain an online blog or website to display your work.

Attendance and Participation

Attending and participating in class is mandatory for success in a studio art course. Not all work will be completed during the scheduled class time. Students must spend time outside of class to successfully complete the assignments.

Students are allowed two absences for any reason excused or otherwise before their grade is affected. After the second absence your entire earned grade will drop one letter grade. After the third absence your grade will drop two letter grades. After the fourth absence you will fail the course.

Fifteen minutes past the scheduled class time is considered late. Three late arrivals equal one absence. Leaving class early and medical related absences will be handled on a case-by-case basis.

If a class is missed, students are responsible to collect missed notes, assignments, or other materials **from a classmate**. In the case of absences, assignments will still be due on the set due date. It is the student's responsibility to contact me to discuss options.

It is the student's responsibility to inform the instructor of an anticipated absence ahead of time. The instructor may require students to document their absence. Students are responsible for making up any missed work, as allowed by the instructor's syllabus and/or course outline.

Excessive absences, tardiness, and disrespectful attitude or behavior will result in expulsion from the class. The college-wide attendance policy will be implemented in cases of non-attendance or excessive absences whereby students are subject to an administrative withdrawal.

The College's attendance policy and financial aid regulations require instructors to award the grade of "Never Attended" (NA) for students who never attend through the first three weeks of classes in a full semester. Additionally, for students who cease to attend after that time period, and who, in the professional judgment of the faculty member, are no longer de facto students in the course at the midpoint of the term, faculty shall assign an "X." This shall remove the student from the course.

The "X" grade will carry no quality points and will not be computed into the student's grade-point-average, nor will the credit counts toward overall load (i.e. full-time).

A grade of X or a student-initiated withdrawal may affect a student's current or future financial aid, veteran's eligibility, and/or student visa status. Students should consult the Financial Aid Office to learn both short and long-term consequences.

Non-attendance does not relieve students of their financial responsibility for tuition and fees. Deadlines for

courses other than 15 weeks in length are adjusted proportionally.

For more information, visit <http://students.sunyocc.edu/index.aspx?menu=942&id=24577>

Grading Procedure:

Your course grade will be made up of 16 critiqued projects, a midterm and final portfolio presentation. The grade breakdown is listed below.

750 points	Regular Semester Assignments
150 points	Final Portfolio-All Semester Assignments + 5 additional
25 points	Reading Response/Semester Written Component 50 points - Midterm Exam
25 points	Class Participation/Attendance Total – 1000 points

Grading Scale:

A+ 950-1000	B+ 850-890	C+ 750-790	D+ 650-690
A- 900-940	B- 800-840	C- 700-740	D- 600-640

Class Rules:

The use of cell phones, headphones, or other electronic devices during class is not permitted (unless written documentation stating such academic accommodations are provided).

You may not leave the room during an exam for any reason until you are done and have handed it in; you will forfeit the exam entirely should you choose to violate this rule. Plan accordingly.

All assignments must be typewritten and stapled. Hand-written or electronic assignments will not be accepted.

Leaving class regularly or early (even if you've signed in) will be noted and will result in grade penalties.

You are responsible for the cleanup and disposal of your trash and recyclables.

Academic Integrity

Current and prospective students at Onondaga Community College are expected to adhere to the values of intellectual and academic honesty and integrity. Violations of academic honesty will not be tolerated. Policies and penalties for violations of academic honesty are established by each academic department.

Academic dishonesty describes a wide range of behaviors; the following is offered as a working definition. Academic dishonesty includes but is not limited to:

Cheating.

Intentionally using unauthorized materials, information, or study aids in any work submitted (e.g. using crib notes, copying another's work during tests, or collaborating with others on out-of-class assignments without permission).

Fabrication.

Intentionally falsifying or misrepresenting information derived from another source in an assignment (e.g., making up sources for the bibliography of a paper or faking the results of a laboratory assignment).

Plagiarism.

Deliberately adopting or reproducing ideas, words, or statements of another person as one's own without acknowledgement (e.g., paraphrasing or summarizing a source without acknowledgement, turning in a paper written by another person, buying a paper from a commercial source, failing to properly attribute quotations within a paper, or submitting the same paper for credit in more than one course without the instructor's permission [self-plagiarism]).

Facilitating Academic Dishonesty.

Intentionally helping another engage in academic dishonesty.

Misrepresentation.

Providing false information to an instructor concerning an academic exercise (e.g., giving a false excuse for missing a test or deadline or falsely claiming to have submitted a paper).

Failure to Contribute.

Taking credit for participation in a collaborative project while failing to do one's fair share.

Sabotage.

Preventing others from completing their work (e.g., disturbing someone's lab experiment or removing materials from a reserved reading file so that others may not use them).

For more information, visit <http://students.sunyocc.edu/index.aspx?menu=942&id=24576>

Course Supplies:

- Textbook: A Short Course in Digital Photography, 2nd Edition, London and Stone
- A digital camera with either automatic or manual features
- Memory card – 16GB or larger
- One – 16 gig thumb drive, or several smaller capacity thumb drives
- One – 24 X 36 piece of form board
- One large roll of aluminum foil

Some available suppliers are:

- The Art Store (Commercial Art Supply) - 474-1000
- OCC Bookstore - 498-2246
- SU Bookstore – 443-9900
- Johnson Camera – 446-0290
- Ra-Lin Discount – 472-7886
- Best Buy, Staples, Office Max, etc.....

Online Suppliers:

- B&H Photo – www.bhphotovideo.com
- KEH Camera – www.keh.com
- Amazon – www.amazon.com

Assignment List

- Six photos from six different categories – 6 photos (one grade)
- Lighting: North, South, East and West – 8 photos (one grade)
- Metamorphosis – (one grade)
- Photo Restoration – 2 photos. (before and after, one grade)
- Composition - Beauty of Central New York – 6 photos. (one grade)
- Image Control using a DSLR
 - Shutter Speed - (one grade)
 - Depth of Field - (one grade)
- Frame It! – 3 photos (one grade)
- Photoshop: History Brush, Color Replacement and Filters – (one grade)
- Clashing Colors (one grade)
- Andy Warhol Technique – (one grade)
- Using Layers – (three different assignments, one grade)
- Celebration of Community – 6 photos (one grade)
- History of Photography presentation – (one grade)
- Scavenger Hunt – (one grade)
- Portraits - Studio (two different assignments, two grades)
- Architecture using HRD – (one grade)
- Midterm - Two-page written critique of a digital photo, or web-based photo gallery.
- Final Portfolio – Presented digitally on your class blog. Must include of all critiqued projects and an additional five photos shot during the semester.

Standards Crosswalks

CCTC Standards	NYS Standards
Career Ready Practices CRP 1,2,4,6,8,11	ELA 11-12R 1,2,4,7 11-12W 2,4,57 11-12SL 1,2,5,6 11-12L 1,2,3,6
Cluster Standards AR 3,4,6	
Pathway Standards AR-AV 1,2,3,4	Literacy RST 1,2,4,7,8,9 WHST 2,4,6,7

MTC 400: Media Communications 400, Part II

ART 123: Digital Design for the Non-Designer

Course Description

This course offers an introduction to the fundamental design concepts and software techniques used by graphic designers to produce printed communications. Students will achieve a proficiency in the software used for computer aided graphic design as well as in the process of organizing 2-dimensional space. This course may be used as an elective course for non-art majors only. No MAC experience necessary.

Course Objective

The student will achieve a general proficiency in the software used for professional computer graphic design concentrating on the following criteria:

1. Software application for Page Layout. The ability to create artwork in a page layout software application (InDesign) with a basic understanding of the software's functions, tools, menus and panels.
2. Software application for Illustration. The ability to create artwork in an illustration software application (Adobe Illustrator) with a basic understanding of the software's functions, tools, menus and panels.
3. Software application for Photo Manipulation The ability to create artwork in a photo manipulation software application (Adobe Photoshop) with a basic understanding of the software's functions, tools, menus and panels.
4. 2-Dimensional Design. The ability to organize 2-dimensional space with a basic understanding of design concepts. (e.g. ads, brochures etc.)
5. Critiquing. The ability to discuss and evaluate the class's and the student's own work as well as, demonstrating an understanding of constructive criticism and self-analysis.

Grading

Class assignments will be critiqued and graded as projects are due. Late assignments will have 10 points deducted from the grade. If you do not like a grade you received on any project, you have the option to redo your project and submit it with your original project before the last session. You may only submit a project once for reevaluation. The following chart shows letter grades and the point values that will be used in calculating your grade:

A = 95-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 59
A- = 94-90	B = 84-86	C = 74-76	D = 64-66	
	B- = 80-83	C- = 70-73	D- = 60-63	

Additional Course Policies

Copyrighted Images: It is illegal to use another artist's or designer's images without permission; this includes scanning photos from magazines, or capturing images on the Internet. All images used in whole or in part for this class must:

- be images you create
- be images from the stock photography books or websites
- be images you have obtained the rights to use

Required Texts and Materials

- *InDesign CS5, Visual QuickStart Guide*, Sandee Cohen, Peachpit Press
- *Illustrator CS5, Visual QuickStart Guide*, Elaine Weinmann and Peter Lourekas, Peachpit Press
- *PhotoShop CS5, Visual QuickStart Guide*, Elaine Weinmann and Peter Lourekas, Peachpit Press
- Thumb Drive-for storing all work completed as well as assignments in progress
- Mac lab with Creative Suite (InDesign, Illustrator and PhotoShop), color printer and scanner

Course Schedule

(This schedule is based on 3-hour sessions. Adapt timeframes as necessary Required content for Onondaga Community College's Art 123. Sample projects are shown. Instructor may vary projects as long as content is maintained.)

Week 1	Introductions, class structure and responsibilities Review course content. Mac OSX Desktop	
Week 2	InDesign CS5- Toolbox/Menus- Part I	SoundBox Ad
Week 3	InDesign CS5- Toolbox/Menus- Part II	Orchids Project / SoundBox Due
Weeks 4-5	InDesign CS5- Character styles, formatting, charts	Woods Flyer / Orchids Due
Week 6	Illustrator CS5- Toolbox/Menus- Part I	Illustrator Exercises / Woods Flyer Due
Week 7	Illustrator CS5- Toolbox/Menus- Part II	Illustration TV trace / Exercises Due

Weeks 8-9	Illustrator CS5- Type, Compound paths	Book Cover Project / Illustration Trace Due
Week 10	PhotoShop CS5- Toolbox/Menus- Part I	Montage Project / Book Cover Due
Week 11	PhotoShop CS5- Toolbox/Menus- Part II Scanning, Cloning, Drawing Tools, Color	Cartoon/Scan Project / Montage Project Due
Week 12	PhotoShop CS5- Ghosting, Combining Images	Cartoon/Scan Project Due
Weeks 13-14	Bringing it all together. Creating documents that utilize one or more programs, transferring images between programs	Final Project
Week 15	Final Projects	Final Projects Due

Standards Crosswalks

CCTC Standards	NYS Standards
Career Ready Practices CRP 1,2,4,6,8,11	ELA 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6
Cluster Standards AR 3,4,6	
Pathway Standards AR-AV 1,2,3,4	Literacy RST 1,2,4,7,8,9 WHST 2,4,6,7

Course Scope and Sequence

Time	Key Learning Targets (Students will know and be able to)
<p>Week 1</p> <p>The Mac OSX Desktop</p> <p>Setting up the Desktop and Suitcase</p>	<ul style="list-style-type: none"> • Use Dock, Finder, Edit, View, Go, Window, Help, Trash and Empty, Eject, Force Quit Application • Use File/Folder concept • Create new folders- making, filing, storage • Save a document to a specific place • Access the server and setting up a folder • Move files from hard drive to Zip drive (or other storage unit) • Mount/eject disks • Use pull-down Desktop menus <ul style="list-style-type: none"> ○ Apple- Shut Down, Log Out, Force Quit, Restart ○ Finder- Empty Trash ○ File- New Folder, Open, Duplicate, Find ○ Edit- Undo, Copy, Paste ○ View- ○ Go- Computer, Connect to Server, Recent Folder ○ Window ○ Help • Use Dialog Boxes that pop up when a command is selected • Open an application- using the Dock • Open a file • Review work produced in the 3 software packages: InDesign CS5, Illustrator CS5, and PhotoShop • Make Disk icons show up on the Desktop. • Check Hard Disk and Connected Server. • Set personal Desktop preferences including desktop background and screen saver, mouse and dock preferences. • Set up Suitcase. • Load the 'Basic' Folder in Suitcase. • Enable global font activation for individual applications. • Select which applications globally auto-activate fonts
<p>Week 2</p> <p>InDesign: Toolbox and Menus, Part I</p>	<ul style="list-style-type: none"> • Open, minimize, and dock Panels (Palettes) • Use InDesign Tools including Selection and Direct Select, Pen, Type Tool (Palette), Pencil, Line, Frame and Rectangular Frame, Rotate, Scale, Free Transform, Eyedropper, Gradient (Palette), Scissors, Hand, Zoom, Fill and Stroke Boxes, Pull Out Menus, Tool Palette Dialog Window at Top • Use Pull-Down Menus including Apple: Recent Items, Force Quit, Restart, Shut Down, Log Out and InDesign: Hide InDesign (Dock), Quit InDesign and other menu commands: <ul style="list-style-type: none"> ○ File- New, Open, Document Set-Up, Print, Save, Save As, Place ○ Edit- Undo/Redo, Cut, Copy, Paste, Clear (delete), Duplicate ○ Layout- Margins and Columns, Rulers ○ Type- Tabs, Glyphs, Show Hidden Characters, Using the Character Panel ○ Object- Transform, Arrange, Fitting, Drop Shadow, Feather, Corner Effects ○ View- Zoom (Navigator), Fit Page in Window, Actual Size, Show Rulers, Snap ○ Window- Tools, Control, Color, Character, Paragraph, etc. ○ Dialog boxes- activated by certain commands. • Use InDesign tools <ul style="list-style-type: none"> ○ Make text/photo boxes and get texts, photos using x and y coordinates ○ Select a Box- activate a box (Photo or Text) with the arrow selection tool ○ Use the Character palette- Fonts (serif vs. sans-serif), size, leading ○ Edit color- CMYK, RGB, Pantone Spot Color ○ Copy a text ○ Create picture box with tool ○ Print and Page Set-up • Save frequently • Drag and drop files to copy to another location. • Read Chap. 1 and 2 <i>InDesign CS5</i>, Sandee Cohen. • Complete Project 'SoundBox Ad'.
<p>Week 3</p> <p>InDesign: Toolbox and Menus, Part II</p>	<ul style="list-style-type: none"> • Review Picture Tool and Text Tool. • Use Character Palette - Character Styling, Sizing, Scaling, Baseline Shift. • Use Paragraph Palette - Left, Right, First Line Indents, Space Before, Space After, Drop Cap. • Select New Colors (Color and Swatches Panels). • Use Eyedropper to sample a color. • Perform Gradient Color Blend with Swatch Palette/Editing Gradient by double clicking Gradient Swatch Tool. • Place Picture/Text.

	<ul style="list-style-type: none"> • Scale of Photos using Command+Shift to scale box and contents. • Use Text Wrap panel. • Use Runaround preferences set in Control Panel. • Explain Leading, the baseline to baseline measurement, tracking, horizontal spacing between letters throughout a line or paragraph and kerning, spacing between a 2-character combination. • Apply drawing rules, changing weight and styles. • Explain and demonstrate layout design, e.g. Big Headline, Intro Copy, Subheads and Copy Block and Photo Arrangement. • Demonstrate how visual organization is accomplished, including: <ul style="list-style-type: none"> ○ Reading the manuscript to understand the information that will be communicated establishing a hierarchy of information ○ Establishing a hierarchy of type styling and usage for the document that parallels the hierarchy of information ○ Treating parallel information consistently throughout. ○ Thinking how the photos/graphics draw attention to design while visually supporting the content of the copy around it. ○ Using equal space between paragraphs, after all subheads and around all sides of photos. • Demonstrate how copyfitting is accomplished including adjusting type size, type font style, leading, tracking, column width and/or depth. • Use the Character and Paragraph panels to assign type and spacing specifications. • Keep text(s) within a single thought together, and grouped distinct from other unrelated text(s) • Use more space before and/or after heads- the larger the type, the larger the spacing. Space After on Paragraph panel. • Use more space between paragraphs- i.e. add half the leading measure between paragraphs- Space After on Paragraph panel. • Use one text box with 1, 2, or 3 columns. • Use separate text boxes for columns only when the design necessitates it. • Read Chap. 5, Working in Color, <i>InDesign CS5</i>, Sandee Cohen
<p>Weeks 4-5</p> <p>InDesign: Character Styles, Formatting, Charts</p>	<ul style="list-style-type: none"> • Demonstrate page layout- using copy, heads, tabs, background options, including: <ul style="list-style-type: none"> ○ Text Wrap ○ Typing on curve with the Type on a Path tool ○ Gradient fill ○ Effects (fx) • Make a chart, establish the width of the chart and place a background box, fill chart with a light color or image and copy and paste table text into a separate type box on top of the background box. • Read Chapter 5- Working with Color and Chapter 6- Fills, Strokes and Effects • Complete Woods Flyer Project
<p>Week 6</p> <p>Illustrator: Toolbox and Menus Part I</p>	<ul style="list-style-type: none"> • Demonstrate use of Illustrator toolbox. • Use Illustrator Drawing tools: <ul style="list-style-type: none"> ○ Ellipse and Rectangle tools and options / dialog boxes- (with <i>option</i> / <i>shift</i> keys). ○ Pen tool menu- anchor points for corners; and vectors for curves. ○ Add / Delete / Convert anchor points. ○ Pencil / Brush tool. • Use Illustrator Selection tools: <ul style="list-style-type: none"> ○ Selection and Direct Selection (Shift select for selecting multiple items). ○ Lasso. ○ Fill and Stroke, Stroke width (on Stroke panel). • Use additional Illustrator tools: <ul style="list-style-type: none"> ○ Zoom (magnifying glass) - use with <i>option</i> key to zoom out or use the keystrokes <i>Command</i> + and <i>Command</i> - . ○ Type tools. ○ Knife / Scissors / Eraser tools. ○ Rotate / Reflect. ○ Scale/ Reshape / Shear. ○ Shear tools. • Use Illustrator Panels: <ul style="list-style-type: none"> ○ Color Swatches. ○ Pathfinder- add / subtract from selection (expand into one shape with <i>Option</i> key). ○ Stroke. ○ Color. ○ Layers. ○ Transparency. • Delete an item or point. • Use Illustrator Menus: <ul style="list-style-type: none"> ○ Edit > Undo, Cut, Copy, Paste, Paste in front, Clear. ○ Object > Transform, Arrange, Path > add anchor point. ○ Type > Font, Size, Character.

	<ul style="list-style-type: none"> o Effects. o View > Guides (hide, lock, make), Smart Guides, Rulers, Outline vs. Preview. o Window > Access to all the panels (palettes). <ul style="list-style-type: none"> • Read Illustrator CS5 Chapter 4 - Panels and Chapter 6 - Geometric Objects. • Complete Illustrator Exercises.
<p>Week 7</p> <p>Illustrator: Toolbox and Menus Part II</p>	<ul style="list-style-type: none"> • Demonstrate use of Illustrator toolbox, including: <ul style="list-style-type: none"> o Gradient Fill Palette o Gradient Tool- sets the direction of the gradient within a selected item o Eyedropper Tool- samples colors that are present in a piece of art or photo o <i>Option-click</i> with the Eyedropper tool to apply the current attributes to another shape o Pathfinder Palette - joining shapes o Pen Tool - for irregular shapes o Shift Key - for perfect circles, squares and stars o Layers Palette - Arranging, effecting, locking and viewing o Arrange - Bring to front/send to back (Object menu> Arrange>) o View > Outline (vs. Preview) o Navigator - Work in Close on fitting o Transform Palette • Read Chapter 10- Fill and Stroke and Chapter 12- Reshape • Complete Illustration Trace Project
<p>Weeks 8-9</p> <p>Illustrator: Type, Compound Paths</p>	<ul style="list-style-type: none"> • Review and use Illustrator Tools, including: <ul style="list-style-type: none"> o Rotate/Reflect o Free Transform- o Scale/Shear/Reshape tools o Twist o Liquify (Distortion) Tools o Mesh Warping o Mesh Tool o Object-Arrange, Transform (Tool), Group, Envelope Distort, Text Wrap o Filter-Distort, Stylize o Effect-Distort and Transform, Stylize (shadows, etc.), Warp o Creating a shadow o Type as outline (ungroup to alter individual letters) o Compound paths o PathFinder palette- o Transform palette o Live Trace o Live Paint -Selection Tool and PaintBucket • Read Illustrator CS5 Chapter 11- Transform and Chapter 19- Create Type • Complete Book Cover Project
<p>Week 10</p> <p>PhotoShop: Toolbox and Menus Part I</p>	<ul style="list-style-type: none"> • Describe the uses of PhotoShop CS professional-level software. • Explain the relationship between pixels and resolution. • Explain how the needed level of resolution is determined depending on output and use. • Explain and demonstrate use of color modes including: <ul style="list-style-type: none"> o RGB - Red/Green/Blue. o CMYK - Cyan/Magenta/Yellow/Black. o Grayscale. o Bitmap. • Explain and demonstrate use of PhotoShop tools, including Selecting: Marquee, Lasso, Magic Wand Drawing: Paintbrush, Pencil, Airbrush, Eraser, Type Transforming: Scale, Rotate, etc. Changing view: Hand, Zoom • Explain and demonstrate use of PhotoShop MENUS- File: New, Open, Close, Save Edit: Undo, Copy, Paste, Transform Image: Mode, Adjustments Filters Window: Show Color, Swatches, Layers • Explain and demonstrate use of PhotoShop PALETTES- Color, Swatches, Layers • Select/Move layers, including selecting, stacking order, opacity, Foreground/Background colors • Print a PhotoShop image • Read PhotoShop CS5, Weinmann and Lourekas, Read Chapter 5, Workspaces and Chapter 6, Panels • Complete montage project
<p>Week 11</p> <p>PhotoShop: Toolbox/Menus, Part II – Scanning, Cloning, Drawing Tolls, Color</p>	<ul style="list-style-type: none"> • Open Scan in Photoshop. • Change Mode from Bitmap to Grayscale. • Use <i>Adjust Image>Brightness/Contrast</i> to achieve bright Black and White Image. • Use the Eraser tool to eliminate unwanted items. • Use <i>Image> Image Size</i> to set dpi. • Find a photo from a stock photo supplier and save image. • Open Photo in Photoshop. • Use Magic Wand to select Image and save to Photo file. • Use <i>Edit>Transform>Scale</i> to size art.

	<ul style="list-style-type: none"> • Use the Move Tool to place art. • Color an image. • Add Shading, Highlights, and Drop Shadow with brush to an image. • Make a mask or to add a custom colored shape to an image using Paths palette. • Complete Cartoon/Scan Project.
Week 12 PhotoShop: Ghosting, Combining Images	<ul style="list-style-type: none"> • Ghost a photo. • Create a vignette or feathering. • Create a silhouette. • Use filters. • Making a color photo a duotone • Review Text Wrap • Type on curve
Weeks 13-14 Bringing It All Together	<ul style="list-style-type: none"> • Create documents that utilize one or more programs, transferring images between programs. • Complete Final Project: An ad or brochure utilizing Illustrator to create a logo, PhotoShop to create the main image, and InDesign for layout and type setting/design.
Week 15 Complete Final Project	<ul style="list-style-type: none"> • Complete Final Project

B. Teacher Certification

The self-study team reviews the teacher certification and training of the school or BOCES' instructional, paraprofessional, and support staff who deliver services within the CTE program seeking approval. New York State teacher certification review should include both CTE teachers and teachers of academic content within the proposed program.

Process

- Reviewers confirm that all CTE teachers hold appropriate New York State teacher certification for the program in which they will teach.
- Reviewers confirm that all teachers of academic content hold appropriate New York State teacher certification for the program in which they will teach.
- Reviewers confirm the appropriate NCLB highly-qualified status for the CTE teachers in programs offering academic credit.
- Reviewers confirm that staff delivering instruction in programs where certification, licensure, or registration by an external entity have acquired the necessary credentials.
- Reviewers confirm that professional development opportunities exist within the school district or BOCES for instructional, paraprofessional, and support staff to acquire and improve skills and knowledge related to instructional enhancement of the CTE program.

Documentation

Recommendations from the review of teacher certification should be included in the self-study report and reviewed by the external committee. A list of all teachers for the program and the New York State teacher certification(s) held by each must be attached to the Application for Career and Technical Education Program Approval.

Resources

New York State Office of Teaching Initiatives
<http://www.highered.nysed.gov/tcert/certificate/certprocess.htm>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

Search Results

Select	First Name	Last Name	MI	City	State	Registration Status
<input checked="" type="radio"/>	JEFFREY	NEWELL		LIVERPOOL	NY	N/A

[View Detail](#)

Certificate Information for New York State Teaching Certificate Holder

Certificate Title	Issue / Effective Date	Expiration Date	Status
Media Communications 7-12 Transitional A Certificate	04/22/2016	08/31/2022	Issued
Professional Photography 7-12 Transitional A Certificate	04/22/2016	08/31/2022	Issued

C. Technical Assessments Based on Industry Standards

The self-study team reviews the selection of a technical assessment for the program seeking approval. The selected technical assessment must be nationally-recognized and based on industry standards. It must be available to students enrolled in the approved program and must consist of three parts: written, student demonstration, and student project. Successful completion of the technical assessment is not a requirement for high school graduation, but is required for a student to earn a technical endorsement on the high school diploma. The New York State Education Department does not approve, endorse, or certify any technical assessment.

Process

- The school district or BOCES selects an appropriate industry standard technical assessment to measure student proficiency in the technical field for the program. The school district or BOCES may select a New York State licensing examination as the technical assessment.
- The school district or BOCES determines the scheduling and administration of technical assessments. It is not required that the technical assessment be administered at the conclusion of the program. Parts may be administered throughout a student's learning experience.
- The school district or BOCES determines the number of times a student may take a particular technical assessment.
- The school district or BOCES must comply with existing laws and regulations related to administration of technical assessments to students with disabling conditions and provide appropriate testing modifications. Restrictions on student eligibility for testing are the responsibility of the test producer.
- In the absence of an appropriate nationally-recognized industry standard based assessment, a consortium of local, regional, state, business and industry representatives may be formed to produce such an instrument.
 - Technical assessments must meet generally recognized psychometric criteria. Therefore, the consortium approach may be expensive because of the many steps required to insure assessment validity, reliability, and security.
 - An existing CTE advisory committee or craft committee is not a technical assessment consortium. The school district or BOCES must ensure that the assessment consortium adequately represents current business and industry standards for the specific career area for the program.
- Where an appropriate technical assessment exists, but consists of only one or two parts, a consortium must be formed to develop the missing part(s).
- The school district or BOCES must develop a system to collect student-level and program-level data on performance on the technical assessment.

Documentation

Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements: <http://www.emsc.nysed.gov/part100/pages/1005.html>

Information on the Technical Endorsement: <http://www.emsc.nysed.gov/cte/ctepolicy/endorsement.html>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

Job Ready Assessment Blueprint

Television Production



Test Code: 3427 / Version: 01

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General Assessment Information

Blueprint Contents

General Assessment Information	Sample Written Items
Written Assessment Information	Performance Assessment Information
Specific Competencies Covered in the Test	Sample Performance Job

Test Type: The Television Production industry-based credential is included in NOCTI's Job Ready assessment battery. Job Ready assessments measure technical skills at the occupational level and include items which gauge factual and theoretical knowledge. Job Ready assessments typically offer both a written and performance component and can be used at the secondary and post-secondary levels. Job Ready assessments can be delivered in an online or paper/pencil format.

Revision Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Michigan, New York, New Jersey, Pennsylvania, and Virginia.



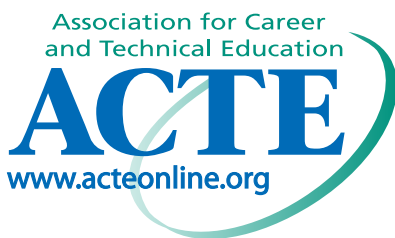
10.0202-Radio and
Television Broadcasting
Technology/Technician



Career Cluster 2-Arts, AV Technology
and Communications



27-4012.00-
Broadcast Technician



The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!



NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE
University of the State of New York - Regents Research Fund

In the lower division
baccalaureate/associate degree
category, 3 semester hours in Television
Production or Communications.

Written Assessment

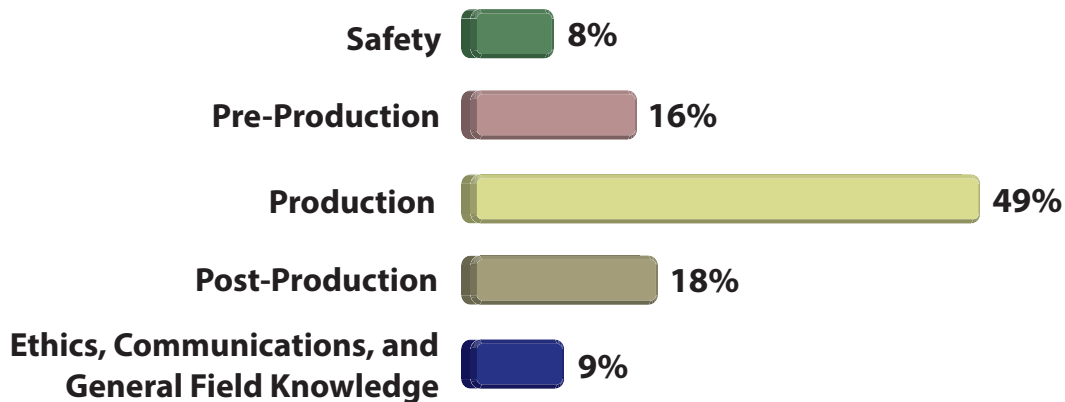
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 3 hours

Number of Questions: 186

Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered



Specific Standards and Competencies Included in this Assessment

Safety

- Demonstrate safe handling of lighting instruments
- Apply fundamentals of ladder safety
- Demonstrate knowledge of fire safety principles
- Identify appropriate personal safety principles

Pre-Production

- Define target audience, including demographics and ratings
- Create or prepare production schedule/timeline
- Identify various budget/financial issues
- Demonstrate knowledge of concept development
- Demonstrate knowledge of various script formats, including storyboarding
- Determine technical requirements and site survey/location scout
- Identify and describe various communication delivery methods
- Select crew and cast talent for appropriate production requirements
- Design and construct sets and lighting



(Continued on the following page)

Specific Standards and Competencies (continued)

Production

- Prepare graphics appropriate to production
- Execute various lighting designs
- Direct and produce a studio production
- Direct and produce a remote production
- Collect, set up, and maintain props, set dressings, and scenery
- Select appropriate music for production
- Perform on-camera production skills
- Identify and select appropriate make-up and costumes
- Identify parts of cameras, accessories, and camera support systems
- Perform camera movements
- Properly adjust cameras (i.e., exposure, white balance)
- Demonstrate appropriate lens operation and framing
- Identify various live transmission methods
- Identify and maintain various recording and file management systems
- Determine microphone selection and application
- Identify and operate various audio devices in a recording environment



(Continued on the following page)

Specific Standards and Competencies (continued)

Post-Production

- Identify and describe proper editing techniques
- Demonstrate editing aesthetics (i.e., transitions, pacing of shots, background music selection)
- Identify and manage various file formats
- Import, capture, and export media appropriately
- Identify and describe digital video signals
- Describe procedures for preparing production for distribution
- Describe and apply motion graphics and video compositing (including CG, chromakey)
- Evaluate the finished product with the client/audience
- Identify and describe essential computer hardware for editing

Ethics, Communications, and General Field Knowledge

- Identify and define various career paths in the video production/broadcasting field
- Exhibit knowledge of copyrights, contracts, ethics, and industry legalities
- Cooperate professionally with clients, coworkers and supervisors
- Demonstrate knowledge of the business aspects of the video/broadcasting field



Sample Questions

In the traditional two-column script format, what information is placed in the left column?

- A. music
- B. sound effects
- C. camera directions
- D. actor's dialog

Items on a set such as pictures, lamps, and plants are called

- A. platform pieces
- B. set aesthetics
- C. background pieces
- D. set dressings

When adjusting lights on a subject, a worker should

- A. wear sunglasses because lights are bright
- B. wear solid colors
- C. never wear pinstripes or clothes with busy patterns
- D. wear gloves because lights are very hot

In digital media, sound and light are translated into

- A. binary code
- B. time code
- C. vector
- D. codec

Zebra stripes

- A. indicate overexposure
- B. produce unique effects in the program
- C. designate battery power on a camcorder
- D. show that the camcorder is recording

(Continued on the following page)

Sample Questions (continued)

To avoid a jump cut, use a

- A. split
- B. key
- C. cutaway
- D. lower third super

When setting up an editing station, the choice of proper ergonomics should also minimize

- A. static discharge
- B. carpal tunnel syndrome
- C. electrical hazards
- D. ocular degeneration

What is the best way to design studio lighting?

- A. Put gels in all the lighting instruments.
- B. Draw a light plot.
- C. Draw a floor grid.
- D. Adjust the background until the set is well lit.

A common entry-level position in television production is a/an

- A. production assistant
- B. audio control operator
- C. editor
- D. CG operator

The purpose of a focus group is to

- A. keep several images in focus on the screen
- B. execute rack focus
- C. manipulate f-stop on zoom lenses
- D. test audience views on a program

Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

Administration Time: 3 hours

Number of Jobs: 3

Areas Covered:

31% Create and Script Video

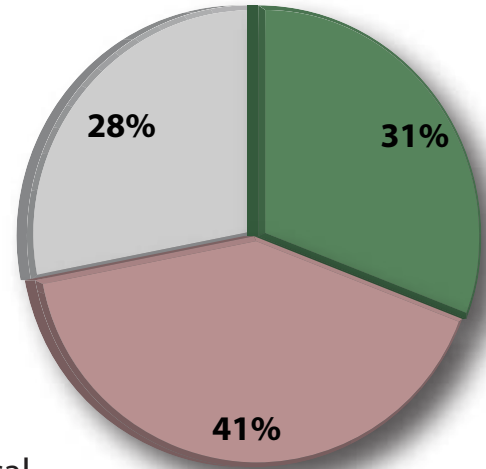
Participants will create a script for a 60-second video profile of another person, adhere to the script format and video instructions. The video must include technical descriptions of shots, music, and titles.

41% Shot Composition

Participants will perform all shots with high quality and correct camera movements.

28% Edit Shots with the Interview

Participants will edit the video from first job following all instructions and ensure that a leader is included.



Sample Job

Create and Script a Video

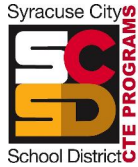
Maximum Time: 45 minutes

Participant Activity: The test participant will create a script for a 60-second video profile of another individual.



Notes

[Return to TOC](#)



SCSD CTE Student Portfolio

Definition: Student portfolios are a collection of personal documents, which showcase an individual’s learning experiences, goals and achievements. Student portfolios are created and controlled by the student, facilitated by the instructor, and evaluated by outside entities.

Purpose: Students should be able to leave a program with as many tools in their toolbox as possible. Student portfolios are a way to assist students in marketing themselves in future interviews, by using the portfolio to illustrate his or her skills and/or talents.

SCSD CTE Student Portfolio Requirements

<input type="checkbox"/>	Table of Contents:	This should list each section and piece of the portfolio in the order it appears
<input type="checkbox"/>	Cover letter	A cover letter introducing the student to a potential employer about a specific job in his or her chosen pathway. Should focus on why the student is the best candidate for the job. It should compliment the resume, not repeat it.
<input type="checkbox"/>	Resume	Should be professionally formatted. Usually a one-page document listing the student’s name, personal information (address, phone, and email), an objective, work history or extracurricular/community involvement, education, certifications/credentials, personal skills/interests, and references.
<input type="checkbox"/>	Letters of Recommendation	Students must include at least two (2) reference letters, provided by people outside the school who are familiar with his or her work or character. The reference letters can be employment-related, personal, or they can attest to the character of the student.
<input type="checkbox"/>	Certifications/Credentials	Students should include copies of any credentials and/or certifications they have earned as a result of their program.
<input type="checkbox"/>	Transcript	Student provides a copy of his or her full academic transcript.
<input type="checkbox"/>	Employability Profile	<p>Per NYSED: The work skills employability profile is intended to document student attainment of technical knowledge and work-related skills. Documents to validate skills reported on the profile could include, but are not limited to, an employer/teacher review of student work based on learning standards and expectations in the workplace, performance evaluations and observations.</p> <p>Students must have at least one employability profile completed within one year prior to school exit. If a student is involved in a number of work-based learning experiences and/or is employed part time, he/she may also have additional employability profiles as completed by others knowledgeable about his or her skills (e.g.,</p>

	employer and/or job coach).
<input type="checkbox"/>	College Research A written research assignment focusing on three colleges offering programs in the student's chosen career pathway.
<input type="checkbox"/>	Career Plan Per NYSED: "Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards." A Career Plan document can be found here: http://www.p12.nysed.gov/cte/careerplan/docs/SecondaryCommencLvl.pdf
<input type="checkbox"/>	Student Awards This section is completely open ended. Students should use this section to illustrate any awards, projects, exemplars, service learning, or scholarships, they participated or earned during their high school years. They can show evidence through pictures, project documentation, news articles, program agendas, meeting minutes, videos, etc.
<input type="checkbox"/>	Work Samples Examples highlighting <i>only the student's best work</i> , demonstrating the skills and competencies he or she has mastered. These should be presented professionally and be clearly captioned. Should not be thought as a scrapbook. Potential employers are only interested in the very best examples.

D. Postsecondary Articulation

The self-study team reviews the postsecondary articulation agreement for the program seeking approval. Postsecondary articulation agreements help students prepare for the transition from high school to advanced study in a particular career area. Articulation agreements provide direct benefits to students such as dual credits, college credits, advanced standing, or reduced tuition at a postsecondary institution. Articulation agreements may include several school districts and/or BOCES and multiple postsecondary institutions. The school district or BOCES may enter into multiple articulation agreements for a program seeking approval.

Process

- Reviewers confirm that the postsecondary articulation agreement is designed to prepare students for the transition from high school study to postsecondary study in the career area of the program seeking approval.
- Reviewers confirm that a postsecondary articulation agreement has been obtained that offers direct benefits to students in the program seeking approval.
- Reviewers confirm that the postsecondary articulation agreement includes the
 - prerequisite skills, knowledge, or coursework required of students to participate in the agreement
 - roles and responsibilities of each institution
 - duration of the agreement
 - endorsement by officials of each institution
- Signed articulation agreements must be on file within the school district or BOCES.

Documentation

Documentation of the postsecondary articulation agreement is maintained by the school district or BOCES and updated whenever modifications are made. Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee. A copy of the signed postsecondary articulation agreement must be attached to the Application for Career and Technical Education Program Approval.

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

**Articulation Agreement
between
Syracuse City School District (SCSD)
725 Harrison St, Syracuse, NY
and
Onondaga Community College
4585 West Seneca Turnpike, Syracuse, NY**

The signatories of this articulation agreement, Syracuse City School District (SCSD) and Onondaga Community College (OCC), declare their intention to participate in a partnership for the purpose of delivering educational instruction to eligible students. The parties to this agreement have reached the following understanding:

1. Term

The term of this agreement shall be for four years from January 1, 2018-June 30, 2021 and subject to the following conditions:

- Both parties have the option to extend this Agreement for one (1) additional four-year period giving written notice to the College no later than ninety (90) days prior to the expiration date.

2. Modification and Waiver

No waiver or modifications shall be valid unless it is in writing and signed by OCC and SCSD.

3. Curriculum and Courses

- Students who have enrolled in the Media Communications program at Syracuse City School District will be eligible to enroll in College Credit Now and earn credit for:
 - CIS 100, Information and Computer Literacy, subject to an annual Memorandum of Understanding and the availability of a credentialed high school instructor or the identification of an OCC faculty member to teach the course on-premises at the Institute of Technology at the Syracuse City School District.
- The above course offered through the OCC College Credit Now Program is required for the Electronic Media Communications, A.A.S. degree at OCC.
- Tuition for concurrent enrollment courses will be incurred according to all applicable requirements in place by the State University of New York. For courses taught by Onondaga Community College faculty, the Syracuse City School District will additionally incur the cost set by annual Memorandum of Understanding between SCSD and OCC.
- Students will be assisted in the course registration process by OCC. Students will also be supported in the admission process to Onondaga Community College through a specialized workshop and the Office of Student Recruitment.

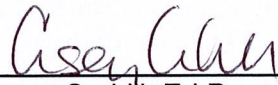
4. Students

Each student must enroll and remit payment as required by SUNY for the course(s) with OCC through the College Credit Now registration process as


directed by the Director of Concurrent Enrollment and Secondary School Programs.

5. Entire Agreement

This Agreement Constitutes the entire Agreement between the College and SCSD with respect to the subject matter hereof. This Agreement supersedes any and all other agreements, whether oral or in writing, between parties with respect to the subject matter hereof.




Casey Crabill, Ed.D.
President
Onondaga Community College



Jaime Alicea
Superintendent
Syracuse City School District



Date



Date

E. Work-based Learning

Work-based learning (WBL) is the “umbrella” term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students to develop broad, transferable skills for postsecondary education and the workplace. A quality WBL experience can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.

Time requirements that students in an approved program may devote to work-based learning experiences are set by administrators of the approved program. This time should be an outcome of the self-study report and external review phases of the approval process. Work-based learning experiences must be sufficient in length and rigor to contribute to student achievement of the State learning standards as well as specific technical competencies.

Process

- The school district/BOCES and the employer cooperatively plan all work experiences.
- The school district/BOCES set up a formal procedure for the supervision/coordination of all work-based learning experiences and must ensure that work-based learning coordinators are appropriately certified.
- The school district/BOCES provide work-based learning experiences for students with disabilities
- The school district/BOCES and employer must ensure compliance with federal and state labor laws, and the State Department of Labor regulations and guidelines.
- The school district/BOCES must explore and develop work-based learning experiences in settings that are relevant to the program.
- The school district/BOCES must comply with Commissioner’s Regulations and Department policy where credit towards graduation is being awarded.

Documentation

Recommendations for work-based learning should be included in the self-study report and reviewed by the external committee.

Resources

New York State Education Department Work Experience Manual
<http://www.emsc.nysed.gov/cte/wbl/>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



SYRACUSE CITY SCHOOL DISTRICT
Career and Technical Education

CTE

Internship Handbook

Preparing today's students for tomorrow's careers.



Career and Technical Education Internship

Introduction to Career & Technical Education Work Based Learning

Introduction to Syracuse City School District CTE Internship

Career & Technical Education Program/Teacher Guidelines

1. Legal requirements of Internship Program
2. Career & Technical Education Program/Teacher Checklist

Employer Internship Partner Guidelines

1. Employer Safety Requirements
2. Expectations and responsibilities of the employer partner
3. Worksite/Employer Internship Partner Checklist

Student Intern Guidelines

1. Student Intern expectations and responsibilities
2. Student Internship Checklist

FORMS

- NYSED Application for Employment Certificate (NYSED form attached)
- SCSD Certificate of insurance to cover student liability (sample attached)
- SCSD Memorandum of Agreement (Form #1)
- SCSD Internship Program Application (Form #2)
- SCSD Internship Ready to Work Assessment (Form #3)
- SCSD Internship Training Plan (Form #4)
- SCSD Notification of unpaid internship (Form #5)
- SCSD Internship Safety Certification (Form #6)
- SCSD Worksite Orientation (Form #7)
- SCSD Weekly Time Log/Record of Attendance (Form #8)
- SCSD Student Evaluation (Form #9)
- SCSD Mentor Program Evaluation (Form #10)

Forms are available on SCSD CTE website www.syracusecityschools.com/cte



Introduction

Syracuse City School District Career and Technical Education Work Based Learning

Learning in the workplace is not a new concept. Informal, on-the-job training is an integral part of all workforce development. Work based learning (WBL) provides structured learning experiences for students through exposure to a range of occupations. The Harvard University report, Pathways to Prosperity (February, 2011) suggested that “Work-linked learning should play an especially important role in the new American system of pathways to prosperity. There is mounting evidence that this would be an effective strategy for encouraging young adults to complete both high school and post-secondary degrees. Co-operative education is a tested model that provides students with extensive work experience that is monitored by the school.”

Learning in the workplace is connected to and supports learning in the classroom. Work based learning also helps students achieve established academic standards. Properly developed and supported, work based learning provides a practical context for school subject matter and enhances the traditional classroom learning. Workbased learning activities promote the development of broad, transferable skills and are a key element of a rigorous and relevant education for students. It enables students to acquire the attitudes, skills and knowledge needed to succeed in today’s workplace.

Employer partners can develop and support work based learning experiences that promote the attainment of workplace knowledge and skills. In doing so, they can support academic achievement and personal growth by designing, structuring, supporting and connecting work based learning experiences. Work based learning also supports professional, technical, and work-readiness skills development. Quality work based learning should:

- Be designed to enhance the learning of skills and workplace knowledge in all aspects of the industry
- Be structured to be safe, legal and measurable
- Be developmentally appropriate
- Have identified learning objectives and assess student performance
- Develop career ready practices and provide opportunities for reflection
- Be supported and documented by appropriate planning and training; and
- Comply with State and Federal labor laws

Syracuse City School District Career and Technical Education Internship

A Career and Technical Education Internship provides an important link between the classroom and the workplace for students age 16 and older. It is a structured, time-limited, career preparation activity in which students are assigned to a workplace for a defined period of time to participate in and observe firsthand within a given industry. The internship enhances and adds relevance to classroom learning. The internship may provide the opportunity to work in teams, rotate through a number of departments and job functions, or work on a project of interest to the student. It is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students are given the opportunity to apply, and thereby enhance, the knowledge and skills obtained in the classroom. The internship is related to the student’s CTE program of study, with the primary goals of promoting:

- The exploration of and experience in a field of interest
- Exposure to a wide range of careers and jobs within an industry
- Opportunities to develop, practice and demonstrate new skills
- The acquisition of occupational knowledge and awareness of the skills and education needed to be successful in the industry



Career & Technical Program/ Teacher Guidelines

Legal Requirements of SCSD CTE Internship Program

All Career and Technical Education Internship Programs have the common objective of providing opportunities for students to develop and demonstrate job skills at a supervised worksite. They are supported by training plans developed cooperatively by the employer, instructor, and student. There should be ongoing communication between the job mentors and the CTE teacher or work based learning coordinator concerning students' performance and needs.

Each internship program needs to have the following:

- New York State Education Department (NYSED) approval of the CTE program
- The employer understands that the student placement is governed by NYSED, New York State Workers' Compensation Board (NYSWCB), New York State Department of Labor (NYS DOL), and United States Department of Labor (USDOL) labor laws and regulations
- Employer is provided a Certificate of Insurance from school where school liability insurance protects the employer from any damage student may do in the workplace
- Students are given written notification that this program is unpaid and they are not due any wages per NYSDOL regulations
- Per NYS, students are required to receive coverage under the employer's Workers' Compensation Insurance if student is interning for a for-profit company. If student is interning at a non-profit entity, the student is required to be covered by the employer's visitors or volunteer insurance.
- Worksite must be in compliance with Occupational Safety and Health Administration (OSHA) regulations. Health and safety instruction/training appropriate for the job is provided by the SCSD and employer specific training is provided by the employer on the worksite.
- Memorandum of Agreement is in effect between the cooperating business and the education agency and outlines the responsibilities of the student, employer, parent/guardian, and school/coordinator, all of whom must sign to confirm their support of the agreement.
- Students complete an Internship Application indicating their understanding of, and agreement to, all rules and regulations of the program.
- Students receive instruction embedded within their CTE curriculum relating to the technical and career ready practices.
- An Internship Training Plan (ITP) is developed and used for each participating student. The plan identifies the general and specific job tasks the student will perform on the job, the desired learning outcomes of the experience, and the time frame the student will spend at each task. The training plan should be designed to ensure that the student will have a progressive learning experience.
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects. No students on academic probation will participate in the internship.
- Employment Certificate (Working Papers) for students provide verification that a student under age 18 is eligible for employment. The student, employer, and school must complete the form. Employment certificates are obtained at the high school – typically the main office, health office, or guidance office.
- Time Log/Record of Attendance provides an official record of the weekly and cumulative hours the student has worked during the experience. It must be maintained for each student.
- An intern evaluation will be done by the CTE teacher before the internship, at the midpoint of the internship and at the end of the internship. This same form will be completed by the on-site supervisor in the midpoint and at the end of the internship.



SCSD CTE Internship Program Checklist (To be completed by CTE teacher or WBL coordinator)

- NYSED has approved the CTE program
- The employer understands that the student placement is governed by NYSED, NYSWCB, NYSDOL, and USDOL labor laws and regulations
- NYSED Application for Employment certificate (working papers, usually available in school counseling office) has been verified (NYSED form attached)
- Employer is provided with a Certificate of Insurance from school to cover liability (sample attached)
- A written Memorandum of Agreement is in effect between the cooperating business and the education agency (**Form #1**)
- Students complete an Internship Application indicating their understanding of, and adherence to all rules and regulations set forth by the program. (**Form #2**)
- Students receive instruction embedded within their CTE curriculum relating to the technical and Career Ready Practices. The CTE teacher and the student have completed the SCSD CTE Internship Ready to Work Assessment (**Form #3**)
- An Internship Training Plan (ITP) is developed and used for each participating student (**Form #4**)
- Students are given written notification that this program will be unpaid and they are not due any wages per NYS DOL regulations (**Form #5**)
- All SCSD internship candidates have received appropriate safety certification for the industry provided by the school before internship and employer specific training and orientation is provided by the employer on the worksite (**Form #6 & Form #7**)
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects
- Review Time Log/Record of Attendance which serves as an official record of the hours the student has worked during the experience (**Form #8**)

REQUIRED FORMS

NYSED Application for Employment Certificate

Certificate of Insurance

SCSD Memorandum of Agreement
(**Form #1**)

SCSD Internship Program Application
(**Form #2**)

SCSD Internship Ready to Work Assessment
(**Form #3**)

SCSD Internship Training Plan
(**Form #4**)

SCSD Notification of unpaid internship
(**Form #5**)

SCSD Internship Safety Certification
(**Form #6**)

SCSD Worksite Orientation
(**Form #7**)

SCSD Weekly Time Log/Record of Attendance
(**Form #8**)

Forms are available online at the SCSD CTE website : www.syracusecityschools.com/cte

CTE Teacher/WBL Coordinator

Date



Employer Internship Partner Guidelines

SCSD CTE Internship Employer Requirements

Safety

At all times, both school personnel and the employment site personnel must take appropriate steps to ensure that safe practices are stressed and followed. However, it is impossible to guarantee that no injuries resulting in medical expenses and liability will occur. The following prudent steps are encouraged:

1. In-school course content must include training related to safety at the worksite. Appropriate safety certification should be offered if possible. SCSD internship candidates will have received appropriate safety training before beginning their internship.
2. Any sites used for SCSD CTE internships will be reviewed by school personnel prior to placing a student at the worksite.
3. Employers must provide safety training information to interns as they would a new employee. Safety training must be provided if the employer engaged in a particularly hazardous occupation for minors as defined by the USDOL.
4. Provisions for student safety must be included as part of the training agreement signed by the employer, student, parent, and school representative.

Types of Liability Insurance and Risk Management

Workers' Compensation and Employer Liability Insurance

All employers will have a policy that provides coverage for the Workers' Compensation statutory benefits as well as liability coverage for certain employment-related situations. Verification of employer's Workers Compensation insurance will be included in the Memorandum of Agreement. The SCSD will also have insurance that covers the student participating in a school-related internship experience.



SCSD CTE Internship Expectations & Responsibilities of Employer

Before

- Determine projects or activities that would be appropriate for your student intern
- Communicate with staff that an intern will be at the workplace and identify mentors
- Designate one employee, the on-site supervisor, to work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan

During

- Provide student with a Work Site Orientation to organization and any required training
- Train student intern for your work site, including all work site safety training
- Maintain a quality, safe and legal learning experience; provide effective supervision
- Use the Internship Training Plan as a guide for the internship; hold intern to employee standards/expectations; oversee, direct, and provide adequate tasking to maximize learning
- Meet with coordinator/teacher and student to decide on an ongoing communications strategy
- Evaluate intern work and provide constructive criticism
- Assist student in working toward learning outcomes
- Coordinate student schedule, approve weekly timesheets
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete a student evaluation midway through internship and discuss with student

After

- Complete a final evaluation of the student
- Hold debriefing session and review performance with the student and teacher
- Complete a Program Evaluation



SCSD CTE Internship Employer Internship Partner Checklist (To be completed by On-Site Supervisor/Mentor)

- Meet with coordinator/teacher and student to agree on ongoing communication strategy (e-mail, text, telephone, etc.)
- A written Memorandum of Agreement is in effect between the cooperating business and the education agency ([Form #1](#))
- Work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan ([Form #4](#))
- Coordinate student schedule, approve weekly time log/record of attendance ([Form #8](#))
- Communicate with staff that an intern will be at the workplace and identify on-site supervisor and/or mentor

On-Site Supervisor _____

Mentor Name _____

- Provide student with Work Site Orientation to organization and any required training (Form #7)
- Create and maintain a quality, safe and legal learning experience
- Hold intern to employee standards/expectation; provide student support and candid feedback
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete an interim SCSD CTE Internship Ready to Work Assessment of student performance and discuss with student ([Form #3](#))
- Provide effective supervision
- Complete a final assessment of the student ([Ready to Work Assessment, Form #3 and Student Training Plan, Form #4](#))
- Complete a program evaluation ([Form #10](#))

REQUIRED FORMS

SCSD Memorandum of Agreement
(Form #1)

SCSD Internship Ready to Work
Assessment
(Form #3)

SCSD Internship Training Plan
(Form #4)

SCSD Worksite Orientation
(Form #7)

SCSD Weekly Time Log/Record of
Attendance
(Form #8)

SCSD Mentor Program Evaluation
(Form #10)

*Forms are available online at the SCSD CTE
website : www.syracusecityschools.com/cte*

Employer/ Mentor

Date



Student Intern Guidelines

Expectations and Responsibilities of Students

Before

- Obtain working papers (if under 18)
- Return Internship Application and all permission slips with appropriate signatures
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan

During

- Attend Orientation at the worksite
- Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- Perform all duties, jobs and assigned tasks; treat internship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track your hours as instructed on Weekly Timesheet
- Develop skill specific learning outcomes with your worksite supervisor
- Participate in ongoing reflection journal activities and skill building classroom assignments
- Communicate with your teacher/coordinator and worksite supervisor if issues arise
- Keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)

After

- Participate in self-evaluation and reflection activities
- Update your resume based upon new skills and experiences gained
- Send thank you note to employer

TO DO...



SCSD CTE Internship Student Checklist (To be completed by student)

- Obtain NYSED Application for Employment Certificate (usually available in school counseling office, application attached)
- A written Memorandum of Agreement is in effect between the cooperating business, the education agency, and signed by student and parents (**Form #1**)
- Return Internship Application (**Form #2**) and all permission slips with appropriate signatures
- Develop skill specific learning outcomes with your worksite supervisor
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan for the internship (**Form #4**)
- Attend orientation at the worksite (**Form #7**)
- Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- Perform all duties, jobs and assigned tasks; treat internship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track you hours as instructed on time log/record of attendance (**Form #8**)
- Participate in ongoing reflection activities and skill building classroom assignments
- Communicate with your teacher/coordinator and worksite supervisor, if issues arise and keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)
- Participate in self-evaluation and reflection activities (**Forms #3 & #9**)
- Update your resume based on new skills and experiences gained
- Send thank you note to employer

REQUIRED FORMS

SCSD Memorandum of Agreement
(Form #1)

SCSD Internship Program Application
(Form #2)

SCSD Internship Ready to Work
Assessment
(Form #3)

SCSD Internship Training Plan
(Form #4)

SCSD Worksite Orientation
(Form #7)

SCSD Weekly Time Log/Record of
Attendance
(Form #8)

SCSD Student Evaluation
(Form #9)

*Forms are available online at the SCSD CTE
website : www.syracusecityschools.com/cte*

Student

Date



SCSD CTE Internship Forms

NYSED Application for Employment Certificate

SCSD Certificate of Insurance to Cover Student Liability (Sample)

Form #1 SCSD Memorandum of Agreement

Form #2 SCSD Internship Program Application

Form #3 SCSD Internship Ready to Work Assessment

Form #4 SCSD Internship Training Plan

Form #5 SCSD Notification of unpaid internship

Form #6 SCSD Internship Safety Certification

Form #7 SCSD Worksite Orientation

Form #8 SCSD Weekly Time Log/Record of Attendance

Form #9 SCSD Student Evaluation

Form #10 SCSD Mentor Program Evaluation

Forms are available on SCSD CTE website at www.syracusecityschools.com/cte



THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NY 12234

APPLICATION FOR EMPLOYMENT CERTIFICATE

See reverse side of this form for information concerning employment of minors.

All signatures must be handwritten in ink, and applicant must appear in person before the certifying official.

THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT

PART I – Parental Consent – (To be completed by applicant and parent or guardian)

Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

Date

I, Age

[Applicant]

Home Address, apply for a certificate as checked below

[Full Home Address including Zip Code]

- Nonfactory Employment Certificate – Valid for lawful employment of a minor 14 or 15 years of age enrolled in day school when attendance is not required.
- Student General Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age enrolled in day school when attendance is not required.
- Full-Time Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school.

I hereby consent to the required examination and employment certification as indicated above.

.....
[Signature of Parent or Guardian]

PART II – Evidence of Age – (To be completed by issuing official only)

..... – Check evidence of age accepted – Document # (if any)

[Date of Birth]

Birth Certificate State Issued Photo I.D Driver's License Schooling Record Other.....
[Specify]

PART III – Certificate of Physical Fitness

Applicant shall present documentation of physical exam from a school or private physician, physician's assistant or nurse practitioner licensed to practice within New York State. Said examination must have been given within 12 months prior to issuance of the employment certificate. Date of physical exam on file with school If physical exam is over 12 months, provide student with certificate of physical fitness to be completed by school medical director or private health care provider. If the physical exam or Certificate of Physical Fitness is limited with regards to allowed work/activity, the issuing official shall issue a Limited Employment Certificate (valid for a period not to exceed 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes jobs. Enter the limitation on the employment certificate. THE PHYSICIAN'S CERTIFICATION SHOULD BE RETURNED TO THE APPLICANT.

PART IV – Pledge of Employment – (To be completed by prospective employer)

Part IV must be completed only for: (a) a minor with a medical limitation; and (b) for a minor 16 years of age or legally able to withdraw from school, according to Section 3205 of the Education Law, and must show proof of having a job.

The undersigned will employ residing at

[Applicant]

as at

[Description of Applicant's Work]

[Job Location]

for days per week hours per day, beginning a.m. p.m.

..... Factory ending..... a.m. p.m.

[Name of Firm]

Nonfactory

[Address of Firm]

..... Starting date

[Telephone Number]

.....
[Signature of Employer]

PART V – Schooling Record – (To be completed by school official)

Part V must be completed only for a minor 16 years of age who is leaving school and resides in a district (New York City and Buffalo) which require a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of

[Name of School]

[Address]

Show that whose date of birth is

[Name of Applicant]

Is in grade.....

.....
[Signature of Principal or Designee]

PART VI – Employment Certification – (To be completed by issuing official only)

Certificate Number Date Issued

.....
[School or Issuing Center]

.....
[Address]

.....
[Signature of Issuing Officer]

GENERAL INFORMATION

An employment Certificate (Student Nonfactory, Student General, or Full Time) may be used for an unlimited number of successive job placements in lawful employment permitted by the particular type of certificate.

A Nonfactory Employment Certificate is valid for 2 years from the date of issuance or until the student turns 16 years old, with the exception of a Limited Employment Certificate. A Limited Employment Certificate is valid for a maximum of 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes job. It may be accepted only by the employer indicated on the certificate.

A new Certificate of Physical Fitness is required when applying for a different type of employment certificate, if more than 12 months have elapsed since the previous physical for employment.

An employer shall retain the certificate on file for the duration of the minor's employment. Upon termination of employment, or expiration of the employment certificate's period of validity, the certificate shall be returned to the minor. A certificate may be revoked by school district authorities for cause.

A minor employed as a Newspaper Carrier, Street Trades Worker, Farmworker, or Child Model, must obtain the Special Occupational Permit required.

A minor 14 years of age and over may be employed as a caddy, babysitter, or in casual employment consisting of yard work and household chores when not required to attend school. Employment certification for such employment is not mandatory.

An employer of a minor in an occupation which does not require employment certification should request a Certificate of Age.

PROHIBITED EMPLOYMENT

Minors 14 and 15 years may not be employed in, or in connection with a factory (except in delivery and clerical employment in an enclosed office thereof), or in certain hazardous occupations such as: construction work; helper on a motor vehicle; operation of washing, grinding, cutting, slicing, pressing or mixing machinery in any establishment; painting or exterior cleaning in connection with the maintenance of a building or structure; and others listed in Section 133 of the New York State Labor Law.

Minors 16 and 17 years of age may not be employed in certain hazardous occupations such as: construction worker; helper on a motor vehicle, the operation of various kinds of power-driven machinery; and others listed in Section 133 of the New York State Labor Law.

HOURS OF EMPLOYMENT

Minors may not be employed during the hours they are required to attend school.

Minors 14 and 15 years of age may not be employed in any occupation (except farmwork and delivering, or selling and delivering newspapers):

When school is in session:

- more than 3 hours on any school day, more than 8 hours on a nonschool day, more than 6 days in any week, for a maximum of 18 hours per week, or a maximum of 23 hours per week if enrolled in a supervised work study program approved by the Commissioner.
- after 7 p.m. or before 7 a.m.

When school is not in session:

- more than 8 hours on any day, 6 days in any week, for a maximum of 40 hours per week.
- after 9 p.m. or before 7 a.m.

This certificate is not valid for work associated with newspaper carrier, agriculture or modeling.

Minors 16 and 17 years of age may not be employed: --

When school is in session:

- more than 4 hours on days preceding school days; more than 8 hours on days not preceding school days (Friday, Saturday, Sunday and holidays), 6 days in any week, for a maximum of 28 hours per week.
- between 10 p.m. and 12 midnight on days followed by a school day without written consent of parent or guardian and a certificate of satisfactory academic standing from the minor's school (to be validated at the end of each marking period).
- between 10 p.m. and 12 midnight on days not followed by a school day without written consent of parent or guardian.

When school is not in session:

- more than 8 hours on any day, 6 days in any week, for a maximum of 48 hours per week.

EDUCATION LAW, SECTION 3233

"Any person who knowingly makes a false statement in or in relation to any application made for an employment certificate or permit as to any matter by this chapter to appear in any affidavit, record, transcript, certificate or permit therein provided for, is guilty of a misdemeanor."



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
	PHONE (A/C, No, Ext):	FAX (A/C, No):
INSURED	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
	NAIC #	
	INSURER A:	
	INSURER B:	
	INSURER C:	
INSURER D:		
INSURER E:		
INSURER F:		

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR 500,000 Retained GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A WC STATUTORY LIMITS OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

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Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

Memorandum of Agreement

(Form #1)

Type of Work Based Learning Experience: Non-Paid Internship

This Work Based Learning Experience Agreement is entered into by and between the Syracuse City School District (SCSD) _____ (Student), his/her Parents/Guardian, _____ (Parent/Guardian), and his/her Work Experience Employer, _____ (Employer), on the date indicated below, whereby the Student will participate in a CTE Internship (Program at the Employer's place of business located at _____, on _____, during the hours of _____).

THE STUDENT UNDERSTANDS THAT HIS/HER CONDUCT IS A REFLECTION UPON THE SCHOOL NAME AND AGREES THAT HE/SHE WILL:

1. Provide his/her own transportation to and from the Employer's place of business (the SCHOOL, the Student's home school, the SCHOOL and the Employer are in no way responsible for providing the Student with transportation to and/or from the Employer's place of business at any time or for any incidents or accidents which may occur while the Student is on route to or from the Employer's place of business)
2. Demonstrate a conscientious attitude and be honest, punctual, cooperative, courteous and willing to learn while at the Employer's place of business.
3. Keep regular attendance as agreed upon with the Employer, excluding Employer-observed holidays, days on which the Employer's place of business is closed or other legal absences and understands that his/her attendance will be taken from his/her weekly attendance reports.
4. Keep regular attendance at his/her home school.
5. Give the Employer as much advance notice as possible if unable to report for work or to do so in a timely manner and contact the CTE teacher at (315) _____.
6. Report to SCHOOL if the Internship location is closed for any reason during at time in which the student is scheduled to be at the Internship location and SCHOOL is in session.
7. Complete weekly time log/record of attendance (Form # 8) reports as required by SCHOOL.
8. Engage in only those work based learning experiences approved by the supervisor at the work-site.

THE EMPLOYER AGREES THAT IT WILL:

1. Not permit the Student to replace any paid employee (in the case of an Internship).
2. Advise the Student of all company rules, regulations and policies which relate to the Student.
3. Explain to the Student the responsibilities and duties of his/her internship and shall correlate on-the-job training with safety instructions given by the SCHOOL.
4. The work of the Student in occupations declared particularly hazardous by the U.S. Department of Labor shall be (i) incidental to the Student's training; (ii) intermittent and for short periods of time; and (iii) under the direct and close supervision of a qualified and experienced person.
5. Provide direct supervision by an authorized employee to the Student as needed.
6. Complete an accident report form and return to SCHOOL in the event of an accident.
7. Review the Student's performance with him/her on a weekly basis and sign a weekly time sheet, complete an evaluation of the Student on forms provided by the SCHOOL.
8. Inform the SCHOOL Instructor/Coordinator when the Student is absent or not performing adequately by calling (315) _____.



(Form #1 Continued)

9. Observe any and all laws that may relate to the Student's work experience.

THE SCHOOL AGREES THAT IT WILL:

1. Carry the insurance listed for students during class activities including internships, job experiences and work placement.
2. Accident Insurance: SCHOOL carries tertiary accident insurance to cover medical expenses as a result of an accident. The parent's health insurance is primary and the home school district would be secondary. General Liability Insurance: SCHOOL carries general liability insurance to cover up to one million dollars for a single event. As added protection, a ten million dollar umbrella policy is also in effect.
3. Assist the Student in securing internship placement regardless of his/her sex, race, color, national origin or disability (all inquiries and/or complaints regarding discrimination should be directed to the compliance officer, Patty Clark, SCSD Central Office, 725 Harrison Street, Syracuse, New York 13210. Telephone: (315) 435-4131.
4. Provide the STUDENT with safety instructions correlated by the EMPLOYER with on-the-job training.
5. Review with the Student and the Employer their respective responsibilities and obligations while participating in the Program.

The parties/signatories hereby agree that good communication and understanding between them is vital if the objectives of this Program are to be met and that joint conferences between the Student, Employer, Parent/Guardian, Instructor, and others may be scheduled from time to time in order to discuss:

1. the student's progress
2. any misunderstandings
3. the reason for termination of the Agreement

This Agreement is not in effect until signed by all parties. This Agreement may be terminated at any time by any party upon written notice to the other parties.

We the undersigned, have reviewed and agreed to the terms and conditions set forth herein.

Date	____ / ____ / ____	_____	Student
Date	____ / ____ / ____	_____	Parent/ Guardian
Date	____ / ____ / ____	_____	Daytime Phone
		_____	Evening Phone
Date	____ / ____ / ____	_____	Employer/ Supervisor
Date	____ / ____ / ____	_____	CTE Teacher
Date	____ / ____ / ____	_____	Home School Principal

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law.

Inquiries regarding the District's non-discrimination policies should be directed to:

Executive Director of Student Support Services, Civil Rights Compliance Officer, Syracuse City School District, 725 Harrison Street • Syracuse, NY 13210 (315) 435-4131, Email: CivilRightsCompliance@scsd.us





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Program Application Form

(Form #2)

Personal Information

Last Name	First Name	Age	Date of Birth
Street		Home Telephone Number	Cell Phone Number
City, State, Zip		Emergency Contact Name	Telephone Number
Email Address		Relationship to Emergency Contact	
Primary Parent/ Guardian Name		Parent/ Guardian's Telephone Number	
Primary Parent/ Guardian Email		Home	
		Cell	
Secondary Parent/ Guardian Name		Secondary Parent/ Guardian's Telephone Number	
Secondary Parent/ Guardian Email		Home	
		Cell	
Working Papers Certificate Number		SCSD Student schedule should be attached to this form	
		School Counselor	

School Year Training/ Work Schedule Availability

Please list the hours you can work during a typical weekly schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Please check applicable box: Fixed Schedule Schedule will vary

Sports, Clubs, and Other Activities

Transportation

Please check the appropriate response

Do you have a license? <input type="checkbox"/> Yes <input type="checkbox"/> No	If YES, which license do you have? <input type="checkbox"/> Full License <input type="checkbox"/> Junior License
Do you drive to school? <input type="checkbox"/> Yes <input type="checkbox"/> No	License Number:

If you do not have a license, how do you plan on getting to and from your internship?

Public Transportation Other



(Form #2 Continued)

INSURANCE COVERAGE IN CASE OF INJURIES TO STUDENT AT INTERNSHIP:**EMPLOYER'S WORKER'S COMPENSATION MUST COVER THE STUDENT IN CASE OF INJURIES AT TRAINING SITE.****PROGRAM AWARENESS STATEMENT TO BE CHECKED BY STUDENTS:**

- In order to receive credit for my work-based learning experience, I must be training at a legal site approved by the school's CTE Teacher or work-based learning coordinator.
- I must notify my CTE teacher or work-based learning coordinator immediately if there is a change of work schedule or duties at the training site.
- Failure to report any disciplinary action, termination, or proper documentation of hours may result in the student not earning school credit.
- Students must present all daily attendance records to CTE teacher or work-based learning coordinator weekly and complete all assignments related to the program.
- I must immediately notify my work-based learning coordinator if I have or develop any medical condition(s) which affects my ability to participate in training, such as allergies, lifting heavy items, movement, standing, sitting, migraine headaches, etc. If there are any current conditions, please state them below. The presence of such a condition will not necessarily preclude me from participating in the internship and accommodations may be provided.

PARENTAL/GUARDIAN PERMISSION AND PICTURE/NEWS STORY RELEASE:

I give my child, _____ permission to participate in the work-based learning internship at the Syracuse City School District. By signing the parental permission form, it is understood that:

- All the information is accurate.
- In order to receive credit, students must work a minimum of 150 hours during the school year.
- All students must report to CTE teacher or work-based learning coordinator in the case of any change in employment.
- Failure to report any disciplinary action, termination, or proper documentation may result in the student not earning school credit.
- Students must present all daily attendance records to CTE teacher or work-based learning coordinator weekly and complete all assignments related to the program.
- A student with a junior license must only drive to school if they go directly to work following the school day and they must carry with them the proper paperwork as directed by the work-based learning coordinator.

In addition to agreeing with the above statements, please check off one:

- I give permission for my child's photograph or name to be used to promote the Work Experience Program.
- I do not want my child's photograph or name to be used to promote the Work Experience Program.

_____/_____/_____
Parent/ Guardian's Name Parent/ Guardian's Signature Date

Relationship to Student

_____/_____/_____
Student's Name Student's Signature Date

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law. Inquiries regarding the District's non-discrimination policies should be directed to: Executive Director of Student Support Services, Civil Rights Compliance Officer, Syracuse City School District, 725 Harrison Street • Syracuse, NY 13210/ (315) 435-4131, Email: CivilRightsCompliance@scsd.us





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Ready to Work Assessment (Form #3)

Name _____ Program _____ Date ____/____/____

Scale
1 = Seldom. 2 = Occasionally. 3 = Usually. 4 = Always.

		Student	Teacher	Onsite Supervisor
ZEST				
1	Actively participates			
2	Shows enthusiasm			
3	Invigorates others			
GRIT				
4	Finishes whatever he or she begins			
5	Tries very hard even after experiencing failure			
6	Works independently with focus			
SELF CONTROL SCHOOL WORK				
7	Comes to class prepared			
8	Pays attention and resists distractions			
9	Remembers and follows directions			
10	Gets to work right away rather than procrastinating			
SELF-CONTROL INTERPERSONAL				
11	Remains calm even when criticized or otherwise provoked			
12	Allows others to speak without interruption			
13	Is polite to adults and peers			
14	Keeps his/her temper in check			

		Student	Teacher	Onsite Supervisor
OPTIMISM				
15	Gets over frustrations and setbacks quickly			
16	Believes that effort will improve his or her future			
GRATITUDE				
17	Recognizes and shows appreciation for others			
18	Recognizes and shows appreciation for his/her opportunities			
SOCIAL INTELLIGENCE				
19	Is able to find solutions during conflicts with others			
20	Demonstrates respect for feelings of others			
21	Knows when and how to include others			
CURIOSITY				
22	Is eager to explore new things			
23	Asks and answers questions to deepen understanding			
24	Actively listens to others.			
ACADEMIC PERFORMANCE				
25	Completes all assignments with quality and timeliness			
26	Uses tools appropriately and safely			
COMMITMENT				
27	Attends class with one or less absences per quarter			
28	Demonstrates loyalty and appreciation to the program and instructors			





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Training Plan (Form #4)

Student's Name	Email	
Student's Address	Telephone	Date of Birth
CTE Program Career Cluster	Working Papers Certificate #	
School Coordinator		
Phone Number		
Fax Number		
Email		
Employer		
Phone Number		
Fax Number		
Email		
Immediate Job Supervisor		
Phone Number		
Email		
Corporate Address		

Training Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Insurance Coverage

- Student is a non-paid intern – Worker's Compensation
- Student is a non-paid observer – Worker's Compensation

Transportation Provided by

- Student/parent will provide own transportation
- School district will provide transportation during school hours

Goals for this Work-Based Learning Student:

1. To explore, learn and develop the skills necessary for this career.
2. To develop the Career Ready Practices necessary for success in the global, competitive world.
3. To be trained in the safe operations of this job title.
4. To be able to demonstrate positive behavior and appropriate dress.



(Form #4 Continued)

JOB TASKS AND LEARNING OUTCOMES (Determined by the Employer and Coordinator)	ACHIEVEMENT LEVEL AND COMMENTS 1. Mastered skill 2. Needs more training at the work site. 3. Needs more training at school. 4. Has not reached this training area.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

CAREER READY PRACTICES	Always	Frequently	Occasionally	Rarely
1. Student works cooperatively as a team member?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student is able to read instructions for information and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student can calculate and measure for information and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student can behave in a responsible manner without supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student can communicate verbally and in writing to evoke clear understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Student demonstrates good listening and follow through skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Student demonstrates critical thinking and problem solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Student can locate and manage resources for problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Student demonstrates a positive work ethic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Student demonstrates computer literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



(Form #4 Continued)

SAFETY TRAINING	DATE OF SAFETY TRAINING	ACHIEVEMENT LEVEL AND COMMENTS 1. Mastered safety training instruction. 2. Needs more safety training at work site. 3. Needs more safety training at school. 4. Has not reached this training area.
1. Safety precautions related to stairs, floors, office equipment and furniture.		
2. Safety precaution related to proper dress apparel, shoes, gloves, head, eye and ear protection.		
3. Safety precaution related to use of tools, machines, and chemicals.		
4. Safety precautions related to fire, weather and other natural disasters.		
5. Safety precautions related to sexual harassment and workplace violence.		

DRESS AND BEHAVIOR CODE FOR POSITION	ACHIEVEMENT LEVEL AND COMMENTS 1. Dresses/behaves appropriately 2. Needs to modify dress/behavior. 3. Needs personal consultation.

Employer Name

Employer Signature

_____/_____/_____
Date

Work-based Learning Coordinator Name

Work Based Learning Coordinator Signature

_____/_____/_____
Date

Parent/ Guardian Name

Parent/Guardian Signature

_____/_____/_____
Date

Student Name

Student Signature

_____/_____/_____
Date

If you have any questions please do not hesitate to contact me at (315) 435-_____.

Thank you for your cooperation! _____, CTE Teacher

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law. Inquiries regarding the District's non-discrimination policies should be directed to: Executive Director of Student Support Services, Civil Rights Compliance Officer, Syracuse City School District, 725 Harrison Street • Syracuse, NY 13210/ (315) 435-4131, Email: CivilRightsCompliance@scsd.us





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship Notification of Unpaid Internship (Form #5)

This form serves as notification that the Syracuse City School District CTE Internship is an unpaid internship and students are not due any wages per New York State Department of Labor.

Student

_____/_____/_____
Date

CTE Teacher/ WBL Coordinator

_____/_____/_____
Date

Worksite Representative/ Mentor

_____/_____/_____
Date





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD Internship Safety Certification (Form #6)

Student

_____/_____/_____
Date

Mentor or Supervisor

CTE/ WBL Teacher

Student CTE Program SCSD Career and Technical Program:

SAFETY CERTIFICATIONS		Date
OSHA 10	<input type="checkbox"/>	/ /
Safe Serv	<input type="checkbox"/>	/ /
First Aid	<input type="checkbox"/>	/ /
CPR	<input type="checkbox"/>	/ /
Other	<input type="checkbox"/>	/ /





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD Internship Worksite Orientation (Form #7)

Student

_____/_____/_____
Date

Mentor or Supervisor

CTE/WBL Teacher

Company Orientation

Directions: Be sure that your student employee obtains information about the factors listed below. Check the information on each item as it is completed. Return the completed form to the CTE Teacher or Work Based Learning Coordinator.

Tour of Workplace

- A tour of the workplace
- An overview of the company safety plan
- Introductions to co-workers

Tour of Employee Facilities

- Rest rooms
- Lunch room
- Where to store personal belongings

Other _____

Safety Plan

- Safety plan
- Stairwell/fire exits
- Fire Extinguishers
- Special hazards
- Accident prevention
- Safety Training Log, updated as needed

About the Company

- Discuss company organizational structure
- Review type of business, products, services
- Overview of who the customers are

Other _____

Employer/training sponsor

_____/_____/_____
Date

Student

_____/_____/_____
Date

CTE Teacher/WBL Coordinator

_____/_____/_____
Date

Department/Position Specifics

- Explanation of work schedule
- Review of dress and conduct code
- Review of hours, breaks and lunch policies
- Location of time clock or sign-in
- Attendance requirements, including procedures for calling in when absent
- Relationship to working with other departments or co-workers

Job Specific

- How to use the phones and office equipment
- Supplies, paper, pens, etc.
- Job description, Work-Based Learning Plan and evaluation process

Supervisors Expectations

- Dress code including clothing, hair and jewelry
- Work performance including productivity and work habits
- Company culture

Materials provided to intern

- Copy of personnel handbook
- Organizational charts
- Telephone directory
- Security procedures





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

Weekly Time Log/Record of Attendance (Form #8)

Student _____

Training Title _____

Worksite Supervisor _____

Time Log for the Week of: ____ / ____ / ____

	Date	Start Time	End Time	Hours Worked
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Total Weekly Hours: _____

Student please list any new tasks performed this week: _____

By signing this timesheet, you are certifying that it is correct and truthful.

Student's Signature

Date

Supervisor Name

Phone _____

Date

Supervisor's Signature

Attention Worksite Supervisor:

If you have any questions or concerns, please contact:

CTE Teacher

Phone

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Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship Student Evaluation (Form #9)

Name _____

CTE Program _____

_____/_____/____ - ____/____/____
Dates of Internship

Year to Graduate

Please complete this form upon completion of your internship.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Overall, I had a great experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was actively involved in the team meetings and felt free to express my thoughts and opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentors encouraged and responded to my questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have an increased appreciation for teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a greater ability to ask good questions and synthesize information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was presented with opportunities to learn by doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I gained factual knowledge about careers throughout the internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this opportunity to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My time was well spent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would consider this employer as a future employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My co-workers are generally positive about work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The best thing about my experience was... _____

The worst thing about my experience was... _____

Any suggestions on how we could improve the intern experience? _____

Other comments... _____





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship Mentor Program Evaluation (Form #10)

Student Name

SCSD School

Interning Location

Supervisor/ Mentor Name

____ / ____ / ____
Date

Internship Preparation

- Exceptional
- Adequate
- Inadequate

Modes of Communication with SCSD Personnel

- In-Person
- Email
- Phone

Amount of Communication with SCSD Personnel

- Exceptionally good
- Appropriate
- Too much
- Too little

Suggestions for improvement: _____

Additional comments: _____

Return to CTE teacher: _____
CTE Teacher Email



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NOTICE OF NON-DISCRIMINATION

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F. Employability Profile

The employability profile is a record of student achievement. That may include documentation of the student's attainment of technical knowledge and work-related skills, endorsements, licenses, clinical experience, work experience, performance on core academic Regent's examinations, performance on industry based assessments, attendance, student leadership honors and achievements and other honors or accolades of student success.

Process

- An employability profile model is developed for the program
- A profile of student achievement is developed for each student in the program and is maintained in accordance with records and retention policies of the school district/BOCES.
- The profile of student achievement is reviewed and updated on a continuous basis by the student and the appropriate program/guidance personnel.
- The work skills to be mastered by students with disabilities should be aligned with the student's Individualized Education Program (IEP).

Documentation

Recommendations for the employability profile model should be included in the self-study report and reviewed by the external committee.

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



EMPLOYABILITY PROFILE

Media Communications Program Industry Based Skill Standards



Proficiency Definitions

NA = Not Applicable

1 = Introduced

2 = Trained

3 = Trained/Skilled

4 = Industry Level Certification/ Mastery

	9th	10th	11th	12th
Safety				
Demonstrate proper techniques of lifting, carrying, and working with electrical equipment; Demonstrate proper use of protective equipment.				
Pre-Production				
Create a story board, write split page script, and write narrative script.				
Video Editing Software				
Define the term "editing". Describe the reasons to edit. Log and capture footage correctly. Name the different types of edits. Determine the differences between linear and non-linear editing.				
Lighting/Describe the Function of Shadows				
Identify different light source. Define three-point lighting. Light a subject using three-point lighting technique. Identify different lighting fixtures used in a studio. Adapt lighting techniques to field conditions. Define directional and diffused light.				
Graphics				
Describe the changes in the way graphics are created and used. Explain the difference between CGs and electronic still store images. Identify and give examples of the various uses for CG graphics. Describe the various elements to be considered in order to create effective graphics.				
On-Air Talent Skills				
Identify the most common mistakes in speaking on camera. Select wardrobe colors that work well on camera. Use the present tense and active voice. Define the term "ad-lib" and explain when it is needed. Define the terms used on the Teleprompter. Read effectively from the Teleprompter. Observe standard reporting practices related to broadcast journalistic ethics. Develop a personal style.				
Producing and Directing				
Describe the role of a producer / director and perform the roles of a producer / director. Describe the various roles and responsibilities of a news producer. Describe the role of a director in a traditional production environment. Describe the role of a director in an automated environment. Describe how to delegate responsibilities.				
Video Technology: Bits, Bytes, and RGB				
Compare and contrast analog and digital formats. Define composite and component video. Identify various analog formats and describe their features. Define various digital formats and describe their features. Identify cables and connectors used in video systems. Identify various video system hardware components.				
Career Skills				
Prepare a written resume. Create a Demo tape. Research a company. Create a list of questions. Demonstrate appropriate dress for an interview. Use appropriate eye contact and body language. Describe the purpose of internships. Explain the benefits of an internship. Participate in an internship.				

	9th	10th	11th	12th
Video				
Identify and demonstrate basic shot types, describe the characteristics of basic shots, identify basic camera moves; Identify and describe the parts of a studio camera.				
Audio				
Correctly identify different types of sound, describe the different uses of sound in video. Identify different types of microphones and their characteristics. Determine which microphone is appropriate for specific situation. Know the different types of connectors used with audio and video equipment.				
Camera Operation				
Set up and take down a tripod correctly. Correctly handle and store a tape / card. Correctly use the following camera functions: auto focus, manual focus, macro focus. Identify, compose, and record basic shots. Correctly use the camera iris to adjust for lighting conditions Define depth of field and compose shots using depth of field techniques. Record a wide angle, narrow angle, and normal view using the zoom function.				
Instructional Video				
Identify applications in which instructional videos can enhance traditional teaching methods. Describe the planning process for the content of an instructional video.				
Script Writing				
Write copy in broadcast style. Create effective leads. Identify basic script commands List and define the parts of a news story. Describe the elements needed to produce a news story. Write either to or away from the picture of voice-overs. Create teases that accurately pitch an upcoming story. Identify primary and secondary sources.				
Advertising				
Define the goal of advertising. Explain the concept of using demographics to find a target source. Identify advertising techniques used to sell a product. Define a rating and a share. Describe the Nielsen rating system. Explain the different levels of advertising sales. Describe the "sweeps" period. Define a television "market" and its categories. Compare the concept of broadcasting with narrow casting local or regional viewing areas.				
Electronic News Gathering				
Define ENG. Describe methods of signal transmission. Identify the personnel and equipment requirements of ENG news remotes. Create and implement an ENG plan for indoor and outdoor events. Organize equipment and materials for a multi-camera field production. Observe safety procedures for field production.				
Effects				
Describe various uses in television for special effects and graphics. Define the applications of a chroma key. Describe considerations in designing graphics. Define/create a digital video effect. Describe the responsibilities of an art director. Describe the responsibilities of a graphic artist. Locate career information for graphic artists.				
Work Attitudes				
Professional appearance, attitude, cooperation, dependability, initiative, and communication.				

Industry Certifications Attained	Yes
NOCTI (Television Production) Certificaion	

College Credits Attained		Yes
SUNY OCC PHO111 (Digital Photo)	3 CH	
SUNY OCC ART 123 (Digital Design)	3 CH	
Total		



MEDIA COMMUNICATIONS EMPLOYABILITY PROFILE

Student Name: _____

School Year: _____

Absences: _____

ID Number: _____

Teacher: _____

Final Grade: _____

Career Ready Practices / Career Development Standards

STANDARDS DEFINITIONS

NA = Not Applicable

1 = Developing

2 = Basic

3 = Proficient

4 = Mastery

	9th	10th	11th	12th
Acts as a responsible citizen/employee				
Is on time and prepared, follows workplace policies, demonstrates reliability and dependability, is polite and courteous to adults and peers, demonstrates appreciation, and is reliable and consistent in their actions				
Applies appropriate academic and technical skills				
Demonstrates an understanding of the academic knowledge and skills associated with their trade. Technical skills are developed with academic competencies including English language arts and science that are integrated within the CTE program.				
Attends to personal health and financial well-being				
Recognizes the benefits of physical, mental, social, and financial well-being to the importance of that success in their career. Accepts criticism and works towards self-improvement targets on a consistent basis.				
Communicates clearly, effectively, and with reason.				
Is able to communicate both verbally and in writing to express ideas and obtain information. Uses appropriate vocabulary to share information both verbally and in writing as well. Demonstrates active listening skills and verbal communication.				
Makes appropriate decisions				
Considers the environmental, social, and economic impacts of their decisions. Understands that their actions and decisions will impact other people directly. Works independently and responds positively to new ideas and suggestions.				
Demonstrates creativity and innovative thought				
Demonstrates creativity and new thinking to solve workplace problems as encountered. Is creative, innovative, and is eager to explore new ways of addressing issues and challenges that are encountered.				
Employs valid and reliable research strategies				
Seeks information to develop a deeper understanding of issues encountered. Uses technology as a tool to research, organize, and evaluate information critically incompetently. Interprets information and draws conclusions based on best analysis.				
Uses critical thinking skills and demonstrates perseverance				
Demonstrates problem-solving skills through the use of creative thinking, decision-making, and adaptability. Effectively reasons through difficult situations, and makes decisions even when faced with complex or challenging problems.				

	9th	10th	11th	12th
Models integrity, ethical behavior, and leadership				
Is accountable and transparent in all of their work and assignments. Consistently exhibits ethical behavior, and commitment to completing tasks as assigned. Develops and demonstrates leadership skills, assuming responsibility readily.				
Develops and implements a Career Plan				
Develops a career plan based on understanding of their personal goals and the career pathways that aligns to them. Develops resumes, cover letters, and examples of best work to aid in the job seeking process and/or entrepreneurial goals.				
Uses technology to enhance productivity				
Demonstrates an understanding of the use of technology related to their career pathway. Continually develops their ability to adapt to changing work environments using technology, including new tools and their associated applications.				
Works as a productive and respectful team member				
Actively participates as a member of a team recognizing and appreciating others skills and abilities. Adds to the collective value of the team, and invigorates others to add to the collective efforts and goals.				
Demonstrates reliability and dependability				
Regardless of tasks given, demonstrates reliable and dependable behaviors to meet the expectations as defined. Attendance and levels of participation meet expectations consistently. Take on additional responsibilities without prompting.				
Arrives on time and is prepared to work				
Consistently demonstrates promptness, reliability, and commitment to reporting for classes, work site experiences, and other assignments as defined. Reports prepared for work or education as requirements dictate, meets attendance requirements.				
Demonstrates safe working habits				
When engaging in worksite situations or learning labs, uses tools and equipment safely, observes general safety guidelines for material handling, and meets the expectations of maintaining a safe work environment for others.				
Demonstrates problem solving skills				
Addresses problems encountered using effective problem-solving strategies. Works to define potential solutions to problems, identifies and implements the best solution based on the information gathered and their skill and knowledge.				

Earned Technical Endorsement on Diploma YES NO

Industry Credential(s) Awarded See Reverse Side _____

Special Recognitions or Scholarships _____

Student Leadership Organization _____