Department of Education | College, Career and Technical Education

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Applied Arts Practicum

Primary Career Cluster:	Arts, A/V Technology, & Communications
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C11H07
Prerequisite(s):	Minimum of 2 credits in an Arts, A/V Technology, & Communications program of study.
Credit:	1
Grade Level:	12
Focus Elective Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other *Arts, A/V Technology, & Communications* courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the fourth course in the *Digital Arts & Design* and *A/V Production* programs of study.
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.com Technology Student Association (TSA): http://www.tntsa.org
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html.
Promoted Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	A/V Production- 538, 576, 597, 710 Digital Arts & Design- 152, 153, 230, 311, 435, 436, 475, 476, 516, 519, 520, 521, 537, 538, 543, 583, 711, 952, 953 and ADDA Certified Digital Designer or NOCTI Advertising & Design or Adobe Certified Expert
Required Teacher Certifications/Training:	If students are assigned in work-based learning settings, teachers must attend WBL training and earn the WBL Certificate provided by the Tennessee Department of Education.
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-arts-av-tech.html Best for All Central: https://bestforall.tnedu.gov/

Amended April 21, 2017

Course-At-A-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

For more ideas and information, visit Tennessee SkillsUSA at http://www.tnskillsusa.com.

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-3**| Invite an A/V worker to give a safety demonstration.
- **Standards 4-9**| Informational Interview with a industry partner
- **Standards 10-13** | Complete an integrated project with multiple interactions with professionals in the Arts, A/V Technology and Communications field.
- **Standards 14** | Participate in a student run enterprise with team involvement.
- **Standards 15-16** | Do a virtual portfolio exchange with an industry partner.
- **Standards 17-18** | Present final presentation to potential industry employer.

For more ideas and information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html.

Course Description

The *Applied Arts Practicum* is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Arts, A/V Technology, & Communications courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by professionals in these careers, students learn to refine their skills in problem solving, research, communication, teamwork, and project management through the completion of a course-long project. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, service learning, and job shadowing. Upon completion of the practicum, proficient students will be prepared to pursue postsecondary study in arts, A/V technology, or communications programs; or seek additional training or employment with the aid of the portfolio, which documents the student's work completed throughout the program of study.

Work-Based Learning Framework

Practicum activities may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_policy_guide.pdf. The Tennessee Department of Education provides a *Personalized Learning Plan* template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Program of Study Application

This is the fourth course in the *Digital Arts & Design* and *A/V Production* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Arts, A/V Technology, & Communications website at https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-arts-av-tech.html.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:

a. Application of academic and technical knowledge and skills (embedded in course standards)
b. Career knowledge and navigation skills
c. 21st Century learning and innovation skills
d. Personal and social skills

Safety

2) Accurately read, interpret and demonstrate adherence to safety rules, including but not limited to rules published by the Occupational Safety and Health Administration (OSHA), and state and national code requirements. Be able to distinguish between the rules and explain why certain rules apply.

3) Identify and explain the intended use of safety equipment available in the studio or on the jobsite. Demonstrate how to properly inspect, use, and maintain safe operating procedures with equipment. If assigned to a school laboratory, incorporate safety procedures and complete a safety test with 100 percent accuracy. If assigned to work-based learning, follow all applicable safety requirements and guidelines outlined by the company and document completion of training topics on the appropriate work-based learning and work site forms.

Postsecondary and Career Preparation

4) Research and select a company or organization for a project in an arts, A/V technology, or communications field. Cite specific textual evidence from the organization's literature, as well as independent news articles, to summarize:
    a. The mission and history of the organization
    b. Headquarters and organizational structure
    c. Products or services provided
    d. Credentials required for employment and how they are obtained and maintained
    e. Policies and procedures
    f. Reports, newsletters, and other documents published by the organization
    g. Website and contact information

5) Interview supervisors and other employees in a work environment to identify appropriate methods of pursuing education and employment in the given industry, and determine what knowledge, skills, and educational credentials are required in the given workplace setting. Summarize the interviews in an informative narrative.

6) Apply learning experiences throughout the course to review and update the education and career plan based on the knowledge and feedback acquired. Proactively identify areas of strength and opportunities for professional growth, encourage and act on feedback from peers, supervisors, and customers, and seek and use resources to improve skills.

7) Search for the resumes of arts, A/V technology, and communications professionals retrieved from the websites of companies, organizations, or professional networks. Discuss what is typically included in the resumes of these professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.

8) Conduct a job search and simulate the experience by researching local employment options. In preparation for a future career in arts, A/V technology, and communications, compose a cover letter highlighting relevant experience and skills from the resume for a specific job posting.

9) Participate in a mock interview. Prior to the interview, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Highlight sample work compiled in the portfolio that illustrates mastery of specific skills attained throughout the program of study. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.

Transferring Course Concepts to Practicum

10) Apply skills and knowledge from previous courses in an authentic work-based learning internship, job shadow, or classroom-based industry project. Where appropriate, develop, practice, and demonstrate skills outlined in previous courses.

11) Work with the supervising teacher and work-based learning supervisor (if applicable) to develop a personalized student-learning plan, in accordance with approved policies, to address the methods for practicing and demonstrating each of the skills identified in the pre-requisite Arts, A/V Technology, & Communications course standards. Relate how each skill applies to a placement in the workplace or in-class setting.

12) As part of a course project, develop a comprehensive project plan to guide all work based on project planning techniques used in prior coursework. Collaboratively update the plan to reflect unexpected changes in conditions or capacity. For example, demonstrate the ability to reschedule an activity if there is a technical issue with equipment due to unforeseen circumstances.

13) Create and continually update a personal journal to document skills learned during the practicum and draw connections between the experience and previous course content by reflecting on:
    a. Tasks accomplished and activities implemented
    b. Positive and negative aspects of the experience
    c. How challenges were addressed
    d. Team participation in a learning environment
    e. Comparisons and contrasts between classroom and work environments
    f. Interactions with colleagues and supervisors
    g. Personal career development
    h. Personal satisfaction

Business Skills and Project Management

14) In teams, develop and successfully implement a suite of project management tools and processes to aid in the completion of the course project. (If participating in a work-based learning arrangement, apply tools and processes to satisfy placement requirements.) Demonstrate the ability to divide roles and responsibilities among team members, track

progress toward goals, and satisfy client specifications as would a director, producer, or executive member of a production team. For example, assign tasks and monitor deliverables using a Gantt chart or other tracker.

Portfolio

15) Update materials from coursework to add to the portfolio begun in the introductory course. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of project management skills specific to the industry. The following documents will reside in the career portfolio:
    a. Career plan
    b. Resume
    c. List of responsibilities undertaken through the course
    d. Artifacts of project outcomes (such as storyboards, production schedules, and videos)
    e. Periodic journal entries reflecting on tasks and activities
    f. Feedback from instructor and/or supervisor based on observations
    g. Transcripts or other evidence of certifications obtained throughout the program of study

16) Synthesize best representations of all coursework in the program of study to create a cohesive professional webpage, digital portfolio, or video exemplifying personal accomplishments. Develop a plan to distribute the electronic portfolio as part of a career job search and/or application to a postsecondary institution.

Communication of Project Results

17) Apply all steps of the production or design process to successfully complete projects as outlined in the course project plan. Demonstrate the ability to communicate results over the course of the project's duration. Produce a memo documenting the progress of the project and evaluating the final product as though writing to studio executives or project funders. Upon completion of the course, stage a live production, public screening, or other showcase to share the final product, if applicable within the work-based learning placement.

18) Upon completion of the practicum, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant artifacts, such as storyboards, casting videos, scripts, or screenshots of the finished product. Throughout the presentation, justify decisions and assess the quality of the work. Prepare the presentation in a format that could be presented to both a technical and a non-technical audience, as well as for a career and technical student organization (CTSO) competitive event.

Standards Alignment Notes

References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning

- Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.