



[www.rmctc.org](http://www.rmctc.org)

## **The Advertising Design & Communication Program**

**CIP 50.0402**

Instructor: Steve Simons

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Have Questions?

Contact: Mr. Mark Tobias – School Counselor  
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*Prices listed are subject to change.*

\* *Additional information about these items can be found in the Student Handbook*

It is the policy of Reading Muhlenberg CTC not to discriminate on the basis of sex, handicap, race and national origin in its educational and vocational programs, activities, or employment as required by the Title IX, Section 504, and Title VI.

# **READING MUHLENBERG CAREER & TECHNOLOGY CENTER**

## **MISSION STATEMENT**

The Reading Muhlenberg Career & Technology Center, in partnership with our diverse community, sponsoring districts, and business and industry, is committed to providing quality career and technical education, resulting in opportunities for students to gain employment, pursue post-secondary education, and develop an appreciation for lifelong learning.

## **VISION STATEMENT**

To empower Reading Muhlenberg Career & Technology Center students with the technical knowledge and skills to confidently pursue a career.

## **BELIEFS**

- We believe in valuing the diversity of each student
- We believe education leads to opportunity
- We believe quality education starts with quality leadership
- We believe a career and technical education is a critical component of workforce development
- We believe technology is vital to learning and will help students connect with a rapidly changing world
- We believe technology must be embraced by teachers as a tool to help prepare students to meet current and future labor market demands
- We believe in providing all students with a positive educational experience
- We believe students should feel proud of what they have accomplished each day
- We believe students will be provided the opportunity to achieve their highest potential
- We believe students will be provided the opportunity to acquire and cultivate leadership skills
- We believe in providing students with a safe school environment
- We believe the success of a student is enhanced by parents and/or other influential adults through their support and involvement
- We believe in encouraging students to maintain a lifelong affiliation with the school
- We believe change is an ongoing process, not an event, and is fundamental for building quality programs of study
- We believe instruction must accommodate individual student learning styles

# **ADVERTISING DESIGN & COMMERCIAL ART - ADC**

- Improve your drawing & painting skills in a variety of media.
- Design eye-popping graphics for print and the web.
- Use digital cameras to create stunning pictures & videos, and learn how to use programs like Adobe Photoshop & After Effects to edit like the pros.
- Prepare a professional print & digital portfolio of your work for entrance into college or the workforce.



## **Job Titles – Career Pathways**

- 27-1013 Fine Artists, Including Painters, Sculptors, and Illustrators
- 27-1014 Multi-Media Artists and Animators
- 27-1024 Graphic Designers
- 43-9031 Desktop Publishers

## **CTC knowledge transfers to college credits at:**

- Art Institute of Philadelphia
- Berks Technical Institute
- Butler County Community College
- Community College of Allegheny County
- Community College of Beaver County
- Pennsylvania College of Technology

## **Student Certifications**

- NOCTI – National Occupational Competency Testing Institute Certification
  - \* Advertising Design & Commercial Art
- Adobe Certified Associate – Rich Media Communication
- Adobe Certified Associate – Visual Communication Using Adobe Photoshop
- Adobe Certified Associate - Web Communication
- Adobe Certified Associate – Graphic Design & Illustration Using Adobe Illustration
- Adobe Certified Associate – Print & Design Media Publication using Adobe Indesign



## Instructor - Mr. Steve Simons

### **Biography**

My high school art teacher helped me realize my potential as an artist and convinced me to study art in college. I graduated from Kutztown University with a Bachelors degree in Fine Arts and worked as a designer and art director in the Allentown/Bethlehem area after graduation. I decided to enter teaching as a way to pay respect to my high school art teacher and help students see their artistic potential the way my teacher did for me. Please feel free to contact me at [ssimons@rmctc.org](mailto:ssimons@rmctc.org).

### **Education**

Kutztown University - BFA in Communication Design

### **Certifications & Awards**

Temple University – Vocational Education I Certification in Commercial Art

### **Work Experience**

Designer and Art Director in Allentown/Bethlehem – Freelance designer  
Commercial Arts Instructor – Bethlehem Vocational Technical School

**Hire Date** 1994

### **Community Service**

Boys Tennis Coach – Muhlenberg High School

## **Dear Parent or Guardian,**

I would like to thank you for allowing your child to enter the Advertising Design/Commercial Art (ADC) Program at RMCTC. I've sent home several forms that must be filled out and returned to me as soon as possible. Please take the time to read the policies and procedures for both the school and the ADC class. Please be sure to sign all the forms that require your signature.

I graduated from Kutztown University in 1988 with a Bachelor of Fine Arts degree in Communication Design. I worked as a designer and art director in the Allentown area until 1991. I began my teaching career as the Commercial Art Instructor at Bethlehem Area Vo-Tech and have been at RMCTC since 1994. I also have my Vocational Education Certificate in Commercial Art from Temple University and have received a Master's Equivalency certificate in Commercial Art from the state of PA. I love my job and think a career in art is one of the most exciting and rewarding careers a person could have. I believe very strongly in the importance of art and design in our society and strongly believe that the ADC program at RMCTC will help prepare your child for this exciting and growing career.

### **Overview:**

Students in ADC are expected to design or create graphics to meet a client's specific commercial or promotional need. Students are encouraged and expected to pursue post-secondary education upon completion of the program. The ADC course will prepare the students for self-employment (freelance) in areas such as design, illustration, and multimedia production just to name a few.

### **The following are general skills your child will learn while enrolled in the ADC program:**

- Time Management - Managing one's own time and the time of others
- How to creatively use type to solve design problems
- Discuss their work with clients and/or supervisors and make necessary changes
- Develop graphics and layouts for product illustrations, company logos, posters, brochures, websites, and advertising campaigns
- Draw and print charts, graphs, illustrations, and other artwork, using state of the art Apple computers and applications
- Assemble final layouts for print production
- Produce videos using high end digital cameras and software

### **Monitoring Student Progress**

You may monitor your child's progress using the Parent Portal system at RMCTC. You will also be sent a Progress Report at the mid-point of every quarter and a Report Card at the end of every quarter. Both will require a parent signature to indicate that you have had the opportunity to review your child's progress.

### **Homework**

In addition to the tasks your child will complete in class, I will assign homework. This should be taken very seriously since it will factor very highly into the overall grade as well as build upon skills being developed in the classroom. This could take the form of sketchbook work, written reports, required reading, classroom art projects, freelance work or projects for competitions.

### **Using iGoogle**

We also use iGoogle to set up email accounts so I can continue to correspond with students regarding assignments at any time. This has been an invaluable tool in the ADC classroom. The instructions for setting up a Gmail account are below. I would also like you as the parent to set up your account so I may keep in touch with you on a regular basis as well. You can also check the ADC calendar for assignments, events, deadlines, and other important information.

To create your own Gmail account:

-Go to: [www.mail.google.com](http://www.mail.google.com)

-Click on “create an account”

-Use your first initial, last name and any 3 digits for your username

-Send me an email to confirm you have set up your Gmail account. ([mrsimons66@gmail.com](mailto:mrsimons66@gmail.com))

-Then use my email address ([mrsimons66@gmail.com](mailto:mrsimons66@gmail.com)) to add my calendar in the lower left of your calendar page. This will allow you to see the ADC calendar.

### **Required Equipment**

Most of the tools and materials required in this course will be supplied to your child. However if your child loses anything that has been supplied, he/she may have to pay to replace it. I do require every student to purchase a minimum 4GB USB flash drive to transfer digital files. This can be bought at Wal-Mart, Best-Buy, and many other department stores for as little as \$10.

Your child has chosen to enter a field that is both challenging and exciting. Graphic design is considered to be a High Priority Occupation of the PA Workforce Development. Graphic Design will grow by an estimated 18,000 new jobs by the year 2020. The average graphic designer earned \$45,000 a year in 2014, or about \$23 an hour.

If you wish to look over the career projections and description for graphic designers, you can access it here: <http://www.bls.gov/ooh/Arts-and-Design/Graphic-designers.htm>

### **Certifications:**

Your child will have the opportunity to earn several industry certifications upon completion of the ADC program. We offer an ACA (Adobe Certified Associate) certificate in all of the Adobe software-the premier graphics software used throughout in the world in the field of graphic design. This is a certification recognized nationwide that will demonstrate to employers and post-secondary institutions alike that your child is skilled in the applications necessary to work in the field of Graphic Design.

In conclusion, I would like to thank you for taking the time to read this and for being so active in the education of your child. It is my goal to prepare your child for a successful career in the field of graphic design.

If you ever have any questions or concerns please feel free to contact me at 610-921-7300 or [ssimons@rmctc.org](mailto:ssimons@rmctc.org).

Thank you,  
Mr. Steven Simons  
Advertising Design/Commercial Art Instructor

## GRADE REPORTING

**Purpose:** The intent of this grading procedure is to provide a student grade that accurately reflects student achievement. Progress will be measured in the areas of work ethics, and knowledge. All activities and assessments that are required as the student progresses through their skills (learning guides) will be reflected within the knowledge grade. Students will be evaluated according to established program standards on an individual basis. The ClassMate grading software automatically calculates student grades using the following formula:

Work Ethic 40%  
Knowledge 60%  
100%

Teachers must be able to justify grade percentages in the event of inquiries or concerns.

**Interpreting a Grade:** The two levels of evaluation are described below:

**Work Ethics Grade (40%):** Each school day, every student receives a Work Ethics or daily grade. Criteria that comprise these grades are safety, student behavior, preparation/participation, productivity or time on task, professional appearance and extra effort. The Work Ethics grade range is based on a 0 to 10 model that students may earn each day depending on how many criteria they satisfactorily meet.

**NOTE: Impact of Absenteeism, Tardiness/Early Dismissals** - The direct effect of absenteeism on a students' grade will be through the Work Ethic component of the grading formula. If a student is Tardy or has an Early Dismissal the Work Ethic grade will automatically be defaulted to a five (5) from a possible ten (10) points. The instructor may change this value as they see fit.

**Knowledge Grade (60%):** Throughout the marking period, a student's cognitive knowledge about various career-specific topics will be evaluated and recorded by the instructor. Examples of knowledge activities include: lab/shop assignments, homework, quizzes, tests, and research activities. The Knowledge grade range is based on actual points earned divided by the total accumulative points.

**Task tracking:** For the purpose of students earning a job title associated with their program are, teachers track students' skill/task work. Teachers identify specific criteria to evaluate each task performed, ranging from a 0 to 5 (not completed to mastery). Students must earn a 4 or 5, in order to credit the task towards earning the specific job title. Students have the opportunity to revisit a task multiple times until successfully receiving credit. The job titles a student earns will be listed on the student's RMCTC certificate that is awarded at Senior Recognition Night.



## GRADE REPORTING (continued)

### **CTC Letter Conversion Table Grade Letter**

100 – 97 A+  
96 – 93 A  
92 – 90 A-  
89 – 87 B+  
86 – 83 B  
82 – 80 B-  
79 – 77 C+  
76 – 73 C  
72 – 70 C-  
69 – 65 D  
64 – under F

Final Grade average is based on the student's four (4) numerical marking period grades. The final average will directly align to the letter conversion table listed above.

If a student has three (3) marking period grades of "F" the teacher shall give appropriate consideration to that student not passing for the year. If a student is on an **upward trend** at the end of the school year, this **may** justify having the student pass for the year. If the opposite is true, and the student is on a **downward trend**, the student **should** receive a failing grade.

The individual teacher must evaluate each student's achievement in terms of the expected goals for their program area.

Failure to complete assignments, frequent lateness or absence, and demonstrated indifference to school are major contributors to student failure. **Blatant refusal** to attempt or to complete a significant number of course requirements may, by itself, justify a final course grade of "F".

The following divisions are given as a guide to recording and interpreting the grading system. It remains for each teacher to objectively and fairly rate each student, not based upon personality, but performance.

**Determination of Grades:** Teachers will give thorough consideration using all grading components in determining students' grades to both class work and test results.

#### **A = Excellent**

1. This grade represents **superior work** and is distinctly an honor grade.
2. The excellent student **has reached all course objectives** with high quality achievement.
3. The excellent student displays unusual effort and works willingly and effectively in reaching required objectives.

## **GRADE REPORTING (continued)**

### **B = Good**

1. This grade represents **above average** quality achievements.
2. The good student **has reached a large majority of course objectives.**
3. The good student is industrious and willing to follow directions.

### **C = Average**

1. This grade represents **acceptable** quality achievements.
2. The average student **has reached a majority of course objectives.**
3. The average student is cooperative and follows directions, yet extra effort and improvement are needed for more complete mastering of the material.

### **D = Passing**

1. This grade represents a **minimum acceptable** quality achievement.
2. The student is performing below-average work and **has not reached a majority of course objectives.**
3. This achievement level indicates there is a great need for improvement, daily preparation and improved dedication and attendance.

### **F = Failure**

1. This grade represents **unacceptable** quality achievements.
2. The failing student **has not reached necessary course objectives.**
3. The failing student has not attempted to complete assignments, is constantly late or absent, and generally has failed to accomplish the fundamental minimum essentials necessary in the program area.
4. It may be noted that generally a student does not fail because of a lack of ability; failure may be caused by laziness, non-dedication, or a general disregard to directions of the teacher and the unwillingness to use whatever ability he/she possesses.

**Incomplete Grades:** Incomplete grades must be updated no later than ten (10) days from the close of the marking period. As soon as the work is completed and the grade is available, it must be reported to the appropriate person.

**Failures:** Students who receive a failing final grade in a program area are permitted to repeat that program, but are urged not to do so for obvious reasons. If this situation presents itself, students and parents are advised to consider an alternative program which is probably more suited to the student's true interests and aptitudes and not merely satisfying a short-term or unrealistic desire.

**Attendance and its Impact upon Grades:** The importance of regular school attendance and its positive impact upon a student's performance grade cannot be overstated. If a student is absent, he or she does not have the opportunity to keep pace with their classmates and must work independently to acquire the information missed during any absence. Regardless of how well a student performs when he/she is present, habitual absenteeism usually results in a failing performance grade. This situation is not unlike the conditions of the business or industry for which the student is being trained.

## **GRADE REPORTING (continued)**

**Make up Work for Absences:** Students have the opportunity to make-up school work due to an illness/being absent from school. **PROVIDED** their absence is excused. Students must submit make-up work within the following timelines:

1. One (1) to three (3) days excused absences – five (5) school days to complete assigned work.
2. Four (4) or more days excused absence – ten (10) school days to complete assigned work.

All work missed through unexcused absences will be graded as a zero

**Report Cards (See Progress Reports):** Students will receive a report card from the sending school district which will reflect the student's grade from their Career & Technology program. Students will also receive a report card from RMCTC reflecting their program grade and Social Studies grade, where applicable. In addition, grades are available on the parent portal.

**Senior Recognition Night:** Reading Muhlenberg Career & Technology Center hosts an annual Senior Recognition Night, which honors our senior students. During this event, all senior students in attendance are recognized and may also receive awards that they have earned relevant to their accomplishments while attending Reading Muhlenberg CTC.

**PARENT PORTAL:** The Parent Portal is available for parents/guardians to view your child's progress by accessing the RMCTC District Portal on the School's web-site; [www.rmctc.org](http://www.rmctc.org). This will give you up to date information related to your child's attendance, grades (work ethic and knowledge), discipline referrals and schedule. In order to use this resource, you must provide the CTC with a current email address and register online.

Log onto [www.rmctc.org](http://www.rmctc.org), click on "**Parents**", then click on "**parent portal**" which will navigate you to the link where you will log into the portal. You will have to "**create an account**" on your first visit to the portal by using your email address (you need to use the email address you provided us on your child's application) and setting up a password. Once registered you may return at any time to view your child's information. Please utilize our website, to track your child's progress by viewing their grades and attendance, along with any discipline action. In addition you will be able to review your child's report cards & progress reports as soon as they are available. You also have the ability to select the option to receive email notifications for specific instances that you choose. You can choose to receive an email automatically if your child is absent/tardy or both, if your child receives a discipline referral or suspension and if your child receives a specific grade.



**Reading Muhlenberg CTC**  
**2615 Warren Road**  
**Reading, PA 19604**  
**(610) 921-7300**

**Student Progress Report - MP 1**

**Student Name:**

Student Address

Reading, PA

Progress Report # : 1  
 Sending School:  
 Location: Reading Muhlenberg CTC  
 Enrollment Date:  
 Course:  
 Class:  
 Instructor:  
 Grade:

Questions regarding this report can be answered by calling your child's teacher at (610) 921-7300. If the teacher is not available when you call, please leave your name and telephone number and your call will be returned.

Your child's progress in this class is:

Grade to Date: As of

Knowledge:

**Knowledge Comments / Recommendations:**

**Skill Comments / Recommendations:**

**Work Ethic/PDP Comments/Recommendations**

<u>Attendance Report</u>	<u>Excused Absences</u>	<u>Unexcused Absences</u>	<u>Unexcused Tardy</u>
Year To Date Totals	0.00	0.00	0.00
Current marking period	0.00	0.00	0.00

Instructor's Signature: \_\_\_\_\_

Issue Date:

Student's Signature: \_\_\_\_\_

Sign Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Sign Date: \_\_\_\_\_

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2615 Warren Road
Reading, PA 19604
(610) 921-7300

School Year

ANNUAL EDUCATIONAL AND OCCUPATIONAL OBJECTIVES FOR STUDENTS ENROLLED IN A PDE-APPROVED CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM

INSTRUCTIONS: This form is to be completed each year by students enrolled in a Pennsylvania Department of Education (PDE) approved CTE program with the intent to take further technical instruction offered by the program to achieve a related occupational objective. The scope and sequence for the PDE approved program serves as the educational plan.

Form is to be completed by student and verified and signed by the instructor and guidance /career counselor:

STUDENT'S NAME:

Gender: Birthdate: Current Grade:

SECONDARY SCHOOL OFFERING APPROVED CTE PROGRAM: Reading Muhlenberg CTC

SENDING SCHOOL DISTRICT (for CTCs/AVTSs/Charter Schools):

This student is enrolled in technical instruction offered by the following approved CTE program and associated Classification of Instructional Program (CIP):

PROGRAM NAME: Commercial & Advertising Art CIP Code: 500402

1. Is student enrolled in approved Tech Prep/Program of Study (POS) program technical instruction? Yes or No (Circle one)

2. If yes, is student taking minimum academic coursework per approved Tech Prep/POS program scope and sequence? Yes or No (Circle one)

3. Student's plans following high school graduation include: (Check all that apply) Yes or No (Circle one)

Employment or Military service/training - Specify Branch

Postsecondary education: College Technical School / Proprietary School

4. Student's program-related occupational objective:

Career Pathway

As a student enrolled in this program, my career objective is to prepare for and explore the following career pathway(s).

- Desktop Publishers Fine Artists, Including Painters, Sculptors, & Illustrators
Graphic Designers Multi-Media Artists & Animators
Program of Study - SOAR

\*This information is not auditable by the Office of Auditor General. I understand that this information will become part of my permanent file with Reading Muhlenberg CTC, 2615 Warren Rd., Reading, PA 19604. I also understand that this information will be forwarded to my home school district counseling office.

Student's Signature Date

Counselor's Signature Date

Instructor's Signature Date

It is the policy of Reading Muhlenberg CTC not to discriminate on the basis of sex, handicap, race and national origin in its educational and vocational programs, activities, or employment as required by the Title IX, Section 504, and Title VI.

Pennsylvania State Board of Education, Chapter 4 Section 4.31(e) states that a student's record shall include the student's educational and occupational objectives. This form (PDE-408) or similar, locally developed form must be completed and signed each school year by the student enrolled in planned technical courses/instruction offered by the program and must be maintained in school files. The Office of the Auditor General will review student records to determine if the technical courses/instruction taken by the student coincide with the planned courses/instruction documented for the approved CTE program.

## **50.0402 Commercial & Advertising Art** **Advertising Design & Commercial Art**

### ***Fundamentals of Advertising Design***

Demonstrate general lab safety procedures.  
Demonstrate safe cutting procedures.  
Research careers, post secondary opportunities and industry trends in the graphic design field.  
Use graphics industry standards for measuring.  
Identify how copyright laws apply to Graphic Communication.  
Demonstrate matting a work of art.  
Demonstrate mounting a work of art.  
Identify artists and movements in the history of Graphic Design.

### ***Fundamentals of Computerized Design Technology***

Demonstrate the use of the Macintosh operating system.  
Identify different file types and their uses.  
Demonstrate the use of peripheral devices.  
Demonstrate use of a video projector.  
Demonstrate basic Illustrator functions.  
Demonstrate intermediate Illustrator functions.  
Demonstrate basic Photoshop functions.  
Demonstrate intermediate Photoshop functions.  
Demonstrate basic InDesign software functions.  
Demonstrate intermediate InDesign software functions.  
Demonstrate basic web design skills.  
Demonstrate basic video editing software functions.  
Demonstrate intermediate video editing software functions.  
Demonstrate basic animation skills.

Demonstrate intermediate animation skills.  
Demonstrate basic functions in presentation software.

### ***Principles of Typography***

Demonstrate knowledge of basic typographic design.  
Identify commonly used fonts.  
Demonstrate knowledge and use of type formats and font management software.

### ***Principles of Color***

Create and identify color relationships on a color wheel.  
Identify how color affects advertising strategy.  
Demonstrate an understanding of color theory (RGB, CMYK, PMS).

### ***Fundamentals of Production Processes***

Create a PDF and package a print job.  
Demonstrate scaling and cropping artwork.

### ***Principles of Basic Photography / Video***

Demonstrate basic digital camera skills.  
Demonstrate basic video operations.

### ***Principles of Graphic Design***

Demonstrate knowledge of the elements and principles of design.  
Develop an ad campaign.  
Create thumbnail, rough and comp for a design project.

### ***Fundamentals of Illustration***

Draw basic forms.  
Draw objects realistically.  
Draw using linear perspective.  
Draw human form.  
Draw / paint a still life.  
Draw / paint a landscape.  
Draw / paint a self portrait.  
Develop a cartoon character/comic strip.  
Produce a storyboard.

### ***Products of Graphic Design***

Design company logo.  
Create an identity package/self promotion.  
Design a poster.

Design a billboard.  
Design print ad.  
Design a brochure or flyer.  
Create a package design.  
Create a chart or graph.

### ***Production Management***

Demonstrate knowledge of color separations.  
Demonstrate estimating job costs.  
Demonstrate knowledge of printers marks & measurements.

### ***Student Project***

Participate in critiques.  
Complete product component.  
Complete oral presentation.  
Develop a portfolio (print / digital).

### ***Safety***

Demonstrate use of a video projector.  
Demonstrate safe practices when using computer hardware & software.  
Demonstrate safe practices when using & maintaining hand tools.  
Demonstrate safe practices of using, storing paints, solvents and chemicals, including MSDS regulations.  
Demonstrate safe cutting procedures.

### ***Employability Skills***

Establish career goals and develop a plan to meet goals.  
Complete a job application.  
Compose a resume, reference list and cover letter.  
Prepare for a job interview.  
Compose various employment letters, i.e. thank you and resignation.  
Participate in online career search & develop online accounts.  
Create a career portfolio.

# PORTFOLIO

All students will be required to create a portfolio to showcase their accomplishments. A portfolio is a collection of work related to education, employment, and self-development.

## **The Portfolio will contain the following:**

- a. Title Page
- b. Table of Contents
- c. Resume with Reference List
- d. Achievements-
  - 1. Awards
  - 2. Certifications
  - 3. Transcripts
  - 4. CTSO information
  - 5. PSC certificates (NOCTI)
- e. Skill Set
  - 1. Task List
  - 2. Certificate of Competency
- f. Work Samples
  - 1. Pictures
  - 2. Writing Samples
  - 3. Videos
- g. Other Related Information
  - 1. Computer Applications
  - 2. Community Activities
  - 3. Talents
  - 4. Sports
  - 5. Clubs

# READING-MUHLENBERG CAREER & TECHNOLOGY CENTER

## WORK BASED LEARNING Cooperative Education & Internships RULES / GUIDELINES

1. All Work Based Learning (WBL) students must have school WBL forms completed before starting the job/internship, and any student less than 18 years of age must also have a transferable work permit.
2. **ABSENT FROM SCHOOL????? – NO WORK!!!!!!!**
  - If you are absent from school in the morning, you may **NOT** go to work in the afternoon. **YOUR JOB IS PART OF YOUR SCHOOL DAY.** If you are at a **medical, social service, or court appointment** in the AM, you **may** go to work that day. However, you must bring a note **from the agency where you were**, to your attendance secretary, the next school day.
  - If you are ill, **YOU** must call your employer to inform him/her that you will not be reporting for work.
  - **IMPORTANT:** If your name is going to appear, for any reason, on your sending school absentee list, you must also **report off to Mrs. Albarran @ 610-921-7301. Failure to report off will result in removal from WBL.**
  - If **school is closed** for a holiday, in-service day, or a snow day, you **DO** go to work on those days, if you are scheduled.
  - If you are suspended **out of school** you may not work at your WBL job. This includes jobs that are scheduled with after school hours.
  - **REPETITIVE ABSENCES** at school or work will result in your removal from Work Based Learning.
3. All WBL students are required to **report to the CTC every Monday.** Any additional classroom time is at the discretion of your program area teacher. You are responsible for communicating this to your employer. On the **first Monday of each month**, immediately upon arrival, report directly to **Student Services**, where you will sign in with Mrs. Baller. Co-op students will record hours and earnings, and then return to your program area for the remainder of the school day. **Don't forget to bring your check stubs to record your hours and earnings!** Internship students will record hours. **If you miss two Monday meetings, you will be removed from WBL.**
  - Any violations of these rules will result in the following **discipline action:**
    - 1<sup>ST</sup> violation – VERBAL WARNING**
    - 2<sup>nd</sup> violation – REMOVAL FROM WORK BASED LEARNING**
6. When at work you are guided by and are responsible to your employer. Be sure to follow all of the Employers' rules and regulations because you will be terminated for the same reasons as any other employee.
7. If your work experience is terminated for any reason, you must return to school the next day, and inform your CTC teacher and the Work Based Learning Coordinator.
8. If you wish to terminate your employment, you must discuss this with your teacher and the Work Based Learning Coordinator, and leave the job properly by giving the employer a two-week notice and a letter of resignation.
9. If you have any questions concerning the rules and guidelines of Work Based Learning, please contact the WBL coordinator at 610-921-7337.

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STUDENT SIGNATURE

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PARENT/GUARDIAN SIGNATURE



# **Articulation Agreements**

The Reading Muhlenberg Career and Technology Center has agreements with the following:

Art Institute of Philadelphia

Berks Technical Institute

Butler County Community College

Community College of Allegheny County

Community College of Beaver County

Penn College of Technology

# STUDENTS OCCUPATIONALLY & ACADEMICALLY READY



- *Earn college credits which will save you money on tuition*
  - *Shorten college attendance*
  - *Get on the right career path*
  - *Enter the job market prepared*
  - *Get a consistent education*
- *See your CTC School Counselor for More Information*

## TO QUALIFY CTC STUDENTS MUST:

1. Earn a high school diploma, achieve a minimum 2.5 GPA on a 4.0 scale in your CTC program and complete the PDE approved Program of Study.
2. Earn the industry certifications offered by your program (if applicable).
3. Achieve Competent or Advanced on the NOCTI End of Program Assessment.
4. Achieve proficiency on ALL of the Program of Study Competency Task List.
5. Provide documentation to Postsecondary Institution that you have met all of the requirements!

Find out more about the colleges offering course credits you can earn while attending RMCTC. Go to [collegetransfer.net](http://collegetransfer.net), search: PA Bureau of CTE SOAR Programs, and find your program by CIP Code.



*\*To receive college credits, qualifying students have three years from their date of graduation to apply and matriculate into the related career and technical program at a partnering institution.*

## Program Planning Tool

Program Title: CIP 50.0402 ADVERTISING DESIGN & COMMERCIAL ART

Student Name: \_\_\_\_\_

This document has been designed as a tool to facilitate student placement decisions and provides important information about the program. The chart on the reverse side is designed to assist in the identification of necessary skills, present educational levels, and supports, if any, that are needed to foster program success.

### ***Program Completion Requirements***

#### ***A successful student will...***

- Secondary Academic Course Requirements: The PA Dept. of Education's focus is to ensure every student is college and career ready, therefore all students are recommended to follow a college prep sequence of academic classes. Courses such as applied math or general science are not appropriate for this program. PDE's goal is to have all students perform at the competent or advanced level on the Keystone Exams and Program of Study end-of-program assessment (NOCTI).
- Complete an Occupational Competency Assessment (i.e. NOCTI end-of-program exam) and score at the "competent" or "advanced" level. This end-of-program exam will cover the full scope of the program of study curriculum and includes (1) a multiple choice test and (2) a performance test consisting of occupational related tasks scored and evaluated by industry judges.
- Earn a minimum of one industry recognized certification. Students will be encouraged and expected to earn all recognized industry certifications that make up the scope of the curriculum. Accommodations are not permitted for industry certifications. These include: Adobe Certifications through Certiport.
- Complete the approved program curriculum and earn a minimum of one RMCTC Job Title aligned with the student's career objective. Job titles are identified on the program task list, aligned with local workforce needs and high priority employment occupations, and annually reviewed and approved by the program's occupational advisory committee.
- Successful completion of Keystone Exams as determined by sending school district.
- Maintain a 95% attendance rate or better.
- Transition on to a post-secondary institution, military or related fulltime employment aligned to their CTC program of study.

### ***Instructional Process/Specifications***

#### ***A successful student will...***

- Perform a wide variety of tasks in a laboratory environment with equipment consistent with industry standards. Up to 25 students are assigned to work "independently" and in "small teams". Students progress through using learning guides in a self-directed manner.
- Working in the laboratory, students will be required to work with the Mac computer, software and hand held cutting equipment associated with advertising design technology. Students will use such items as X-acto blades and spray adhesives. Considerable time will be spent using a computer and other related equipment.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 25% of their time in classroom theory and 75% of their time doing laboratory applications and live work.
- Complete written and performance tests. Students will be evaluated weekly on occupational skill performance using rubrics. In addition, students will be evaluated daily on work ethics. Progress is measured by test performance, task completion and work ethic.
- Participate in Career & Technical Student Organizations including SkillsUSA and/or National Technical Honor Society.
- Participate in a paid or unpaid work based learning related to the Program of Study (cooperative education, clinical internship, and/or job shadowing).
- Read and study textbooks and technical manuals. Most textbooks are written at a 10th to 11th grade reading level and most technical manuals are written at a higher level.
- Complete homework on time. Homework typically involves chapter. workbook or sketchbook assignments, on line research assignments and writing assignments.
- Purchase appropriate work and safety attire, tools, and equipment. Following is an estimated breakdown of costs: TOOLS: 4GB USB Flash Drive \$5-\$10 BOOKS: Sketchbook (50-100pgs) \$15-\$20 CERTIFICATION TESTS: Adobe \$50-\$65

## Program Planning Tool

CTE Requirements	Present Educational Ability/Level	Support Needs
<p><b>Program Completion</b> – Strong self-determination skills and understanding of personal strengths and weaknesses. Ability to meet industry established standards of performance, complete the program of study without curriculum modifications, and earn industry certifications without testing accommodations.</p>		
<p><b>Reading and Language Arts Level</b>- Text and manuals written on a 10<sup>th</sup>-11<sup>th</sup> grade reading level. Proficient on end-of-course exam (Keystone). Ability to gather, read, and process information from multiple sources. Ability to understand written sentences and paragraphs in work related documents. Heavy reading is required to learn related software.</p>		
<p><b>Math Level</b> - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications. Ability to compute proper settings for equipment and correct dimensioning for projects and deliverables. Ability to estimate sizes, distances, and quantities; and determine time, costs, resources, and materials needed to perform a work activity.</p>		
<p><b>Aptitude</b> – Creative / artistic ability. Fluency of ideas. Originality. Visualization. Innovation. Attention to detail. Flexibility. Problem solving and trouble shooting skills. Analytical skills. Computer savvy.</p>		
<p><b>Safety &amp; Physical</b> – Manual dexterity, strong depth and color perception and discrimination. Hand-eye coordination, near vision, stamina and self-discipline to focus at work station for long periods of time. Ability to work independently, good eye/hand coordination, Visual acuity.</p>		
<p><b>Interpersonal/ Social</b> – Ability to work independently and in a team. Effective communication skills. Cooperative. Ability to create and maintain professional relationships. Ability to work under pressure and under time deadlines.</p>		
<p><b>Other Occupational/Program Considerations</b> - Ability to meet deadlines, basic drafting knowledge, computer skills, drawing ability and color keenness. Eye/hand coordination.</p>		

# Scope and Sequence Advertising Design & Commercial Art 50.0402

Academic Subjects – Career success and postsecondary education success require the same level of college prep coursework. The Pennsylvania Department of Education’s (PDE) focus is to ensure that every student is prepared for college and a career. Academic courses such as applied math or general science cannot be listed on the program’s scope and sequence. PDE’s goal is to have all students perform at the competent or advanced level on the PSSA, and earn the Pennsylvania Skills Certificate on the end-of-program assessment.

Subject (Hours)	Secondary School				Postsecondary Institution			
	Grade 9 (Hours)	Grade 10 (Hours)	Grade 11 (Hours)	Grade 12 (Hours)	First Semester	Second Semester	Third Semester	Fourth Semester
Technical		Fundamentals of Advertising Design	Computerized Design Tech	Computerized Design Tech	ART 102: Two-Dimensional Design	ART 109: Design and Color	ART 225: Type Design I	PHO 250: Introduction to Digital Photography
		Fundamentals of Computerized Design Tech	Principles of Typography	Production Processes	ART 180: Drawing	ART 202: Intro to Three-Dimensional Design	ART 260: Introduction to Computer Graphics	ART 210: Intro to Graphic Design
		Principles of Typography & Color	Principles of Color	Graphic Design & Illustration	PHO 101: Black & White Photography	PNP 127: Applied Typography and Design	PNP 136: Packaging and Product Design	ART 235: Type Design II
		Production Processes & Basic Photography / Video	Basic Photography / Video	Products of Graphic Design			PNP 123: Digital Imaging	ART 295: Portfolio
		Graphic Design Principles	Illustration	Production Management				
		Illustration	Graphic Design	Student Project				
		Graphic Design Products	Production Management	Job Seeking / Keeping Skills				
		Job Seeking / Keeping Skills	Job Seeking / Keeping Skills					
English	College Prep English 9	College Prep English 10	College Prep English 11	College Prep English 12	ENL 111: English I	ENL 121: English II		
Math	Algebra I	Algebra II	Geometry	Trigonometry			MTH 151: Structures of Math	
							MTH 153: Topics in Mathematics	
Science	Accl Integrated Science	Biology	Chemistry				SCI: Science Elective	
Humanities	Citizenship	World Cultures	American History I	American Government		SSE: Elective: Social Science		
Other	Physical Education	Physical Education	Physical Education	Physical Education	FIT: Elective: Fitness			PMP 210: Digital Imaging II
	Health	Health	Driver's Ed Theory					

## **CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSO)**

All students enrolled in Reading Muhlenberg Career & Technology Center have the opportunity to participate in at least one Career & Technical Student Organization (CTSO) while enrolled at the CTC. Students who become members in these co-curricular organizations have the opportunity to participate in team building, leadership, community service and social events.

Students also have the opportunity to attend skill competitions where the skills they have learned are "put to the test" against other competitors. These competitions include testing of knowledge and hands-on skills in a variety of trade and leadership events. Students who are fortunate enough to win their events at a district or state competition are able to compete at the national level and travel to locations such as Louisville, KY, Kansas City, MO, San Diego, CA, Orlando, FL, and Cleveland, OH.

### **SkillsUSA**



<http://skillsusa.org>

SkillsUSA is a national organization of students, teachers and industry representatives who are working together to prepare students for careers in technical, skilled and service occupations. SkillsUSA provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

### **National Technical Honor Society (NTHS)**



[www.nths.org](http://www.nths.org)

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Over 2000 schools and colleges throughout the U.S. and its territories are affiliated with the NTHS. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace.

NTHS members receive: the NTHS membership certificate, pin, card, window decal, white tassel, official NTHS diploma seal, and three personal letters of recommendation for employment, college admission, or scholarships. Students will have access to our online career center including these valuable services: MonsterTRAK, Wells Fargo, Career Safe, and Career Key.

*This is to verify that*

*Has met the standards of competence in the*

*Curriculum by completing the following job title(s)*

*Herald P. Witmer Jr.*

Director

Teacher