

Program Information & Skill Alignment Chart for:
Digital Design and Print Media – CIP Code 10.0399
Brownstown Campus

Form to be submitted to IU 13 with PIF

Program Description	<ul style="list-style-type: none"> • Create projects and artwork on state-of-the-art equipment. • Design printing works using various techniques. • Work side by side with graphics industry professionals.
Program Information (costs, certification s, uniform)	<p><u>Textbooks-</u> (Provided to Students):</p> <ul style="list-style-type: none"> • Against the Clock Design • Graphic Communications: Digital Design and Print Essentials <p><u>Uniforms-</u> Students are required to be in uniform daily (Students need to purchase 2 or more Shirts/Pants to comply with uniform cleanliness standards)</p> <ul style="list-style-type: none"> • Indigo Blue CTC logo shirt and sweatshirt (link to store can be found on school website) • Khaki slacks/ dress pants <p><u>Program Opportunities/Certifications</u></p> <ul style="list-style-type: none"> • Co-Op • OSHA Certification
Program Outline & Pathways	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><u>State Program of Study Task Outline:</u></p> <ul style="list-style-type: none"> • Flow of Printing Process • Customer Service • Job Costs and Invoices • Design Layout & Prepress • Digital Output • Offset Printing • Bindery • Substrates & Consumables • Safety • Specialty Printing Technologies </div> <div style="width: 48%;"> <p><u>Careers Pathways:</u></p> <ul style="list-style-type: none"> • Bindery Operator, OJT • Customer Service, OJT/ AD • Digital Press Technician, PS • Duplicator Operator, OJT • Estimator, OJT • Folder Operator, OJT • General Managers, BD • Graphic Designer, AD/BD • Multi-Color Press Operator, OJT • Pre-press Technician, PS • Production Planning, OJT • Purchasing Agent, BD • Shipping & Receiving, OJT • Supervisors of Production, WK EXP <p>*OJT- On-the-Job Training, AD- Associates Degree, PS- Post-Secondary, BD- Bachelor's Degree, WK EXP- Work Experience</p> <p><u>Post-Secondary and Continuing Education Options:</u></p> <ul style="list-style-type: none"> • Local or State Colleges (Ex: Thaddeus Stevens, Penn College of Technology, HACC) </div> </div>
Other Information	<ul style="list-style-type: none"> • Student to teacher ratio is 24:1

<i>Include Articulation Agreements</i>	<u>SOAR Articulation</u> SOAR is a Pennsylvania Department of Education (PDE) program which enables high school students who successfully complete a PDE approved career and technical program to earn college credits. The number of credits available varies by school, program and from one school year to another. Please discuss these options with your counselor.
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Student Name: _____ **District:** _____

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Educational and Physical Attributes	Program Expectations	Present Education Level and Current Supports
Program Safety / Physical Considerations	<ul style="list-style-type: none"> • Must adhere to industry standard levels being OSHA compliant • All students will complete safety training. • PPE (googles/gloves/back brace) must be worn occasionally when needed. 	
Action/Need:		
Program Environment Indoor/outdoor Dust/dirt/fume/noise etc. Layout of room – theory/lab	<ul style="list-style-type: none"> • 4 Hours of time will be working on computers/ theory work, typically • 2 Hours of time in print lab, typically • Walking between theory classroom and print lab 	
Action/Need:		
Typical level of support	IU13 support teachers and paraeducators check in on classrooms for brief periods of time throughout the day, often once or twice a day. IU13 learning support teachers may support 4-6 programs. IU13 emotional support teachers support their students in all programs throughout the building. Paraeducators may support 7-10 programs. The learning center is available at designated times for testing accommodations, study groups, work completion support, and instructional groups on IEP goal areas. Time spent in the learning center limits time spent in labs, so students must make the most of their brief time in the learning center. Services are at an itinerant level. IU13 teachers and paraeducators are unable to be in every	

	program all day due to the itinerant nature. It is not a co-taught structure.	
Action/Need:		
Reading / ELA Levels: <i>Examples:</i>	12 th Grade Reading Level for Instructional Text, 9 th Grade Reading Level for Technical Text <ul style="list-style-type: none"> • Ability to understand graphs, charts, diagrams & tables • Able to identify & apply content-specific vocabulary, acronyms & abbreviations as introduced • Consider point-of-view, writing style, content and purpose of a text • Explain main ideas, summarize & draw accurate conclusions from text (i.e., reading a client creative brief) • Ability to compare and contrast concepts & processes • Accurately follow multi-step procedures independently (sequencing) – Read & understand diagnostic and schematic data to solve problems 	
Action/Need:		
Writing Levels: <i>Example: “Read the following article and write a 200-word essay on how it has to do with the topic we learned about this week”</i>	<ul style="list-style-type: none"> • Legible handwriting for simulated customer work orders • Have basic sentence structure skills • Basic keyboarding skills • Summarize lessons and readings into a notebook • Create a Resume, Cover Letter, & Reference Page 	
Action/Need:		
Math Levels: Example: “Using a ruler, measure the length of the paper in inches to 1/16”, convert this measurement to a decimal If a machine produces 30 pages per minute, how long	<ul style="list-style-type: none"> • Basic addition, subtraction, division, and multiplication to complete customer invoices. • Convert percentages and decimals • Ability to use, read, and understand measuring devices such as rulers, tape measures, or line gauges 	

will it take to complete an order of 4,000 pages?		
Action/Need:		
Theory time	<ul style="list-style-type: none"> • 1-2 hours daily • PowerPoints/ presentations in front of room • Demonstrations in print lab • 2-4 hours daily working on projects which could be on the computer or in the print lab 	
Action/Need:		
Homework <i>Amount per night: none</i>	<ul style="list-style-type: none"> • Minimal Homework • Some preparation for tests/ quizzes 	
Action/Need:		
Lab Time <i>Guided vs Independent Work: Independent</i>	<ul style="list-style-type: none"> • 1-2 hours per day guided work • Independent time on computer in print lab to complete assignments 	
Action/Need:		
Tests <i>NOCTI testing – Yes</i> <i>Frequency of tests/quizzes</i>	<ul style="list-style-type: none"> • 1 per week for marking periods 1 & 2 • 1 every other week in marking period 3 • Minimal tests/ quizzes, if any, in marking period 4 • NOCTI Testing (written Pretest, written, & hands-on posttest) 	
Action/Need:		

Behavioral Expectations <i>Executive Function</i> <i>Organizational skills</i>	<ul style="list-style-type: none"> • Ability to work independently. • Self-advocacy skills • Attention to detail • Critical thinking skills • Ability to solve problems. • Ability to work in a team to complete large assignments • Ability to self-control and maintain professional decorum • Time management to meet deadlines • Ability to maintain an organized a neat workspace which is clean and free of debris • Treat all peers and staff with respect 	
Action/Need:		
Other <i>Technology skills specific to the program.</i> <i>Additional skills that are valuable for program success.</i>	<ul style="list-style-type: none"> • Ability to use graphic design software • Ability to follow directions/ safety procedures to operate printing equipment • Navigate school issued laptop and learning management system • Ability to abide by LCCTC Internet Acceptable Use Policy • Attend Virtually in the event that a Virtual Instructional Day is enacted 	
Action/Need:		

District Representative Signature _____ Date _____